



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Rudheath Senior Academy
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	31.06%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	Initial December 2021 Updated September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	James Kerfoot
Pupil premium lead	Julie-Ann Wilson
Governor / Trustee lead	Victoria Rigby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,748
Recovery premium funding allocation this academic year	£47,748 (£276 x 173 eligible PP students)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£228,496



The Rudheath
Senior Academy

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At RSA, we believe in social justice and equality for all. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across our fully inclusive curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted approach to improving reading ages for all pupils, especially the disadvantaged, so they may access the full curriculum and in its approach to removing barriers to persistent absence.

Post COVID, attendance remains the most significant barrier to all students, maximising the opportunities available at RSA; attendance is the school's number 1 SIP priority and will be the key driver to improving outcomes, especially for our dis-advantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act relentlessly to improve attendance for all students, especially disadvantaged students;*
- to ensure disadvantaged pupils are challenged in the work that they are set;*
- act early to intervene at the point need is identified;*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																								
1	<p>Wellbeing: Our assessments (including CPOMS, GL assessments, wellbeing surveys), observations and discussions with pupils and families identify an increase in social and emotional issues for pupils.</p> <p>Baseline</p> <p>Term 3 2021 - 256 CPOM entries for cause for concern -128 CPOM entries for emotional related</p> <p>Term 1 2022 - 404 CPOM entries for cause for concern - 234 CPOM entries for emotional related</p>																								
2	<p>Attainment: GL assessments data suggests that the achievement of disadvantaged pupils is low on entry.</p> <p>Baseline</p> <p>38% of Year 7 have a reading retrospective scaled score of less than 100, of which, 41% are PP.</p> <p>34% of Year 8 have a reading retrospective scaled score of less than 100, of which, 41% are PP.</p> <p>55% of Year 7 have a maths retrospective scaled score of less than a 100, of which, 48% are PP.</p> <p>44% of Year 8 have a maths retrospective scaled score of less than 100, of which, 45% are PP.</p>																								
3	<p>Reading ages: Our assessments (GL assessments, reading age scores, Think Reading data) suggest low reading age scores across the school, particularly for the dis-advantaged.</p> <p>2021-22 Baseline reading ages:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>More than 20% below</th> <th>20% below</th> <th>At or above</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>29</td> <td>34</td> <td>41</td> </tr> <tr> <td>8</td> <td>24</td> <td>37</td> <td>41</td> </tr> <tr> <td>9</td> <td>31</td> <td>32</td> <td>42</td> </tr> <tr> <td>10</td> <td>20</td> <td>34</td> <td>15</td> </tr> <tr> <td>11</td> <td>12</td> <td>48</td> <td>0</td> </tr> </tbody> </table>	Year	More than 20% below	20% below	At or above	7	29	34	41	8	24	37	41	9	31	32	42	10	20	34	15	11	12	48	0
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4	<p>Attendance: Attendance data over the last 3 years indicates that the attendance rate for disadvantaged pupils is lower than that of their peers and, partially due to pandemic, has declined over the last three years.</p> <p>2019: PP –91.9% NPP – 92.7%</p> <p>2020: PP – 89% NPP – 91.9%</p> <p>2021: PP - 85.6% NPP – 88.9%</p> <p>2022: PP - NPP -</p>
5	<p>Raising aspirations: Data and observations identify that some disadvantaged pupils do not benefit from experiences or opportunities that help them high aspirations or develop their cultural capital.</p> <p>Limitations of COVID</p>

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Wellbeing: To achieve and sustain improved wellbeing for all pupils, especially those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing for all pupils which will be demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from student voice, student and parent surveys and teacher observations. -pupils speak positively about the school and are happy and safe at RSA. -quantitative data from GL PASS surveys, CPOMS and well-being surveys showing a decline in wellbeing issues.
<p>Attainment: Improved attainment and among disadvantaged across the curriculum.</p>	<p>Progress of disadvantaged pupils is in line with whole school progress and above the national average for disadvantaged students (2018/19 - 0.45).</p> <ul style="list-style-type: none"> -the gap between disadvantaged pupils and their peers shows incremental improvements in each year group.



<p>Reading ages: Reading ages of disadvantaged pupils to meet or exceed chronological age.</p>	<p>Data from reading age tests show an incremental improvement in the chronological reading ages of disadvantaged pupils, especially at KS3.</p>
<p>Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance figures show that the gap between disadvantaged and non-disadvantaged students is diminishing.</p> <p>Attendance data improves over the next 3 years to be in line with national averages.</p> <p>Incremental improvements seen within target groups each half term.</p>
<p>Raising aspirations: Build aspiration and positive engagement by providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p>	<p>A significant increase in the number of pupils engaging in enrichment, interform competitions and trips and events, particularly among the disadvantaged pupils.</p> <ul style="list-style-type: none">- effective careers provision ensures that all pupils, especially disadvantaged pupils are well prepared for post-16 pathways.-0% NEET for disadvantaged pupils. All disadvantaged pupils go onto the destination of choice.-Gatsby Benchmarks are achieved.



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments and analysis tools.</i></p> <p><i>Staff training will be provided for staff to ensure assessments are interpreted correctly.</i></p>	<p>Standardised tests such as GL assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through teacher instruction or interventions (EEF- standardised tests, assessing and monitoring pupil progress). Use of SMID for whole school analysis.</p> <p>Use of early identification of students through GL reading assessments.</p>	2, 3
<p><i>Continuous improvement in the quality and consistency of teaching and learning, achieved through high quality internal and external CPD.</i></p>	<p>Rosenshein's Principles for Instruction</p> <p>Instructional coaching-WalkThrus</p> <p>EEF Pupil premium guidance</p> <p>EEF Teaching and Learning tool kit for feedback</p> <p>EEF Metacognition and self-regulation</p>	2
<p><i>Whole school literacy strategy to support low levels of literacy and raise standards within all subjects.</i></p>	<p>EEF Improving literacy in secondary schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Whole school approach to improve oracy, writing, reading, disciplinary literacy and vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3



Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS4 catch-up intervention via small group tuition (with additional funding from NTP grant)</i>	DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice EEF – Closing the attainment gap https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap	2
<i>Literacy and reading intervention through academic mentoring and whole school literacy approaches such as Bedrock and Expert Reader</i>	EEF Teaching and Learning tool kit – oral language interventions and reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF – Improving literacy in secondary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 DfE School-led tutoring https://www.gov.uk/government/publications/school-led-tutoring-grant	3,2
<i>High quality curriculum intervention resources.</i>	DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice	2
<i>Increasing capacity and resources within the SEND team to support disadvantaged engagement with the curriculum</i>	DFE - https://www.gov.uk/government/publications/supporting-send/supporting-send	2, 3, 4



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £172081

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Recruitment of DHT x 1 term to rise standards in attendance and attitudes, 2 x role of Pastoral Manager with focus on attendance to lessons and attainment.</i></p> <p><i>Class Charts platform</i></p>	<p>EEF Improving behaviour in schools</p> <p>EEF Teaching and learning tool kit- behaviour interventions</p> <p>EEF Working with parents to support children's learning</p>	<p>2,4</p>
<p><i>Employment of an attendance officer to improve overall school attendance, specifically.</i></p> <p><i>SOL attendance tracker and CPD</i></p>	<p>DfE Securing good attendance and tackling persistent absence</p> <p>EEF Attendance interventions rapid evidence assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendanc</p>	<p>4</p>
<p><i>Resources to improve disadvantaged pupils' access to the taught curriculum, curriculum enrichment, future destinations and opportunity to develop cultural capital. Resources to support families with costs of such</i></p>	<p>EEF – Teaching and learning tool kit- Aspiration intervention</p> <p>Supporting families 2021-22 and beyond</p> <p>https://www.gov.uk/government/publications/supporting-families-2021-to-2022-and-beyond/supporting-families-2021-22-and-beyond</p> <p>True education partnerships</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/</p>	<p>5</p>



<i>resources, including basics such as school uniform and equipment.</i>		
<i>Resources and interventions to improve the wellbeing of all children, particularly disadvantaged children so they attend more and learn more (including school counsellor).</i>	Promoting children and young people's mental health and wellbeing https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing KCSIE https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	1, 2, 4

Total budgeted cost: £ 228496



Externally provided programmes

Programme	Provider
Students at risk - behaviour/strategies support	Queensberry Alternative Provision
Mental health	Bronnie LGBTQT
Interactive performance on CSE and substance misuse	Risking it all
Trauma informed practice -Our ways of Working	Building emotions
Pixl – currency/culture/character (21-22 only)	Pixl
Safeguarding network – online program of training for staff	Safeguarding network
1-1 Counselling sessions	External Provider – Parkes Therapy Practice
GL assessments – NRGT, PASS	GL assessments

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes

A new senior leadership team was put in place during 2021, with the appointment of a new Headteacher for September 2022. Key review points as of September 22 include:

Well-being

Ethos of Excellence and Kindness well embedded across the school – evidenced through pupil and staff voice and embedded through all school approaches.

Term 3 2021-22 CPOMs data shows a decrease from 404 to 351 entries for cause for concerns and a decrease from 234 to 153 for emotional related entries. This continues to be a focus for the school and the data must remain contextual.

Student PASS survey shows that 75% of students are happy to come to school, 93% said they belong at school and 95% say they belong at the school. Aim is 100%.

High quality RSE, PSHE and wellbeing programme in place, strongly linked to safeguarding and school context- evidenced through embedded policy, curriculum delivery (enrichment such as odd balls, road safety, Two engage, visits from the PSCO, LGBTQ performances) and student/ staff voice. In line with CPOMS and contextual needs of school. Aim to review impact on Dis-advantage students.

'Voice of the child', employment of child advocate and school counsellor and various other strategies in place to effectively safeguard all- external supervision from NWAT to support robustness of SG strategies in place.

In a drive against obesity 70% of students significantly improved their fitness levels 21-22; student voice about their own fitness and well-being is positive because of this.

Attainment

Coherently planned and sequenced curriculum to provide ambitious knowledge, text and vocab rich curricular- evidenced through various SLE visits. Key subjects identified for further SLT support in 222-23.

Use of COVID catch-up funding to utilise NTP and staff-led tutoring to raise attainment for Year 11 -incremental progress evidenced in tracking systems and SMID for 21-22. Increase from 30-50% EnMA, Progress8 English 0. Improvements in maths seen



however remains a focus for 22-23. Early identification for 22-23 EnMa cohort in place with NTP investment.

A full intervention programme for year 11 includes Period 0, Period 6, Stamina Saturdays, weekend and holiday sessions and an extensive exam support programme with breakfast revision and targeted intervention. Dedicated area to school website and additional information evening for year 11 parents in place. Year 11 RAP meeting in place from September 22 to break down barriers to success and identify correct support and intervention with key staff.

Weekly CPD time dedicated to 'collaborative planning'. Rosenshine's principles of instruction embedded with WalkThrus and Pocket Pedagogy to support practice and impact for all staff. Ongoing staff CPD to improve standards across the school, particularly for PP students- evidenced through robust CPD programme, staff survey, drop-in and celebrations of implementation in T&L newsletter.

Use of class charts and SMID to share, track and analysis PP performance.

Externally verified high quality remote education offer.

Reading ages

Whole school literacy approach includes expert reader programme and small group reading tuition for bottom readers. Impact Year 7 dis-ad: 70% reached expected progress, 20% higher than expected. All year 7: 78% expected, 25% higher than expected. Year 8 improved from 30% to 58% in 21-22.

New 'Think Reading' programme for 22-23 to improve quality of programme offer, along with NGRT tests for all year groups now in place.

Attendance

Attendance for dis-advantaged students has declined over a three-year trend: PP 2021 85.6% declined to 83.91% 22, with 6.67% gap to peers.

An attendance drive to reduce persistent absence and to support individual needs is an ongoing focus. Investment into SOL tracking/ CPD and additional staffing (Deputy Head Teacher and second Pastoral Manager) for September 2022.



Implementation of Class Charts- ongoing behaviour tracking and rewards to support attendance.

Faculty cup- interform competitions to improve well-being and attendance. Examples in club interform sports- whole school, Poppy Run, STEM competitions and debates.

Raising aspirations

Improved enrichment programmes including trips and visits- evidenced through internal tracking of engagement and class chart rewards. This includes over 3000 hours of sporting enrichment, 840 hours of debating engagement, 250 hours a month of other enrichment clubs, a full year calendar of trips, events and rewards such as skiing, Barcelona and school awards for engagements in learning opportunities such as becoming a Holocaust Beacon school, receiving the GOLD sport award and the Music Mark Award. Other accomplishment: hosted Anne Frank pop-up museum, local Northwich Heritage Trail microclimate project, White-Water Writers published novel, winning Northwich Youth Speaks debating competition, Chef Rotary competition Industrial Cadets, Beauty and the Beast performance, Rudheath's got talent and music lessons and performances across the school year.

Improved Gatsby focus- including monitoring and intervention for those at risk of NEET- evidenced through internal tracking and year 11 outcomes. 95% went on to a destination of choice 2022. 100% of Year 10s engaged in a week of work experience. Robust external careers guidance is a focus for 22-23.

Improved transition experience for SEND, vulnerable and PP students and the development of the Year 7 hub with exceptional wraparound care for all – evidence through increasing numbers for year 7 intake and in year transfer rate (78 Year 11s left- 124 Year 7 intake September 22).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider



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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	