Pupil Premium Strategy Statement – Rudheath Senior Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Rudheath Senior Academy
Number of pupils in school	595
Proportion (%) of pupil premium eligible pupils	32.94%
Academic year/years that our current pupil premium strategy plan covers	(23-24) year 1 of 3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	James Kerfoot
Pupil premium lead	Rebecca Rive
Governor / Trustee Lead	Victoria Rigby

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,060
Recovery premium funding allocation this academic year	£54,984
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget this academic year	£268,214

Part A: Pupil premium strategy plan

Statement of intent

At RSA we believe financial disadvantage should never be an obstacle to a young person's life chances, we will use every source of funding and educational strategy at our disposal to remove barriers to success for our students. Our intention is that all pupils irrespective of their background or the challenges they face, make good progress and strive to achieve their full potential whilst having their eyes opened to the wonderful world of possibilities and aspire to achieve even more.

Our strategy is embedded into wider school plans to improve attendance, literacy, and to ensure that high quality teaching and learning is at the heart of our approach.

Key Objectives:

- To ensure that the progress of disadvantaged students is in line with their non-disadvantaged peers
- To demand quality first teaching for all disadvantaged students
- To improve the reading ages of disadvantaged students
- To raise the aspirations of all disadvantaged students through quality CEIAG
- To improve the cultural capital of all disadvantaged learners through the wider curriculum
- To ensure that attendance of PP students is in line with non-PP students
- Quality mental health and well-being support is in place for disadvantaged students
- To improve relationships with parents of PP students to raise aspirations

Key Principles:

Our approach is flexible and adaptable based upon the needs of the students but always rooted in best practice, research and how well we know our pupils as individuals. We adopt the EEF three-tiered approach

1) Teaching to the top

2) Targeted academic support

3) Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment: The gap between disadvantaged students and their non-disadvantaged peers has grown in the last academic year.
2	Attendance: Attendance rates for pupil premium students are lower than non-pupil premium students.
3	Reading ages: There is a greater number of PP students reading below their chronological age than non-PP students.
4	Attitudes/wellbeing: Observations and discussions with pupils and families identify an increase in social and emotional issues for pupils. Observations suggest that some disadvantaged pupils lack some resilience/ self-regulation/metacognitive strategies when faced with challenging work. Data and observations identify that some disadvantaged pupils do not benefit from experiences or opportunities that help them to develop high aspirations or develop their cultural capital.
5	Parental engagement: Observations identify low levels of parent involvement, dialogue, and support in promoting the value of education and aspirations for the best outcomes from school.

Intended Outcomes

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
The progress and attainment of disadvantaged pupils is above national and internal gaps are narrowing in all departments	Overall P8 measure is a positive for disadvantaged students and A8 measure and headline figures are in line with national non-pupil premium students. Progress data at all data capture points is analysed, tracked, discussed at accountability meetings with class teachers and shared with governors. Assessment data is routinely used to inform curriculum planning to close gaps in knowledge by the end of the year.
There is no significant gap in attendance between the disadvantaged students and their non-disadvantaged peers. Attendance is improved and sustained for all pupils.	The internal gaps between pp and non-pp are tracked and closed following the whole school attendance strategy. Attendance data improves to be in line with national averages.
Reading ages are improved, and the gap is narrowed between reading age and chronological age for pp students.	The gap in reading age and chronological reading age between pupil premium and non-pupil premium students is tracked and closed using the school's literacy strategy. NGRT tests are completed in Sept and 100% of pupils receive bespoke intervention. Expert reader and Think Reading programmes are implemented and tracked.
0 NEETs for the class of 2024	Destinations data will indicate that PP learners do not become NEET. All year 11 students attend meeting with MPLOY careers advisor and complete individual plan. Gorup of high concern students work with MPLOY on an individual basis and with their families to ensure they do not become NEET. All year 11 pupils will receive mentoring and support to reach their first-choice destination and student voice will demonstrate that pupils feel supported.
Reduction in behavioural sanctions	Data will show that pp pupils exclusion rates are in line with non-pp pupils and the gap is diminishing.

	Sanctions will decrease for PP learners and rewards will increase tracked through class charts by the end of the year.
There will be an increase in the engagement of PP learners' families within the life of RSA	Data shows an increase in the number of pp learner's parents/carers attending parents evening over the next 3 years. Parent voice demonstrates that the information provided in the run up to mid-year and end of year exams is useful in helping them support their children. Attendance to drop ins and coffee mornings from families of pp learners increases over the next 3 years.

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: £15217

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative learning CPD every Tuesday that responds to QA cycle Developing oracy (right is right, I say – you say)	(EEF) The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Most of the positive approaches include the promotion of talk and interaction between learners. This strategy will also support pupil's' oracy and improve their social skills as well as their resilience and self-regulation. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies often report improved classroom climate and fewer behavioural issues following work on oral language.	1, 3
Professional development based on evidence-based approaches	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology (Ipad scheme).	1, 3
Leadership and management – using middle leaders and senior leaders as an engine for Closing the Gaps	Accountability meetings and building targets in performance management structures and meeting patterns raises the profile of disadvantaged student progress and support is in place in order to provide staff with CPD and strategies to ensure that no pupil is left behind.	1
Whole school reading strategy	(EEF) The average impact of reading comprehension strategies is an additional six months progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge.	3

Implementing 'The Rudheath Way' – RSA role models	(EEF) The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.	1, 4

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

Budgeted cost: £50,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of year roles and Pastoral managers and attendance officer	Data from the Sutton Trust has identified that students with low self-esteem are more likely to underachieve due to declining attendance, which ultimately impacts on progress and attainment. Effective reward and sanction approaches are described by Hattie as an integral component of student progress in the classroom. Effective monitoring, analysis and action from reward and sanction data has been identified as a support mechanism for the behavioural improvements in pupil premium students.	2, 4, 5
Targeted mentoring of underperforming pupil premium students	Regular mentoring sessions over a sustained period have been identified by the EEF to demonstrate a positive impact on CIAG outcomes and to a lesser degree academic progress and attainment. All of our Y11 Pupil premium students will be mentored during their final KS4 year. In KS3 mentors will be allocated on a needs basis following effective analysis of data.	1, 4
One to one support for pupils with low reading ages (Think reading)	Reading intervention staff trained to deliver specialist programme one to one (Think Reading). (EEF) The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (Reading intervention staff trained to teach phonics to pupils with a chronological reading age 20% below their actual age)	3
Extending school time (P0 and P6, homework club, half term sessions etc)	The average impact of approaches involving extending school time is about an additional three months progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes which have higher impacts on average. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes	1

	are more likely to have an impact on attainment than those that are solely academic in focus. Evidence from the EEF suggests that a 'Growth mindset' approach of continued effort and practice promote higher levels of progress in students preparing for pre-public exams	
School-led tuition NTP	(EEF) The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1, 4

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

Budgeted cost: £202,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy	EEF rapid evidence assessment research	2
Uniform provision	As a school we acknowledge our context; so it is important to our students, parents/carers and us that we support the borrowing or issuing of uniform. This promotes a sense of belonging and pride and ensures all students can follow all school policy expectations.	1, 2, 3, 4, 5
Breakfast and lunch healthy food provision	Provision of a healthy balanced breakfast and lunch promotes focus and engagement in academic study	1, 2, 3, 4, 5
Financial support for trips and revision packages including revision guides	Student life experience and cultural capital is expanded when wonderful and once in a lifetime opportunity are provided. We believe this aspect of education is extremely important, but it has also been identified as a vehicle to increase student aspirations and career pathway development.	2, 4, 5
Ipad Scheme	To ensure equitable access to digital technology so that students continue to improve their retention of critial knowledge, develop key skills and master challenging concepts. One to one Ipads provide equal opportunity for learning beyond the school day and provide students with the skills needed to effective learners in the 21st Century.	1, 3, 4, 5
Access to careers advisor for all students in year 11 with disadvantaged students and those most at risk of NEET prioritised (MPLOY)	(EEF) Teenagers who underestimate the education needed to get their chosen job are more likely to end up not in education, employment or training and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don't match their educational goals. However, good quality careers education can make a real difference to academic, social and economic outcomes	1, 4
Utilisation of Restore provision	To reduce exclusions and provide an opportunity for restorative practice while students can still access learning and complete the work to avoid gap widening/emerging	1, 2, 4
Utilisation of Sanctuary provision	To provide a space with expertise to work with students who are disadvantaged because of specific learning needs in order to close the gaps and improve outcomes and engagement with mainstream education	1, 2, 4
Mental Health provision	(EEF) The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low,	2, 4

	so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EIF report on adolescent mental health found good evidence that CBT intervention can reduce symptoms of anxiety and depression	
Physical activity – engaging PP students with the wider curriculum	(EEF) The average impact of engaging in physical activity interventions and approaches is about on month's progress over the course of a year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	2, 4

Total budgeted cost £268,214

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

School Overview					
School	Rudheath Senior Academy				
Academic year review	22-23	Total PP Budget	£228,496	Date of PP review	Dec 23
Total number of pupils	557	Number of pupils eligible for PP	173	% of pupils eligible for PP	31.06

Attainment

	22 – 23		
Summer 2023	PP students	National (non-dis)	Gap
Number of pupils	27		
A8	25.6	49.8	-24.2
P8	-1.11	0.18	-1.29
EM 4+	19%	73%	-54%
EM 5+	11%	51%	-40%
Entering Ebacc	11%	47%	-36%
Ebacc at 5+	0%	20%	-20%
Ebacc at 4+	0%	31%	-31%
Exam entries per pupil GCSEs	6.2	7.4	-1.2

The actions taken to close the gap between disadvantaged students and non-disadvantaged students both within school and nationally have had limited impact. We recognise this is not good enough and it is below the standard we expect. The disadvantaged gap in school has widened in the academic year 2022 – 2023 (in school gap of -0.81 for progress 8). The number of disadvantaged students entering Ebacc is significantly below national and there is a legacy of disadvantaged students being removed from qualifications. This remains a focus for the next academic year with a robust action plan around outcomes and quality first teaching and learning.

Reading Ages

'Expert reader' takes place in Tutor three times per week (total 60 minutes). Texts have been carefully chosen for each year group to engage and develop cultural capital and foster a love of reading whilst raising literacy levels through challenge. Students in years 7 - 10 completed NGRT testing in September 2023 to measure the success of this against reading ages:

Avg SAS	September 2023				November 2022		
	PP Students	Non-PP Students	Gap		PP Students	Non-PP Students	Gap
Yr 7	93.44	103.75	-10.31		n/a	n/a	n/a
Yr 8	96.29	100.12	-3.83		94	99.8	-5.8
Yr 9	105.23	106.65	-1.42		100.4	102.52	-2.12
Yr 10	102.12	102.72	-0.6		100.24	98.85	1.39

The national average SAS score is 100.

This data demonstrates that there is still a gap between disadvantaged and non-disadvantaged students especially on entry, so this remains a key priority for the next academic year however we are confident that the strategies in place are having a positive impact on closing the gap and disadvantaged students in year 9 and 10 now have an average SAS score that is above average.

For students identified as significantly below their chronological age they are placed on the 'Think Reading' programme. This has had a positive impact upon the disadvantaged students enrolled upon it. Disadvantaged students in year 10 made an average of 3 years progress. This has been a small group of students, but it is something we intend to grow in the next academic year due to the high levels of success.

Attendance

Attendance Summary							
% Avg Att	**2022 – 2023**				**2021 - 2022**		
	PP students	Non-PP students	Gap		PP Students	Non-PP students	Gap
	81.93%	92.62%	10.69		83.8%	90%	6.2

Attendance for all students is a whole school priority in the school improvement plan. The attendance gap for disadvantaged students has widened compared to their non-disadvantaged peers so continues to be a key focus for the next academic year.

Destinations

In education or employed for 2 terms after KS4	2022 – 2023 (provisional)		2021-2022
	PP students		PP students
	85%		87%

The actions implemented did not ensure the target of 0% NEET. There were 4 disadvantaged students in September that had not yet enrolled in education or employment. Follow up appointments with MPLOY have taken place and this will be updated in Spring. This remains a key focus for the next academic year.

Enrichment

Disadvantaged students successfully engaged in a wide range of enrichment and extra-curricular activities. This includes a variety of sporting activities, debating, and music lessons. A full year calendar of trips and rewards including trips to Barcelona, London, and skiing took place and many disadvantaged students benefited from financial support to ensure they could participate and widen their cultural capital. These opportunities will continue next year.

Wellbeing

Disadvantaged students benefit from a full breakfast and healthy lunchtime provision that is offered to all students. In addition to this, full uniform bundles are offered to all disadvantaged students. Student voice demonstrates that over 93% of students say they belong at school. This provision will continue next year.

Externally Provided Programmes

Please indicate 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
My Tutor Rudheath Programme	My Tutor

Service pupil premium funding (optional)

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

Measure	Detail
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?	