Pupil Premium Strategy Statement 2020-21

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1. Summary information

School	Rawmarsh Community School				
Academic Year	2020-21	**Total PP budget**	£383,585.00	**Date of most recent external PP Review**	December 2019
Total number of pupils	1055	**Number of pupils eligible for PP**	432 (40.95% of total students)	**Date for next internal review of this strategy**	November 2020

2. Current attainment

	National – figures 2018-19			Rawmarsh Community School – CAG outcomes 2019-20		
Performance Measure	**All**	**PP**	**Non-PP**	**All**	**PP**	**Non-PP**
APS on entry				27.8	27.75	27.89
Progress 8	-0.03	-0.44	0.13	0.38	0.12	0.57
Attainment 8	45.5	36.7	50.1	48.41	44.96	51.00

Figures from Table 1 were taken from Bromcom and up to data as of November 2020. Data from Table 2 was provided by HRO (17.11.2020.) With no comparable national data, we have used the most recent figures from national exams which dates back to 2018-19.

3. Barriers to future attainment (for pupils eligible for PP)

Covid-19 Learning Deficit	**In an unprecedented year, our students, as well as their peers across the country have had to contend with huge disruption to learning.** With most students being deprived of 6 months of on-site learning and numerous instances of self-isolation to comply with national guidelines, we have seen increasing cases of mental health issues and students without the means to learn remotely. Despite over 50 of our most vulnerable students gaining from the government's initiative to provide laptops and internet access, at the time of writing, we are aware of over 100 students in school who still do not have a computer to use at home. Our approach to blended learning will be crucial.
Literacy	**On average, PP students who join us from KS2 do not have the same <u>Literacy</u> skills as non-PP students. This is a barrier which limits many students from fully accessing the wider curriculum.** Among our current Y7 cohort, 33.82% of students did not meet the expected standard of 100 (Standardised Score) at reading in their baseline NGRT Test (no National KS2 Reading Scores published for 2019-20); of these, 44.12% were eligible for Pupil Premium. In total, this accounts for 52.22% of the whole Pupil Premium cohort. This is in addition to 33.33% of our Y8 cohort who arrived with a KS2 reading score of below 100. As a result of lockdown, these students will have missed out on crucial face to face catch up interventions. From taking part in the national pilot of the Y7 'No More Marking' comparative judgement test, we also know that, on average, the Y7 intake across the country are 22 months behind age expectations in their writing.
Numeracy	**On average, PP students who join us from KS2 do not have the same <u>Numeracy</u> skills as non-PP students. Along with Literacy, this is a barrier which limits many students from fully accessing the wider curriculum.** In the absence of Y6 SATS data, our baseline test of Y7 students indicated that 21.60% of students were below expected standard and 50% of these pupils were eligible for Pupil Premium. Among our current Y8 cohort, 24.39% of students did not meet the expected standard of 100 (Standardised Score) at KS2 for Maths; of these, 63.33% were PP As with Literacy, these students have missed out on crucial face to face catch up interventions due to the national lockdown.
Vocabulary	**A significant proportion of our PP students arrive in Y7 with a limited range of <u>Vocabulary.</u>** According to research cited by Alex Quigley in 'Closing the Vocabulary Gap,' *"The failures that are associated with a limited vocabulary are inextricably linked to a child's home postcode, along with the pay packet and level of academic qualification of their parents."* With 4 in 10 of our students being eligible for Pupil Premium, we have a significant proportion of students who arrive at the school at risk of having deficits in their vocabulary.
Oracy	**A significant proportion of our PP students arrive in Y7 with poor <u>Oracy</u> skills.** The barriers outlined above in Literacy and Vocabulary, which affect many of our PP cohort, have a direct impact on the capacity for these students to articulate themselves with confidence, clarity and detail.
Cultural Capital	**Many of our disadvantaged students do not benefit from the same <u>opportunities to experience culture and the wider world</u> like their peers in more affluent areas.** As a result, the expectations and aspirations that they hold for themselves and their future education / career do not always match their abilities; they can also be held back by limited exposure to wider cultural experiences.
Parent Engagement	**As a school we are continuing to work tirelessly at engaging <u>hard to reach parents.</u>** With restrictions on face to face parental engagement events on site, we are striving to adopt new and innovative practice to ensure that parents continue to receive meaningful

engagement, sharing academic data on progress, effort and attendance as well as information and guidance on how to support their child with their learning at home.

4. Desired Outcomes	Success criteria
• To ensure that all students access a broad and balanced curriculum, which challenges all learners.	• All students leave RCS 'able' and 'qualified' to access the next steps of their education. • All students access the curriculum regardless of their barriers to learning. • All students fill their E-BACC 'buckets.' • All students are study their preferred option subjects from a broad range of choices.
• To improve outcomes for the all students at GCSE level.	• Improved Progress 8 and Attainment 8 scores for all PP students to close the gap on Non-PP peers both in school and nationally. • Improved percentage of PP students at RCS who achieve at least a Grade 4 and above in English and Maths to 'diminish the difference' with Non-PP students both in school and nationally. • Improved percentage of PP students accessing grades at 7+ - especially in English and Maths. • Improved attainment of all PP students in E-BACC subjects.
• To remove barriers to learning in literacy, numeracy, oracy and vocabulary so that the curriculum is accessible to all.	• All PP students receiving Literacy and/or Numeracy in Y7 – Y8 to make at least expected progress in English and Maths. • All PP students to achieve in line with Non-PP peers at KS3. • Reduce the number of PP students who require Literacy / Numeracy provision as they move through school due to improved attainment outcomes. • All PP students to develop confidence, competence and independence in oracy and vocabulary use.
• To improve levels of 'Cultural Literacy,' aspiration and wider participation among all students.	• All Y11 students secure next steps in education or training (no NEETs.) • All KS4 students receive individual careers guidance interviews. • All most able PP students attend at least one university outreach event. • All PP students attend at least one open day at a local college / Sixth Form • All KS4 students are offered the opportunity to take part in work experience • Improve the rate of participation of PP students from Y7 – Y11 in extra-curricular activities, educational visits and experiences aimed at developing cultural literacy and aspirations.

5. Planned Strategies for 2020-21

Academic year: 2020-21
i. Quality first teaching

Desired Outcome	Chosen approach	Evidence and rationale	How will you ensure it is implemented well?
To deliver quality first teaching through a programme of research-led CPD.	Introduce a consistent whole school approach to and share best practice in the priority areas of: • Reading and vocabulary • Retrieval practice & low stakes testing • Four pillars of remote learning • Blended Learning	NGRT found a significant correlation between students' reading ability and their performance in all GCSE subjects and the match was just as strong with maths and science as it was in the arts and literacy-rich subjects, like English and history. According to Ofsted and Alex Quigley (EEF), reciprocal reading, frequent exposure to a wide range of high quality academic texts and the explicit Tier 3 vocabulary instruction are among the most effective tools to close the reading and vocabulary gaps. Retrieval practice is focused on recalling learned information from memory with little or no support. Every time this learning is retrieved or used to answer low stakes questions, it changes the original memory, makes it stronger and embeds it into the long term memory. According to Professor Robert Bjork - 'Using your memory shapes your memory'.	Regular learning walks and book scrutiny to monitor quality and consistency of the CPD strategies implemented. Ongoing whole school CPD to refresh and update pedagogy, and share good practice. Ongoing personalised support at faculty level to tackle any inconsistencies or misconception. Ongoing QA of resources to ensure material used is high challenge and is in line with CPD expectations. Analysis of attainment data at each data collection point and where NGRT assessments have been conducted. Pupil voice to gauge attitudes, understanding and perceived impact.
Improve pupil progress through frequent and effective personalised feedback for students.	Our whole school approach to RAG sticker marking provides students with timely written feedback and a differentiated 'RAG' task which they can act on to demonstrate progress.	According to the EEF, Feedback remains the most effective tool at our disposal to support students in making progress. As a lost cost, high impact strategy, when delivered effectively, students can expect to make up to +8 months progress on average.	Work scrutiny at departmental and whole school level to ensure that all students receive the same standard of feedback. Student voice to gauge attitudes, understanding and perceived impact.
Fill knowledge gaps to mitigate learning loss as a result of the disruption	We have implemented a 'Blended Learning' policy in response to Covid 19 and this includes the expectations that:	At this stage research on blended learning is limited but there appears to be a moral consensus in education that students have a right to continue their	Quality Assurance by Middle and Senior Leaders.

of lockdown and self-isolation.	1) All lessons will be broadcast live via Google Meet and recorded for students who are having to learn remotely (e.g. self-isolating) 2) All lessons and resources are uploaded on to Google Classroom 3) Staff will provide students with timely feedback on their work if submitted remotely.	learning, and that the most effective way to do this is to replicate face to face teaching where possible. Early research from the EEF recommends that the elements of effective teaching such as clear explanations, scaffolding and feedback are particularly crucial.	Analysis of attainment data at each data collection point. Student voice to gauge attitudes and perceptions.
Deliver a curriculum which is broad and balanced and accessible to all.	Offer students the choice of 23 option subjects including a broad balance of E-BACC and vocational subject including 3 languages, Construction, Photography and Hospitality. A system of Inclusion which offers different layers of intervention (Wave 1 – 3) for students with SEND and behavioural barriers to the curriculum. Access to an effective team of key workers and mentors to support individual students. Opportunities to access providers within the community to improve engagement and attainment in vocational subjects.	The new Ofsted framework puts huge emphasis on the merits of a broad and balanced curriculum: "International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects." *(Ofsted: Education Inspection Framework – Overview of Research, Jan 2019)*	Quality assuring the curriculum within each faculty to ensure it is planned and sequenced so that new knowledge and skills build on what has been taught before. High expectations of all students to ensure they all fill their E-BACC 'buckets.' Ensuring that the four fundamental cross-curricular skills of: Literacy, Numeracy, Oracy and Vocabulary are at the heart of the curriculum. Annually review the options available on the curriculum to ensure that students get the best deal possible; underperforming subjects to be scrutinised by SLT and support put in place where required. One to one meetings with SLT for all students to ensure they make informed decisions when selecting options. Ensuring that there are explicit links to careers within schemes of work for each subject area.
Improve academic outcomes students at risk	The creation of an additional 'C-Band' set which primarily targets a demographic of mid	According to the EEF, reduction in class sizes has an average impact of +3 months progress per student.	Using strongest staff to on Band C classes, which are PP pupil heavy – SLT / FLs.

of not achieving Grade 4 and above in English and Maths.	ability PP students who have traditionally been vulnerable to underachievement at GCSE. These are also students who are at risk of achieving Grade 4 / 5 in English or Maths but not both. These students receive highly target teaching within a smaller class size and lessons are delivered by our most experienced middle / senior leaders.	As a result of smaller class sizes, the frequency and quality of feedback to students should improve, which the EEF believe can have an average impact of +8 months progress per student.	Data analysis at each collection point to ensure that these extra classes are having a positive impact on attainment and progress. Summit meetings at each data collection point to monitor attainment and add additional layers of intervention. With smaller class sizes the frequency and quality of marking should improve – and feedback is considered by the EEF to be the highest impact teaching and learning tool. Work scrutiny will help us to demonstrate the impact of additional sets on the quality of teacher feedback, personalised opportunities to act on feedback and increases in the quality of students' work. Regular lesson observations to ensure quality first teaching.
All students are 'able' as well as 'qualified' to play their full part in an ever changing world by being well-rounded, active citizens.	Part funding of staffing and transport for Outdoor Education (also including staffing for Duke of Edinburgh) at Ulley Reservoir to help support the building of resilience and 'Cultural Literacy.'	According to the EEF, 'outdoor adventure learning' has an average impact of +4 months progress per student, with provision considered to be of moderate cost.	Ongoing tracking of the impact that outdoor education has on the attainment and progress of the students who take part, Observations of Outdoor Education lessons to ensure that T&L is at least 'good' and that there is evidence of 'resilience' being developed. Student Voice to gauge perceptions of the personal impact that Outdoor Education has had on student attitudes to learning.
Academic year: 2020-21 **ii. Targeted academic support**			
Desired Outcome	**Chosen approach**	**Evidence and rationale**	**How will you ensure it is implemented well?**

Improve students' retention of knowledge and application of key skills.	Compulsory 'Period 5' lessons and 'Twilights' at the end of the school day for option subjects. Additional core-subject intervention lessons. Extended Form Period intervention (from 8.30am) – led by subject specialists in English, Maths and Science.	According to the EEF, 'Extending School Time' through morning intervention has an average impact of +2 months progress per student, with provision considered to be of moderate cost.	Data analysis at each collection point to ensure that students targeted to receive this additional support are in the correct group and are improving effort and/or attainment as a result. Markbook analysis at subject level to track improved performance in mocks. Pupil voice to determine the perceived impact of intervention.
Improve GCSE outcomes for the most able students in core subjects.	A peer tutoring initiative, led by selected Sixth Form students from our partner school WSSC, to support Y11 pupils aiming to achieve grades 7+ in English and Maths. Small group intervention in English and Maths from salaried academic mentors – TBC.	According to the EEF, Peer Tuition can yield progress of up to +5 months on average when delivered effectively. It is most effective when being used to consolidate existing subject knowledge and this is how we intend to make use of it. Small group intervention meanwhile can have an average impact of up to +4 months progress, again based on EEF research, where group sizes are limited to no more than six or seven. However, generally, the smaller the group, the better.	Data analysis at each collection point to ensure that students targeted to receive this additional support are in the correct group and are improving effort and/or attainment as a result. Markbook analysis at subject level to track improved performance in mocks. Pupil voice to determine the perceived impact of intervention. Feedback from peer tutors / academic mentors.
Improve outcomes for all PP students whose Literacy and/or Numeracy skills are below the expected age-related national benchmarks at KS3.	Intensive Literacy and Numeracy Intervention for all Y7 – Y8 students who are working below expected standard. Literacy Students in sets 4 and 5 will receive their Literacy lesson during one of their two MFL lessons; this will be led by their MFL teacher. Numeracy Students in our set 4 groups in Maths will receive a revised curriculum diet in which greater time is dedicated to consolidating the four operations to lay the foundations of basic Numeracy.	According to the EEF, 'Reading Comprehension Strategies' have an average impact of +6 months progress per student, with provision considered to be of very low cost. However, on the scale at which it will be deployed at RCS, the cost will be greater than this. The EEF have not published any guidance on the impact of Numeracy specific interventions.	Regular lesson observations and work scrutiny to ensure quality first teaching. Data analysis at each collection point to ensure that students targeted to receive intervention are improving their attainment in English and/or Maths – as well as other measures such as Reading Age. Reading and Spelling Age testing using a nationally recognised assessment tool (for all students) at least biannually.

Improve attainment outcomes for all PP students who have reading ages significantly below their chronological age.	In addition to a timetabled Literacy Intervention lesson, students with significant literacy barriers will also receive a tailored curriculum within English following the 'Success For All' programme. This is a differentiated curriculum which is more accessible, without being at the detriment to students' wider subject knowledge, by studying 'pre-complex' texts. Within these lessons, we will also continue with small group withdrawal for those with the most profound barriers to literacy with Read Write Inc phonics provision. This is intended for students arriving in Y7 with a standardised reading score below 85. Y8 students who still require the support will continue to receive it.	According to the EEF, the teaching of phonics programmes has an average impact of +4 months progress per student, with provision considered to be of low cost.	Lesson observations to ensure that the quality of T&L offered by support staff delivering RWI is allowing students to make at least 'good' progress. Data analysis at each collection point to ensure that students targeted to receive RWI support are improving their attainment in English, Reading Age and RWI level. Use of Accelerated Reader testing tool to ensure that students are accessing texts which are age appropriate.
Reduce the impact of social, emotional and behavioural barriers to learning.	Our in house SEND and Inclusion Team support students with personalised provision to ensure that they can remain within mainstream education.	EEF research suggests that behaviour interventions can result in an average of up to +3 months of progress, while a focus on social and emotional learning can yield up to +4 months of progress on average.	Ongoing tracking of effort and attainment data. Close monitoring of behaviour indicators such as CFPs, CFCs, Sanctions, Isolations and FTEs. Regular liaison with parents. Regular liaison between the pastoral team. Lesson observations of students to see impact of interventions on effort and behaviour.

Academic year: 2020-21
iii. Wider strategies

Desired Outcome	Chosen approach	Evidence and rationale	How will you ensure it is implemented well?
Improve rates of engagement in wider participation & enrichment, and develop life skills, active	The Rawmarsh Pledge is our new initiative to help raise the profile of life skills, active citizenship and British values. Students will receive a programme of activities through lessons, assembly and tutor period in which	Our school mantra is to ensure that every student goes into an every changing world able and qualified to play their full part in it. We believe that actively promoting life skills, active citizenship and British	Resources for 'Pledge' lessons to be planned and quality assured by SLT. Regular use of lessons, assembly, tutor time and parental engagement to maintain a high profile.

citizenship and British values.	they can explore ways to learn new skills and develop personal attributes. Our two 'Enrichment Coordinators are providing ongoing enrichment activities including virtual enrichment grids and 'Doc of the Week' to further engage students with academic and wider world learning. Through 'Rawmarsh Extra' we are linking up with local community groups and clubs to encourage wider participation in extra-curricular activities both in and out of school.	values will help our students to become 'able' and well-rounded citizens.	Ongoing tracking of students' progress against 'The Pledge' criteria. Celebration of students' achievements via rewards events and new tie badges. Tracking of attendance to extra-curricular activities and pupil voice to gauge attitudes and potential barriers. Feedback from our Enrichment Coordinators on uptake of activities set.
Excellent effort and attendance in every year group.	Funding of half-termly cash prizes for excellent effort, as well as cost of end of year rewards trips.	Praise and reward is central to what we do and, anecdotally, we know that celebrating success breeds confidence and high expectations.	Tracking of effort grades, average effort and attainment at each Data Collection. Pupil Voice to gauge attitudes towards rewards.
Improve the learning environment for all by sustaining high standards of uniform.	The purchase of spare school uniform: ties, jumpers and black shoes to prevent cases where economic deprivation may lead to some students attending school in unsuitable attire. The wider deployment of senior staff, HOY and SPMs on the school gates to closely monitor uniform and liaise with parents.	We believe that a high standard of uniform is inextricably linked to positive attitudes towards learning in the classroom - and promotes equality.	The deployment of senior staff on the school gates to closely monitor uniform and refer students to attendance office where spare uniform is required. Checking the number of reported uniform related Cause of Concerns (CFCs) is reduced.
Improve the attendance of PP students and reduce the % of PP students with persistent absence.	SLT, Heads of Year and Student Managers to conduct regular 'Attendance Panel' meetings via Google Meet to help tackle persistent absence by raising awareness about the impact of poor attendance on learning. Celebrate and reward students who demonstrated outstanding or significantly improved attendance.	Will believe strongly in the power of praise and have created a rewards culture within school. This has gone hand in hand with the school's progress moving from 'RI' to 'good' and in the results that students have achieved. As a large percentage of our P.A. cohort are PP, we expect to see the size of this cohort reduce.	Ongoing tracking of attendance data. Promotion of incentives and rewards in assemblies and tutor time. Time allocated for achievements to be celebrated both in assembly and on corridors with pictures and posters to reinforce achievements.

	Utilise the tutor group system, as a form of attendance intervention, to work with cohorts of the poorest attenders in school. Communicate regularly with parents to ensure they are aware of their child's attendance figures.		
Improve the emotional well-being of PP students.	Funding of an in house counselling team to support all students (a significant proportion of which are PP) with issues ranging from exam stress, bereavement and mental health – and the exacerbating effect of lockdown.	A study conducted by the University of Bedford's School of Education (Jefferies 2008) highlighted the impact of 'consistency an continuity' for students experiencing emotional difficulties and that regular contact through 'drop ins' was the most effective way to put students at ease.	Ongoing tracking of academic and effort data across the year. Monitoring of attendance throughout the year. Student Voice to establish the quality of provision and anecdotal impact.
Improve outcomes for PP students throughout school.	Funding for leadership, admin, finance and CPD to oversee the delivery of the RCS PP strategy and for ongoing forensic tracking of how the PP funding is deployed per head. Accountability from governors and external reviewers.	Although there should be accountability at all levels for outcomes for PP students, it seems logical to have members of staff allocated to oversee the tracking and impact of PP spending. Therefore, a member of SLT will take charge PP strategy, with support from an allocated member of admin staff, who will provide cohorts information and data for tracking impact of interventions. A member of the Finance Dept. will also monitor the PP budget to ensure the full allocation is deployed.	The SLT member charged with overseeing PP strategy and reviewing the impact will have their work validated and quality assured by SLT colleagues. A link governor, along with the whole governing body will scrutinise the PP spending strategy. Regular updated CPD for the SLT member charged with overseeing PP – including PP Review Training. External reviews conducted by PP leads from other schools within the trust.
Improve rates of parental engagement among hard to reach families.	Use of an online system for Parents' Evening in which parents can book their own appointments directly and liaise with teaching staff via phone, tablet or PC. Half Termly podcast and newsletter to keep parents up to date with news, events and information about the school.	In our Parent Voice Survey of September 2020, an overwhelming number of parents selected 'text messaging' as their preferred method of communication from school. In the same survey, parents stated that they preferred face to face communication where possible for school events. Although largely dictated by restrictions on mass gatherings, our decision to pilot a remote Parents' Evening will satisfy parents' desire for face to face communication while also offering greater	Follow up parent surveys to monitor changing preferences and validate our communications policy. Tracking of attendance to Parents' Evening to identify the impact of remote appointments. Monitoring of viewing figures for pre-recorded video content.

	Increased use of text messaging to share information with parents.	convenience to those parents with work or childcare commitments. During lockdown, our weekly podcasts proved popular among parents and students based on viewing figures on You Tube.	
Reduce the impact of hunger as a barrier to learning.	Launching our Magic Breakfast Programme which provides free breakfast bags, without stigma, to all of our Y7 students and targeted vulnerable families in Y8 – Y11.	Research conducted by the Magic Breakfast charity shows that children who routinely eat breakfast achieve up to two grades higher in each subject compared to those who eat nothing before school.	Monitoring of uptake. Student Voice. Analysis of impact on effort and attainment.
Improve uptake in work experience in line with expectations in the Gatsby Benchmarks.	Utilise the 'Virtual Work Experience' programme to support Pupil Premium students with	Anecdotally, we know that students who have a plan for the next phase of their education and training tend to achieve better effort and attainment grades.	Student Voice. Analysis of impact on effort and attainment.

6. Review of Expenditure

Previous Academic Year	2019-20 Budget: £367,743.75 – 439 students (41.65% of whole cohort)

i.   Quality first teaching

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality first teaching is consistent across the whole curriculum.	The implementation of a thorough programme of research-led CPD to embed consistent whole school approaches to: • Reading and vocabulary	The impact of this so far has been in seen primarily in lesson plans and schemes of work with a now more distinctive focus on the explicit teaching of vocabulary and more purposeful, deliberate practice when approaching reading material with students. Meaningful low stakes testing is now more widespread to ensure that knowledge is tested and retested routinely over time.	We are keen to ensure that these CPD approaches are fully embedded before committing to further new initiatives. That is why they will continue to be our priorities in 2020-21.	Proportion of salary of CPD lead = £8,268.25

	• Sequential learning, retrieval practice and low stakes testing	Being launched in February 2020 – a matter of weeks before lockdown, it is too early at this stage to judge the impact of this CPD on attainment.		
Improve pupil progress through frequent and effective personalised feedback for students.	Our whole school approach to RAG sticker marking provides students with timely written feedback and a differentiated 'RAG' task which they can act on to demonstrate progress. This is quality assured by Faculty Leaders and SLT.	Work scrutiny shows that for most students, formative feedback is frequent however we are working hard to ensure that more of our PP students receive green RAG stickers	We know that, to maintain high standards of feedback, there needs to be accountability at all levels. However, new approaches to feedback through remote learning that were learnt during lockdown mean that we need to continue to innovate our practice and be flexible in our approaches.	Cost of SLT time to quality assure RAG Marking = £3,285.32
Improve academic outcomes for students at risk of not achieving Grade 4+ in English and Maths through targeted, quality first teaching.	The creation of an additional 'Band C' set which primarily targets a demographic of mid ability PP students who have traditionally been vulnerable to underachievement at GCSE. These are also students who may have in previous years achieved a grade 4+ / 5+ in English or Maths but not both.	Our targeted additional class (known as C-Band) consisted of 15 students: 11 of whom achieved a Grade 4 or above in English Language, while the same number achieved a Grade 4 or above in Maths. 9 of the 15 students achieved Grade 4 or above in both English and Maths. This made a significant contribution to us closing the attainment gap between PP and Non PP in English and Maths. The % gap between PP and Non-PP achieving 4+ in both English and Maths has reduced by 3.69% when comparing this year's results to those from 2018-19, although there is still some work to do to close the remaining gap completely.	We were pleased with our conversion rate of grades 4 and above among our C-Band cohort. We feel that the support these students receive from a smaller class size and, more importantly, our most experienced practitioners with expertise in delivering grade 4 / 5 has had a positive impact and we plan to continue this provision in 2020-21.	£14,236.40 = Maths £13,481 = English Total = £27,717.40
All students are 'able' as well as 'qualified' to play their full part in an ever changing world by being well-rounded, active citizens.	Full funding of salary for full time member of staff to deliver 'Outdoor Education' and D of E. Part funding of transport for Outdoor Education at Ulley to	A total of 177 pupils from Y9 – Y11 have been working towards their Duke of Edinburgh qualification and of these 54 were eligible for Pupil Premium. Our students also have access to Outdoor Education at Ulley Reservoir as part of PE lessons on a rotation. All	Anecdotally, we continue to be pleased with the impact that this provision has had on promoting our school ethos of high challenge and low fear learning. The qualification is aligned to	Staffing and transport costs = £63,817.68

| | | students have the opportunity to access while they are at RCS.

In Y11, students taking part in D of E had an average Attainment 8 contribution of 4.70 compared to 4.37 among their peers not participating in D of E. Meanwhile for Pupil Premium students involved in D of E, average effort was 3.58 compared to 3.27 among the PP cohort who did not do the qualification. Although there are a number of variables affecting both sets of figures, we believe that this supports our anecdotal view that participation in the Duke of Edinburgh Award aids wider engagement across the curriculum as well as maturity and a sense of well-roundedness. Pupils who opt to do D of E come from a wide cross section of the school in terms of interests, academic level and position within the Effort Ranking. | 'The Rawmarsh Pledge' and 'The Rawmarsh Way.' We also believe the cultural capital and emphasis on community values that comes with D of E is invaluable – especially for the disadvantaged students who access the provision.

Over time, we have seen some correlation between D of E participation and outcomes in all subjects when compared to students who have not participated. | |

ii.Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes for Y11 students by improving their knowledge retention and ability to apply key skills.	Compulsory 'Period 5' lessons at the end of the school day for option subjects. Extended Form Period intervention led by subject specialists in English, Maths and Science.	The table below indicates the % of students who achieved their likely target grade in each of the subjects where compulsory p5 intervention lessons were delivered at the end of our four period day. <table><tr><td>**Subject**</td><td>**PP**</td><td>**Non-PP**</td></tr><tr><td>Childcare</td><td>89%</td><td>90%</td></tr><tr><td>Construction</td><td>90%</td><td>90%</td></tr><tr><td>Dance</td><td>100%</td><td>100%</td></tr><tr><td>Hospitality</td><td>80%</td><td>70%</td></tr></table>	With the exception of the 9% variance in both Heath and Social Care and Music, we are pleased to see that our PP students performed largely in line with their Non-PP peers and believe that our programme of intervention supported us in delivering these grades. For disadvantaged students, the structure of 'in school'	For each of the subjects in the table, there were two p5 sessions per week except Childcare and Hospitality where there was one. After School Intervention (vocational) = £12,051.85 Morning intervention sessions took place twice per week and included 2 x English, 2 x Maths and 3 x Science groups (one for each discrete Science subject) Morning Intervention (core) = £17,672.53

Health & Social Care	91%	100%
Music	66%	75%
Photography	64%	66%
Sport	96%	100%

revision, both before and after school, reduces some of the inequalities at home – such as access to ICT equipment.

Total for Intervention = £29, 724.38

Improved outcomes in English and Maths have seen us close the attainment gap between PP and Non-PP students in English and Maths. The % gap between PP and Non-PP achieving 4+ in both English and Maths has reduced by 3.69% when comparing this year's results to those from 2018-19, although there is still some work to do to close the remaining gap completely.

In Combined Science, 71.62% of Pupil Premium students achieved a Grade 4 or above. The gap between the percentage of PP and Non-PP students achieving 4+ is now just -1.11%; this is a reduction of the gap from 2018-19 which stood at -11.98% (average taken across the three Science subjects.) Meanwhile, in Triple Science all Pupil Premium students achieved at least Grade 5.

When taking into account all subjects, the gap between PP and Non-PP in terms of Attainment 8 was reduced by 8.17.

| Improve outcomes for all students whose Literacy and/or Numeracy skills are below the expected age-related national benchmarks at KS3. | The use of timetabled lessons dedicated to Literacy and/or Numeracy Intervention for targeted Y7 – Y8 students who are working below expected standard.

Year 7
In Y7, 8 groups we're set up for Literacy Intervention, | **Literacy**
In a Deep Dive, carried out in October 2019 by Headteacher MTN, Literacy Intervention was judged to be 'good' with aspects of 'outstanding' practice. Pupil attitudes towards the subject and its content particularly stood out; students and staff were both able to clearly articulate the intent behind the provision and how it benefitted them. | Our Literacy provision will now be delivered as part of the MFL curriculum to all students in Sets 4 / 5 once per week. This means that expert linguists will be delivering the provision and that all students doing Literacy will still be exposed to studying a language | Y8 Literacy = £9,395.61

Y8 Numeracy = £8,419.40

Y8 RWI = £5163.25

Cost of Y7 intervention (Lit, Num and RWI) not covered by the Y7 Catch Up Premium = £9,029.31

Total = £31,977.57 |

	which were accessed by 89 students. Of these, 55 were eligible for PP. Meanwhile in Numeracy, 6 groups were in place, catering for 57 pupils. Of these, 37 were eligible for PP. Finally, 19 of our Y7 cohort did Read Write Inc with 13 of them being PP. Funding for all of this provision primarily came from the Y7 Catch Up Premium, with the excess being covered by the Pupil Premium fund. **Year 8** In Y8, 6 groups were created for Literacy Intervention consisting of 62 students. Of these, 34 were eligible for PP. Meanwhile, in Numeracy, 5 groups were put in place consisting of 46 pupils. Of these, 25 were eligible for PP. Finally, 18 of our Y8 cohort did Read Write Inc with 13 of these pupils being PP.	Our most recent data collection before lockdown, (Y8 DC2) collated in December 2019, reported that 62.90% (39 / 62) of students doing Literacy had made at least expected progress in English since the beginning of Y7. This contributed to current projections that 86.61% of all Y8 students are on track to achieve Grade 4 or above at GCSE when they reach Y11. Our usual reading and spelling age testing schedule, which is usually used to demonstrate the impact of Literacy, was disrupted by the national lockdown. **Numeracy** In Y8 Numeracy, our most recent data collection before lockdown (Y8 DC2) reported that 61.36% of students had made expected progress in Maths since the end of Y7. This contributed to current projections that 84.38% of Y8 students are on track to achieve Grade 4 or above at GCSE when they reach Y11. **Read Write Inc** In Y8, Read Write Inc, Y8 DC2 revealed that 50% (9 / 18) of students had made expected progress in English since the beginning of Y7. Historically, students receiving intervention make more significant progress in the second half of the academic year, however, we were unable to report this due to the nationwide closure of schools to the majority of pupils. Data showing the impact of Literacy, Numeracy and RWI on our Y7 pupils can be found in our Y7 Catch Up Premium Report.	instead of being withdrawn from French as had happened historically. This is in line with our mission to offer a broad, balanced and ambitious curriculum for all of our students. In Y8, we noticed a dip this year in the impact of Read Write Inc and, as a result, are amending our provision so that sessions are delivered by the HTLA attached to sets 4 and 5 in English. This means this member of staff is already familiar with the specific needs, strengths and weaknesses of these students. Sessions will also be shorter and run at a faster pace to ensure that less wider curriculum time is lost.	
Improve outcomes for students unable to access a mainstream curriculum and	We aim to provide an inclusive curriculum to ensure all our students leave RCS	Overall 11 students had alternative provision through BASE; 7 of these are PP students. Meanwhile, 32	We continue to be proactive in adapting our provision to suit the needs of the students	Inclusion staffing = 85,570 BASE staffing = £83,896.00

reduce the number of fixed term exclusions.	'able' and 'qualified.' This comprises of:	students accessed Inclusion support and of these 23 were eligible for Pupil Premium.	that we have in school. Our priority is to ensure that our pupils	Off-site alternative provision = £22,190.26
	1. Our Inclusion Team work with mainstream students to ensure that they fully engage in their learning by delivering a short term 'respite' curriculum to deal proactively with barriers that impact on behaviour for learning and academic progress.	The proportion of all exclusions across the year attributed to Pupil Premium students dropped from 76.62% in 2018-19 to 72.90% in 2019-20. A similar pattern was evident in the percentage of days lost with the proportion caused by PP students down from 75.14% to 73.45%.		Total = £191,656
	2. Our BASE team work with students who are unable to access mainstream lessons and at risk of permanent exclusion. Through their support and expertise, we are proactive to ensure that students leave with a secured post 16 destination and the basic skills they need to be 'able' and 'qualified' in life.	In total 10 students from Y11 accessed BASE or Inclusion support during the year. Of these students 7 were PP. The average Attainment 8 figure for these students was 3.66 and of 20.24% of grades earned by this cohort were +P8.

50% of these students had attendance above 90%. | | |
| | 3. Our use of off-site provision is intended to aid with engagement and help our students to develop the wider life skills they need as well as support their academic outcomes. This includes: Small Group / One to One Tuition (First Class), Pops – a local group who support students with vocational qualifications and Nova City, | | | |

	an indoor.parkour and free running park.			

iii. Other approaches

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduce the impact of social, emotional and mental health issues as a barrier to learning.	An in-house counselling team to support the needs of students with SEMH as a barrier to learning. In total 175 students across school accessed this support at least once. This accounts for 16.53% of the entire school. Included within this number were 25 students from Y11 – 9 of whom were PP.	Students receiving this support are evidently at risk of lower attendance, effort and attainment grades. As a case study, the Y11 cohort who accessed our in-house counselling support in 2019-20 seemed on the whole not to suffer from this. The average attendance of the 25 students within the cohort was 95.20%, which is 0.3% above the average for figure for the school of 94.9%. Pupil Premium students seemed to benefit most from this with 95.15% attendance on average, which was well above the PP average across school of 93.3%. The average effort of students receiving support within this cohort was 3.58, which was closely in line with the 3.60 average of Y11 as a whole. Attainment wise, the 9 PP students receiving support in Y11 achieved a positive Progress 8 contribution in an average of six subjects each.	This provision is something that we believe is morally right for our students to improve their wellbeing, and ensure that they can thrive within school and beyond.	Total cost of staffing = £48,614
Excellent effort and attendance in every year group.	Funding of rewards to recognise excellent effort and attendance, and incentivise improvement. This includes the funding of initiatives such as Leadership Lunch and Golden Ticket prizes for attendance each half term.	Our attendance officer reported a 1% improvement in average attendance among our Pupil Premium cohort moving from 92.3% in 2018-19 to 93.3% in 2019-20. We also saw a reduction of 3.4% in PA among Pupil Premium students from 2018-19 (19.7%) to 2019-20 (16.3 %.)	We believe in a rewards culture at RCS to boost confidence, motivation and aspirations and, regardless of the impact on effort and attainment data, we feel it is right for our students.	Total cost = £876.65 This figure is significantly down from last year due to the school closure as part of the national lockdown.

		Effort wise, 27% of Y7 students (66 students) were top of the Effort Ranking at Y7 DC2, meaning that they achieve a grade of 'excellent' in every subject. Of these, 28 students were Pupil Premium. Although this is down from last year's Y7 DC3 figure of 33%, if we include students who received an 'excellent' effort grade in all but one subject, this made up 122 students or 50.21% of the year group. Of these, there were 50 Pupil Premium students.	However, we continue to evolve our practice here and are looking to increase the rewards we offer with the launch of our Rawmarsh Pledge and also improve our targeted parental engagement through increasing our capacity to run Attendance Panels to tackle persistent absence.	
All parents engage with data, school news and events that may affect their child's performance in school.	Use of text messages to communicate directly with parents. This includes supporting attendance, effort and uniform – especially among hard to reach families.	Some recent Parent Voice conducted in September 2020 revealed that communication by text message was favoured by 96% of participants; this was overwhelmingly the most popular method of engagement. We feel that this vindicates our decision to continue to place such emphasis on text messaging, however we do continue to utilise our website and social media – and we endeavour to communicate all urgent matters via written letter.	Some recent Parent Voice conducted in September 2020 revealed that communication by text message was favoured by 96% of participants; this was overwhelmingly the most popular method of engagement.	Total Cost = £2,842.80
All students read widely and often.	The purchase of new collections of whole class texts for the KS3 English Curriculum. A designated member of SLT with responsibility for promoting reading. An author in school to deliver to workshops and assemblies to students in Y7 / Y8. 'A book for Christmas' initiative to encourage reluctant readers.	Our English curriculum at KS3 is now more challenging, ambitious and knowledge rich with clear thematic links underpinning the texts we study at KS4. All students will now also read at least one full novel or play in its entirety each term in Y7, Y8 and Y9 including Frankenstein, To Kill A Mocking Bird and Hamlet. For students with Literacy as a profound barrier to learning, our Success for All curriculum centred around collaborative learning offers an alternative selection of 'pre-complex texts' which are equally knowledge rich but more accessible. This is a trust-wide initiative. The implementation of these strategies was disrupted by the national lockdown but will be further evaluated in our next PP Report for 2020-21. The early impact of the	We are aware that during lockdown, disadvantaged pupils are more likely to have missed out on the regular modelling of reading that they would be receiving in class. As a result, we need to continue to develop approaches to mitigate this as well as developing approaches to maximise reading to learn learning online.	New texts for English = £2,036.20 Success For All = £3,578.10 Author in School = £517.65 A Book for Christmas = £229.50 Total = £6,361.45

		above however is a 1.78 increase in reading SS for all Y7 students from June - Dec 2019 and a 1.20 increase in spelling SS, again for all Y7 students. This is higher than the increases over the same time frame last year of 0.69 and 1.23 in reading and spelling respectively. Bringing an author into school was intended to raise aspirations and inspire our students to read. 85 students from Y7 took part in story writing workshops and the whole year group took part in a talk on the writer's journey to becoming a published author. All students receiving Literacy Intervention in Y7 and Y8 choose a free book for Christmas to encourage reading for pleasure.		
Improve the learning environment for all by sustaining high standards of uniform.	Provide spare items of uniform for students unable to comply with the school's uniform policy – including as a result of economic deprivation.	The impact of this modest spend is to sustain high expectations and consistency among all students. Above all we believe uniform promotes equity and equality through the school – values which are embedded within our 'Rawmarsh Way' ethos.	We plan to continue to fund this policy as it helps us to sustain our high expectations, supports learning and our school ethos of preparing all of our students to play their full part in the wider world beyond school.	Cost of uniform = £1,005.72

7. Summary

The Pupil Premium funding allocated for the academic Year 2019/20 was £367,743.75 and the total spend outlined within this report on strategies to support our Pupil Premium students is £416,146.42.

The total Pupil Premium grant for the academic year ahead is £383,585.00. Details of the actual amounts spent will be published in the next Pupil Premium Report when the academic year 2020/21 has been completed.

References to the EEF within this document relate to the Education Endowment Foundation who provide a vast research base of evidence on the impact of Pupil Premium strategies.

Where proportions of staff salaries are quoted in this document, they are inclusive of on costs.

If you wish to discuss the content of this report in more detail or ask any questions in relation to Pupil Premium Funding please contact the school on (01709) 710672.