



Rawmarsh Community School A Sports College

PUPIL PREMIUM REPORT 2021/22

RAWMARSH COMMUNITY SCHOOL

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HEADTEACHER: Mr M Turton



Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Rawmarsh Community School
Number of pupils in school	1080
Proportion (%) of pupil premium eligible pupils	446 (41.30%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Mr Matthew Turton
Pupil premium lead	Mr Jamie Skirrow
Governor / Trustee lead	Mrs Maggie Saltis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387,352
Recovery premium funding allocation this academic year	£56,115 (please see separate Recovery Premium Report for details of spending.)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£443,467

Part A: Pupil premium strategy plan

Statement of intent

At Rawmarsh Community School, we aim to send every student into an ever changing world *able* and *qualified* to play their full part in it.

To ensure that students leave school 'qualified,' our primary approach is a focus on quality first teaching through research driven CPD at whole school and faculty level, as well as through collaboration with our partner schools within the trust. This allows us to develop the right teaching and learning approaches that will help meet the needs of all of our students. To facilitate progress and further improve outcomes for our students, we also adopt layers of targeted interventions to remove barriers to learning and support students to achieve their full academic potential.

For our students to become well rounded individuals, we are also committed to ensuring that students leave school 'able' and equipped with the personal attributes that they need to thrive in society. To achieve this, we offer a comprehensive programme of extra-curricular and enrichment opportunities to broaden students horizons and encourage wider participation. With the right blend of academic qualifications and character, we believe that our disadvantaged students can compete for the most prestigious post-16 courses and the most sought after positions within the labour market.

We understand that not all 'disadvantaged' students are socially deprived and underachieving, while not all students who are socially and academically disadvantaged are eligible for Pupil Premium funding. For this reason, we have high expectations of all students, and adopt a 'no excuses' approach towards disadvantage. To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, we have four key intentions:

- Removing of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons

Challenges

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

Challenge number	Detail of challenge
1	Learning deficits, as a legacy of Covid-19: Students from disadvantaged backgrounds were hit hardest by the pandemic. In our school, around 1 in 4 students had to borrow a device to allow them to access online lessons during periods of school closure. For many students requiring ICT support, there were delays in laptops and Chromebooks being available through the government funded scheme. The loss of enrichment opportunities and extra-curricular activities was felt most by our disadvantaged students who were less likely to have access to similar opportunities outside of school.
2	Literacy, Numeracy, Vocabulary and Oracy: Students who are below the government's expected level in Reading and Mathematics at KS2 will require immediate catch-up intervention to close the gap on their peers. Basic literacy and numeracy skills are crucial to understanding across all subject areas, as well as being a fundamental life skill. To access a full broad and balanced curriculum, students need to master strong comprehension skills and the four operations. Research shows that, on average, students who are eligible for the Pupil Premium are more likely to have a vocabulary deficit from an early age which widens by the time that they reach secondary school. This is also linked to the capacity for such students to articulate themselves

	<p>with confidence, clarity and detail. We know that exposure to high quality talk, explicit vocabulary instruction, reciprocal reading and targeted intervention can help to reduce the impact of these barriers.</p> <p>NGRT Testing of our new Y7 intake has indicated that 47% of students have a standardised reading score of below 100, and are therefore below the expected standard for reading; 8.5% have a reading age below 7 years.</p>
3	<p>SEMH: We have an increasing proportion of students who are accessing support for social, emotional and mental health needs. This has been exacerbated by the pandemic and demand for support is at an all-time high. For affected students, this can be severely detrimental to attendance, engagement and attainment.</p>
4	<p>Cultural Capital: Rawmarsh is an area in which significant economic deprivation exists and, as a result, many of our students do not benefit from the same opportunities to experience culture and the wider world as their more affluent peers. We are striving to ensure that our disadvantaged students receive the same entitlement offer as those from more privileged backgrounds.</p>
5	<p>Parental Disengagement: We know that the vast majority of our parents play an active role in their child's education. However, for a proportion of our parents, this is not practically possible due to commitments with work, caring for dependents or their own physical and mental health barriers. For these parents in particular, we are always seeking to make our communication more accessible.</p>
6	<p>Historic low aspirations within the community: Growing up in an area of low social and economic mobility, has meant a culture of low aspirations for many of our students and their families. We are working hard to ensure that students 'dream big' and hold aspirations that match their true potential.</p>

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
<p>To significantly reduce the impact of the four common barriers to learning:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Oracy • Vocabulary 	<ul style="list-style-type: none"> • Consistent quality first teaching • Meaningful, high quality feedback • Impactful and effective intervention • All students access the full curriculum (including EBacc) • Students make at least expected progress academically
<p>To develop skills for learning so that students are academically 'qualified' for the next steps of their education.</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum • Consistent quality first teaching • Meaningful, high quality feedback • Students make at least expected progress academically • Students become mini-subject specialists
<p>To foster personal attributes so that students are 'able' to play their full part in an ever changing world.</p>	<ul style="list-style-type: none"> • All students are Post 16 ready • No NEET students • All students embrace the values of The Rawmarsh Way in their conduct around school • All students engage with the Rawmarsh Pledge

<p>To enrich student experiences and broaden horizons so that students are well-rounded, active citizens.</p>	<ul style="list-style-type: none"> • Entitlement offer in place for all • A broad & inspiring extra-curricular provision • Outdoor education opportunities for all • Students are open-minded and tolerant
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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: £102,143.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver research-driven CPD and ensure it is embedded consistently across school:</p> <ol style="list-style-type: none"> 1. Consolidation of Retrieval Practice. 2. Consolidation of Reciprocal Reading and Vocabulary Toolkit. 3. Introduction of our Instructional Coaching Model and Six Pillars of Learning. 	<p>NGRT found a significant correlation between students' reading ability and their performance in all GCSE subjects; 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 explicit Tier 3 vocabulary instruction are among the most effective tools to close the reading and vocabulary gaps.</p> <p>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'.</p> <p>Tom Sherrington - Instructional Coaching Model & 'Walk Thrus' is advocated by a range of academic sources, including those below, as an effective approach to developing pedagogy by pairing an 'expert' coach, within a specific skillset, with a teacher whom may have a specific skill deficit.</p> <ul style="list-style-type: none"> • Trials by 'My Teaching Partner (MTP) in 2018 https://www.science.org/doi/10.1126/science.1207998 • "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Casual Evidence" 2018, Matthew A Kraft, David Blazar and Dylan Hogan. https://journals.sagepub.com/doi/abs/10.3102/0034654318759268 • The Investing in Innovation (I3) Fund in the US funded trials on a wide range of interventions. https://samsims.education/2019/02/19/247/ 	<p>1, 2</p>

<p>To implement a common approach to assessment across subjects through 'Can Do' statements at KS3 and regular formative and summative assessment at KS4.</p> <p>To provide timely and effective feedback through our BRAG marking model.</p>	<p>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 +6 months progress on average.</p>	<p>1</p>
<p>To recruit and retain specialist staff to underpin a challenging, broad and balanced curriculum.</p>	<p>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." (<i>Ofsted: Education Inspection Framework – Overview of Research, Jan 2019</i>)</p>	<p>1, 6</p>
<p>To implement additional Y11 sets in English and Maths ('C-Band') for targeted support in core subjects.</p>	<p>EEF research concludes that a reduction in class sizes has an average impact of +2 months progress per student.</p> <p>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 +6 months progress per student.</p>	<p>1, 2</p>
<p>To offer outdoor education to all as part of our mainstream curriculum so that students become well-rounded citizens who are 'able' as well as 'qualified.'</p>	<p>Although the EEF has downgraded the impact of 'outdoor education' on academic progress, we believe that the benefits to wellbeing and cultural capital earned from such experiences sufficiently justifies our continued provision in this area. This position is echoed by a paper published by the Scottish Government who stated that:</p> <p><i>"Such experiences, from early years to adulthood, will help our children and young people to enter education, employment or training with transferable skills required to meet the opportunities and challenges of a rapidly changing world."</i> https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf</p>	<p>3, 4, 6</p>
<p>To promote the characteristics which are conducive to successful learning through The Rawmarsh Way.</p>	<p>Having a shared set of values which shape the way we learn is, we believe, crucial to underpin our aim to help students leave school 'able and qualified.' These values run through our pastoral, academic curriculum and extra-curricular activities and form a common language between staff, students and parents.</p>	<p>6</p>
<p>To improve the quality of teaching and learning in Maths through effective live modelling and</p>	<p>'According to the EEF Metacognition and Self-Regulated Learning effective modelling and metacognitive instruction are intrinsically linked, enabling students to transition from novice learners to students capable of independent</p>	<p>1</p>

<p>innovative use of ICT with introduction of new interactive screens for Maths rooms.</p>	<p>learning and metacognitive thinking. The EEF clearly state that modelling is more effective when teachers and students are engaged in the task being modelled and the model is created in front of students eyes. In this process teachers should be encouraged to “think aloud” (Hartman, 2001) verbalising the metacognitive processes undertaken by experts when engaging with a task.’ (Durrington Research School)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £85,914.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve students literacy and numeracy skills through timetabled intervention to remove barriers to learning.</p> <p>To develop a programme of Literacy Intervention for students requiring ‘catch-up’ in Year 9 and beyond.</p> <p>To improve the quality assurance of Literacy Intervention through the appointment of a Literacy TLR holder.</p>	<p>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.</p> <p>The EEF have not published any guidance on the impact of Numeracy specific interventions.</p>	<p>1, 2</p>
<p>To implement a programme of timetabled GCSE intervention to consolidate understanding and address gaps in knowledge including:</p> <ul style="list-style-type: none"> • After school ‘Period 5 lessons and revision • Before school ‘Period 0’ booster sessions • Drop down days 	<p>Targeted use of before and after school programme can have an impact of up to three months progress according to the EEF. It will also improve the retrieval and recall of skills and knowledge.</p>	<p>1,2</p>
<p>To support students with significant barriers to literacy through small group reading interventions.</p> <p>To add capacity and consistency to our small group intervention through the appointment of 2x Level 3 Teaching Assistants.</p>	<p>The EEF reports that intensive support such as group and one to one tuition can have an impact of up to 4 or 5 months respectively. Short, regular sessions over a set period of time have the optimal impact.</p>	<p>1, 2</p>

To address profound gaps in learning through one to one tuition in core subject areas.	Research conducted by the EEF reports a typical +5 months progress from one to one tuition. We know that students in receipt of free school meals, along with low attaining students benefit most and that, although the impact of one to one tuition in Maths is lower (+2 months,) in Literacy (English) the impact can be as great as +6 months.	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £167,119.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an inclusive, personalised curriculum for students with profound barriers to learning.	<p>EEF research suggests that behaviour interventions can result in an average of up to +4 months of progress, while a focus on social and emotional learning can yield up to +4 months of progress on average.</p> <p>Anecdotally, we also know that such provision can safeguard students from potential permanent exclusion and reduce the chances of them becoming NEET.</p>	1, 2, 3, 4, 5, 6
<p>To support the emotional wellbeing of students, where SEMH is a barrier to learning, through our in-house counselling service.</p> <p>To add capacity to our safeguarding team – with the appointment of an additional Safeguarding Officer - in order to manage the increased caseload as a legacy of lockdown.</p>	<p>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.</p> <p>Furthermore, as referenced above, the EEF's T&L Toolkit advocates social and emotional learning which can lead to up to +4 months of progress.</p>	3
<p>To ensure that communication with parents is timely, effective and meaningful through:</p> <ul style="list-style-type: none"> • Regular Newsletter and Podcast • Virtual Parents' Evenings combined with face to face approaches • Summative Written Reports • Transition Programme • Regular Parent Voice 	EEF research informs us that strategies to improve parental engagement can have an impact of up to +4 months progress for moderate cost.	5, 6

<ul style="list-style-type: none"> Innovative and proactive use of the website and social media. 		
<p>To recognise students' achievements and celebrate success through a culture of rewards including:</p> <ul style="list-style-type: none"> 100 Club No.1 Club Pledge Club Platinum Club Golden Book Curriculum Awards Leadership Lunch 	<p>Praise and reward is central to what we do and, anecdotally, we know that celebrating success breeds confidence, aspiration and high expectations.</p> <p>Although research conducted by the EEF into increasing pupil motivation via extrinsic initiatives such as financial incentives seemingly has an inconclusive impact on attainment, due to a limited number of studies, we believe in appealing to and developing students' intrinsic motivations. We do this through reinforcement of positive language, celebrating success in a public forum and by linking the impact of rewards to the bigger picture of becoming an employable, well rounded citizen.</p>	6
<p>To develop personal attributes and enrichment through the delivery and monitoring of The Rawmarsh Pledge. This includes:</p> <ul style="list-style-type: none"> Active Citizenship British Values Life Skills 	<p>According to The Key, good schools will: 'Provide a wide range of opportunities to nurture, develop and stretch pupil's talents and interests. Prepare students for life in modern Britain, developing their understanding of the fundamental British value of democracy, rule of law, individual liberty, tolerance and respect. Provide pupils with meaningful opportunities to understand how to be responsible, respectful and active citizens who contribute positively to society.'</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/</p>	4, 6
<p>To provide an extensive programme of extra-curricular and enrichment opportunities to engage a wide range of interests.</p>	<p>One fundamental strand of our extra-curricular provision is our performing arts opportunities including music, dance and drama. Arts Participation is singled out by the EEF as having an impact of up to +3 months when delivered in either via timetabled sessions or in an extra-curricular capacity. Although Sports participation carries a smaller +1 month gain, we feel that the benefits to wellbeing and personal attributes or so called softer skills are just as beneficial to fulfil our mantra of developing both 'qualified' and 'able' students.</p>	1, 3, 4, 6
<p>To increase participation among disadvantaged students in volunteering and student leadership opportunities including:</p>	<p>EEF Big Picture guidance also suggests the importance of enrichment for students and the need to build character and other essential life skills. Participation in School Leadership initiatives will ensure that the PP cohort are not under-represented.</p>	4, 6

<ul style="list-style-type: none"> • School Council / SSLT • Eco-warriors • Anti-Bullying Ambassadors 		
<p>To ensure that students attend school ready to learn by removing hunger as a barrier to learning.</p>	<p>Research conducted by Magic Breakfast, on behalf of the National School Breakfast Programme, notes correlation between pupils who eat breakfast and improved attainment.</p>	<p>1, 3, 5, 6</p>

Total budgeted cost: £355,258.07

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Outcomes

7+ English & Maths – When comparing PP students to their Non-PP peers, we now have a 3 year trend of reversing the gap. In 2019, the gap was -6.6%, reducing to -6.2% in 2020 when CAGs were awarded. Meanwhile, in 2021, although marginal, 0.7% more PP students achieved 7+ in English and Maths than their Non-PP counterparts. Despite a dip among Non-PP students from 2020 to 2021, our PP students continued to make significant progress.

5+ English & Maths – After a sizable reduction in the gap between PP and Non-PP cohorts from -22% in 2019 to -9.8% in 2020 (CAGs), the gap has grown over the past 12 months to -14.10% (TAGs.) However, this remains significantly lower than the historic gap from two years ago. However, progress was made among the FSM cohort compared to their Non-FSM peers with the attainment gap here decreasing to -10.30% (TAGs) – an improvement on the 2019 (-17.4%) and 2020 (-19.4%) figures.

Attainment 8 – In 2019, there was a -14.21 disparity between our PP and Non-PP cohorts, which reduced to -6.05 in 2020 under the CAG system. Despite a widening of the gap for PP students in 2021 through TAGs to -9.31, there is a small but sustained reduction of the gap between FSM and Non-FSM students from -9.35 (2019) to -8.95 (2020) reducing marginally again to -8.15 (2021.)

(Data Source - HRO)

Behaviour & Attitudes

Over the past 3 years, we have succeeded in reducing the proportion of fixed period exclusions (FPEs) received by our FSM Ever 6 cohort. In 2018-19, 75.35% of FPEs were received by FSM Ever 6 students. The following year, this was reduced to 66.23% (2019-20) and this trend continued in 2020-21 with a reduction to 60.67%. By measuring the proportion of FPEs for FSM Ever 6 students, we are able to assess the impact of our revised curriculum and behaviour interventions, despite the disruption caused by the pandemic. There was similar downward trajectory with regards to repeat offending. Of those students receiving one or more FPEs within an academic year, there was a 12.23% reduction in the proportion of repeat exclusions for FSM Ever 6 students over the last three years.

(Data Source – MCO)

Attendance

We have seen a sustained 3 year trend of increased rates of 100% attendance in school. This is true of both Ever 6 FSM and Non Ever 6 FSM as reflected in the figures below. This can be attributed to the emphasis that we have put on rewarding and celebrating students who achieve high levels of attendance at intervals throughout the year.

Since 2018-19, the percentage of Ever 6 FSM students achieving 100% attendance has almost doubled – up 7.2%. This has exceeded the increase seen among Non Ever 6 FSM, which has grown by 3.1% over the same period. As a result the gap between our students from our Ever 6 FSM cohort and their Non Ever 6 FSM peers achieving 100% attendance has closed.

All - 14.7%
Ever 6 FSM - 7.6%
Non Ever 6 FSM - 18.4%

19/20

All - 17.6%
Ever 6 FSM - 12.3%
Non Ever 6 FSM - 20.6%

20/21

All - 18.9%
Ever 6 FSM - 14.8%
Non Ever 6 FSM - 21.5%

(Data Source – HRO)