



Rawmarsh Community School A Sports College

PUPIL PREMIUM STRATEGY STATEMENT

2023/24

RAWMARSH COMMUNITY SCHOOL

Monkwood Road, Rawmarsh, Rotherham, S62 7GA



01709 710672



rcsmail@rawmarsh.org



rawmarsh.org

HEADTEACHER: Mr M Turton



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Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Rawmarsh Community School
Number of pupils in school	1106
Proportion (%) of pupil premium eligible pupils	480 (43.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (Year 2 of 3)
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Mr Matthew Turton
Pupil premium lead	Mr Mark Newsome
Governor / Trustee lead	Mrs Jodie Laing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£426420
Recovery premium funding allocation this academic year	£115920
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	£542340

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, including all system leaders across the school and trust, 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:

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

As a school, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We adopt a whole school approach in which staff take responsibility for the outcomes of all students, and raise the expectations of all students.

Interventions will be targeted to ensure that disadvantaged pupils are challenged in the work that they are set and as a school we act early and intervene at the point that is identified. This may be, but is not limited to:

- Classroom teacher intervention through quality first teaching
- BRAG marking and bespoke follow up intervention
- Use of form time Core intervention programmes
- After school interventions

The EEF has identified that high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the school. The strategy will focus on equipping all staff with the tools they need to design high challenge, knowledge rich and accessible curriculums across

Assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. System leaders identify through assessments and data students for wave 2 interventions outside of the classroom. System leaders and directors ensure that:

- The curriculum is designed to provide high challenge to all students and build upon prior knowledge and learning through a progressive 5-year curriculum
- Data is inputted accurately and efficiently to allow system leaders and SLT to analyse and identify students for intervention. This data is shared with all stakeholders so that all are aware of students identified, their areas of weakness and the progress achieved from these interventions.

- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level

Challenges

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

Challenge number	Detail of challenge
1	<p>Learning deficits, as a legacy of Covid-19 still being felt through all year groups: 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. As a school we have been able to re-introduce enrichment and after school activities over the last academic year and are continuing to build and develop this over the next year.</p>
2	<p>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. Current Y9 and Y10 students arrived with no KS2 data.</p> <p>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. Once these are embedded, and this specific barrier to learning has been removed, then students are able to apply these skills and knowledge to problem solving and application questions.</p> <p>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 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 46.6% of students have a standardised reading score of below 100, and are therefore below the expected standard for reading; 11.2% have a reading age below 7 years. We have also introduced YARK testing this year to further supplement the interventions we currently have and track progress pre and post interventions more intrinsically and forensically.</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. We have dedicated counsellors and family support staff within</p>

	the school who work with students, as well as utilising outside agencies. We utilise AP and online tuition to ensure that students are receiving an education
4	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.
5	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. We have introduced online Parents' Evenings, with sessions built into the day for the first time this year to help those who are unable to attend in the evening. We are also running parental engagement evenings throughout the year based around areas such as revision techniques. We have reintroduced face to face parents evenings to develop and foster that mutual communication between parents and staff
6	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.
7	Closing the gap between Pupil Premium and Non-Pupil premium students: The progress of disadvantaged pupils compared to their peers continues to be an area we work on as a school to close the gap. At Key Stage 3, all subjects have rewritten their curriculums to ensure that there is full coverage of the National Curriculum to ensure all students are exposed to all of the curriculum and stretch the more able within every group. Internal assessment data shows a higher proportion of Pupil Premium students are not meeting expected targets, though in Y8 it is showing that this is closing. This is in part due to this cohort being the first cohort working on the new Can Do statements and having no lockdowns during their Secondary education. Y10 and Y11 are still showing long term impacts of the lockdowns and the impact of online lessons and participation.

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 • Interventions are bespoke and targeted to individual student needs

To develop skills for learning so that students are academically 'qualified' for the next steps of their education.	<ul style="list-style-type: none"> • A broad and balanced curriculum • Consistent quality first teaching • Meaningful, high quality feedback through BRAG marking • Students make at least expected progress academically through the Can Do statements at KS3 • Students become mini-subject specialists through the embedding of the Subject Way • Targeted and bespoke interventions through a wave approach of classroom teacher and pre and post school catch up sessions • Booster sessions prior to GCSE exams
To foster personal attributes so that students are 'able' to play their full part in an ever changing world.	<ul style="list-style-type: none"> • All students are Post 16 ready • Educational visits to careers fayres and career workshop days • No NEET students • All students embrace the values of The Rawmarsh Way in their conduct around school • All students engage with the Rawmarsh Pledge
To enrich student experiences and broaden horizons so that students are well-rounded, active citizens.	<ul style="list-style-type: none"> • Entitlement offer in place for all • A broad & inspiring extra-curricular provision • Outdoor education opportunities for all • All Key Stage 3 students to have access to peripatetic music lessons • All students to have access to First Aid training • Students are open-minded and tolerant • Funded theatre visits

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: £190,000

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. CPI training 4. Subject Knowledge enhancement CPD <p>To quality assure implementation of T&L strategies to ensure this is in line with our curriculum intent to help improve outcomes for PP students.</p>	<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 who 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/ • EEF evidence suggests that "mastery learning" has an impact of 5 months progress for students. In addition, metacognition and self-regulation is a high impact strategy and can lead to 7 months progress Using QA findings to drive CPD intervention at all levels to ensure it is useful and effective. Research by Robert Bjork suggests that retrieval practice is focused on recalling learned information from memory with little or no support. Retrieval through low stakes questioning makes the original memory stronger and embeds it in the long term. In turn this will ensure pupils know more, remember more and are able to do more. Consistency in terms of lesson structure within subjects and across school 	1, 2
<p>To implement a common approach to assessment across subjects through 'Can Do' statements</p>	<p>According to the EEF, feedback remains the most effective tool at our disposal to support students in making progress. As a low cost, high impact strategy, when delivered effectively, students can expect to make up to +6 months progress on average.</p> <p>Staff mark key pieces of work and intervene to ensure support is provided where needed and stretch the more able where</p>	1

<p>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>needed. Assessments cover key can do topics. Mock exams enable tracking and interventions to take place</p>	
<p>To recruit and retain specialist staff to underpin a challenging, broad and balanced curriculum. Extra core staff to support additionally and support</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 continued support through targeted intervention and tracking</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 believes can have an average impact of +6 months progress per student.</p> <p>Use of Tutor time and after school to work with key cohorts across a variety of subjects including Literacy, Numeracy and the whole of the broad and balanced curriculum</p> <p>Online tuition using catch up funding for SEMH, low attendance and stretching the most able students</p> <p>Numerous KS3 interventions based around YARC then tailored packages encompassing spelling, reading and writing</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</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></p>	<p>3, 4, 6</p>

well as 'qualified.'	https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf Students are offered the opportunity to complete the Duke of Edinburgh qualification through our enrichment programme.	
To promote the characteristics which are conducive to successful learning through The Rawmarsh Way.	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.	6
To improve the quality of teaching and learning in Maths through effective live modelling and innovative use of ICT with introduction of new interactive screens for Maths rooms.	'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 learning and metacognitive thinking. The EEF clearly states 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) The whole maths curriculum has been re-written to lead to a greater understanding of concepts, and a development of mastery skills moving from the pictorial to concrete then abstract representations of the mathematical information.	1
To sustain and quality assure a timetabled 'Reading for Pleasure' curriculum where students receive 20 minutes of structured reading activities every day	This strategy is particularly pertinent for PP families who may not have access to a wide range of books at home, while for our EAL students, reading is modelled and wider vocabulary acquired. Our 'Reading for Pleasure' curriculum is also used to reinforce our trust-wide T&L approaches to Reciprocal Reading and Vocabulary which support comprehension; good practice in this field can lead to up to +6 months progress according to the EEF.	1,2,5,6

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

Budgeted cost: £155,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve students literacy and numeracy skills through	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	1, 2

<p>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 system leader holder.</p> <p>Introduction and implementation of the echo reading programme</p> <p>Use of YARK tests to identify cohorts for Literacy intervention</p>	<p>cost. However, on the scale at which it will be deployed at RCS, the cost will be greater than this.</p> <p>The EEF has not published any guidance on the impact of Numeracy specific interventions.</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 • Use of core P.E time to focus on critical cohorts • Use of staff under allocation to remove small sub groups to work intensively with students, reducing the teacher: student • Intervention days • Holiday revision days 	<p>Targeted use of before and after school programmes 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>All Y11 have been provided with revision guide/books and stationery to enable them to complete independent revision at home</p>	1,2
<p>To support students with significant barriers to literacy through small group reading interventions.</p> <p>To add capacity and consistency to our small</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>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the</p>	1, 2

group intervention through the appointment of extra TA and mentors Use of form time to embed reading for pleasure - bespoke POS for all year groups books differentiated accordingly	estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).	
To address profound gaps in learning through small group tuition across all key stages Introduction of extra classes to reduce group sizes Utilisation of online tuition to close the gap	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition has an average impact of 4 months additional progress over the course of a year	1, 2

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

Budgeted cost: £194,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional capacity to our pastoral team through assistant HOY, NTAHOY,	Our rationale here is that by adding capacity to our Pastoral Team, there will be greater visual presence around school and greater opportunity to implement strategies from our graduated response in a timely and effective manner. Proactive rather than reactive.	1,3,6
To provide an inclusive, personalised curriculum for students with profound barriers to learning. Basic equipment provided	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. Anecdotally, we also know that such provision can safeguard students from potential permanent exclusion and reduce the chances of them becoming NEET.	1, 2, 3, 4, 5, 6
To provide an inclusive, personalised curriculum for students with profound barriers to	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. Anecdotally, we also know	1,,3,5,6,7

<p>learning. This may include:</p> <ol style="list-style-type: none"> 1. Days at AP providers to support re-engagement and the acquisition of vocational skills and accreditations. 2. Relaunch our Wave 4 and 5 provision for students who are unable to access mainstream lessons. 	<p>that such provision can safeguard students from potential permanent exclusion and reduce the chances of them becoming NEET. In turn the above will build relationships and trust between staff and students, supporting them to ensure the school environment is not overwhelming.</p>	
<p>To support the emotional wellbeing of students, where SEMH is a barrier to learning, through our in-house counselling service. To sustain the expansion of our Safeguarding Team to enable us to deal with our large caseloads in a timely manner.</p> <p>To add to our mentor capacity and use of HUBS to identify and work with key students moving through the waves of pastoral and behavioural intervention</p>	<p>A study conducted by the University of Bedford's School of Education (Jefferies 2008) highlighted the impact of 'consistency and continuity' for students experiencing emotional difficulties and that regular contact through 'drop ins' was the most effective way to put students at ease. 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"> ● Virtual and face to face Parents' Evenings combined with face to face approaches - all years now have a face to face tutor meeting and a subject meeting for Y11. No student is without revision guides and workbooks ● Data Captures with reports for parents ● Transition Programme ● Innovative and proactive use of the website and social media. ● Regular Parent Voice 	<p>EEF research informs us that strategies to improve parental engagement can have an impact of up to +4 months progress for moderate cost. The community will be fully educated in terms of the importance of good home study, attendance and curriculum opportunities. Successful build-up of parental understanding of reporting and the options processes and equip parents to fully support students with their education.</p>	5,6

<p>To recognise students' achievements and celebrate success through a culture of rewards including:</p> <p>Embracing the curriculum</p> <p>Effort ranking</p> <p>Attendance rewards</p> <p>Proud podium</p>	<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 • Cultural experiences • 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>After school clubs run on a termly rota</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 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> <ul style="list-style-type: none"> • School Council / SSLT • Eco-warriors • Anti-Bullying Ambassadors 	<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 is not under-represented.</p>	4, 6

Total budgeted cost: £539900

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 2022 to 2023 academic year.

Outcomes

7+ English & Maths – When comparing PP students to their Non-PP peers, there were no PP students who achieved a grade 7 in both, however, only 5% of the non PP cohort achieved a grade 7 in both English and Maths

5+ English & Maths – 6% of the PP cohort achieved a grade 5+ in both English and maths, compared to 31% for the non PP cohort.

Attainment 8 – In 2019, there was a -14.21 disparity between our PP and Non-PP cohorts, whilst there was a narrowing of the gap during the TAG and CAG years, this gap widened in 2022 to a -12.33 disparity, this though is below the last proper set of exams in 2019. The gap continued to widen this year with a difference in attainment 8 of nearly 2 grades (-18 disparity)

EBacc - We encourage as many of our students as possible to complete the EBacc. There is a disparity between PP and Non PP with regards to P8 (-1.3 v -0.6) and Attainment 8 (28.9 v 43.5) Interventions will continue to target PP students to provide them with the opportunity to close the gap

Behaviour & Attitudes

2022 - 2023

The number of PP students who have received a suspension during the course of the year is 86 students, totalling approximately 533 days, this is an average of 6.2 days per PP student. Non PP students account for 73 exclusions, totalling 257 days at an average of 3.5 days per student. As a proportion of our exclusions, PP account for 54% of our exclusion, a reduction from previous years, however the number of days of exclusions has increased for both PP and Non PP students

We have added extra capacity into our inclusion hubs and a more targeted and forensic approach to targeting potential students who may require a more bespoke curriculum. As a school we are becoming more proactive in identifying potential challenging situations. Through forward thinking and anticipation, we are hopeful this will have a positive impact on FPEs for all students. We have increased our pastoral capacity to help deal with any problems that arise on a day to day basis, but also to become more proactive and intervene before there is an escalation of any potential problem

Attendance

PA has increased dramatically over the last couple of years, and attendance is not at where we would like it to be when striving for 95/96%+

We are utilising the additionally that we have to focus in on key cohorts both from an attendance aspect. The continuation of the 100 club and rewarding those who are in school is key to allowing others to see the tangible rewards of attendance and linked to this is the correlation of excellent progress being made academically.

Whilst above national we are starting to see the granular impact of these new appointments. This will be a continual process to build upon the start we have made to this. We have started to see the impact of the return of face to face parents' evenings with an excellent uptake at our Y7 tutor evening, our Y11 subject evening and our Y8 option evening. We will continue to re-integrate face to face meetings with parents to rebuild the bilateral relationships lost during Covid.