



WICKERSLEY
PARTNERSHIP
TRUST.

RCS Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

Swanage Court, Dodds Close,
Bradmarsh Business Park, Rotherham, S60 1BX

01709 807600  contactus@wickersleypt.org

 wickersleypt.org

CEO: Mrs H O'Brien



WICKERSLEY
PARTNERSHIP
TRUST.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

1. School overview

School Name	Rawmarsh Community School
Number of Pupils in school	1,065
Proportion of Pupil Premium eligible pupils	464 (43.6%)
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Mark Newsome
Governor Lead	Andy Costello

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£481,196
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£481,196

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Ultimate Objectives for Disadvantaged Pupils

Our core mission at Rawmarsh Community School (RCS) is to empower every disadvantaged student to overcome systemic barriers and secure academic and life outcomes that are ambitious, positive, and on par with their non-disadvantaged peers.

Specifically, by July 2026, our disadvantaged pupils will:

- **Close the Attainment Gap:** Significantly narrow the current Attainment 8 gap to less than 0.8 grade difference when comparing Attainment 8. 2025 cohort had a difference of nearly 1.3 grades difference. Reduction in overall grade difference of 0.5 and increase the proportion of students achieving a strong pass (Grade 5) in both English and maths to 35%. This would represent approximately a 10% increase in this key performance indicator based on the 2025 cohort. Increase the proportion of Pupil premium students who achieve a standard pass (Grade 4) in both English and Maths to 45%. This would represent approximately a 10% increase in this key performance indicator based on the 2025 cohort.
- **Possess Essential Literacy Skills:** Ensure that fewer than 40% of incoming Year 7 students have a standardised reading score below 100, effectively removing the foundational reading deficit barrier across the curriculum.
- **Maximise Engagement and Attendance:** Reverse the widening attendance gap by increasing overall Pupil Premium attendance to 86.5% or above, thereby enabling maximum time in education.
- **Promote Resilience and Positive Conduct:** Reduce the disproportionate share of suspensions for the Pupil Premium cohort to less than 60% and increase their average number of positive behaviour events by 10%, demonstrating high engagement with school culture.
- **Secure Ambitious Pathways:** Achieve zero students becoming NEET (Not in Education, Employment, or Training) by October 2026, and boost participation in meaningful Work Experience (WEX) to 80%.

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is an evidence-informed, tiered response focusing intensely on the persistent challenges identified in our data, particularly attendance and academic attainment.

Key Principles of the Strategy Plan

The RCS Pupil Premium strategy is underpinned by three core, interdependent principles:

- **High-Impact, Targeted Academic Intervention:** Focusing investment on responsive, data-driven academic support (especially in Year 11) to ensure swift closure of knowledge gaps and to secure headline attainment gains from strong raw progress. Intervention includes external tuition targeted towards disadvantaged students, after school revision sessions, in depth analysis of mock exams to identify areas for development and bespoke activities and interventions following on from this
- **Early and Diagnostic Barrier Removal:** Prioritising early intervention for literacy deficits at Key Stage 3 using rigorous diagnostic tools, ensuring all foundational barriers are addressed before they impede GCSE success.
- **Intensive, Barrier-Free Pastoral Support:** Implementing an assertive strategy to address non-academic issues, making Attendance the primary focus, while also ensuring that academic support sessions are either **compulsory or designed to be barrier-free** (e.g., removing transport or food obstacles) to maximize the uptake of funded interventions.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Persistent Attainment Gap: A significant gap in attainment between Pupil Premium (PP) and Non-PP students remains, particularly at the higher grades. Data Support: In 2025, the gap for attainment was –12 points in Attainment 8 and only 26.76% of PP students achieved 5+ in English and Maths, compared to 35.8% of Non-PP peers.
2	Literacy & Numeracy Deficits: Foundational skills continue to act as a significant barrier to accessing the full curriculum. Data Support (2023/24 Baseline): NGRT testing indicated 46.6% of Year 7 students had a standardised reading score below 100, requiring immediate catch-up intervention. The progress made in KS4 Maths (+0.97 average grade increase for PP) shows interventions are working, but the starting point remains too low.
3	Persistent Absence & Low Attendance: The PP cohort has significantly lower attendance and a greater proportion of persistent absence compared to the whole school. Data Support: The PP attendance figure for 2024/25 was 84.9% (compared to 90.3% for All), resulting in a –5.4% gap. This gap has widened over time and needs urgent reversal, despite current year-to-date (YTD) improvements.
4	High Rate of Sanctions & Exclusions: Disadvantaged pupils are disproportionately represented in both suspensions and alternative provision (AP) placements. Data Support: In 2024/25, 54% of all suspensions were for PP students (322 out of 456), showing a clear need for targeted behavioural support and early intervention to reduce days lost to education.
5	Low Aspirations & Post-16 Readiness: Despite positive NEET figures, a culture of low aspirations and lack of cultural capital limits the ambition of the PP cohort. Data Support: 66% of PP students participated in Work Experience (WEX) in 2025, but a third still required online resources. The majority of students identified as at risk of NEET are PP, indicating a greater need for personalised guidance and early intervention to secure post-16 pathways.
6&7	Inconsistent Intervention Impact & Parental Disengagement (Combined): While interventions show positive impact (e.g., +12.8% PP 9-4 improvement in English Language), uptake remains 'less than satisfactory.' This links to the difficulty of meaningful parental engagement for a proportion of families. Data Support: The report notes "uptake at these sessions was low" despite efforts. Parental engagement and historic low aspirations (identified in the 2023/24 plan) are persistent, interlinked barriers requiring continued focus.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
1. Improve Attainment & Progress	PP Attainment 8 gap: -12.33 points vs. Non-PP PP En/Ma4+: 36.62%	PP Attainment 8 gap to decrease to less than 0.8 of a grade when compared against Non-PP. PP En/Ma4+ increase to 45%. PP En/Ma 5+ to increase to 35%.

2. Close Literacy & Numeracy Gaps	PP English Lang9-4 improvement: +12.8% (from Y10 Mock to Result) PP Maths 9-4 improvement: +31.3%	Sustained KS4 progress. KS3: <40% of Y7 students with a standardised reading score below 100.
3. Improve Attendance	PP Attendance: 84.9% PP/All Attendance Gap: -5.4%	PP Attendance increase to 86.5% or above. PP/All Attendance Gap <4.5%.
4. Reduce Extreme Sanctions & Improve Behaviour	2022/2023 PP Share of suspensions 76.5% 2023/2024 PP Share of suspensions 80.4% 2024.2025 PP Share of suspensions 70.2% PP Positive Events per Student: 70.81 in 2024/2025	PP Share of Suspensions reduce to <60% . PP Positive Events per Student increase by 10% to 77.9 or above.
5. Boost Aspirations & Post-16 Readiness	PP Students in WEX: 66% PP Proportion of at-risk NEET referrals: 83% (2024) 66% of PP students participated in WEX (2025)	PP Students in WEX increase to 80% . 0 PP students become NEET by October 2026 review.
6. Increase Engagement in Enrichment	3 PP students on residential (Ski Trip). Enrichment uptake data is anecdotal. Other than Y7, PP students have consistently lower participation rates in extracurricular clubs than their peers.	>50% of PP students attend at least one extra-curricular club per term. 50% increase in PP students attending subsidised cultural trips/residentials.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
Attainment & Academic Support (Challenge 1)	Core Subject Tutors for 1:1/small group tuition; Digital Learning Platforms (Seneca); Additional TA hours for	£89,502 plus £33,058	Targeted Tuition (+5 months), Small-Group Tuition (+4 months),

	interventions; Provision of Revision Guides.		Metacognition/Self-regulation (+7 months).
Literacy & Numeracy (Challenge 2)	Diagnostic testing (NGRT, Phonics screening, Dyslexia/Dyscalculia); Dedicated Literacy Lessons; Specialist-led Literacy Tutor Groups; Targeted Phonics instruction.	£55,819	Reading Comprehension Strategies (+6 months), Phonics Instruction (+5 months), Effective small-group tuition.
Attendance & Punctuality (Challenge 3)	EWO and Intervention Team salaries; Proactive home visits/parental engagement; Removing transport barriers; Rewards system to foster intrinsic motivation.	£57,888	Parental Engagement (+4 months), Multi-faceted approach to attendance.
Behaviour & SEMH (Challenges 4 & 5)	In-house Counsellor; Arran Hill Centre provision (£199,227); Alternative curriculum provision; CPI training; Salaries for additional pastoral staff (Assistant HOY/NTAHOY).	£209,320	Social and Emotional Learning (+4 months), Behaviour Interventions (+4 months), Specialist/Intensive provision.
Enrichment & Aspirations (Challenge 5)	Subsidised Peripatetic music lessons; Robust careers provision; Programme of cultural trips and visits; Funding for Duke of Edinburgh.	£35,609	Arts Participation (+2 months), Building self-efficacy and motivation.
Total budgeted cost		£481,196	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Persistent Attainment Gap

Evaluation Detail	Summary
Impact	<p>Impact: The KS4 targeted academic support was effective in driving raw progress for the PP cohort. PP students increased their average grade in English Language by +0.24 (from Y10 mock → result) and in Maths by +0.97, showing interventions are having an academic impact.</p> <p>Success: Partial. While progress was strong, the attainment gap remains severe, with a –12 Attainment 8 disparity and only 26.76% of PP students achieving En/Ma 5+ compared to 35.8% of non-PP students. The school is yet to significantly close the gap.</p>
Areas for Development	Urgent focus is required on the transition from progress to headline attainment, particularly securing Grade 5+ for the high-potential PP students.

Literacy & Numeracy Deficits

Evaluation Detail	Summary
Impact	<p>Impact: Intervention time (e.g., in Y11 drop-down sessions) saw a significant impact on core subject outcomes, with the PP Maths 9–4 pass rate increasing by 31.3% (from Y10 mock → result). Use of online platforms like Seneca supported independent study across subjects.</p> <p>Success: Good. The substantial increase in KS4 results suggests Y11 intervention effectively addressed historic deficits at the point of need.</p>
Areas for Development	Strengthen the early KS3 diagnostic and intervention cycle (e.g., using YARC and NGRT) to reduce the proportion of incoming students below expected reading standards, preventing these deficits from becoming KS4 barriers.

Persistent Absence & Low Attendance

Evaluation Detail	Summary
Impact	<p>Impact: New appointments and focus on attendance have started to show granular impact, with the PP attendance figure for the current year-to-date (86.1%) improving on the previous year's figure (84.9%). The 100 Club reward system remains a key tool for celebration.</p> <p>Success: Limited. Despite efforts, the PP attendance figure is unacceptably low (84.9% in 2024/25), and the gap with the whole school widened to –5.4%. Persistent Absence remains a major barrier to learning.</p>
Areas for Development	Attendance must become the No.1 priority. The strategy needs to move towards more intensive, family-based interventions to directly remove barriers, supported by the EWO and Intervention Team.

High Rate of Sanctions & Exclusions

Evaluation Detail	Summary
Impact	<p>Impact: The pastoral and inclusion model was a major strength, resulting in 0 Permanent Exclusions for PP students in 2024/25. Targeted AP provision (like Arran Hill) successfully re-engaged challenging students.</p> <p>Success: Highly Successful for PE prevention. The system is robust at the highest tier of need.</p>
Areas for Development	Address the disproportionate Suspension rate, where PP students accounted for 54% of all suspensions. This requires focusing on universal positive behaviour strategies and earlier intervention to prevent escalation.

Low Aspirations & Post-16 Readiness

Evaluation Detail	Summary
Impact	<p>Impact: Excellent early intervention with Early Help resulted in 0 PP students becoming NEET by October 2025. This shows pathways are being secured. 66% of PP students participated in WEX.</p> <p>Success: Successful in preventing NEET. The focus on careers guidance has secured positive destinations.</p>

Evaluation Detail	Summary
Areas for Development	Boost WEX participation to 80% and increase exposure to higher-education pathways and professional careers to systematically raise aspirations beyond securing a destination.

Inconsistent Intervention Impact & Parental Disengagement

Evaluation Detail	Summary
Impact	<p>Impact: Parental engagement for Y7 and Y11 (including the reintroduction of face-to-face parents' evenings) was positive, showing that targeted bilateral relationships can be successfully rebuilt.</p> <p>Success: Variable. While targeted parental events saw good uptake, low attendance at voluntary, after-school interventions limited the impact of academic funding.</p>
Areas for Development	Develop a more compulsory and barrier-free intervention model by embedding critical support within the core school day or removing practical barriers (e.g. food, transport) for after-school sessions.

Cultural Capital

Evaluation Detail	Summary
Impact	<p>Impact: Enrichment opportunities were available, including subsidised cultural trips and 6 PP students attending the residential Ski Trip. The Rawmarsh Pledge drives participation in life skills and active citizenship.</p> <p>Success: Moderate. Opportunities exist and are utilised by a proportion of the cohort.</p>
Areas for Development	Systematically track PP student engagement in extra-curricular activities and enrichment to ensure the 'entitlement offer' is accessed by >50% of the cohort, thereby ensuring a broader build of cultural capital for all disadvantaged pupils.

2024-25 Outcomes

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Behaviour & SEMH Support	Pastoral Safeguarding Model (In-house Counselling, AP/Arran Hill, Increased Pastoral Capacity)	Highly successful in safeguarding: Directly led to 0 Permanent Exclusions and 0 PP students NEET. This model effectively manages the most acute needs and prevents educational derailment.
Attainment & Academic Support	Targeted KS4 Intervention (Y11 drop-down/specialist time, 'on the gate' sessions)	Strong academic impact: PP students achieved a high rate of progress, notably increasing Maths 9-4 pass rate by +31.3% from Y10 mock → result, showing these intensive blocks successfully close knowledge gaps.
Enrichment & Aspirations	Early NEET Intervention (Collaboration with Early Help, Personalised Careers Guidance)	Successful in securing destinations: The proactive and personalised approach ensured 0 PP students were recorded as NEET by October 2025, validating the investment in future pathways.

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Wider Strategies	The 100 Club/Reward System (Linked to attendance and positive behaviour)	Supports a culture of high expectations: Essential for fostering intrinsic motivation and celebrating success, which underpins the aim to increase positive events and address the persistent absence culture.
Modification Required	Voluntary After-School/Period 5 Interventions	MUST be made compulsory or barrier-free: Low uptake significantly limited the academic impact. Must be repurposed to remove practical barriers (e.g., transport, food) or integrated into the core school day.

Part C: Further Information and Context

GCSE Results

RCS	En/Ma 4+	En/Ma 5+	En 4+	En 5+	Ma 4+	Ma 5+
2025 Results All (207)	51.7%	35.8%	59.9%	44.9%	64.7%	43%
2025 PP (71)	36.62%	26.76%	42.25%	28.17%	49.3%	32.39%

Conversion Rates

RCS	2025 conversion rate
En/Ma 4+	66.67%
En/Ma 5+	90.48%
En 4+	61.22%
En 5+	64.52%
Ma 4+	74.47%
Ma 5+	76.67%

English Impact

English Language	End of Y10 Mock Exam	Y11 DC3 January 2025	Results August 2025	Impact
All students 9-4	31.8% (66/207)	56.94% (119)	52.66%	+ 20.86
PP 9-4	21% (15/71)	41.1% (30)	33.8%	+ 12.8
All students 9-5	12.5% (26/207)	25.36% (53)	37.2%	+ 24.7
PP 9-5	7% (5/71)	16.44% (12)	21.3%	+ 14.3
All Average Grade	3.31	3.5	4.02	+ 0.71
PP Average Grade	2.92	3.5	3.16	+ 0.24



English Literature	End of Y10 Mock Exam	Y11 DC3 January 2025	Results August 2025	Impact
All students 9-4	33.8% (70/207)	54.55% (114)	56.04%	+ 22.04
PP 9-4	19% (14/71)	38.36% (28)	39.44%	+ 20.44
All students 9-5	16.9% (35/207)	26.32% (55)	36.71%	+ 19.81
PP 9-5	8% (6/71)	16.44% (12)	23.94%	+ 15.94
All Average Grade	3.28	3.46	3.77	+ 0.49
PP Average Grade	2.79	2.7	2.91	+ 0.12

Maths Impact

	Target	End of Y10 Mock Exam	Results August 2025	Impact
All students 9-4	44.7% (84/189)	22.2% (42/189)	39.4 % (74/189)	+ 17.2%
SEND 9-4	33.9% (16/48)	4.2% (2/48)	14.6% (7/48)	+ 10.4%
All students 9-5	28.9% (55/189)	9.5% (18/189)	20.5% (39/189)	+ 11%
SEND 9-5	10.7% (5/48)	2.1% (1/48)	6.3% (3/48)	+ 4.2%
All Average Grade		1.8	2.7	+ 0.9
SEND Average Grade		0.9	1.4	+ 0.5

Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	90.6%	89.2%	90.8%	90.3%	90.9%
PP	88.4%	85.6%	86.3%	84.9%	86.1%
FSM Ever6	88.3%	85.8%	86.2%	84.6%	86.0%
Gap	↓2.2%	↓3.6%	↓4.5%	↓5.4%	↓4.8%



Attendance Bands

PP Cohorts	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	52	60	71	91	546
95%-100%	410 (35.0%)	410 (35.8%)	445 (38.8%)	498 (44.3%)	754 (70.9%)
90%-100%	810 (69.1%)	728 (63.5%)	800 (69.7%)	807 (71.7%)	828 (77.8%)
50%-89%	330	357	281	250	188
Below 50%	33	61	67	68	48
Total	1173	1146	1148	1125	1064

Exclusions and Suspensions

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	2	3	1	2	0
PP	2	2	1	0	0
FSM Ever6	2	2	1	0	0

Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	494 suspensions 765 days	541 suspensions 812 days	388 suspensions 526.5 days	459 suspensions 530.5 days	71 suspensions 75.5 days
PP	354	414	312	322	57
FSM Ever6	350	403	312	317	56

Positive Behaviour Points

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	54.70	65.36	54.60	74.61	14.89
PP	55.21	62.92	50.30	70.81	14.43
FSM Ever6	55.41	62.95	50.39	70.02	14.43







RCS Pupil Premium Strategy Report