



Rawmarsh Community School A Sports College

PUPIL PREMIUM POLICY

2021/22

RAWMARSH COMMUNITY SCHOOL

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Pupil Premium Policy

1. What is the Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

2. Eligibility

As of 22nd September 2021, the DFE updated its breakdown of Pupil Premium funding for schools payable from the financial year beginning 1st April 2021. 41.30% of Rawmarsh Community School students are currently eligible for Pupil Premium funding (446 students.)

The Pupil Premium Grant (PPG) per-pupil rate for 2021 to 2022 is as follows:

Category of 'disadvantaged pupil'	Pupil Premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2345
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

3. Recovery Premium Funding

'In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

As with pupil premium, the funding for looked-after children will be paid to the local authority and should be managed by the virtual school head.

Schools should spend this premium on evidence-based approaches to support pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring

- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest'

4. 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

5. What are the main challenges our disadvantaged students face?

Challenge number	Detail of challenge
1	<p>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.</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. 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.</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 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 led to a culture of low aspirations for some of our students and</p>

	their families. We are working hard to ensure that students ‘dream big’ and hold aspirations that match their true potential.
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6. **How do we remove barriers for disadvantaged students?**

- **Quality First Teaching:** First and foremost, we endeavour to provide a research-led CPD programme for our staff that will enable them to deliver consistently ‘good’ or better teaching. Good practice is widely shared and collaboration is highly valued and facilitated across the school, as well as between partner schools via Wickersley Partnership Trust.
- **High Quality Feedback:** The Education Endowment Foundation’s (EEF) Toolkit for schools continues to champion the use of feedback as the most impactful strategy to support pupils. When done well, up to +6 months of progress can be made as a result.
- **Targeted Teaching:** Pupil Premium funding contributes to cost of employing additional staff in our core subjects which allows us to reduce class sizes so that teaching can be more targeted and students are able to access support from their teacher more easily. This extra capacity is also crucial for us to be able to put on subject specific intervention lessons at KS4 to help us improve pupil progress.
- **Timetabled Intervention:** Funding from the Pupil Premium is used to support disadvantaged students who arrive from KS2 below expected standard in English and Maths. For these students, we provide a timetabled Literacy and/or Numeracy lesson each week. For students who have more profound barriers to literacy and numeracy, we also offer smaller group intervention for a more tailored and bespoke approach.
- **Promoting Wider Participation:** To ensure that our students leave school ‘able’ as well as ‘qualified’ to play their full part in an ever changing world, we offer a full programme of extra-curricular and enrichment opportunities. Through the Rawmarsh Pledge, we guide students through a series of challenges to develop the personal attributes that they need to become well-rounded individuals.
- **Inclusion:** For disadvantaged students with behavioural, emotional or social issues, Pupil Premium money is used to fund personalised support. This may include the cost of specialist staff to support in lessons, small group work, our in house counselling service or our graduated inclusion programme, which is used to support and re-engage students, preparing them for life beyond school.
- **Promoting Aspiration:** One strand of the ‘Rawmarsh Way’ is that we expect our students to ‘Dream Big.’ With the support of Pupil Premium funding, we are able to deliver a broad and balanced curriculum and offer a wider range of subject options, including three modern foreign languages. Empowering students with greater choice in the direction of their own learning is important to allow them to pursue their personal ambitions. Celebrating success is also a huge part of our culture and we do this through a comprehensive framework of rewards and by making good use of online platforms to showcase the achievements of our students with our community.

7. What do the EEF suggest?

In their 'Guide to the Pupil Premium' for schools, the Education Endowment Foundation (EEF) make a number of recommendations. Their key principles centre around every intervention having a clear evidence led rationale and that a tiered approach which includes the categories of 'Teaching,' 'Targeted Academic Support' and 'Wider Strategies' is advisable when deciding how to use Pupil Premium funding. They also make it explicit in the guide that all pupils (including non-Pupil Premium) can benefit from the use of Pupil Premium funding – particularly in the case of delivering quality first teaching.

8. Roles and Responsibilities

- **Staff:** We expect all staff to be committed to delivering high standards of teaching, to raise the aspirations of our students, strive to improve attainment and therefore close the gap between different cohorts - including 'disadvantaged' students. This will be quality assured by middle leaders, SLT and supported via CPD and Workforce Development.
- **SLT:** An allotted member of the Senior Leadership team will be charged with the day to day implementation of this policy and must ensure that students who require support do not miss out on the provision they are entitled to. More broadly, SLT members will monitor the progress of key cohorts, including disadvantaged students - as per their remit – and share their action plans and outcomes during SLT meetings and with school governors.
- **Governing Body:** A designated member of the governing body will scrutinise our strategy for use of Pupil Premium funding before it is shared with the whole governing body and our Pupil Premium Strategy Statement is published on our website.

9. Reporting and Accountability

This policy will be shared with governors and will be published on the school website – alongside the annual Pupil Premium Strategy Statement - for staff, parents and external agencies to access.

Schools must show how they are using funding effectively:

- By publishing a Pupil Premium Strategy statement which outlines the rationale for all spending decisions and justifies these by referring to evidence-based recommendations from sources such as the EEF Toolkit (Education Endowment Foundation.).
- Through inspections conducted by OFSTED.