RFSS Pupil Premium Strategy Statement 2024-2025: October 2024

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students and their whole development. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year, and the impact that last year's spending of Pupil Premium had within our school.

Why does the Government provide the Pupil Premium?

The government believes that poverty/low income is the single most important factor in predicting a child's future life chances. Many pupils from low-income families have lower attainment at the age of 16 than non-disadvantaged peers. The government believes that the Pupil Premium is the best way to address these inequalities by ensuring that funding is used to support the disadvantaged pupils who need it the most.

School Overview:

Detail	Data
Number of students at Rugby Free Secondary School	1118 (at the time of
Proportion (%) of Pupil Premium eligible students	30.16% (268 Students)
Proportion (%) of FSM eligible students	27.49% (248 Students)
Academic year/years that our current Pupil Premium strategy plan covers	2024-2025 Academic Year
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Iain Green
Pupil Premium Lead	Mark Laity
Governor / Trustee Lead	Sarah Malam

Funding Overview:

Detail	Amount
Pupil Premium funding allocation this academic year	£299,250
Pupil Premium funding across the Trust	£994,118
Recovery premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan 2024-2025

Statement of Intent:

'*Research has found that disadvantaged students have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged students*'. *(EEF, 2021)*

National Context:
Taken from (www.gov.uk, 2021):

- Disadvantaged students tend to have lower educational attainment compared to their peers.
- This attainment gap exists by 9 months by the end of Year 6 (1 academic year) and by 18 months by the end of Year 11 (2 academic years).
- The attainment gap has stopped closing for the first time in over a decade.
- This has been compounded by the COVID-19 pandemic.
- The Office for Fiscal Studies shows that at the current rate of change, it will take 560 years for the attainment gap to be equalised.
- Statistically, there are more families north of London that are classified as being disadvantaged.

'The attainment gap between north and south is growing both at GCSE and A-Level. This is not all that surprising when we consider the triple whammy of factors that will have had an impact on this attainment gap – existing long-term disadvantage, learning loss during COVID and DfE failures in catch up and the National Tutoring Programme'
(www.northernpowerhousepartnership.co.uk 2022)

The Six Central Barriers: (Taken from EEF, 2021):

1. Technological Access: There is less access to technology. In several cases, access to technology is shared. In other instances, there is a lack of internet in the household.
2. Aspirations & Understanding: In several cases, there is a generational lack of aspiration, with many students encouraged to follow in the footsteps of their family members. Some disadvantaged households shy away from support mechanisms, sometimes due to embarrassment.
3. Parental Engagement & Support: There are often increased pressures placed on disadvantaged students to earn money, as opposed to studying at home. The need for survival often outweighs delayed gratification.
4. Time: Studies indicate that on average, a non-disadvantaged student in secondary school works for 5.8 hours per week outside of school hours - this compares to 4.5 hours per week for a disadvantaged student.
5. Attendance: Disadvantaged students tend to have lower attendance than their non-disadvantaged counterparts. This is particularly evident when there are key events occurring, such as Mock Exams. Attendance to additional sessions after-school also tend to be lower for disadvantaged students.
6. Qualifications: Some schools narrow the curriculum, meaning that students do not sit qualifications that showcase their holistic skills.

Our analysis and school-based research indicates that Barrier 1 is the most prevalent across year groups at RFSS, and that Barrier 2 is particularly common within Key Stage 4. Barrier 5 is also a significant issue in Year 11, with numerous legacy school-refusers (many of whom are PP). Barrier 6 is something being considered within the Year 9 Options process.

The Seven Steps to Success: (Taken from EEF, 2021):

1. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. Good teaching for all pupils has a particular benefit for disadvantaged pupils.

2. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.

3. The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Year 7 often sees the gap widen further and never recover.

4. Catch up is difficult: we should aim to get it right first time round for all children.

5. Literacy is a vital component for disadvantaged students and there is no excuse for not deploying the existing, extensive evidence to support the teaching of it.

6. Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. Much less is known, however, about how these skills can be developed and whether they lead to increased academic attainment.

7. Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.
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Our Approach:
At RFSS, our plan is rooted in research and best practice that then been evaluated adapted for our context. The primary foundations for our plan have centred on the EEF's Guide to Supporting School Planning: A Tiered Approach - and this piece of work underpins the priorities, actions and barriers for Catch-Up at RFSS. The context of our school reflects the themes and patterns from national research, but strategies have been tailored to needs of our students and their families.

When compiling potential actions for this academic year, consideration was given to the three tiers explained in the aforementioned EEF publication, which are as follows:

     1. Teaching   **2. Targeted Academic Support**   **3. Wider Strategies**

Consequently, all actions and strategies are mapped against these three tiers, with research used to support the implementation of, and rationale behind, these strategies. Therefore, our strategies relate not just to the academic progress of students, but to their development as a whole.

We work hard to ensure that assumptions about the lower expectations of disadvantaged students. All students are taught to strive for maximum progress and attainment, throughout all years and subjects.

The research is consistent with surveys of parents and teachers on access to education during and since the pandemic, which indicates disparities in access to technology and levels of parental support - one potential explanation for *why* gaps might open between groups of students. The recent evidence is also consistent with subsequent research, which shows national attitudes to education changing, with almost 3 in 10 people believing that education is not significant. These studies have also influenced the thought process behind the interventions and strategies that have been implemented.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, teacher marking/feedback is monitored by regular SLT Quality Assurance. Other targeted interventions from teaching and pastoral support staff (e.g. small group tuition, behaviour, attendance/reintegration, mentoring and counselling) are available and offered as required and their impact monitored and reviewed. Robust in-school (and external) post-assessment processes should ensure timely interventions.

RFSS offers and delivers a curriculum, both academic and extra-curricular, which is rich in breadth and depth, enabling progress in terms of academia and being 'set for life', regardless of ability or background - underpinned by a culture of high expectations, high aspirations and inclusivity. As such, RFSS constantly monitors the progress of many subgroups (in addition to each full cohort) including disadvantaged students covered by Pupil Premium (and PP+) funding (i.e. FSM, Ever 6, CLA, PLAC) with the intention and goal of securing good progress and the best outcomes, thereby narrowing the attainment gap for disadvantaged students. Inevitably, the pandemic affected all students profoundly but evidence suggests that disadvantaged pupils have often been impacted more adversely both academically as well as in terms of well-being (SEMH).

It is important to note at this point, the journey that the school has undertaken over the course of the past few years. We have moved from an 'Inadequate' judgement in 2019, where we faced significant challenges around teaching and learning, behaviour and attitudes, low staff morale and challenges in recruiting reputable teaching staff led to a poor reputation in the local community.

The school has been 'Good' since 2021, after having worked hard to improve the quality of education, behaviours, communication, relationships and community engagement. Since the 'Good' judgement, our popularity has soared, with over 222 first choice applications (Year 7) and 338 applications (Sixth Form) ahead of the 2024-25 academic year.

Challenges:

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

Challenge Number	Detail of Challenge
1	Low academic performance on entry, with low levels of Literacy and Numeracy.
2	Lack of self-regulation and independent learning, especially in Key Stage 3.
3	High numbers of students with SEND, with this now much higher than NA.
4	Low Attendance as a consequence of high levels of SEMH and SEND.
5	High levels of social, emotional and mental health issues, post-Covid 19.
6	Community issues such as gangs, county lines and high levels of deprivation.
7	Consistent access to quality first teaching and learning opportunities.

Intended Outcomes:

This section 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. All are one year intended outcomes, unless otherwise specified in brackets.

Intended Outcome	Success Criteria
To ensure disadvantaged students know, understand and retain more in order to make accelerated progress – especially through improved literacy and numeracy.	• Improvements in grades through English and Maths intervention groups and the wider curriculum. • Attainment data shows good progress and narrowing of the gap. • Students know how to help themselves to be more effective learners leading to accelerated progress
To ensure that our disadvantaged students, attend and find school a rewarding experience.	• Reduction in persistent absence. • Reduction in EBSA numbers. • Parents and carers more engaged with school. • Reduction in number of students accessing IRR. • Incremental improvement in attendance and engagement behaviour to match pre-Covid levels.

To support disadvantaged students to be effective learners. Students adopt positive learning behaviours and engage more proactively in lessons, especially in Key Stage 3.	• Fewer days in IRR than the previous year. • Suspensions are fewer than the previous year. • Permanent exclusions are fewer than the previous year. • Evidence of students using self-regulation strategies to de-escalate situations and avoid consequences. • More positive reward points for Pupil Premium students than in the previous year. • More Pupil Premium students nominated for awards than in the previous year. • Improved engagement in terms of
To broaden the cultural capital of all disadvantaged pupils through the curriculum and extra-curricular activities.	• Increased engagement in extra-curricular activities. • Increased participation in trips and visits, especially those that are for longer durations. • Increased numbers of Pupil Premium students on the Student Leadership Team.
To reduce SEMH barriers to learning	• SEMH/well-being issues affect fewer students. • In-school/external support (Mentors, family support worker, pastoral support officers etc) means SEMH impacts learning and progress less, and students become more resilient
Increased parental engagement, especially Pupil Premium families.	• Parents engage by signing up for Parents' Evenings and Parents' Information Evenings - similar percentage to non-PP attendance. Parents respond to surveys and school communication more frequently. • Parents attend the specific Pupil Premium focused parental
More disadvantaged pupils aspire to Sixth Form at RFSS, or elsewhere.	• Increased awareness of opportunities available (e.g. university taster days) • Engagement in Careers Fayres. • Destinations. • Non-NEET figures remain positive.

Activity in this Academic Year (2024-2025):

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: £232,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

1a) RFSS Teaching Strategy centred on Tom Sherrington's Walkthrus, in order to enable Quality First Teaching.	*'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.' EEF Pupil Premium Menu.*	7 - Consistent access to quality first teaching
1b) Specific Staff Handbook Guidance on QFT and Disadvantaged Students expanded on by high quality CPD and QA to measure impact.	*'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.' Effective Professional Development Guidance Reports EEF*	
1c) Baseline assessments. CATs and NGRT Tests.	*'Baseline assessments enable students to intervene from the outset.' (Cambridge)*	1 – Low academic levels of literacy and numeracy on entry
1d) Support materials for staff who require additional support.		7 - Consistent access to quality first teaching

2a) Weekly Mentoring Support for Early Career Teachers and colleagues identified as requiring additional support. Sessions to include specialist training on QFT and Disadvantaged Students. 2b) Additional pathway for staff who require further support, which will also include CPD on QFT teaching for key sub-groups such as Pupil Premium students.	*'Emphasising this can help to break down the barrier sometimes felt between experienced teachers and ECTs, and allow a more open space for non-judgemental and honest discussion about classroom practice.' (Iris:2022)*	7 - Consistent access to quality first teaching

3a) Continue to develop high-quality teaching, assessment and literacy, by utilising tools such as Accelerated Reader, STAR Reading tests and Lexia to support assessment and interventions.
 	
3b) Continue to offer Literacy and Numeracy interventions for those students who require the most catch-up at Key Stage 3. These include:
   - Small Group Interventions
   - Homework Club
   - Reading Buddies
   - Catch Up Literacy & Numeracy
	'The WWC considers the extent of evidence for Accelerated Reader™ on the reading achievement of beginning readers to be small for two student outcome domains—comprehension and reading fluency.' (WWC:2016)
	
	'Catch-up strategies include regular, informal assessments; identifying pupils who need additional, one-to-one support…' (Gov.uk:2020)
		1- Low academic performance on entry, with low levels of Literacy and Numeracy.
		
		2 - Lack of self-regulation and independent learning, especially in Key Stage 3.

4a) Use external speakers and companies to promote the dangers of knife crime, gang culture, county lines and online safety, through Prison Me No Way and Loudmouth Theatre. All external events to feature targeted groups of Pupil Premium students from all year groups. 4b) Amend the PSHE curriculum to fit in with local and national issues.	*'County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse. forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime.' (NSPCC:2018)*	6 - Community issues such as gangs, county lines and high levels of deprivation.
5a) Quality Assurance Deep Dives and Book Looks to involve reports on provision for Disadvantaged Students.	Consistent application of QFT for Disadvantaged Students is the most powerful factor in improving student outcomes for Disadvantaged Students.	7 - Consistent access to quality first teaching
6a) Recruitment and Retention of high-quality teachers. Maintaining a school ethos where 'relationships matter' and where staff feel 'safe, valued, and respected'. 6b) Staff Well-being group and staff voice continue to refine job satisfaction by a 'You Said, We Did' approach. 6c) Employ an additional Primary-trained teacher to enable Year 7 and Year 8 students to experience Boost Group teaching and learning, with smaller class sizes.	*'Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers.' EEF Pupil Premium Menu* *Comparison of annual Staff Survey and retention and recruitment data against the national recruitment crisis data.* *Some of our students from more affluent homes benefit from external tutors. Overstaffing the core provides the opportunity for RFSS to provide rich support in the classroom and for Disadvantaged Students fast-tracked to targeted intervention.*	7 - Consistent access to quality first teaching 3 - High numbers of students with SEND, with this now much higher than NA.

7a) Investment in technology and other resources to further raise the quality of teaching and learning.	*To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.' EEF Pupil Premium Menu*	7 – Consistent access to quality first teaching
7b) Acquisition of Flash Academy, Seneca, Dr Frost to enhance Home Learning and Guided Revision	*"Schools with higher levels of disadvantage have experienced higher levels of loss than other schools, particularly in secondary (2.2 months in schools with high rates of free school meal eligibility and 1.5 months in schools with low rates of free school meal eligibility)" (DfE Interim Report: 2021) "Evidence shows learning platforms such as Flash Academy are effective interventions in a student's learning, with this App consolidating subject knowledge and accelerating progress." (Flash: 2022)*	2-Lack of self-regulation and independent learning, especially in Key Stage 3.
7c) The purchase of Student and parent friendly ClassCharts to boost communication (e.g. Rewards, Home Learning) and Bromcom for Student Performance Analysis		
7d) The creation of an Opportunities Fund for parents and staff to request bespoke PP Funding		
7e) Identified Revision Guides provided free for Disadvantaged Students	*'Our hope is that this guidance will help to support a consistently excellent, evidence-informed education system in England that creates great opportunities for all children and young people, regardless of their family background.' EEF Using Digital Technology to Improve Learning Guidance Report*	
7f) Subsidised Music Lessons for Disadvantaged Students		
7g) 100% funding of food ingredients for Disadvantaged students for Food and Art.		

8a) Investment in extra-curricular clubs, trips and visits to enable further opportunities for students to extend their learning outside of the classroom. 8b) Purchase Absolute Education to track and monitor sub-group attendance to enrichment more closely.	*'There's something about the shared experience of a school trip that stays with us forever. Unique and apart from the everyday classroom experience, trips provide the possibility to communicate and bond with peers in different and freer ways, to make new friends and explore new places. Whether pupils get to try new things or experience life-changing moments, school trips are educationally enriching in the broadest and most encompassing sense.' (FundEd: 2024)*	3,Lack of self-regulation and independent learning, especially in Key Stage 3. 4 -Low Attendance as a consequence of high levels of SEMH and SEND.
9a) Join a partnership with Inclusive Attendance to improve rates of attendance for all sub-groups. 9b) Operate a morning breakfast club that explicitly targets PP students, with the opportunity for tuition from teachers and Sixth Form students. 9c) Ensure all staff are trained in trauma-informed approaches, to ensure a consistent approach to behaviour and attitudes inside and outside the classroom.	*'Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.' (EEF: 2023)* *'Breakfast clubs in schools can support children and young people to get into school – get there on time – and help give them the start they need to take on their school day.' (Magic Breakfast: 2024)* *'The key goal of trauma-informed practice is to raise awareness among all staff about the wide impact of trauma and to prevent the re-traumatisation of clients in service settings that are meant to support and assist healing.' (NAPAC: 2024)*	4 -Low Attendance as a consequence of high levels of SEMH and SEND. 5- High levels of social, emotional and mental health issues, post-Covid 19.

10a) Raise aspirations through target grade expectations and an updated assessment model, underpinned by FFT Aspire.	*'Recognising students' strengths is important, but I would argue that the best method of supporting underachieving students is to have high aspirations.'* (SecEd:2020)	1- Low academic performance on entry, with low levels of Literacy and Numeracy. 7 - Consistent access to quality first teaching

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1a) Plan, deliver and evaluate a KS3 Intervention Plan (Literacy and Numeracy foci) with Pupil Premium students fast-tracked to this additional support. 1b) Plan, deliver and evaluate a KS4 Intervention Plan with Pupil Premium students fast-tracked to this additional support. 1c) Every teacher to identify a sub-group focus	'High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers.' (EEF Selecting Interventions:2022) 'Teachers require knowledge of the unique skills that each child brings to the classroom in order to effectively target instruction towards students' learning	1- Low academic performance with low levels of Literacy and Numeracy 2- Lack of self-regulation and independent learning

1e) Intervention to provide intense targeting of identified students to maximise impact based upon internal data. 1f) Morning Registration Core Support Intervention for Year 11 three days a week, to include targeted Pupil Premium students. 1g) Intense NEA monitoring of completion rates within timescales, with a focus on Pupil Premium students. 1h) Holiday Intervention programmes to accelerate student progress in all breaks (except Christmas), with targeted invitations for Pupil Premium students.	'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.' (EEF Pupil Premium Menu)	1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
2a) Deliver learning episodes and resourcing to meet the specific needs of Disadvantaged Students, and especially those with SEND. 2b) Staff CPD on quality-first teaching for students to build on RFSS Teaching and Learning model. 2c) Effective deployment and training of teaching assistants to maximise additional support whilst not reducing teacher contact 2d) Ensure teachers know their key foci students by implementing a sub-group termly focus group.	'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology'. EEF Pupil Premium Menu. 'Use TAs to add value to what teachers do, not replace them.' EEF Making the Best Use of Teaching Assistants. Teachers require knowledge of the unique skills that each child brings to the classroom in order to effectively target instruction towards students' learning needs.' (York:2014)	3. High numbers of students with SEND 7. Consistent access to quality first teaching

3a) Develop a Mentoring Scheme so that Key Stage 4 students have positive role models to work with. 3b) Sixth Form students to work with key Year 11 male, Pupil Premium students to undertake peer mentoring. 3c) Sixth Form students to be assigned to key students to support with reading in Key Stage 3.	'High impact for very low cost based on extensive evidence (+5 Months progress) EEF Toolkit 'The Hurworth model stresses the difference between soft (traditional) and hard (assertive) mentoring and sites this distinction as the key to improvement.' (Horsley:2021) 'Students gain rare insights from the experiences of other students and start to feel confident in themselves.' (Newcastle University:2023	1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
4a) Effective plans for Literacy and Numeracy-based catch-up Key Stage 3 interventions to accelerate the progress of Disadvantaged students. 4b) Implement the Unit Award Scheme to support certification in alternative methods, and to support in English and Maths revision.	'Schools will be encouraged to continue to prioritise tuition for those students who need it the most through existing budgets.' (Gov.uk:2024)	1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
5a) Fresh Start Reading intervention / Accelerated reader implemented. 5b) STAR reading scores shared with staff so they are aware of students' reading ages for intent	'Reading ages are crucial components of planning and implementation, often offering an insight into the different needs required for each student within a classroom setting.' (NGER: 2021) STAR reading tests have led to interventions for targeted students, which have used Lexia and buddy	1. Low levels of Literacy

6a) Timetable additional groups to support students with low levels of Literacy and Numeracy.	Additional staff employed with a specific focus on Literacy and Numeracy. We run 'booster' groups for Literacy and Numeracy, where students need additional support to access the curriculum within the upper pathways.	1. Low levels of Literacy and Numeracy
6b) Utilise staff to deliver timetabled interventions (Sports Therapy and Literacy / Numeracy support), with a focus on Pupil Premium students.	*'Most research into literacy difficulties and literacy intervention focuses on early intervention when there is the greatest opportunity to close the gap between normal and slower progression in literacy development. Sequential and systematic approaches for younger children are often effective because new learning behaviours are established before less helpful responses are practised and embedded. Older students tend to have varied profiles of needs for support. Either they have specific needs often related to a deficit in one area of literacy which can be addressed with a targeted programme or they have more complex and individual profiles of helpful and less helpful knowledge and skills.' (UCL, 2018)*	
6c) Employ an additional Primary School trained teacher to support students who have low levels of Literacy, and/or SEND.		

7a) Every teacher to identify a sub-group focus 3, to support academic under performance or encourage academic excellence. To be reviewed termly.	Following data capture windows, there is analysis undertaken of students' performance and attitude to learning. From this, a Focus 3 for each class will be created, with a focus on PP students explicitly.	1. Low levels of Literacy and Numeracy 2. Lack of self-regulation and independ
8a) Breakfast Club for Pupil Premium students, with a focus on tutoring for Literacy and Numeracy skills.	'Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers.' (Food Life:2024)	1. Low academic performance on entry, with low levels of Literacy and Numeracy. 2. Lack of self-regulation and independent learning, especially in Key Stage 3.
9a) Maximize Your Potential Year11 Workshop.	Provides well respected study skills workshop to build motivation, resilience, revision techniques to raise outcomes and reduce stress.	2. Lack of self-regulation and independent learning

Wider Strategies (for example, related to attendance, behaviour, wellbeing):

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

1a) Supporting the SEMH of our Disadvantaged Students through an increase to SEMH Mentor team and SEND & Inclusion team.	'Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF Pupil Premium Menu	5. High levels of SEMH issues due to the pandemic.
1b) Ensure timetabling of SEMH Mentors to further strengthen the pastoral intervention systems.	**'SEMH Mentors can really benefit students in providing them with accessible, trusted members of** staff with whom they can rely upon.' (Ludlow:2023)	
1c) Investment in whole school PSHE & LORIC programme to build positive SEMH skills in line with the school values		
1d) Restorative and relationship-driven approach to promote positive behaviours from Disadvantaged Students to accelerate their learning and reduce their enhanced risk of suspension through Values Cards and a Restorative Relationships approach based on Trauma Informed Training.	'More than 3,000 children a day lost access to learning through suspension in 2021/22, and children living in poverty were 3.7 times more likely to be sent home from school than their peers.' (Children & Young People Now: 2022)	
1e) Trauma Informed Attachment Aware training undertaken and approaches to underpin practices.	'Trauma-informed schools could make a positive difference to young people's behaviour and to their mental wellbeing, attainment and future life chances.' (Holmes: 2021)	
1f) Whole school Strengths and Difficulties Questionnaire sent termly to identify areas of concern and risk		
1g) Waved tiers of SEMH support offered both internally and externally to students, with Pupil Premium students discussed at Panel where applicable.		

2a) Purchase of safeguarding software, Impero, in order to further protect both staff and students when working remotely. (KCSiE 2023 – monitoring and filtering)	*"The internet and online technology provides new opportunities for young people's learning and growth, but it can also expose them to new types of risks. E-safety should form a fundamental part of schools' and colleges' safeguarding and child protection measures.' (NSPCC: 2021)*	5 – High levels of social emotional and mental health issues due to the pandemic

3a) Raise Attendance of Disadvantaged Students	'This year, almost two in five disadvantaged pupils (37.9 per cent) were persistently absent – which has actually worsened from 37.2 per cent last year. This is also more than double the rate for their better-off peers – whose persistent absence rates have instead dropped from 17.5 per cent to 16.7 per cent in the same timeframe. It means the disadvantage gap in attendance has widened by 6.7 percentage points, rising from 14.5 per cent in pre-pandemic 2018-19 to 21.2 per cent this year.' (Schools Week: 2023)	4 – Low Attendance
3b) Additional staff recruited to work with attendance concerns / school refusers. - Senior Attendance Champion		
3c) Partnership established with Inclusive Attendance plan and RFSS Attendance Plan written across 24/25 academic year	Additional staff employed with a specific focus on students / families who are attendance concerns, and/or school refusers. This decision has been made in line with the EEF research that suggests 'attendance has yet to return to pre-pandemic levels' (EEF, 2022).	
3d) Disadvantaged Students fast-tracked to the next tier of intervention due to their vulnerability to persistent absence.	'Build respectful relationships with students, families and other stakeholders in order to create trust and engagement.' (Gov.UK - Improving School Attendance, 2022)	
3e) Re-launch of The Student Voice allowing students access to an online platform to		

4a) Encouraging Disadvantaged Students to access to Extra-Curricular and Enrichment Activities, through targeted invitations. 4b) Cultural Capital opportunities promoted in our ever-evolving curriculum to broaden the horizons of all students but especially our Disadvantaged Students and PP Enrichment Passports launched to encourage attendance in addition to Enrichment Fair 4c) Staff to encourage Disadvantaged students to attend a rich menu of extra-curricular activities and register their attendance through Absolute Education 4d) School trips organised to financial support the	'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.' (EEF Toolkit + 3 months) 'An "enrichment gap" is emerging between disadvantaged pupils and their peers due to a decline in access to after school activities in schools, which are facing increasing pressure on their budgets.' (Schools Week: 2024)	5 – High levels of social emotional and mental health issues due to the pandemic 6 - Community issues and high levels of deprivation

5a) Providing more opportunities for Disadvantaged Students through extending school provision. 5b) Summer School organised to target effective Y7 induction, to the particular benefit of Disadvantaged students 5c) Home Learning Policy and Staff Guidance revised to produce more consistent and effective home learning opportunities 5d) Development of a Home Learning Club to reduce barriers for SEND and Disadvantaged Students both at lunchtime and after school	'Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff.' EEF Pupil Premium Menu Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools.' (+3 Months Progress) EEF Toolkit 'Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.' (+5 Months) EEF Toolkit	1 – Technological access 5 – High levels of social emotional and mental health issues due to the pandemic 6 - Community issues and high levels of deprivation
6a) An increase in attendance to school through the introduction of a Breakfast Club before school.	Additional staffing and funding required in order to launch a breakfast club for targeted students. *'In an effort to support positive breakfast habits from childhood many schools provide children with an opportunity to consume breakfast on school premises in the company of peers through provision of a breakfast club. Research has shown that breakfast clubs have been somewhat successful.' (NLMJ, 2015)*	4 – Low Attendance

7a) Further develop parental engagement with parents/carers of Disadvantaged Students 7b) HOY & Tutors target regular contact 7c) Senior Leadership 'led Pupil Premium evenings. 7d) Increasing use of School Newsletters and Social Media to celebrate and inform. 7e) Weekly Headteacher's Awards to be at least 50% Pupil Premium students via positive discrimination.	'While much of this battle can be won inside the school gate, what happens at home is crucial too. We know that levels of parental engagement are consistently associated with children's academic outcomes.' EEF Parental Engagement Guidance Report 'Embedding positive discrimination with Pupil Premium students is a key to unlocking potential and motivation.' (Sutton:2022) *'A key challenge for schools is identifying the different experiences of their students and responding to the volume of safeguarding concerns that are likely to arise as students begin to open up to their teachers. It's important to remember that these concerns could arise in relation to any child, not just those previously identified as vulnerable, and that many children will have had a range of challenging experiences.' (Returning to School after Lockdown Report: 2021)*	5 – High levels of social emotional and mental health issues due to the pandemic 6 - Community issues and high levels of deprivation
8a) Increase students' aspirations of what can be achieved. 8b) Expand the academic enrichment on offer to students around careers particularly for the HPA	With a focus on the impact of low aspirations on disadvantaged students, a contextual issue that is particularly prevalent within Rugby itself, the school purchased 'Unifrog'. *... compared to students with low aspirations and low expectations, having higher aspirations improves school achievement even if expectations are low. Furthermore, complete alignment between high aspirations, high expectations and high achievement is the most important predictor for future educational behaviour among students. Compared with students with low aspirations, low expectations and low achievement, those with high achievement who had expressed high aspirations, but low expectations were more likely to apply for a university course. The latter group of students also had better chances than students with high aspirations, high expectations but low achievement.* *(Students' aspirations, expectations and school achievement: what really matters? Nabil Khattab BERJ)*	2 – Lack of self-regulation and independent learning 5 – High levels of SEMH issues due to the pandemic 6- Community issues and high levels of deprivation

9. 'No Racism Here' Safeline Programme for vulnerable black students. Safeline – Student Safeguarding Leads as 'bolt on' CPD for students above 'Young Black Men' - Warwickshire Mind: developing positive roll models	The course participants will be empowered to share their experiences of prejudice and racism and together will develop a plan of how to overcome and resolve future discrimination at school or within their wider community. Safeline hopes that the programme will enable young people from ethnic minorities to feel better supported, with an understanding that they will be treated equally and that they feel safe to report any form of abuse including sexual abuse. (Topics covered in the pilot course will include bullying, discrimination, unconscious bias and media language including music).	6- Community issues and high levels of deprivation

Part B: Review of outcomes in the Previous Academic Year (2023-24):

Rugby Free Secondary School   PP 2023-24 GCSE Results

Summer 2024 Results were less impacted by school refusers, but there is still a consequence on headline data from those absent from lessons. For context, the overall **Progress 8 figure was +0.14,** and removing these non-attenders changes our **Progress 8 score to -0.28**. This data below includes those non-attenders first:
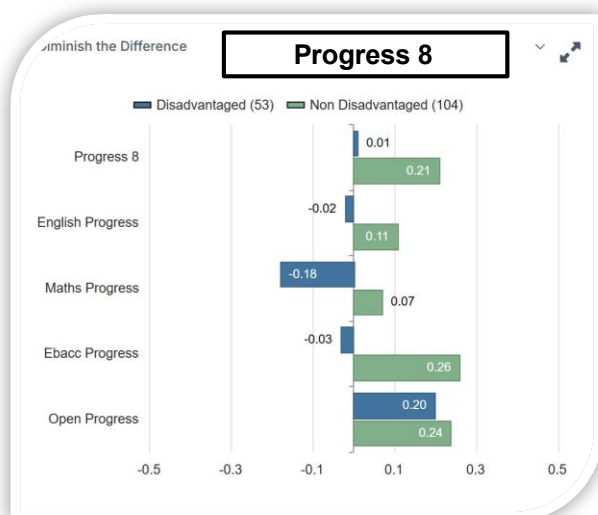
- o **Pupil premium students** overall achieved a Progress 8 score of **+0.01,** a massive jump of +0.61 from last year. The gap is much better from **Non-PP achieving +0.21**.

- o The largest gap was seen in **Ebacc subjects**, with a difference of **-0.29**

- o The smallest gap was seen in **English Progress**, with a difference of **-0.13**

- o **Maths** had a gap of **-0.25, but the gap in Open progress is tiny at -0.04.**
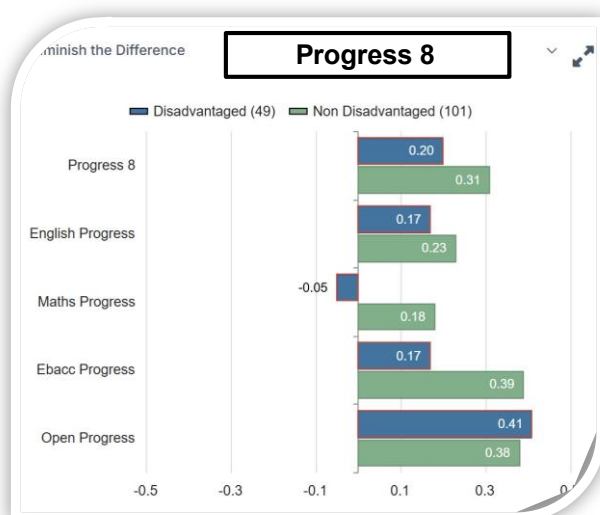
- o **This overall figure is a significant improvement of +0.61 compared to 2022-23 Results.**

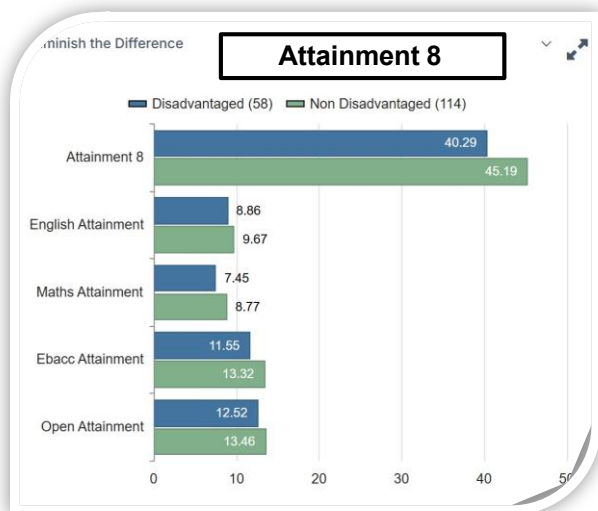## Rugby Free Secondary School   PP 2023-24 GCSE Results

However, when you remove those non-attenders, here is the new picture for Progress 8:

- o **Pupil premium students in school** overall achieved a Progress 8 score of **+0.20,** reducing the gap further to -0.11.

- o The largest gap is now seen in **Maths progress**, with a difference of **-0.23**

- o The smallest gap is still seen in **Open Progress**, with pupil premium students actually outperforming non-disadvantaged students by **+0.03**.

- o **Ebacc** subjects showed a much larger gap than **Open bucket** subjects, with a gap of **-0.22.**

Summer 2023 Results were impacted by a larger number of school non-attenders than usual. For context, the overall **Attainment 8 figure was 43.54,** and removing these non-attenders changes our **Attainment 8 Score to 45.07**. This data below includes those non-attenders first:

o **Pupil premium students** overall achieved an Attainment 8 score of **40.29,** a disappointing figure compared to **Non-PP achieving 45.19**.

o However, the gap across key areas is fairly consistent, with no major outlier:

o **Eng gap:** -0.81
o **Maths gap:** -1.32
o **Ebacc gap:** -1.77
o **Open gap:** -0.94

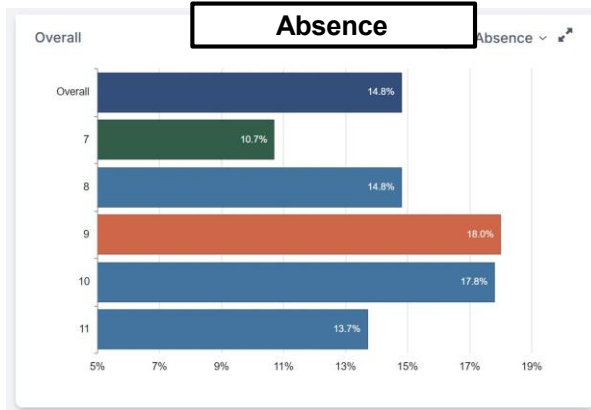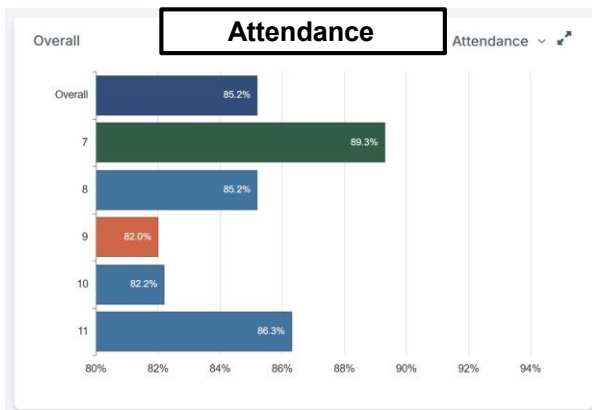However, when you remove those non-attenders, here is the new picture for Attainment 8:
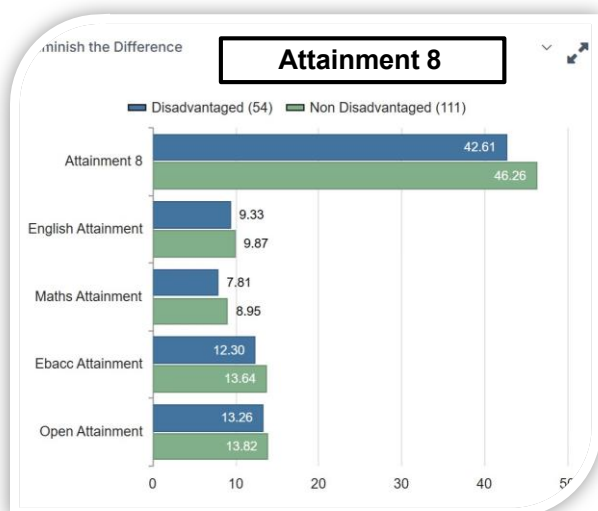
o **Pupil premium students in school** overall achieved an attainment 8 score of **42.61,** reducing the gap from -4.9 to **-3.65**.

o The gaps are now much smaller in most areas, as follows:

o **Eng gap:** -0.54
o **Maths gap:** -1.14
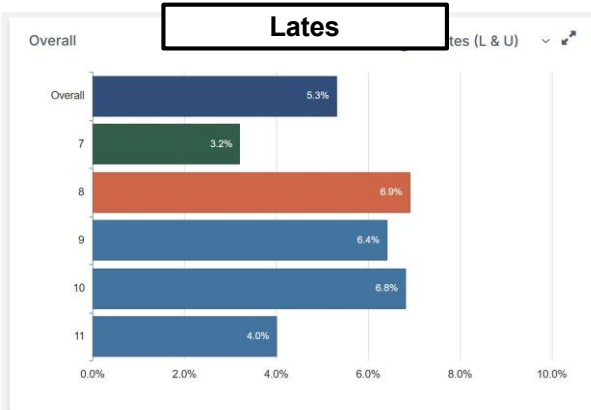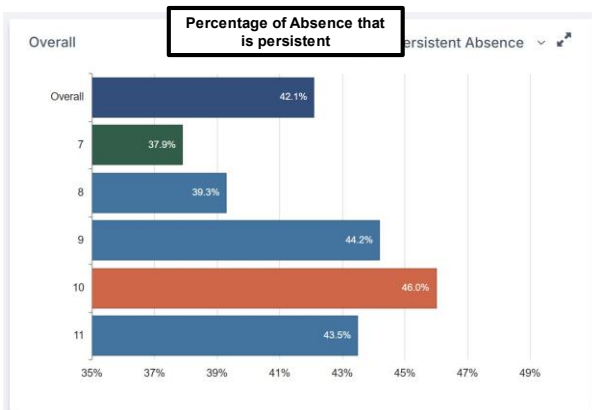o **Ebacc gap:** -1.34
o **Open gap:** -0.56

Headline Figures (06/09/2023 - 01/06/2024)

Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Severely Absent (<50%)
85.2%	14.8%	42.1%	7.7%	7.1%	5.3%	22 7.4%

Attendance

Overall

Overall	85.2%
7	89.3%
8	85.2%
9	82.0%
10	82.2%
11	86.3%

Absence

Overall

Overall	14.8%
7	10.7%
8	14.8%
9	18.0%
10	17.8%
11	13.7%

Percentage of Absence that is persistent

Overall

Overall	42.1%
7	37.9%
8	39.3%
9	44.2%
10	46.0%
11	43.5%

Lates

Overall

Overall	5.3%
7	3.2%
8	6.9%
9	6.4%
10	6.8%
11	4.0%

Rugby Free Secondary School PP   Suspension Data 2023-24

Headline Figures (01/09/2023 - 19/07/2024)

Total Students On Roll	Total Permanent Exclusions	Permanent Exclusion Rate	Total Suspensions	Total Suspension Days	Suspension Rate	Threshold
966	3	0.31%	119	93	12.32%	0

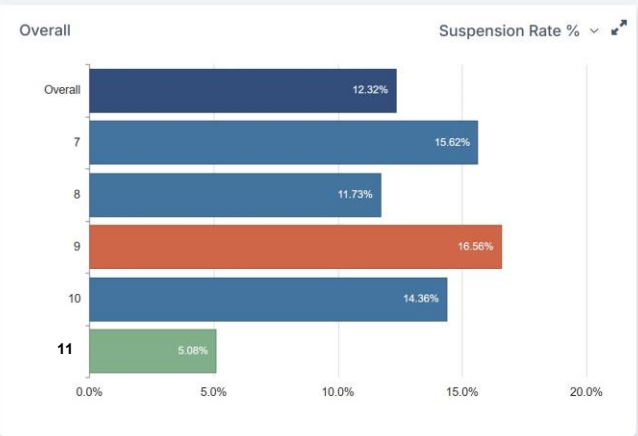o **Pupil premium students** make up **68%** of all suspensions. The **Suspension Rate for Pupil Premium students is 31%, down from last year.**

Rugby Free Secondary School PP   Suspension Data 2023-24

Headline Figures (01/09/2023 - 19/07/2024)

Total Students On Roll	Total Permanent Exclusions	Permanent Exclusion Rate	Total Suspensions	Total Suspension Days	Suspension Rate	Threshold
966	3	0.31%	119	93	12.32%	0

Externally Provided Programmes:

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme:	Programme:

Absolute Education	Word Wasp
Flash Academy	Lexia
STAR Reader	CPOMS
Accelerated Reader	Careers Torch
TUTE	Alternative Provision Providers
Summer School	Community Police Workshops
FFT Aspire	Inclusive Attendance

Further Information:

The intention of Rugby Free Secondary School is to ensure that all students from all backgrounds make exceptional progress and attainment throughout all areas of the curriculum, with particular focus on Maths and English.

We believe that the best way to do this is to place Teaching and Learning at the heart of our approach, ensuring high-quality teaching throughout all subjects and year groups. In addition to this, our strategy supports disadvantaged children alongside their peers with a separate focus on those identified as High Previous Attainers from Key Stage 2 data.

As can be seen from the above, common challenges faced by schools, along with the needs of individual children, are the foundation of our approach.

All approaches adopted by RFSS staff rely on the following:

- Knowing our students and their individual needs
- Early identification of the those in need of intervention through pastoral tracking
- Ensuring accurate and timely intervention