



RFSS Pupil Premium Strategy Statement 2021-2024: November 2023 Update

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 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.

School Overview:

Detail	Data
School name	Rugby Free Secondary School
Number of students in school	1107
Proportion (%) of Pupil Premium eligible students FSM Percentage	25.5% (282 students) 27.9% (309 students)
Academic year/years that our current Pupil Premium strategy plan covers	Year 1 (2021-22) Year 2 (2022-23) Year 3 (2023-24)
Date this statement was published	September 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Iain Green
Pupil Premium Lead	Mark Laity
Governor / Trustee Lead	Kathryn Wright

Funding Overview:

Detail	Amount
Pupil Premium funding allocation this academic year	£262,995
Recovery premium funding allocation this academic year	£74,520
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	£337,515

Part A: Pupil Premium Strategy Plan 2022-23

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.

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, and their families, are not made and that diagnostic assessments are used to plan flight paths to map minimum expected progress. 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 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 prior research, which shows differential learning loss during summer holidays and other school closures, which is summarised in the EEF rapid evidence assessment on school closures. These studies have also influenced the thought process behind the interventions and strategies that have been implemented.

It is important to note at this point, the significant challenges that the school has faced prior to the existing Leadership Team joining. Issues such as low staff morale and challenges in recruiting reputable teaching staff led to a poor reputation in the local community; something the new Leadership Team have worked hard to improve since their appointments, ensuring that communication, relationships and community are at the centre of what we do at RFSS.

Due to the previously poor reputation of the school, students' attendance was low, with many students avoiding school because they felt that it was not worthwhile. Those in school often displayed poor behaviours and attitudes, with low-level disruption blighting numerous lessons. Weak leadership of teaching, learning and assessment led to inaccurate judgements of the quality of education across the school. As a direct consequence of the aforementioned points, high numbers of SEND students and high numbers of EAL have joined the school due to low admission numbers, which have provided additional challenges regarding parental engagement. This has been particularly pertinent over the past 18 months and is sometimes starker when undertaking GCSE examinations.

The school is now rated 'Good' by Ofsted and has become very popular with record numbers of students in Year 7 (210) and a blossoming Sixth Form (196). The increasing numbers have led to an increase in FSM, Pupil Premium and EAL students.

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 with low levels of Literacy and Numeracy
2	Lack of self-regulation and independent learning
3	High numbers of students with SEND
4	Low Attendance
5	High levels of social, emotional and mental health issues due to the pandemic
6	Community issues such as gangs, county lines and high levels of deprivation
7	Consistent access to quality first teaching

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. The number in brackets denotes whether this is a one year, two year or three-year objective:

Intended Outcome	Success Criteria
<p>Focus on sustained improvement in attendance for all students, including persistent absence, particularly for disadvantaged students.</p>	<p>High attendance figures, showing improvement from 2021/2022 to 2023/2024 evidenced by:</p> <ul style="list-style-type: none"> ❑ Percentage of persistent absence of all students to be reduced (compared with other local schools) (3 year trend) ❑ Disadvantaged school refusers to decrease from baseline, year on year (3 year trend) ❑ Overall attendance for all students to be consistently high by reducing overall absence rate - target of exceeding the 90% national average (3 year trend) ❑ Whole school attendance for DAS is more in line with non-DAS and no more than 2% gap (gap in 2021-22 = (3% difference in year 1))
<p>To allow us to have realistic position of Year 7 students on entry, to enable us to help them to achieve their maximum potential through amending the curriculum where appropriate in order to tailor this to the needs of our students.</p>	<ul style="list-style-type: none"> ❑ Curriculum amendments made following CPD to Directors of Learning in relation to findings from Baseline tests and GCSE QLA. (1 year, with amendments three times per year ongoing from baseline year on year). ❑ The findings also informed the CPD offer, with additional CPD sessions on literacy and reading strategies implemented. (1 year, then amended based on findings) ❑ Findings inform catch-up provision for KS3 students in Literacy & Numeracy. This is to begin during Year 6 transition. (1 year then amended based on National Tutoring Programme funding) ❑ The gap is at least the same by the end of Key Stage 4. (5 years)

<p>Students with SEMH needs have access to an additional layer of support more frequently, through the Safeline platform.</p>	<p>Improved self-regulation and SEMH of all students, evidenced by:</p> <ul style="list-style-type: none"> □ The number of concerns raised on the student voice platform will be tracked for disadvantaged students. (3 year trend) □ Improved SDQ scores across all students including disadvantaged students. (1 year) □ Early identification and interventions tracked through and reduction in exclusions. Ratio between positive and negative behaviour points for DAS and non-DAS will close from 93%:7% to 95%:5% to be in line with non-DAS (97%:3%). (1 year)
<p>Reduction in the number of suspension and DAS who are classified as NEET</p>	<ul style="list-style-type: none"> □ Suspensions of DAS in line with non-DAS (no more than 50% DAS. (1 year) □ There will be an initial rapid increase of referrals as a result of increased vigilance and awareness followed by a levelling for disadvantaged students, in line with their non-disadvantaged counterparts. (1 year) □ The number of disadvantaged students who are NEET will remain well below the national average as currently. There are 2 in the previous cohort. (1 year)
<p>Improvement in reading ages across the school (especially Year 8 and 9) with specific focus on students with Special Educational Needs and Disabilities, and effective diagnostic assessment.</p>	<ul style="list-style-type: none"> □ Establish the use of Accelerate Reader to establish a reading baseline. Reading ages disseminated to staff in order to support planning and curriculum implementation. All students who have a reading age of <11 are targeted to move to >11 and to make 3 months improvement in an 8-week intervention. (1 year) □ Students are identified for reading interventions based on performance
<p>Gaps in knowledge will be identified and addressed through targeted interventions.</p>	<ul style="list-style-type: none"> □ Improve DaS Progress 8 score to a floor or -0.5. (1 year) □ Key Stage 3 students will have access to the National Tutoring Programme (Option 3.) (3 years based on National Tutoring Programme funding)

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: £.....

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1a) RFSS Teaching Strategy centred on Great Teaching Toolkit to provide Quality First Teaching for All</p>	<p>'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.</p>	<p>7 - Consistent access to quality first teaching</p>
<p>1b) Specific Staff Handbook Guidance on QFT and Disadvantaged Students expanded on by high quality CPD and QA to measure impact.</p>	<p>'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.' Effective Professional Development Guidance Reports EEF</p>	
<p>2. Weekly Mentoring Support for Early Career Teachers and colleagues identified as requiring additional support. Sessions to include specialist training on QFT and Disadvantaged Students.</p>	<p>Enriched support to accelerate teaching standards in addition to standard school CPD offer. (Effective Mechanisms of PD)</p>	<p>7 - Consistent access to quality first teaching</p>

<p>3. Quality Assurance Deep Dives and Book Looks to involve reports on provision for Disadvantaged Students.</p>	<p>Consistent application of QFT for Disadvantaged Students is the most powerful factor in improving student outcomes for Disadvantaged Students.</p>	<p>7 - Consistent access to quality first teaching</p>
<p>4a) Recruitment and Retention of high-quality teachers. Maintaining a school ethos where 'relationships matter' and where staff feel 'safe, valued, and respected'.</p> <p>4b) Staff Well-being group and staff voice continue to refine job satisfaction by a 'You Said, We Did' approach.</p> <p>4c) Increase staffing in Core Subjects to raise student outcomes through increased classroom support and intervention opportunities.</p>	<p>'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</p> <p>Comparison of annual Staff Survey and retention and recruitment data against the national recruitment crisis data.</p> <p>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</p>	<p>7 - Consistent access to quality first teaching</p>

<p>5. Investment in technology and other resources to further raise the quality of teaching and learning.</p> <p>5a) Acquisition of GCSE Pod, Seneca, Dr Frost to enhance Home Learning and Guided Revision</p> <p>5b) The purchase of Student and parent friendly ClassCharts to boost communication (e.g. Rewards, Home Learning) and Broncom for Student Performance Analysis</p> <p>5c) The creation of an Opportunities Fund for parents and staff to request bespoke PP Funding</p> <p>5d) Identified Revision Guides provided free for Disadvantaged Students</p> <p>5e) Subsidised Music Lessons for Disadvantaged Students</p> <p>5f) 100% funding of food ingredients</p>	<p>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</p> <p>"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 GCSEPod are effective interventions in a student's learning, with this App consolidating subject knowledge and accelerating progress." (GCSEPod: 2021) "On average, regular users of GCSEPod achieved 0.7 more Progress 8 points than non-users, and 20 attainment 8 points more than nonusers. (GCSEPod: 2021)</p> <p>'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</p>	<p>7 – Consistent access to quality first teaching</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £....

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Plan, deliver and evaluate a rich KS4 KS4 Intervention Plan with Disadvantages Students fast-tracked to this additional support</p> <p>1a) Diamond Students identified in lessons for additional teacher guidance and feedback</p> <p>1b) After School Subject Specific Booster Classes to develop an achievement culture</p>	<p>'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</p> <p>Interventions use the TARGET guidance for effectiveness:</p> <ul style="list-style-type: none"> • Timing • Assessment • Resourcing • Give it Time • Expert Delivery • Teacher Links 	<p>1- Low academic performance with low levels of Literacy and Numeracy</p> <p>2- Lack of self-regulation and independent learning</p>

<p>1c) Diamond Intervention to provide intense targeting of identified students to maximise impact</p> <p>1d) Morning Registration Core Support Intervention three days a week</p> <p>1e) Intense NEA monitoring of completion rates within timescales</p> <p>1f) Holiday Intervention Programmes to accelerate student progress in all breaks (except Christmas)</p> <p>1g) One DAS Booster Day each for Maths and English targeted before each set of PPEs focused on 8-12 MPA DAS Students.</p>	<p>'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</p>	<ol style="list-style-type: none"> 1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
<p>2. QFT, activities and resourcing to meet the specific needs of Disadvantaged Students with SEND</p> <p>2a) Staff CPD on QFT for SEND Students to build on Staff Handbook guidance.</p> <p>2b) Effective deployment and training of Teaching to maximise additional support whilst not reducing teacher contact</p> <p>2c) Disadvantaged Students with SEND identified as 'Platinum Students' selected for additional in class guidance and feedback and fast-tracked to intervention support</p>	<p>'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</p> <p><i>'Use TAs to add value to what teachers do, not replace them.'</i> EEF Making the Best Use of Teaching Assistants</p>	<p>3 – High numbers of students with SEND</p> <p>7 – Consistent access to quality first teaching</p>

<p>3. Develop a Peer Mentoring Scheme</p> <p>3a) Y12 supporting Y11 lessons</p> <p>3b) Y9 supporting Y7 and Y8 Catch Ups</p> <p>3c) Y12 Boys supporting Y11 Raising Boys' Achievement Group</p> <p>3d) Y12/13 Paired Reading Scheme with weaker readers in KS3</p>	<p>'High impact for very low cost based on extensive evidence (+5 Months progress) EEF Toolkit</p>	<ol style="list-style-type: none"> 1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
<p>4. Effective employment of the National Tutoring Programme to accelerate the progress of Disadvantaged students.</p>	<p>Staff and student feedback show a preference for in-house tutors in literacy and numeracy</p>	<ol style="list-style-type: none"> 1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
<p>5. Fresh Start Reading intervention/Accelerated reader</p>	<p>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 reading tests for Years 7-10 have enabled teaching staff and Directors of Learning to discuss setting, and if the work set is</p>	<p>1 – Low levels of Literacy</p>

<p>6. Additional groups to support students with low levels of Literacy and Numeracy.</p>	<p>Additional staff employed with a specific focus on Literacy and Numeracy. This has led to the implementation of new 'boost' groups for Literacy and Numeracy, where students need additional support to access the curriculum within the upper pathways.</p> <p><i>'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.'</i> (UCL, 2018)</p>	<p>1 – Low levels of Literacy and Numeracy</p>
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	<p>either sufficiently scaffolded or sufficiently challenging. In extreme cases, the NGER reading tests have led to interventions for targeted students, which have been based on Ruth Miskin's 'Read, Write, Inc. Fresh Start' programme. Impact will be measured via improvement in reading ages.</p> <p><i>"Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. Fresh Start is a catch up programme for those children that are still learning to read at the end of primary and the start of secondary. The reading materials used in Fresh Start are age-appropriate." (EEF: 2019).</i></p>	
7. Focus 3 Intervention 'Fresh Start'	<p>Following data capture windows, there is analysis undertaken of students' performance and attitude to learning.</p> <p>From this, a Focus 3 for each year group will be created, with a focus on PP students explicitly.</p>	<p>1 – Low levels of Literacy and Numeracy</p> <p>2 – Lack of self-regulation and independent learning</p>
8. 'Maximize Your Potential' Y11 Workshop	<p>Provides well respected study skills workshop to build motivation, resilience, revision techniques to raise outcomes and reduce stress.</p>	<p>2 – Lack of self-regulation and independent learning</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Supporting the SEMH of our Disadvantaged Students</p> <p>1a) Employment of additional AHOY to further strengthen the pastoral systems we are so proud of.</p> <p>1b) Investment in whole school PSHE & LORIC programme to build positive SEMH skills in line with the school values</p> <p>1c) Proactive Behavioural Systems to promote positive behaviours from Disadvantaged Students to accelerate their learning and reduce their enhanced risk of suspension</p> <p>1d) Appointment of an additional SEMH Mentor to support with additional SEMH needs</p>	<p>'Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF Pupil Premium Menu</p> <p>'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</p>	<p>5. High levels of SEMH issues due to the pandemic.</p>
<p>2. Purchase of safeguarding software, Impero, in order to further protect both staff and students when working remotely.</p>	<p>With an increased emphasis on remote education, Impero was purchased in order to enhance safeguarding procedures and protocols for both staff and students working on the MS Teams platform. This software allows the ICT Manager to keep a lesson-by-lesson track of any words, phrases or images that may potentially be either dangerous, harmful, or a safeguarding concern, meaning that Heads of Year and SLT can deal with any instances in a</p>	<p>5 – High levels of social emotional and mental health issues due to the pandemic</p>

	<p>swift and timely manner. In particular, this software monitors the chat function on MS Teams, which is our chosen platform for remote education.</p> <p><i>"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, particularly during the Covid-19 pandemic." (NSPCC: 2021)</i></p>	
<p>3. Raise Attendance of Disadvantaged Students</p> <p>3a) Additional staff recruited to work with attendance concerns / school refusers.</p> <p>3b) Disadvantaged Students fast-tracked to the next tier of intervention due to their vulnerability to persistent absence.</p>	<p>'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.'</p> <p>Schools Week Sept 23</p> <p>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).</p> <p><i>'Build respectful relationships with students, families and other stakeholders in order to create trust and engagement.'</i> (Gov.UK - Improving School Attendance, 2022)</p>	<p>4 – Low Attendance</p>

<p>4. Encouraging Disadvantaged Students to access to Extra-Curricular and Enrichment Activities</p> <p>4a) Cultural Capital opportunities promoted in our ever-evolving curriculum to broaden the horizons of all students but especially our Disadvantaged Students.</p> <p>4b) Staff to encourage Disadvantaged students to attend a rich menu of extra-curricular activities and register their attendance.</p> <p>4c) School trips organised to financial support the participation of disadvantaged students.</p>	<p>'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 through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.' (EEF Toolkit + 3 months)</p>	<p>5 – High levels of social emotional and mental health issues due to the pandemic</p> <p>6 - Community issues and high levels of deprivation</p>
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<p>5. Providing more opportunities for Disadvantaged Students through extending school provision.</p> <p>5a) Summer School organised to target effective Y7 induction, to the particular benefit of Disadvantaged students</p> <p>5b) Home Learning Policy and Staff Guidance revised to produce more consistent and effective home learning opportunities.</p> <p>5c) Development of a Home Learning Club to reduce barriers for SEND and Disadvantaged Students</p>	<p>'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</p> <p>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</p> <p>'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</p>	<p>5 – High levels of social emotional and mental health issues due to the pandemic</p> <p>6 - Community issues and high levels of deprivation</p>
<p>6. An increase in attendance to school through the introduction of a Breakfast Club before school.</p>	<p>Additional staffing and funding required in order to launch a breakfast club for targeted students.</p> <p><i>'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.'</i> (NLMJ, 2015)</p>	<p>4 – Low Attendance</p>

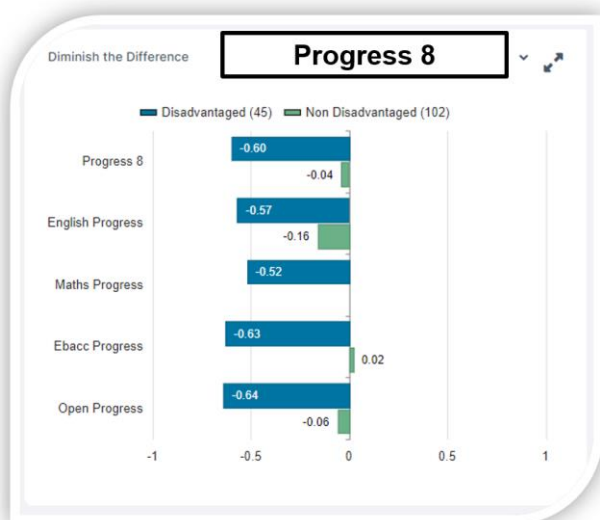
<p>7. Further develop parental engagement with parents/carers of Disadvantaged Students</p> <p>7a) HOY & Tutors target regular contact</p> <p>7b) Senior Leadership 'One Meeting' Parents Evening Strategy for Hard to Reach Families</p> <p>7c) Increasing use of School Newsletters and Social Media to celebrate and inform</p> <p>7d) Parent Voice surveys conducted annually</p> <p>7e) Membership of the Parent and Carers Advisory Board (PCAB) encouraged</p> <p>7f) Parental and Student CPD sessions based on attitudes to learning and Next Steps evenings based on academic performance and attitudes to learning.</p>	<p>'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</p> <p><i>"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. Given the nature of the coronavirus pandemic, 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)</i></p>	<p>5 – High levels of social emotional and mental health issues due to the pandemic</p> <p>6 - Community issues and high levels of deprivation</p>
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<p>8. Increase students' aspirations of what can be achieved.</p> <p>8a) Expand the academic enrichment on offer to students around careers particularly for the HPA</p>	<p>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'.</p> <p><i>... 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.</i></p> <p><i>(Students' aspirations, expectations and school achievement: what really matters? Nabil Khattab BERJ)</i></p>	<p>2 – Lack of self-regulation and independent learning</p> <p>5 – High levels of SEMH issues due to the pandemic</p> <p>6- Community issues and high levels of deprivation</p>
<p>9. 'No Racism Here' Safeline Programme for vulnerable black students.</p>	<p>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).</p>	<p>6- Community issues and high levels of deprivation</p>

Part B: Review of outcomes in the Previous Academic Year:



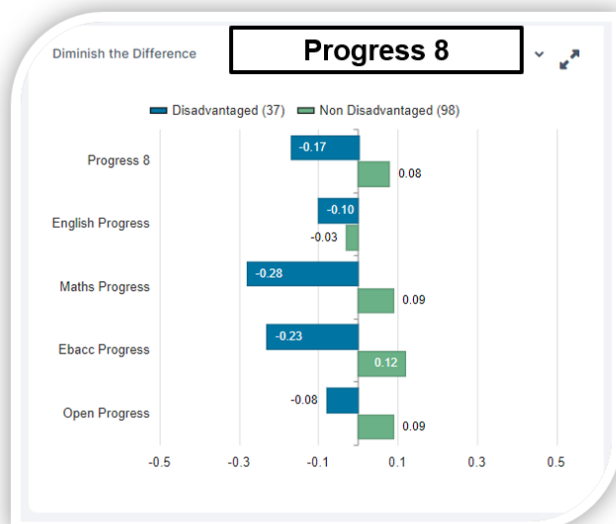
Summer 2023 Results were impacted by a larger number of school non-attenders than usual. For context, the overall **Progress 8 figure was -0.21**, and removing these non-attenders changes our **Progress 8 score to +0.01**. This data below includes those non-attenders first:



- **Pupil premium students** overall achieved a Progress 8 score of **-0.60**, a disappointing figure compared to **Non-PP achieving -0.04**.
- The largest gap was seen in **Ebacc subjects**, with a difference of **-0.65**
- The smallest gap was seen in **English Progress**, with a difference of **-0.41**
- **Maths and Open Bucket** subjects did similarly, with a difference of **-0.52** and **-0.58** respectively.

○ **This overall figure is a significant improvement of +0.14 compared to 2021-22 Results**

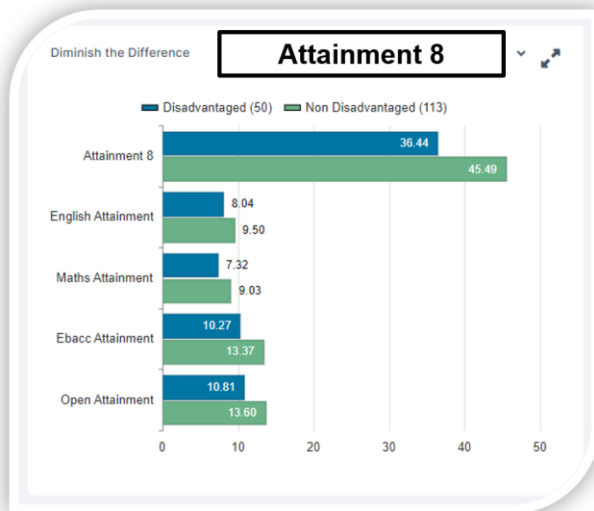
However, when you remove those non-attenders, here is the new picture for Progress 8:



- **Pupil premium students in school** overall achieved a Progress 8 score of **-0.17**, reducing the gap from **-0.56** to **-0.25**.
- The largest gap is now seen in **Maths progress**, with a difference of **-0.37**
- The smallest gap is still seen in **English Progress**, with a difference of **-0.07**
- **Ebacc** subjects showed a much larger gap than **Open bucket** subjects, with gaps of **-0.35** and **-0.17** respectively.

○ **This overall figure for attenders is a significant improvement of +0.20 compared to 2021-22 Results**

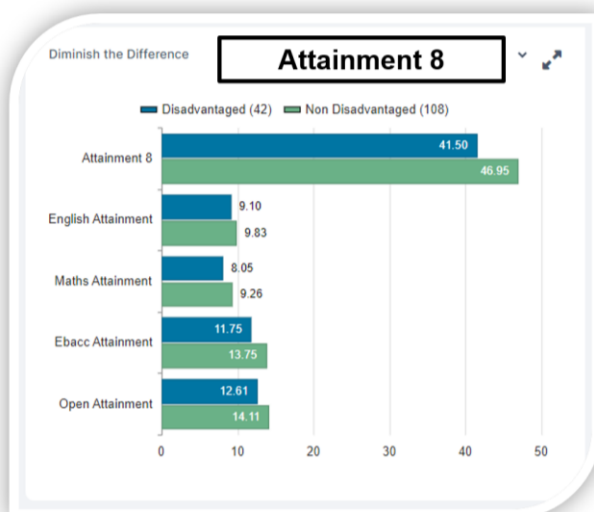
Summer 2023 Results were impacted by a larger number of school non-attenders than usual. For context, the overall **Attainment 8 figure was 42.72**, and removing these non-attenders changes our **Attainment 8 Score to 45.43**. This data below includes those non-attenders first:



- **Pupil premium students** overall achieved an Attainment 8 score of **36.44**, a disappointing figure compared to **Non-PP** achieving **45.49**.
- The largest gap was seen in **Ebacc subjects**, with a difference of **-3.10**
- The smallest gap was seen in **English Attainment**, with a difference of **-1.46**
- **Maths and Open Bucket** subjects sit in the middle, with a difference of **-1.71** and **-2.79** respectively.

- **Attainment was lowered nationally so we expected a drop this year.**
- **However, our PP figure was still higher than 2021-22, against the national trend (+0.54)**

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



- **Pupil premium students in school** overall achieved an attainment 8 score of **41.50**, reducing the gap from **-9.05** to **-5.45**.
- The gaps are now much smaller in most areas, as follows:
- **Maths: -1.21**
- **English: -0.73**
- **Ebacc and Open: -2.00 and -1.50**

- **Attainment was lowered nationally so we expected a drop this year.**
- **However, our PP figure for attenders was much higher than 2021-22, against the national trend (+2.00)**



Year 7 Term 1

Group	Progress	ATL
All Students	0.32	3.17
Male	0.28	3.15
Female	0.35	3.19
PP	0.33	3.07
Non-PP	0.32	3.21
SEN	0.36	3.13
EHCP	0.31	3.11
Non-SEN	0.31	3.18
EAL	0.35	3.15
Non-EAL	0.31	3.17
HPA	0.00	3.25
MPA	0.52	3.17
LPA	0.38	3.07
95% Att	0.34	3.20
80% Att	0.28	3.14
50% Att	0.28	3.00
Below 50%	0.11	2.86

Year 7 Term 3

Group	Progress	ATL
All Students	0.42	3.20
Male	0.43	3.15
Female	0.42	3.24
PP	0.45	3.05
Non-PP	0.41	3.26
SEN	0.45	3.06
EHCP	0.49	2.95
Non-SEN	0.41	3.24
EAL	0.61	3.27
Non-EAL	0.36	3.17
HPA	0.07	3.33
MPA	0.68	3.16
LPA	0.62	3.03
95% Att	0.44	3.29
80% Att	0.42	3.14
50% Att	0.40	2.85
Below 50%	0.00	1.83

Difference

Group	Progress	ATL
All Students	+0.10	+0.03
Male	+0.14	+0.00
Female	+0.07	+0.05
PP	+0.13	-0.02
Non-PP	+0.09	+0.05
SEN	+0.09	-0.07
EHCP	+0.17	-0.15
Non-SEN	+0.10	+0.06
EAL	+0.26	+0.12
Non-EAL	+0.05	-0.00
HPA	+0.08	+0.09
MPA	+0.16	-0.01
LPA	+0.23	-0.04
95% Att	+0.10	+0.09
80% Att	+0.14	+0.01
50% Att	+0.13	-0.15
Below 50%	-0.11	-1.03

Year 8 Term 1

Group	Progress	ATL
All Students	0.21	3.06
Male	0.17	2.94
Female	0.26	3.16
PP	0.15	2.93
Non-PP	0.24	3.11
SEN	0.02	2.76
EHCP	-0.10	3.00
Non-SEN	0.24	3.09
EAL	0.23	3.05
Non-EAL	0.21	3.06
HPA	-0.03	3.29
MPA	0.27	2.98
LPA	0.59	2.81
95% Att	0.23	3.15
80% Att	0.25	2.96
50% Att	0.00	2.90
Below 50%	-0.48	2.83

Year 8 Term 3

Group	Progress	ATL
All Students	0.27	3.05
Male	0.27	2.98
Female	0.26	3.12
PP	0.27	2.93
Non-PP	0.27	3.11
SEN	0.07	2.81
EHCP	-0.20	2.50
Non-SEN	0.30	3.10
EAL	0.39	3.07
Non-EAL	0.22	3.05
HPA	-0.21	3.36
MPA	0.16	3.10
LPA	0.43	2.81
95% Att	0.26	3.15
80% Att	0.35	3.06
50% Att	-0.04	2.73
Below 50%	0.46	2.45

Difference

Group	Progress	ATL
All Students	+0.05	-0.00
Male	+0.11	+0.03
Female	+0.00	-0.04
PP	+0.11	+0.00
Non-PP	+0.03	+0.00
SEN	+0.04	+0.04
EHCP	-0.10	-0.50
Non-SEN	+0.06	+0.00
EAL	+0.16	+0.02
Non-EAL	+0.01	-0.01
HPA	-0.18	+0.08
MPA	-0.11	+0.12
LPA	-0.16	-0.00
95% Att	+0.03	+0.00
80% Att	+0.09	+0.10
50% Att	-0.04	-0.18
Below 50%	+0.93	-0.38



Year 9 Term 1

Group	Progress	ATL
All Students	0.06	3.00
Male	0.00	2.95
Female	0.12	3.06
PP	0.17	2.91
Non-PP	0.00	3.05
SEN	0.01	2.87
EHCP	0.20	2.90
Non-SEN	0.07	3.03
EAL	0.06	3.06
Non-EAL	0.06	2.97
HPA	-0.27	3.07
MPA	0.14	2.97
LPA	0.36	2.84
95% Aft	0.07	3.04
80% Aft	0.10	2.96
50% Aft	-0.04	2.88
Below 50%	-0.49	2.77

Year 9 Term 3

Group	Progress	ATL
All Students	-0.01	3.05
Male	-0.04	3.01
Female	0.02	3.09
PP	0.06	2.94
Non-PP	-0.04	3.10
SEN	-0.10	2.89
EHCP	-0.30	2.86
Non-SEN	0.02	3.09
EAL	-0.04	3.09
Non-EAL	0.00	3.02
HPA	-0.43	3.16
MPA	0.00	3.01
LPA	0.31	2.87
95% Aft	0.04	3.12
80% Aft	-0.02	3.03
50% Aft	-0.25	2.68
Below 50%	-0.41	2.67

Difference

Group	Progress	ATL
All Students	-0.07	+0.04
Male	-0.05	+0.05
Female	-0.09	+0.03
PP	-0.11	+0.03
Non-PP	-0.04	+0.05
SEN	-0.12	+0.01
EHCP	-0.50	-0.04
Non-SEN	-0.05	+0.05
EAL	-0.10	+0.03
Non-EAL	-0.05	+0.05
HPA	-0.16	+0.09
MPA	-0.14	+0.03
LPA	-0.05	+0.03
95% Aft	-0.03	+0.07
80% Aft	-0.13	+0.07
50% Aft	-0.21	-0.20
Below 50%	+0.07	-0.10

Year 10 Term 1

Group	Progress	ATL
All Students	0.00	3.10
Male	-0.03	3.01
Female	0.03	3.17
PP	-0.02	3.03
Non-PP	0.02	3.13
SEN	-0.21	2.95
EHCP	0.05	2.85
Non-SEN	0.05	3.13
EAL	0.11	3.14
Non-EAL	-0.05	3.08
HPA	-0.27	3.32
MPA	0.09	3.08
LPA	0.32	2.82
95% Aft	0.12	3.23
80% Aft	-0.17	2.91
50% Aft	0.02	2.75
Below 50%	-1.35	2.78

Year 10 Term 3

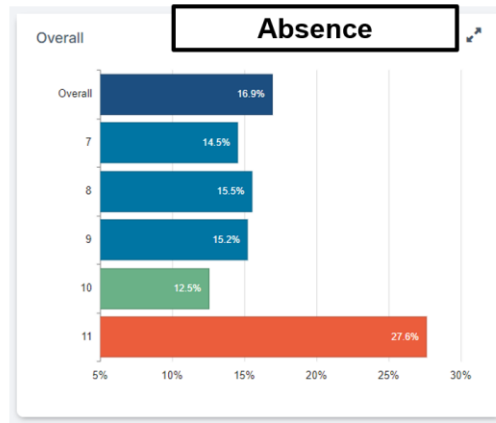
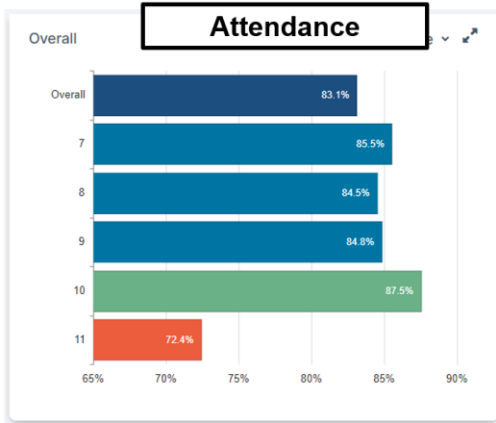
Group	Progress	ATL
All Students	-0.06	3.15
Male	-0.09	3.03
Female	-0.03	3.23
PP	-0.17	3.07
Non-PP	0.00	3.19
SEN	-0.32	2.88
EHCP	-0.38	2.82
Non-SEN	0.01	3.21
EAL	0.04	3.25
Non-EAL	-0.10	3.10
HPA	-0.22	3.51
MPA	-0.13	3.20
LPA	0.10	3.01
95% Aft	0.06	3.33
80% Aft	-0.10	3.07
50% Aft	-0.09	2.98
Below 50%	-1.84	1.87

Difference

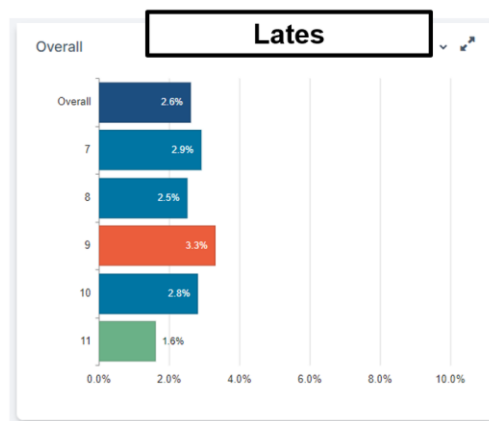
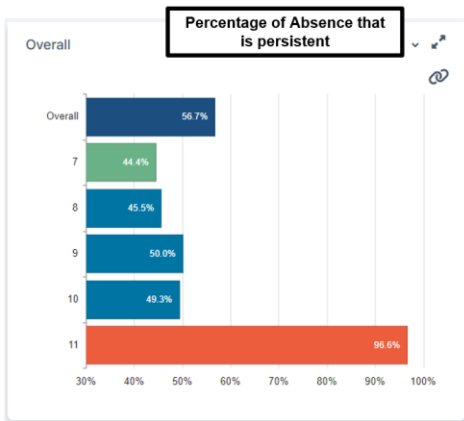
Group	Progress	ATL
All Students	-0.06	+0.05
Male	-0.06	+0.03
Female	-0.06	+0.07
PP	-0.15	+0.04
Non-PP	-0.01	+0.06
SEN	-0.10	-0.06
EHCP	-0.44	-0.02
Non-SEN	-0.04	+0.08
EAL	-0.07	+0.11
Non-EAL	-0.05	+0.02
HPA	+0.04	+0.19
MPA	-0.22	+0.12
LPA	-0.21	+0.20
95% Aft	-0.05	+0.09
80% Aft	+0.07	+0.16
50% Aft	-0.11	+0.23
Below 50%	-0.50	-0.92



Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates
83.1%	16.9%	56.7%	10.1%	6.8%	2.6%



Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates
83.1%	16.9%	56.7%	10.1%	6.8%	2.6%



- Attendance for all was 87.8% and for Non-PP 90.2%
- Persistent Absence for all was 43.4% and for Non-PP 36.3%.



	All	PP	Non-PP
Number of Students Suspended	30	22	8
Percentage of Students Suspended	100%	73%	27%
Total Suspensions	52	39	13
Percentage of Suspensions	100%	75%	25%
Total Days Suspended	44	36.5	7.5

- **PP Students are three times more likely to be suspended.**

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	Provider
National Tutoring Programme	Department for Education in conjunction with Pearson

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.

Included in our strategy is the ongoing use of the National Tutor Programme by both disadvantaged and non-disadvantaged students, this is linked to the whole-school recovery plan.

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