



Pupil premium strategy statement: Rugby Free Secondary School

1. Summary information					
School					
Academic Year	2019/20	Total PP budget	190,000	Date of most recent PP Review	n/a
Total number of pupils	694	Number of pupils eligible for PP	177	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	N/A	N/A
Attainment 8 score average	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low levels of literacy
B.	Low aspirations
C.	High prevalence of social and emotional needs including high numbers of vulnerable students
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Above the National Average rates for persistent absenteeism with a small number of PP students

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> • A greater focus on Learning and Teaching Language including oracy in the CPD programme 	<ul style="list-style-type: none"> • Teaching and Learning triangulation will show that students are making good progress in all lessons. • Lesson Observations indicate that both literacy and oracy are a strength in 80% of lessons
B.	<ul style="list-style-type: none"> • Increase students aspirations of what can be achieved • Expand the academic enrichment on offer to students around careers particularly for the HPA PP students 	<ul style="list-style-type: none"> • Student feedback from CEIAG events demonstrate students are motivated and have an increased understanding of the options available to them • Lesson observations demonstrate that 90% of lessons identify how their learning relates to the real world
C.	<ul style="list-style-type: none"> • Identification of students with social and emotional needs earlier and put in place appropriate intervention • Implementation of a behaviour system which improves standards behaviour • Improve understanding of the impact of mental health on learning and behaviour 	<ul style="list-style-type: none"> • The percentage of disadvantaged students with one or more fixed term exclusions will be at least in line with the national rate for non disadvantaged students (3.65) • The percentage of disadvantaged students with more than one fixed term exclusion (1.46) will reduce to less than 1% of the student population • 90% of Lesson observations demonstrate students are engaged and behave well in lesson • 90% of lessons demonstrate the behaviour for learning policy is applied consistently • All PP students will take part in at least 1 enrichment activity
D.	<ul style="list-style-type: none"> • Improved rates of attendance for PP students 	<ul style="list-style-type: none"> • Overall attendance is 96% • The attendance rates of FSM and SEN improve to at least the national rate 95% • There is a reduction in the % of persistent absenteeism for disadvantaged students to less than 12.4%

5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve the quality of marking and feedback across the school	<p>Conduct research into effective marking and feedback strategies</p> <p>Visit outstanding schools who have an effective marking and feedback policy embedded</p> <p>Meet with HOD to discuss departmental needs in order to create a policy suitable for all subject areas.</p> <p>Re write the marking and feedback policy</p> <p>Conduct departmental reviews</p>	<p>Research from the EEF and Sutton Trust has shown that improving feedback using techniques such as Bloom's and 'mastery learning' has a positive impact of all learners across all age groups and can increase progress by 8 months.</p>	<p>This will be monitored by both the SENCO and the Vice Principal for Staff Development and CPD.</p> <p>Staff will attend a CPD workshop on a new marking policy and have examples of excellent practice. Internal progress data will also provide useful evidence of impact.</p> <p>Learning walks and Assessment Scrutinies will be used to monitor the impact of the new marking and feedback policy.</p>	<p>VR</p> <p>VR</p> <p>VR</p>	<p>22/10</p>
Increase opportunities for students to develop their literacy skills	<p>Deliver workshops and provide resources as part of the CPD programme with a focus on both Learning and Teaching Language.</p>	<p>Research from the EEF highlighted that teaching students a range of techniques such as referring meaning from context to improve reading</p>	<p>This will be monitored by both the SENCO and the AH.</p> <p>We will also monitor the impact</p>	<p>EG VR</p>	<p>22/10</p>

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	<p>They will provide high quality CPD for all on strategies to improve inference and reading along with SPAG.</p> <p>Support HOD to create more opportunities for students to practice extended writing at key stage 3.</p> <p>Plan a variety of College competitions which are literacy based.</p>	<p>comprehension can increase progress by 5 months. Research by Ofsted has also highlighted that this is most effective when there is a whole school approach to Quality First Teaching.</p>	<p>closely using staff voice in addition to learning walks and work scrutinies.</p> <p>The literacy coordinator will monitor the numbers of stunts participating and the rates of progress in English of those students.</p>	VR	
<p>Increase opportunities for students to develop their oracy and reading skills skills in the classroom</p>	<p>To integrate 3 key strands of reading, literacy and extended writing in Key Stage 3</p> <ol style="list-style-type: none"> 1. Once a week reading lessons 2. Writing lessons which include takes to complete at home 3. Oracy across the school to develop key idea around oracy and enhance transcription and composition <p>Staff will be provided with the opportunities to attend specific CPD on either - Increasing opportunities for Speaking and Listening.</p> <p>We will be launching a whole school DEAS day (Drop Everything and Speak).</p> <p>Assess all students reading ages and spelling on entry and share with all classroom practitioners.</p> <p>Launch a whole school reading</p>	<p>Research from the EEF has shown that the use of oral intervention strategies in the classroom such as extending students vocabulary and targeted reading aloud can improve progress by 5 months. This is supported by research into the importance of oracy across the curriculum by Debra Myhill.</p> <p>Research by the sutton trust has highlighted that collecting standardised reading and spelling scores on entry and closely tracking and monitoring this can help to remove this barrier to learning</p>	<p>This will be monitored by the Assistant Head for Teaching and Learning in addition to the Head of English and Literacy.</p> <p>The Head of English will quality assure the SOL and conduct learning walks to check for consistency and the impact on learning. Year 7 and 8 student progress data will also be analysed</p>	VR, SS, SM SS	22/10

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	<p>strategy including the launch of a reading cloud to promote reading and encourage students to discuss books they have read.</p> <p>Redesign SOL in Key Stage 3 across the curriculum in order to improve the strategies to improve language acquisition, maximise opportunities for reading</p>				
B. Increase students aspirations of what can be achieved	<p>Plan aspirational assemblies and careers talks via future first.</p> <p>Ensure that all SOL have explicit links to both employability skills and careers</p> <p>Work Experience week in Year 10</p> <p>Organise a university visit</p>	<p>Recommendations taken from Careers Inspiration in schools, DfE Statutory Guidance, April 2017.</p>	<p>PK will analyse student voice questionnaires</p> <p>Independent evaluation taken by Prospects as part of the CEIAG Quality Award</p> <p>Continual monitoring of NEET figures</p>	<p>PK</p> <p>PK</p> <p>PK</p>	22/10
C. Implementation of a behaviour system which improves standards of behaviour	<p>Redesign a new rewards and sanctions system</p> <p>Ensure positive and negative points are reviewed by all HOD each half term</p>	<p>Research from the EEF and Sutton Trust on behaviour shows that interventions put in place to improve behaviour, creating a positive school ethos, good parental engagement and emotional learning programmes progress can improve by 3 months</p>	<p>The stamps in planners will be used to assess the behaviour on a student, departmental, and teaching group level which will demonstrate the improvements in the standards of behaviour. This will be shared with parents too in planners</p>	<p>DS</p>	22/10

Improve understanding of the impact of mental health on learning and behaviour.	Put in place targeted CPD for all staff with a focus on mental health (13th September 31st October) Put in place whole school CPD on restorative justice Increase the amount of enrichment opportunities for PP	Research from the EEF and Sutton Trust on behaviour shows that interventions put in place to improve behaviour, creating a positive school ethos, good parental engagement and emotional learning programmes progress can improve by 3 months Research from the EEF has shown that when Social and Emotional Learning strategies such as working alongside peers, teachers, family or community can improve learners progress by 4 months	A survey will show that staff feel the CPD has had a positive impact on their practice and relationships with students. The AH will run workshops on strategies to motivate learners and provide material for parents on how they can support their child at home. A parental survey along with learning walks and student progress data will assess the impact of the strategies used.	VR VR	
Total budgeted cost					£10000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved rates progress KS3/4 English and Maths	Create a group of students with particularly low levels of literacy and reading ages with small group work and one to one support Develop detailed student portraits for all students with additional needs for use with all teachers.	Research from the EEF on Reducing class sizes has shown that when teachers have smaller classes sizes, they are able to employ and the amount of attention each student will receive will increase and hence will improve outcomes for all and show progress of learners	The progress of the group will be monitored via student progress data The SENcO will monitor the screen process and quality assure the portraits provided to staff.	EG EG	22/10

	Provide CPD with a focus on literacy and oracy (extended writing) for all staff	will improve by 3 months	Learning walks will monitor the effectiveness of their use.		
B. Increase students aspirations of what can be achieved	Students will be targeted to take part in activities such as trips to universities, career visits and social mobility activities such as DofE	Recommendations taken from Careers Inspiration in schools, DfE Statutory Guidance, April 2017 Recommendations taken from Supporting the attainment of disadvantaged students : articulating success and good practice. Research Report, November 2015, DfE	This will be overseen by the CEIAG lead We will conduct student voice surveys	PK PK	22/10
B. Expand the academic enrichment on offer to students around careers particularly for the HPA PP students	Provide guidance to parents and careers about how they can support their child Target HPA PP students will Careers Talks around Medicine, Engineering, Law and Accountancy	Recommendations taken from Careers Inspiration in schools, DfE Statutory Guidance, April 2017 Recommendations taken from Supporting the attainment of disadvantaged students : articulating success and good practice. Research Report, November 2015, DfE Her Majesty's Chief Inspector commissioned an up-to-date assessment of the progress made by schools since Ofsted's report 'The most able students: are they doing as well as they should in our non-selective secondary schools?' (2013).	This will be overseen by CIAG Feedback will be taken from the students Staff and students voice in addition to learning walks	PK PK PK	22/10

<p>C. Improved rates progress KS3/4 Maths</p>	<p>Create an group for additional support with small groups of students,</p>	<p>Research from the EEF on Reducing class sizes has shown that when teachers have smaller classes sizes , they are able to employ and the amount of attention each student will receive will increase and hence will improve outcomes for all and show progress of learners will improve by 3 months, this is enhanced when peers are used to support this</p>	<p>The progress of the group will be monitored via student progress data</p>	<p>SE</p>	
<p>C. Identification of students with social and emotional needs earlier and put in place appropriate intervention</p>	<p>Identify students to see the school counsellor on a half termly basis</p> <p>Provide intensive pastoral CPD for AHY</p> <p>Develop partnerships for short term respite placements for students with complex social and emotional needs</p> <p>Develop a partnership with RISE for targeted students</p>	<p>Research from the EEF has shown that when Social and Emotional Learning strategies such as working alongside peers, teachers , family or community can improve learners progress by 4 months</p> <p>Research from the EEF Behaviour interventions to to reduce challenging behaviour, by having a positive school ethos, good parental engagement and emotional learning programmes can improve progress of learners by 3 months</p> <p>In the Ofsted paper on how to spend the funding to maximise achievement Ofsted highlights that identifying individual barriers to learning such social and emotional needs, low expectations and aspirations was an effective method of tackling the achievement gap</p>	<p>The Pastoral Intervention system will show students have had the appropriate intervention such as forward thinking and it will have had a positive impact on either motivation/attendance/progress and also an improvement in self esteem.</p> <p>The identified students will be working with the councillor and the programme will have a positive impact on either mypoints/motivation/attendance /progress and also an improvement in self esteem.</p> <p>The DH for Student Support and Welfare will asses the pastoral interventions put in place and the impact. This will be fed back to the Senior Vice Principal via Safeguarding supervision meetings</p>	<p>TJ</p> <p>VR</p> <p>DS</p>	

Total budgeted cost					£154000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improved rates of attendance for PP students	<p>Appoint a full time attendance officer who will work alongside the transition team with students who are due to join in Year 7 with low attendance and conducting home visits for students with persistent absenteeism.</p> <p>Ensure that low attendance features on the weekly safeguarding meetings</p> <p>Start a breakfast club and extend invitation to all PP students.</p> <p>Ensure uniform is not a barrier to attendance.</p>	Evidence from Ofsted on effective use of pupil premium spending identifies that removing barriers such as low attendance can have a significant improvement out outcomes for pp students	The Attendance officer will monitor the attendance of our targeted students and this will be a regular item on the SLT agenda and Safeguarding meeting agenda. The school nurse will also be conducting home visits for particularly vulnerable students.	DS	
Total budgeted cost					Total £23344