

Rhyddings Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding (and recovery premium for the 2023 to 2024 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Number of pupils in school	650 (Nov 23)
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr A Williams, Headteacher
Pupil Premium Lead	Mr P Tolson, Deputy Headteacher
Governor / Trustee Lead	Mr S Mahmood Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (Based on 276.5 pupils in school October 2022 Census)	£283,073
Recovery premium funding allocation this academic year	£76,314
Pupil premium funding carried forward from previous years	£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	£359,387

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across our curriculum, particularly in the core and EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are pupil premium or not.

At the heart of our approach is high-quality teaching and expectations, with a focus on areas in which disadvantaged pupils require the most support. Evidence suggests that this will have the greatest impact on closing the pupil premium attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school plans for education recovery, notably in its targeted support through the recovery premium for all pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to familiar challenges and individual needs, embedded in strong diagnostic assessment, not assumptions about the impact of "disadvantage." The approaches we have adopted complement each other to help pupils survive, thrive, and achieve. To ensure they are effective we will:

- ensure high expectations for disadvantaged pupils and that they are challenged in the ambition and work that we set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and further raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of Challenge
1	The overall attendance of our disadvantaged pupils is lower than non-disadvantaged pupils and our disadvantaged pupils have higher rates of Persistent Absence. Overall absence for disadvantaged pupils was 5% higher and persistent absence was above in 2021/2022 compared to non-disadvantaged pupils. There is a significant percentage of the absence that is due to limited support and routine out of school and/or condoned by home. As a school, and more widely, disadvantaged pupils show that they have developed even wider gaps in learning from school closures, absence due to Covid and limited support at home.
2	Parental support and engagement can vary and therefore many of our disadvantaged pupils do not always have the support networks needed to thrive in education and life. As a further consequence they may not have the same enriched and varied experiences beyond school as other pupils. Therefore, leading to cultural capital deficiencies and a struggle to link wider prior knowledge with learning new educational content and concepts, vocabulary acquisition and higher life aspirations.
3	Overall, 1 in 5 pupils across our school who are disadvantaged also fit into other disadvantaged vulnerable groups such as special educational needs and social, emotional, and mental health groups. Disadvantaged pupils are twice as likely to be classified as vulnerable than non-PP pupils. However, there are increasing issues with trauma, social, emotional, and mental health, and mobility transience (10% for our school) for many pupils. Pupils that are economically disadvantaged can be less able to cope and demonstrate resilience, which can impact on good attendance to school and educational engagement and progress.
4	Our assessment of the behaviour patterns of disadvantaged pupils indicates they can be at least three times more likely to receive a fixed-term suspension. Frequent behavioural challenges within a core group of children can result in an increased proportion of repeat fixed term suspensions for disadvantaged pupils.
5	Our disadvantaged children enter our school with lower reading ages and will struggle to fully access the curriculum without reading intervention and further support compared to non-disadvantaged children. Our current Year 8 and 9 pupils have far lower reading ages compared to the new Year 7 pupils when tested using the Accelerated Reader Star Tests in September 2022: Year 7 - Percentage of all pupils with reading ages below their chronological age by more than 2 years: 26% Average writing age (Nomoremarking): 9yrs 1mths (National Average 12yrs 4m)

Challenge number	Detail of Challenge
	Year 8 - Percentage of all pupils with reading ages below their chronological age by more than 2 years: 38% Average writing age (Nomoremarking): 11yrs 9mths (National Average 13yrs 2m) Year 9 - Percentage of all pupils with reading ages below their chronological age by more than 2 years: 46% Average writing age (Nomoremarking): 13yrs 3mths (National Average 13yrs 5m)
6	The attainment gap across curriculum subjects is historically below disadvantaged and non-disadvantaged pupils in the school. Disruption and legacy from Covid and school closures have widened the gaps in knowledge across the school and in particular pupils' knowledge gaps appear to be wider on entry from primary education. There is also a need to increase the uptake by pupils of MFL at GCSE level to further increase their breadth of provision and opportunity at key stage 4 and post-16.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improve Attendance and reduce Persistent Absence	Disadvantaged pupils achieve overall attendance that is the same as their non-disadvantaged peers and broadly in line with the national average. Attendance Officer will promptly call families who have an absent child without reason and more regularly make home visits to challenge non-attendance. A 'red flag' list will be used by the pastoral team of pupils we know who have historic attendance concerns and support home visits and contact for these children. Use Fixed Penalty Notice procedures for persistent non-attendance.
Increase parental engagement	Parents attending our Parent Consultation evenings increases to over 60% across all years. All parents access our MIS system. Feedback from Parentview continues to be positive areas of engagement.

To provide support for pupils with SEMH in school and external agencies to remove barriers to attendance and learning.	Pupils are identified where there is a need for support for SEMH and provide with access to in-school and external agencies who can support them to engage with school and their learning. The success of this is that outcome measures of attendance, attainment and behaviour improve for these pupils.														
Reduction in Fixed Term Suspensions	Reduction in frequency and number of days of fixed term suspension for disadvantaged pupils by 40% by 2023/2024. Reduction in pupils moving along the graduated behaviour system.														
Progress in Reading	Reading diagnostic and comprehension tests demonstrate improved reading ages among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through their awareness and understanding of phonics, subject disciplinary literacy strategies and oracy engagement in lessons and written tasks in work scrutinies. Achieve progress in reading ages (RA) to closer or above a pupil's chronological age (CA). <table><tr><th rowspan="2"></th><th colspan="2">RA < 2 Yrs Below CRA%</th></tr><tr><th>Sep 23</th><th>Jul 24</th></tr><tr><td>Yr7</td><td>26</td><td>15</td></tr><tr><td>Yr8</td><td>38</td><td>20</td></tr><tr><td>Yr9</td><td>46</td><td>25</td></tr></table>		RA < 2 Yrs Below CRA%		Sep 23	Jul 24	Yr7	26	15	Yr8	38	20	Yr9	46	25
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Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	Achieve progress in academic subjects close to national averages for all pupils and close the gap for disadvantaged pupils to less than 0.5 average GCSE grades. KS4 outcomes demonstrate that disadvantaged pupils achieve: 2023/2024 – FFT50 estimates • an average Attainment 8 score of 4.3 • Basics 4+ 64%														

	2024/2025 – FFT50 estimates - an average Attainment 8 score of 4.4 - Basics 4+ 65% Increase to EBacc entry overall and ensure equity of opportunity for disadvantaged pupils to EBacc. Actively promote and engage with pupils to increase pupils considering and opting for the EBacc subjects, particularly MFL.
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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: **£ 65,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist English Teacher appointed to reduce class sizes of increased cohort/ (part-funded)</i>	Reduced class sizes – EEF (+2 months) Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.	5, 6
<i>Appointment of additional Maths and Science Specialist to support intervention and maths mastery approach across the school. (part-funded)</i>	Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3 Mastery Learning – EEF - +5 months	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework.	
<i>Development of reading strategies to support teachers and teaching assistants' development through CPD by. e.g. YARC, strategies for reading, phonics and new EAL pupils</i>	<u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u> Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <u>Diagnostic assessment EEF</u> <u>Teaching Assistant Interventions</u> – EEF (+4 months) Staff who feel skilled and confident leading an intervention will see better progress from the children. TA's will become more confident with implementing and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	5, 6

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

Budgeted cost: £ 83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Development interventions in KS3 by teaching assistants e.g. Lexonik LEAP, Bedrock programmes, targeted texts for weaker readers and use of Speech and Language Therapist</i>	<u>Improving Literacy in Secondary Schools</u> Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. <u>Reading Comprehension Strategies</u> EEF (+6months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. <u>Teaching Assistant Interventions</u> – EEF (+4 months) Staff who feel skilled and confident leading an intervention will see better progress from the children. TA's will become more confident with implementing and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for EAL pupils</i>	<u>Small group tuition</u> – EEF (+4 months) The number of new pupils arriving to school with EAL has increased significantly due to several reasons including international events. EAL intervention is provided to support their learning and ensure they have an increased chance of accessing our curriculum. Pupils access Flash Academy and are supported to make progress through a dedicated teaching assistant for EAL.	5, 6
<i>School-Led Tutoring in English and Maths e.g. School-Led Tutors, use for Reading intervention programmes.</i>	<u>Small group tuition</u> – EEF (+4 months) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	5, 6
<i>Subject Specific CPD and Learning Resources that support Feedback and Metacognitive approaches e.g. LbQ in Maths and Science, GCSEPod</i>	<u>Feedback</u> (EEF - +6 months) Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. <u>Metacognition and self-regulation Teaching and Learning Toolkit EEF</u> (EEF - +7 months) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more	5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	
<i>Experiential Learning Opportunities e.g. Liverpool Empire Theatre Arts Programme</i>	<u>Involvement in Arts</u> (EEF - +4 months) and other enrichment activities. Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Access to school curriculum production in English and Drama. Subsidised trips to encourage EBacc entries at KS4 to European countries and national destinations to provide pupils with wider opportunities. Access to Duke of Edinburgh, Sports, CEIAG and other appropriate activities to support engagement and learning.	1, 3, 4, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 211,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of Family Learning Support Worker (37hrs pw, Grade 7) + Acute Support contingency budget</i>	<u>Parental Engagement</u> – EFF (+4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: • general approaches which encourage parents to support their children's learn-	1, 2, 3, 4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	ing, for example with reading or home-work, and attending parents evening to reduce perceived barriers to learning. • the involvement of parents in their children's learning activities. • more intensive programmes for families in crisis. • Identify resources to overcome barriers to school engagement. • Support pupils with SEMH issues. • Support uniform and domestic issues	
<i>Enhancement of HTLA to role of Pupil Premium Leader to coordinate and profile disadvantaged pupils barriers and opportunities to learning.</i>	<u>Wider Strategies</u> - EEF PP Guidance 3 Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves. <u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u> Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 3, 4
Using and embedding principles of good practice set out in DfE's guidance on <u>working together to improve school attendance</u>. Funding for staff training and release time to develop and implement procedures and access to Attendance Hub Network. Attendance officer	DfE's <u>Improving School Attendance</u> advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. Further EWO officer will be appointed to improve attendance.	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
and EWO appointed to improve attendance.		
<i>Further continuance of increased non-teaching pastoral support team by all Year Leaders for small year groups and retention of Inclusion Mentor to support pupil's behaviour and improve parental engagement, part-time Admin to support and Pastoral Team.</i> <i>45% of Pastoral Team salaries.</i>	<u>Behaviour Interventions</u> – EFF (+4 months) Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Parental Engagement – EFF (+4 months) – see above DfE's <u>Improving School Attendance</u> advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. <u>Parental engagement EEF</u> <u>educationendowmentfoundation.org.uk</u> See above – Family Learning Support Worker.	1, 2, 3, 4
Careers Advice and Guidance	Implement work experience for all disadvantaged pupils in Year 10. All PP pupils receive two career interviews with an external Careers Adviser. Every PP pupil is supported to ensure that at least two further education colleges have been investigated and considered. Costs of transport for visits and interviews are provided for pupils. All pupils access START careers specific software. Year 10 pupils go on work experience and may be supported in finding placements and transport costs.	1, 2, 3, 4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Summer School 2024</i>	<u>Summer School</u> – EEF (+3 months) Summer schools are additional lessons or classes organised during the summer holidays. They are often designed as catch-up programmes, although some do not have an academic focus and concentrate on sports or other non-academic activities. Others have a specific aim, such as supporting pupils at the transition from primary to secondary school.	1, 2, 3, 4, 5

Total budgeted cost: £ 360,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Comparisons with 2022 are not equivalent due to the impact of the changed examination grade boundaries nationally, as they reverted to the higher levels, similar to pre-pandemic (2019).

Our GCSE outcomes in 2023 show that the outcomes of disadvantaged pupils were below Progress 8 outcomes compared with 2022, from -0.87 in 2021 to -1.23 in 2023. However, 16% of pupils across the school who sat their examinations this year are not included in Progress 8 calculation as they had no prior attainment on which to base the progress on.

Reviewing our attainment and progress compared to 2019 the gap between our disadvantaged pupils and non-disadvantaged pupil is smaller than in 2019 in both Attainment 8 and Progress 8.

No disadvantaged pupils chose options that allowed entry for the Ebacc measure in 2023. EBacc entries for the school have been historically low and continues to be a school priority.

Overall attendance in 2022/23 was higher than in 2021/2022 for disadvantaged pupils compared to disadvantaged pupils nationally, using FFT attendance data 2022/2023.

The gap for persistent absence in 2022/2023 is larger than in previous years as is the case nationally. Attendance and the underlying reasons are a focus of our current school improvement plan and this Pupil Premium strategy. We are using the EBSA (Emotionally Based School Avoidance) framework to help support pupils with attendance issues.

We used Pupil Premium funding to provide wellbeing support for specific pupils, and targeted support and interventions where identified. We are continuing building on this approach in our new plan through strengthened strategic pastoral support in school and beyond.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Flash Academy (EAL)	Flash Academy
Accelerated Reader	Renaissance Learning
Reading and Vocabulary Progress	Bedrock Learning
Learning by Questions (Maths and Science)	LbQ

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Service pupils are identified and provided with access to our support Hub which provides opportunities for them to socialise and develop wider friendships. We utilise the funding to ensure that they can access any enrichment activities and school trips where appropriate for the individual pupils.
The impact of that spending on service pupil premium eligible pupils
There was one service pupil who was supported during the previous year by the pastoral and SEND team. Their attendance is over 96% and progress in subjects is good.

Further information (optional)

Additional activity

At Rhyddings, our Pupil Premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- continuing to strengthen learning routines and systems.
- further embedding more effective and evidence-based practice in our teaching, especially around checking for understanding and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) plus seeking any additional funding for further CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities and trips to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, Liverpool Empire Theatre Programme), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be prioritised, encouraged, and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected as well as the impact of the pandemic, school closures and industrial action.

We triangulated evidence from multiple sources of data including assessments, engagement in remote education, discussions with parents, pupils, and teachers to identify the challenges faced by disadvantaged pupils.

As a school we have looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

[Socio-economic attainment gap remains stubbornly wide after... | EEF \(educationendowmentfoundation.org.uk\)](#)

[Learning during the pandemic: quantifying lost time - GOV.UK \(www.gov.uk\)](#)

[Did the first wave of the pandemic increase the socio-economic achievement gap? - FFT Education Datalab](#)

[Have disadvantaged pupils fallen further behind during the pandemic? - FFT Education Datalab](#)

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan each year to secure better outcomes for pupils at Rhyddings.