Pupil Premium Strategy Statement 2022-2023:

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.

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	978
Proportion (%) of Pupil Premium eligible students	26.3% (256 students)
Academic year/years that our current Pupil Premium strategy plan covers	1
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Samirah Roberts
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 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

As a consequence, 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. This is particularly pertinent during the Covid-19 pandemic.

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.

Challenges:

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

Challenge number	Detail of challenge
1	Low levels of Literacy and Numeracy
2	Lack of self-regulation and independent learning
3	High numbers of students with SEND
4	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

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
Focus on sustained improvement in attendance for all students, including persistent absence, particularly for disadvantaged students.	High attendance figures, showing improvement from 2021/2022 to 2022/2023 evidenced by: • Percentage of persistent absence of all students to be reduced (compared with other local schools) • Disadvantaged school refusers to decrease from baseline • Overall attendance for all students to be consistently high by reducing overall absence rate - target of 93% • Whole school attendance for DAS is more in line with non-DAS and no more than 2% gap (gap in 2021-22 = 3% difference).
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. Baseline Gaps on Entry: Maths Average Grade: 1c English Average Grade: 1c Year 7 Disadvantaged (Ma& Eng): EL3 Year 7 Non Disadvantaged (Ma & Eng): 1c Gap: 1 Sub-Level on Entry	• Curriculum amendments made following CPD to Directors of Learning in relation to findings from CATs tests and GCSE QLA. • The findings also informed the CPD offer, with additional CPD sessions on literacy and reading strategies implemented. • Findings inform catch-up provision for Year 7 students in Literacy & Numeracy. This is to begin during Year 6 transition. • Students in Year 7 achieve an Alps score of at least 6 by the end of 2022-23, particularly in core subjects. • The gap is at least the same by the end of Key Stage 4.
Students with SEMH needs have access to an additional layer of support more frequently, through the Safeline platform.	Improved self-regulation and SEMH of all students, evidenced by: • The number of concerns raised on the student voice platform will be tracked for disadvantaged students. • Improved SDQ scores across all students including disadvantaged students • Early identification and interventions tracked through Classcharts 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%). • Exclusions of DAS in line with non-DAS (no more than 50% DAS.

	• 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. • The number of disadvantaged students who are NEET will remain well below the national average as currently. There are 2 in the previous cohort.
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.	• 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. • Students are identified for reading interventions based on performance data.
Gaps in knowledge will be identified and addressed through targeted interventions.	• Disadvantaged students in Year 11 will achieve at least an ALPS grade 5 in August 2023. • Key Stage 3 students will have access to the National Tutoring Programme (Option 3.)

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: £ *[125,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional curriculum and pastoral support identified through external reviewers such as School Improvement Advisor.	One of the central uses of our School Improvement Advisor was to focus on Curriculum Intent and Implementation, in the core subjects of English, Maths and Science. This process included meetings with the relevant Directors of Learning, and the Deep Dive programme in line with Ofsted protocols and procedures. This process also looks at best practice nationally, so that Directors of Learning have access to the modelling that allows	1 – Low levels of Literacy and Numeracy

	their departments to make progress and show development.	
Additional groups to support students with low levels of Literacy.	Additional staff employed with a specific focus on Literacy. This has led to the implementation of new 'boost' groups for Literacy, where students need additional support to access the curriculum within the upper pathways. *'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)*	1 – Low levels of Literacy and Numeracy
Teaching Assistants and targeted support – Academic tutoring – Planning for students with Special Educational Needs and Disabilities (SEND)	An additional Teaching Assistant was employed, with part of their R&R involving the delivery of English & Maths KS3 intervention sessions with Year 7, Year 8 and Year 9. We made this decision in line with the EEF's research published in 2017, entitled 'Improving Mathematics' at Key Stages 2, 3 and 4. Points 1-7 of the summary (excluding point 8 as it relates explicitly to Primary) suggests that like English, Mathematics is a key driver of the Curriculum across all school-based subjects. As a consequence, we joined the National Tutoring Programme to deliver school-based tuition.	3 – High numbers of students with SEND 2- Lack of self-regulation and independent learning

Build cultural capital through providing experiences linked to the local context.	Plan enrichment opportunities for students who are most in need of the development of cultural capital. This includes the implementation of 'Prison Me No Way' and 'Loudmouth Theatre', as well as through intervention schemes such as 'Targeted Youth', 'On Track' and 'Guy's Gift'.	6 - Community issues such as gangs, county lines and high levels of deprivation
Increase in staffing in key subjects such as Mathematics, in order to support work both inside and outside of the classroom and therefore improve student outcomes	The appointment of an additional Maths and English teacher is key to ensuring that Key Stage 4 students (Year 11 in the first instance) have access to small-group intervention both inside and outside of the timetabled school day, so that they can both catch-up and excel. Student Voice feedback suggests that students felt Maths was a challenging concept, and this appointment ensures students are having tuition and extra tuition in order to maximise their potential. The same teacher will also work with Year 10 students who are HPA, in order to ensure that they are adequately stretched and challenged.	1 – Low levels of Literacy and Numeracy

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

Budgeted cost: £ *[36,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A partnership with GCSEPod to increase the capacity for home learning, independent study and self regulation.	"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	2 – Lack of self-regulation and independent learning

	achieved 0.7 more Progress 8 points than non-users, and 20 attainment 8 points more than nonusers. (GCSEPod: 2021)	
Holiday intervention for targeted disadvantaged students	We made this decision in line with the EEF's research published in 2017, entitled 'Improving Mathematics' at Key Stages 2, 3 and 4. Points 1-7 of the summary (excluding point 8 as it relates explicitly to Primary) suggests that like English, Mathematics is a key driver of the Curriculum across all school-based subject. *Research from the EEF and Sutton Trust has shown that improving feedback using techniques such as Blooms and 'mastery learning' has a positive impact of all learners across all age groups and can increase progress by 8 months.*	1 – Low levels of Literacy and Numeracy 2 – Lack of self-regulation and independent learning
Catch Up Sessions for students in all key stages, with a particular focus on English, Maths and Science.	We made this decision in line with the EEF research that indicates that students are behind against their previous counterparts due to the Covid-19 pandemic. As a consequence, targeted intervention for students within all key stages will occur from September 2022. *Research from the EEF and Sutton Trust has shown that improving feedback using techniques such as Blooms and 'mastery learning' has a positive impact of all learners across all age groups and can increase progress by 8 months.*	1 – Low levels of Literacy and Numeracy 2 – Lack of self-regulation and independent learning
Fresh Start Reading intervention/Accelerated reader	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	1 – Low levels of Literacy

	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. *"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).*	
Focus 3 Intervention 'Fresh Start'	Following data capture windows, there is analysis undertaken of students' performance and attitude to learning. From this, a Focus 3 for each year group will be created, with a focus on PP students explicitly.	1 – Low levels of Literacy and Numeracy 2 – Lack of self-regulation and independent learning

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

Budgeted cost: £ *[51,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of safeguarding software, Senso Cloud, in order to further protect both staff and students when working remotely.	With an increased emphasis on remote education, Senso Cloud 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	5 – High levels of social emotional and mental health issues due to the pandemic

	swift and timely manner. In particular, this software monitors the chat function on MS Teams, which is our chosen platform for remote education. *"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)*	
Additional staff recruited to work with attendance concerns / school refusers.	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). *'Build respectful relationships with students, families and other stakeholders in order to create trust and engagement.' (Gov.UK - Improving School Attendance, 2022)*	4 – Attendance
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 – Attendance
An increase in the access and availability to the Education Psychologist, due to contextual safeguarding concerns.	A decision to increase the access to an Educational Psychologist was made upon return to school following Lockdown, following an increase in self-harm, anxiety, and instances of peer-on-peer abuse. Several students were in need of being able to discuss their thoughts, feelings and emotions, as their wellbeing was having a negative impact on their ability to access their learning.	2 – Lack of self-regulation and independent learning 4 – 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
	"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)	
On-Track brought into school in order to work with high risk students who need additional pastoral support, as well as those who initially struggled with the challenges of returning to school.	On Track are a DfE and Ofsted approved organisation who have used sport in order to work with students who are at risk of either being NEET or are at risk of being excluded. Their bespoke and personalised workshops have focused on self-motivation, self-regulation, self-control, self-esteem and self-improvement. Ten students have consistently worked with On-Track since March 2022, whilst other group sessions have also taken place. *"Students' experiences of the pandemic will be very varied. Some, despite restrictions, will feel safe and mostly enjoy their time. For others, it will be challenging or even traumatic. Schools and teachers are used to supporting their students through challenges that they face in life – the current situation will amplify those situations many times over." (Returning to School after Lockdown Report: 2021)*	2 – Lack of self-regulation and independent learning 4 – 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
Parental and Student CPD sessions based on attitudes to learning and Next Steps evenings based on academic performance and attitudes to learning.	Parental and student CPD delivered in order to establish how we can support each other. This includes parental workshops on how to read and write, and the use of ICT platforms.	1 – Low levels of Literacy and Numeracy 2 – Lack of self-regulation and independent learning
Increase students aspirations of what can be achieved. 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, school purchased 'Unifrog'. Unifrog offers four main areas of support to both students and staff, Pathways (online resource to provide guidance on future pathways), Opportunities (helping students to see	1 – Low levels of Literacy and Numeracy 2 – Lack of self-regulation and independent learning 4- Attendance

| disadvantaged students. | what is available to them), Applications (practical support and advice in all steps of applying) and Management (support for staff).

(Students' aspirations, expectations and school achievement: what really matters? Nabil Khattab BERJ)

... 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. | 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 |
|---|---|---|
| Work with attendance officer to target individual PP students.

Ensure that low attendance features on the weekly safeguarding meetings | Progress 8 (P8) scores were most strongly associated with a student's KS4 absence rate, their exclusion rate during secondary school and whether or not they moved schools during KS4.

National Foundation for Educational Research (NFER)

Being Present: the Power of Attendance and Stability for Stability for Disadvantaged Students showed | 1 – Low levels of Literacy and Numeracy |

Part B: Review of outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes:

This details the impact that our Pupil Premium activity had on students in the 2021 to 2022 academic year.

External assessments (GCSE examinations) during the 2021-22 academic year suggests that the performance of disadvantaged students at Key Stage 4 was lower than their non-disadvantaged counterparts (-0.39 v +0.31), which equates to nearly a grade on average. However, this is in line with national research, with disadvantaged students being impacted the most significantly by the COVID-19 pandemic. To that end, last year's Year 11 students were the most impacted by the pandemic, as well as Leadership changes in the school. In addition to this, they also had the highest number of disadvantaged students within this year group. The results do not necessarily reflect the interventions put in place by Senior Leaders at the school, with teachers of this year group decided by their QFT typicality. These same teachers delivered after-school, holiday and weekend interventions, in order to close the gap that had been created previously.

*At Key Stage 4, disadvantaged students performed best in Bucket 1 and Bucket 2 subjects, which had been a focus of our work with our School Improvement Advisor. A plan is in place this year to undertake a review of disadvantaged students, with a wider lens. **The impact will be a high quality and well sequenced curriculum in Bucket 3 subjects, which have work to do should to come into line with the Core.***

*The Year 11 tutor team featured at least one person from Core subjects, so that Interventions could take place at the start of the day in tutor-time. This approach was supported by the TES: 'Extended registration for 20/25 minutes is beneficial, so these are very short, very targeted bursts of teaching.'' In addition to this, Year 11 students received after-school Intervention throughout the school year, with disadvantaged student receiving targeted invites. These same Year 11 students also had access to half-term and Saturday sessions, which were be led and delivered by our own teaching staff. **The impact of this was that Year 11 students achieved an overall Progress figure of +0.08.***

*FTEs for disadvantaged students reduced by 3% **from the previous academic year (52% v 49%).** However, half of the negative points amassed came from Pupil Premium students, whilst only 28% of positive points came from the same cohort of students.*

*There are only 3 (1.7%) students who are NEET – **two of these are disadvantaged.***

*Year 7, Year 8 and Year 9 students took part in the National Tutoring Programme for English, Maths & Science. In total, 418 students received academic intervention last year, which equates to 2480 hours of intervention and tuition. **Of these students, 60% of students in Year 8 and Year 9 made at least one level of progress during these interventions.***

*Disadvantaged students in Years 9, 10 and 11 received first refusal on a Careers Interview. **In total, 89% of disadvantaged students received a careers interview last year, with 84% of these students stating that these interviews here helpful to scope next steps.***

Attendance last year showed a small gap between pupil premium and non-pupil premium students (91% v 96%) and there is more work to be done on this area in 2022-23.

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