



## Pupil Premium Strategy Statement:

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 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 effect 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	891
Proportion (%) of Pupil Premium eligible students	28%
Academic year/years that our current Pupil Premium strategy plan covers	1
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Samirah Roberts
Pupil Premium leads	Iain Green & Mandy Milsom
Governor / Trustee lead	Rebecca Butters

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£243,525
Recovery premium funding allocation this academic year	£30,220
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,555

# Part A: Pupil Premium strategy plan

## 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*

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.

Whilst most studies measure the impact of the first national lockdown and do not take into account the potential impact of subsequent national restrictions, there are now a number of studies that show the preliminary evidence of further gap widening and negative learning impacts into Spring 2021. There is also evidence that, while disadvantaged students may have been harmed disproportionately by school closures, they did not receive disproportionate recovery in Autumn term 2020 (although it should be noted that this term did not represent a return to normal school for many students and teachers).

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 up 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 have 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.

## 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.	<p>High attendance figures, showing improvement from 2020/2021 to 2021/2022 evidenced by:</p> <ul style="list-style-type: none"> <li>• Percentage of persistent absence of all students to be reduced (compared with other local schools)</li> <li>• Overall attendance for all students to be consistently high by reducing overall absence rate - target of 93% (including COVID absences).</li> <li>• Whole school attendance for DAS is more in line with non-DAS and no more than 3% gap (gap in 2020-21 6% difference).</li> </ul>

<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"> <li>• Curriculum amendments made following CPD to Directors of Learning in relation to findings from CATs tests.</li> <li>• The findings also informed the CPD offer, with additional CPD sessions on literacy and reading strategies implemented.</li> <li>• Findings inform catch-up provision for Year 7 students in Literacy &amp; Numeracy.</li> <li>• Students in year 7 achieve an Alps score of at least 5</li> </ul>
<p>Students with SEMH needs, as well as students who have been adversely impacted by the Covid-19 pandemic, have access to an additional layer of support more frequently. As a consequence, the School Counsellor will visit the school once per week in order to promptly respond to individual needs.</p>	<p>Improved self-regulation and SEMH of all students from 2020/2021 to 2021/2022, evidenced by:</p> <ul style="list-style-type: none"> <li>• The number of concerns raised on the student voice platform will be tracked for disadvantaged students.</li> <li>• Improved SDQ scores across all students including disadvantaged students</li> <li>• 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%).</li> <li>• Exclusions of DAS in line with non-DAS (no more than 50% DAS. (2020-21 was 56%)</li> <li>• 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.</li> <li>• The number of disadvantaged students who are NEET will remain well below the national average as currently. (2020/2021 for RFSS 8%, published National Average of population 11.6%)</li> </ul>
<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"> <li>• Reading ages disseminated to staff in order to support planning and curriculum implementation. All students who have a reading age of &lt;11 are targeted to move to &gt;11 and to make 3 months improvement in an 8 week intervention.</li> <li>• Students are identified for reading interventions based on performance data.</li> </ul>
<p>Gaps in knowledge will be identified and addressed through targeted interventions.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged students in year 11 will achieve at least an ALPS grade 5 in Aug 2022</li> </ul>

## 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: £ [157,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Curriculum support given to English, Maths and Science through external reviewers such as School Improvement Advisor.</p>	<p>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 their departments to make progress and show development.</p>	<p>1 – Low levels of Literacy and Numeracy</p>
<p>Teaching Assistants and targeted support – Academic tutoring – Planning for students with Special Educational Needs and Disabilities (SEND)</p>	<p>An Additional Teaching Assistant was employed, with part of their R&amp;R involving the delivery of English &amp; Maths KS3 intervention sessions with Year 7 &amp; Year 8.</p> <p>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.</p>	<p>3 – High numbers of students with SEND 2- Lack of self-regulation and independent learning</p>
<p>Planning for students with Special Educational Needs and Disabilities (SEND and Effective diagnostic assessment - NGER reading tests for Years 7 -10 purchased in order</p>	<p>CATs testing undertaken in September 2020, with all Year 7 students. A lack of Year 6 SATs data meant that this was important in order to have a realistic overview of incoming Year 7 students and their academic strengths and areas for improvement.</p>	<p>3- High numbers of students with SEND  1 – Low levels of Literacy and Numeracy</p>

to baseline reading ages and ascertain progress.		
High quality teaching, assessment and supporting remote learning - Use of online Maths resources and quizzes at Key Stage 3 and Key Stage 4. Change in Maths platform from MathsWatch to Hegarty Maths	<p>Replace MathsWatch with Hegarty Maths from September 2020 onwards. Following a review of T&amp;L strategies and methods in lockdown, the decision was made to move to Hegarty Maths due to the higher levels of communication the programme enables.</p> <p><i>HM enables teaching staff to monitor exactly what students have done in a 'live' format, meaning that students can be held to account more frequently. The lessons learned from this then influence classroom teaching, as it is another way of addressing common misconceptions and challenging concepts."</i></p>	<p>1 – Low levels of Literacy and Numeracy</p> <p>2- Lack of self regulation and independent learning</p>
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	<p>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 from 2019-20 suggested 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, delivered by an experienced and highly regarded Maths teacher. The same teacher will also work with Year 10 students who are HPA, in order to ensure that they are adequately stretched and challenged.</p> <p><i>"Girls were more affected than boys. Boys usually perform better than girls in maths, but during the pandemic this gap has widened further." (Impact of COVID on assessment study (GL Assessment: 2021)</i></p>	<p>1 – Low levels of Literacy and Numeracy</p>

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

Budgeted cost: £ [36,000]

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
A partnership with GCSEPod to increase the capacity for home learning, independent study and self regulation.	<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>	2 – Lack of self-regulation and independent learning
Holiday intervention for targeted disadvantaged students	<p>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.</p> <p><i>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.</i></p>	<p>1 – Low levels of Literacy and Numeracy</p> <p>2 – Lack of self-regulation and independent learning</p>
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 either sufficiently scaffolded or	1 – Low levels of Literacy

	<p>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>"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).</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [50,800]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of safeguarding software, Senso Cloud, in order to further protect both staff and students when working remotely.</p>	<p>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 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-</i></p>	<p>5 – High levels of social emotional and mental health issues due to the pandemic</p>

	<p><i>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>An increase in the access and availability to the Education Psychologist, due to contextual safeguarding concerns.</p>	<p>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.</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>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</p>
<p>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.</p>	<p>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 2021, whilst other group sessions have also taken place. During the lockdown between January 2021 and March 2021, On Track were also used to support the students in Critical Worker School.</p> <p><i>"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</i></p>	<p>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</p>

	<i>challenges that they face in life – the current situation will amplify those situations many times over.” (Returning to School after Lockdown Report: 2021)</i>	
School Counsellor employed more frequently in order to work with targeted students.	<p>With mental health illnesses becoming a focus of attention across the nation, the School Counsellor was employed more consistently so that students with SEMH needs, as well as students who had been adversely impacted by the Covid-19 pandemic, had access to an additional layer of support more frequently. As a consequence, the School Counsellor now visits the school once per week in order to promptly respond to individual needs.</p> <p>In addition to this, the Counsellor has provided CPD to our DSL team, in order for them to be able to deliver training, support and advice to families who are most in need. These sessions have focused on positive parent training and have given practical methods in which families can support their child, and vice versa.</p> <p><i>“Counselling in schools can make an important contribution to supporting the emotional health and wellbeing of young people. Students experiencing stress or emotional problems find it difficult to reach their potential. A 'listening ear' can sometimes make a great difference.” (Gov.uk: 2021)</i></p>	<p>2 – Lack of self-regulation and independent learning</p> <p>4 – Attendance</p> <p>5 – High levels of social, emotional and mental health issues due to the pandemic</p> <p>6 – Community issues such as gangs, county lines and high levels of deprivation</p>
Parental and Staff CPD sessions based on Remote Education and Next Steps evenings based on academic performance and attitudes to learning, including attendance and work with Governors.	<p>Visits from Trustee, Mr. Tom Legge, to ascertain provision for remote education, in terms of Teaching and Learning, and Safeguarding. Reports written by Mr. Legge help to guide improvement in remote education provision and procedures. In advance of Mr. Legge's visits, he had also conducted research in other schools based on the topic of remote education.</p> <p><i>Governors with a good mix of skills, knowledge and experience, and with a strong commitment to the school and its students, who are able to work together in a way that reflects the vision and ethos of the school</i></p>	<p>2 – Lack of self-regulation and independent learning</p>

<p>Increase students aspirations of what can be achieved.</p> <p>Expand the academic enrichment on offer to students around careers particularly for the HPA disadvantaged students.</p>	<p>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 what is available to them), Applications (practical support and advice in all steps of applying) and Management (support for staff).</p> <p><i>(Students' aspirations, expectations and school achievement: what really matters? Nabil Khattab BERJ)</i></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>1 – Low levels of Literacy and Numeracy</p> <p>2 – Lack of self-regulation and independent learning</p> <p>4- Attendance</p> <p>5- High levels of social emotional and mental health issues due to the pandemic</p> <p>6 – Community issues such as gangs, county lines and high levels of deprivation</p>
<p>Work with attendance officer to target individual PP students.</p> <p>Ensure that low attendance features on the weekly safeguarding meetings</p>	<p>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.</p> <p><i>National Foundation for Educational Research (NFER)</i></p> <p><i>Being Present: the Power of Attendance and Stability for Stability for Disadvantaged Students showed</i></p>	<p>1 – Low levels of Literacy and Numeracy</p>

## **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 2020 to 2021 academic year.

*Our internal assessments during the 2020-21 academic year suggests that the performance of disadvantaged students at Key Stage 3 was lower than in the previous years, especially in the basics of English and Maths. However, this is something to be expected, with disadvantaged students being impacted the most significantly by the COVID-19 pandemic. The pandemic disrupted all subjects to varying degrees, but what was particularly pertinent was having to react to the third national lockdown in January 2021, without any prior warning or indications. This meant a switch to remote education for 10 weeks in total, during which time disadvantaged students were at the forefront of our push to ensure that all students could access learning through laptops, whilst also having the necessary equipment in order to support their learning.*

*At Key Stage 4, disadvantaged students achieved highest Religious Education and English Language*

*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 their departments to make progress and show development. **The impact will be a high quality and well sequenced curriculum in core subjects, with English and Maths both identified as being areas of strength within the July 2021 Ofsted Inspection, whilst Science was also noted as improving significantly.***

*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 +0.05, with disadvantaged students performing well.***

*FTEs for disadvantaged students reduced by **24 days from the previous academic year.***

*48 students took part in the National Tutoring Programme for both English and Maths. As stipulated, 80% of this cohort were disadvantaged students in receipt of the Pupil Premium. **Of these 48 students, 60% of students in Year 9 and Year 10 made at least one level of progress in the fifteen week NTP block.***

*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.***

## 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