

RFSS Pupil Premium Strategy Statement 2025-2026: September 2025

This statement details our school's use of Pupil Premium funding for the 2025-26 academic year, in order to help improve the attainment of our disadvantaged students academically, and to support their holistic personal development. This document outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year, the rationale behind why we are spending the money in this way, and the impact that last year's spending of Pupil Premium had within our school.

Why does the Government provide the Pupil Premium?

The government believes that poverty/low income is the single most important factor in predicting a child's future life chances. Many pupils from low-income families have lower attainment at the age of 16 than non-disadvantaged peers. The government believes that the Pupil Premium is the best way to address these inequalities by ensuring that funding is used to support the disadvantaged pupils who need it the most. The key reasons for pupil premium funding to schools are:

Tackle Educational Inequality

Pupils from low-income families or disadvantaged backgrounds often face barriers that impact their learning. The Pupil Premium aims to reduce the gap in academic achievement caused by these challenges.

Provide Targeted Support

Schools receive extra funding to support eligible pupils. This money is used in ways that schools decide will be most effective—such as extra tuition, pastoral care, or after-school clubs.

Improve Life Chances

By boosting the education of disadvantaged pupils, the government aims to improve their future job prospects, health outcomes, and overall quality of life.

Accountability and Transparency

Schools must show how they spend the Pupil Premium and how it improves outcomes for disadvantaged pupils. This ensures the funding is used effectively.

School Overview:

Detail	Data
Number of students at Rugby Free Secondary School	Main School: 901 Sixth Form: 266
Proportion (%) of Pupil Premium eligible students	Main School: 250 (28%)
Proportion (%) of FSM eligible students	Main School: 233 (26%)
Academic year/years that our current Pupil Premium strategy plan covers	2025-2026 Academic Year
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Iain Green
Pupil Premium Leads	Samantha Bryant and Mandy Milsom
Governor / Trustee Lead	Leanne Crick-Hughes

Funding Overview:

Detail	Amount
Pupil Premium funding allocation this academic year	£311,453
Pupil Premium funding across the Trust (5 schools combined total)	£1,105,279
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

Our principle aims in spending this Pupil Premium funding are:

- To ensure that every student has access to, and engages with an ambitious, broad and balanced curriculum
- To ensure that all students have access to a range of aspiration raising activities to enable them to develop their cultural capital
- To overcome emotional, aspirational and attendance barriers to educational success

Part A: Pupil Premium Strategy Plan 2025-2026

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, 2024)

National Context:

The national context for Pupil Premium students' academic performance in England highlights persistent educational disparities between disadvantaged pupils and their peers. Data from the Department for Education (DfE) and national assessments companies such as NFER consistently show that:

Attainment and Examination Performance:

- Pupil Premium students perform below non-Pupil Premium students across all key stages.
- The attainment gap is particularly evident at the end of Key Stage 2 (age 11) and Key Stage 4 (GCSEs, age 16).

Key Stage 2 (Reading, Writing, Maths Combined):

- a) Pupil Premium pupils achieving expected standards: 48% - 50%
- b) Non-Pupil Premium pupils: 70% - 72%
- c) Gap: -22 percentage points

Key Stage 4 Progress 8 (KS2 to KS4 progress):

- a) Pupil Premium pupils typically have a **negative score** indicating below-average progress.

Impact of the Covid-19 Pandemic:

The pandemic **exacerbated the disadvantage gap**, especially in literacy and maths. Evidence from the Office of Fiscal Studies, 2023, states:

- Disadvantaged students fell further behind than their peers.
- Remote learning was less accessible to many Pupil Premium students due to lack of digital devices, quiet spaces, or parental support.
- The current attainment gap will take 560 years to close at its current rate of progress.

Inequalities and Disparities:

- 'The attainment gap between north and south is growing both at GCSE and A-Level. This is not all that surprising when we consider the triple whammy of factors that will have had an impact on this attainment gap – existing long-term disadvantage, learning loss during COVID and DfE failures in catch up.
(www.northernpowerhousepartnership.co.uk, 2022)
- The gap tends to be wider in the North and Midlands than in London.
- Pupil Premium students with other vulnerabilities (SEND, EAL, LAC) are at even greater risk of underachievement.
- Pupil Premium students are less likely to progress to higher education or high-quality apprenticeships.

The Six Central Barriers: (Taken from EEF, 2024):

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.

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 3. 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, 2024):

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 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 concern for our EBSA and Pupil Premium students, whilst Barrier 6 is something being considered within the Year 9 Options process.

Our Approach:

At RFSS, our plan is rooted in research and best practice that then been evaluated adapted for our context. The primary foundations for our plan have centred on the EEF's Guide to Supporting School Planning: A Tiered Approach - and this piece of work underpins the priorities, actions and barriers for Catch-Up at RFSS. The context of our school reflects the themes and patterns from national research, but strategies have been tailored to needs of our students and their families.

When compiling potential actions for this academic year, consideration was given to the three tiers explained in the aforementioned EEF publication, which are as follows:

1. Teaching

2. Targeted Academic Support

3. Wider Strategies

Consequently, all actions and strategies are mapped against these three tiers, with research used to support the implementation of, and rationale behind, these strategies. Therefore, our strategies relate not just to the academic progress of students, but to their development as a whole.

We work hard to ensure that assumptions about the lower expectations of disadvantaged students. 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 and since 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 subsequent research, which shows national attitudes to education changing, with almost 3 in 10 people believing that education is not significant. These studies have also influenced the thought process behind the interventions and strategies that have been implemented.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, teacher marking/feedback is monitored by regular SLT Quality Assurance. Other targeted interventions from teaching and pastoral support staff (e.g. small group tuition, behaviour, attendance/reintegration, mentoring and counselling) are available and offered as required and their impact monitored and reviewed. Robust in-school (and external) post-assessment processes ensure timely interventions.

RFSS offers and delivers a curriculum, both academic and extra-curricular, which is rich in breadth and depth, enabling progress in terms of academia and being 'set for life', regardless of ability or background - underpinned by a culture of high expectations, high aspirations and inclusivity. As such, RFSS constantly monitors the progress of many subgroups (in addition to each full cohort) including disadvantaged students covered by Pupil Premium (and PP+) funding (i.e. FSM, Ever 6, CLA, PLAC) with the intention and goal of securing good progress and the best outcomes, thereby narrowing the attainment gap for disadvantaged students. Inevitably, the pandemic

affected all students profoundly but evidence suggests that disadvantaged pupils have often been impacted more adversely both academically as well as in terms of well-being (SEMH).

Key to achieving the school's overall aims through our curriculum, is high quality teaching and learning. We want students to leave our school with the confidence that comes from knowing more, remembering more, and being able to do more. Therefore, the development of knowledge and skills are significant aspects of what we focus on in the classroom.

Beyond the classroom, a range of cultural capital activities and extra-curricular learning opportunities (including trips and visits) are provided for students, which Pupil Premium students are encouraged to participate in as a means of broadening their experiences so that disadvantaged students can leave school as high achieving, well-rounded individuals equipped to be 'set for life'.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, teacher delivery and feedback is monitored by regular SLT Quality Assurance. Other targeted interventions from teaching and pastoral support staff (e.g. Small group interventions, Attitude to Learning Interventions, Attendance support, SEMH Mentors access) are offered as required and their impact monitored and reviewed.

The school has been 'Good' since 2021, after having worked hard to improve the quality of education, behaviours, communication, relationships and community engagement. Since the 'Good' judgement, our popularity has soared, with over 290 first choice applications (Year 7) and 378 applications (Sixth Form) ahead of the 2025-26 academic year. In addition to this, we received a Department for Education visit in the 2024-25 academic year for our approaches to equity and equality, whilst also presenting at the ResearchEd National Conference about our methods to support Pupil Premium students. This led to visits from Senior Leaders from other schools across the country.

Challenges:

This section details the key challenges to achievement, attainment and progress that we have identified amongst our disadvantaged students.

Challenge Number	Detail of Challenge
1	Low academic performance on entry, with low levels of Literacy and Numeracy.
2	Lack of self-regulation and independent learning, especially in Key Stage 3.
3	High numbers of students with SEND and with EHCPs.
4	Low Attendance as a consequence of high levels of SEMH and SEND.
5	Higher levels of social, emotional and mental health issues, post-Covid 19.
6	Community issues such as gangs, county lines and high levels of deprivation.
7	Consistent access to quality first teaching and learning opportunities.

Intended Outcomes:

This section explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. All are one year intended outcomes, unless otherwise specified in brackets.

Intended Outcome	Success Criteria
To ensure disadvantaged students know, understand and retain more in order to make accelerated progress – especially through improved literacy and numeracy.	• Improvements in grades through English and Maths intervention groups and the wider curriculum. • Attainment data shows good progress and narrowing of the gap. • Students know how to help themselves to be more effective learners leading to accelerated progress
To ensure that our disadvantaged students, attend and find school a rewarding experience.	• Reduction in persistent absence. • Reduction in EBSA numbers. • Parents and carers more engaged with school. • Reduction in number of students accessing IRR. • Incremental improvement in attendance and engagement behaviour to match pre-Covid levels. • Implementation of approaches set out through partnership work with 'Inclusive Attendance'
To support disadvantaged students to be effective learners. Students adopt positive learning behaviours and engage more proactively in lessons, especially in Key Stage 3.	• Fewer days in IRR than the previous year. • Suspensions are fewer than the previous year. • Permanent exclusions are fewer than the previous year. • Evidence of students using self-regulation strategies to de-escalate situations and avoid consequences. • More positive reward points for Pupil Premium students than in the previous year. • More Pupil Premium students nominated for awards than in the previous year. • Improved engagement in terms of attitude to learning – reflected in ATL teacher grades at data capture windows.
To broaden the cultural capital of all disadvantaged pupils through the curriculum and extra-curricular activities.	• Increased engagement in extra-curricular activities. • Increased participation in trips and visits, especially those that are for longer durations. • Increased numbers of Pupil Premium students on the Student Leadership Team.

To reduce SEMH barriers to learning	• SEMH/well-being issues affect fewer students. • In-school/external support (Mentors, family support worker, pastoral support officers etc) means SEMH impacts learning and progress less, and students become more resilient. • Implementation of 'The Guide' with targeted students in order to reduce SEMH barriers.
Increased parental engagement, especially Pupil Premium families.	• Parents engage by signing up for Parents' Evenings and Parents' Information Evenings - similar percentage to non-PP attendance. Parents respond to surveys and school communication more frequently. • Parents attend the specific Pupil Premium focused parental workshops, and the parental workshops that are open to all, such as Healthy Eating on a Budget cooking workshops.
More disadvantaged pupils aspire to Sixth Form at RFSS, or elsewhere.	• Increased awareness of opportunities available (e.g. university taster days) • Engagement in Careers Fayres. • Destinations. • NEET figures remain positive.

Activity in this Academic Year (2025-2026):

This details how we intend to spend our Pupil Premium during **this academic year** to address the challenges listed above.

Teaching (for example, Staff CPD, Recruitment and Retention)

Budgeted cost: £148,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1a) RFSS Teaching Strategy centred on Tom Sherrington's Walkthrus, in order to enable Quality First Teaching.	<i>'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.'</i> (EEF Pupil Premium Menu, 2024)	7 - Consistent access to quality first teaching
1b) Specific Staff Handbook Guidance on QFT and Disadvantaged Students expanded on by high quality CPD and QA to measure impact.	<i>'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</i> (Effective Professional Development Guidance Reports EEF, 2023)	7 - Consistent access to quality first teaching
1c) Undertake Baseline assessments where applicable, including NGRT Reading tests.	<i>'Baseline assessments enable teachers and leaders to intervene from the outset.'</i> (Cambridge, 2022)	1 – Low academic levels of literacy and numeracy on entry 7 - Consistent access to quality first teaching
1d) Support materials for staff who require additional support, through Wave 1, Wave 2 and Wave 3 CPD.	<i>'CPD works best when it:</i> <i>• Is tailored to teachers' needs and contexts</i> <i>• Combines theory and practice, with expert modelling, classroom experimentation, and feedback</i> <i>• Fosters collaboration and shared support</i> <i>• Has clear goals tied to pupil impact (Timperley et al. 2007; Yoon et al. 2007; Kraft, Blazar & Hogan 2018)'</i>	

2a) Regular Mentoring Support for Early Career Teachers and colleagues identified as requiring additional support. Sessions to include specialist training on QFT and Disadvantaged Students.	<i>'Set aside regular time: Schools that allocate scheduled, regular mentor-mentee meetings—supported by time-off timetable for both—see deeper engagement and stronger outcomes.'</i> (Gov.uk, 2024)	7 - Consistent access to quality first teaching
2b) Additional pathway for staff who require further support, which will also include CPD on QFT teaching for key sub-groups such as Pupil Premium students.	<i>'Emphasising this personalised support can help to break down the barrier sometimes felt between teachers and allow a more open space for non-judgemental and honest discussion about classroom practice.'</i> (Iris:2022)	7 - Consistent access to quality first teaching
3a) Continue to develop high-quality teaching, assessment and literacy, by utilising tools such as NGRT assessments in order to support assessment and interventions.	<i>'Benchmarking: NGRT compares a student's performance against a large, representative national sample, helping schools understand how a student is performing relative to peers.</i> <i>Reliable tracking over time: Results can be used to measure progress year-on-year.'</i> (NGRT, 2023)	1- Low academic performance on entry, with low levels of Literacy and Numeracy.
3b) Continue to offer Literacy and Numeracy interventions for those students who require the most catch-up at Key Stage 3. These include: - Social Interventions - Homework Club - Reading Buddies - Literacy & Numeracy Interventions	<i>'Catch-up strategies include regular, informal assessments; identifying pupils who need additional, one-to-one support...'</i> (Gov.uk:2020)	1- Low academic performance on entry, with low levels of Literacy and Numeracy.

4a) Use external speakers and companies to promote the dangers of knife crime, gang culture, county lines and online safety, through Prison Me No Way and Loudmouth Theatre. All external events to feature targeted groups of Pupil Premium students from all year groups. 4b) Amend the PSHE curriculum to fit in with local and national issues.	<i>'County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse. forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime.'</i> (NSPCC:2018)	6 - Community issues such as gangs, county lines and high levels of deprivation.
5a) Quality Assurance episodes such as Curriculum Evaluations and Book Looks to involve reports on provision for Disadvantaged Students.	<i>'Consistent application of QFT for Disadvantaged Students is the most powerful factor in improving student outcomes for Disadvantaged Students.'</i> (RQI, 2022)	7 - Consistent access to quality first teaching
6a) Recruitment and retention of high-quality teachers. Maintaining a school ethos where 'relationships matter' and where staff feel 'safe, valued, and respected'. 6b) Staff Well-being groups and staff voice splinter groups continue to refine job satisfaction by a 'You Said, We Did' approach. 6c) Employ an additional SEND teacher to enable Year 7 and Year 8 students to experience Boost Group teaching and learning, with smaller class sizes.	<i>'Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers.'</i> (EEF Pupil Premium Menu, 2024) <i>Comparison of annual Staff Survey and retention and recruitment data against the national recruitment crisis data.</i> <i>'Some of our students from more affluent homes benefit from external tutors. Overstaffing the core provides the opportunity for RFSS to provide rich support in the classroom and for Disadvantaged Students fast-tracked to targeted intervention.'</i>	7 - Consistent access to quality first teaching 3 - High numbers of students with SEND, with this now much higher than NA.

7a) Investment in technology and other resources to further raise the quality of teaching and learning. 7b) Acquisition of , Seneca and GCSEPod to support students accessing platforms through mobile phones. 7c) The purchase of student and parent friendly ClassCharts to boost communication (e.g. Rewards, Home Learning) and Bromcom for Student Performance Analysis. 7d) The creation of an Opportunities Fund for parents and staff to request bespoke PP Funding 7e) Identified Revision Guides provided free for Disadvantaged Students 7f) Subsidised Music Lessons for Disadvantaged Students 7g) 100% funding of food ingredients for Disadvantaged students for Food and Art.	<i>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.'</i> EEF Pupil Premium Menu, 2024) <i>"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: 2022)</i> <i>'Our hope is that this guidance will help to support a consistently excellent, evidence-informed education system in England that creates great opportunities for all children and young people, regardless of their family background.'</i> EEF Using Digital Technology to Improve Learning Guidance Report, 2019)	7 – Consistent access to quality first teaching 2- Lack of self-regulation and independent learning, especially in Key Stage 3. 4- Low Attendance as a consequence of high levels of SEMH and SEND.
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8a) Investment in extra-curricular clubs, trips and visits to enable further opportunities for students to extend their learning outside of the classroom. 8b) Purchase Absolute Education to track and monitor sub-group attendance to enrichment more closely.	<i>'There's something about the shared experience of a school trip that stays with us forever. Unique and apart from the everyday classroom experience, trips provide the possibility to communicate and bond with peers in different and freer ways, to make new friends and explore new places. Whether pupils get to try new things or experience life-changing moments, school trips are educationally enriching in the broadest and most encompassing sense.'</i> (FundEd: 2024)	3, Lack of self-regulation and independent learning, especially in Key Stage 3. 4 -Low Attendance as a consequence of high levels of SEMH and SEND.
9a) Join a partnership with Inclusive Attendance to improve rates of attendance for all sub-groups. 9b) Operate a morning breakfast club that explicitly targets PP students, with the opportunity for students to be school ready. 9c) Ensure all staff are trained in trauma-informed approaches, to ensure a consistent approach to behaviour and attitudes inside and outside the classroom.	<i>'Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.'</i> (EEF: 2023) <i>'Breakfast clubs in schools can support children and young people to get into school – get there on time – and help give them the start they need to take on their school day.'</i> (Magic Breakfast: 2024) <i>'The key goal of trauma-informed practice is to raise awareness among all staff about the wide impact of trauma and to prevent the re-traumatisation of clients in service settings that are meant to support and assist healing.'</i> (NAPAC: 2024)	4 -Low Attendance as a consequence of high levels of SEMH and SEND. 5- High levels of social, emotional and mental health issues, post-Covid 19.

10a) Raise aspirations through target grade expectations and an updated assessment model, underpinned by FFT Aspire.	<i>'Recognising students' strengths is important, but I would argue that the best method of supporting underachieving students is to have high aspirations.'</i> (SecEd:2020)	1- Low academic performance on entry, with low levels of Literacy and Numeracy. 7 - Consistent access to quality first teaching
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1a) Plan, deliver and evaluate a Key Stage 3 Interventions Plan (Literacy and Numeracy foci) with Pupil Premium students fast-tracked to this additional support 1b) Plan, deliver and evaluate a KS4 Intervention Plan with Pupil Premium students fast-tracked to this additional support.	<i>'High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers.'</i> (EEF Selecting Interventions:2022)	1- Low academic performance with low levels of Literacy and Numeracy 2- Lack of self-regulation and independent learning 7 - Consistent access to quality first teaching
1c) Every teacher to identify a sub-group focus 3, to support academic under performance or encourage academic excellence. To be reviewed termly.	<i>'Teachers require knowledge of the unique skills that each child brings to the classroom in order to effectively target instruction towards students' learning needs.'</i> (York:2014)	
1d) Offer after School Subject Specific Revision Classes at key Stage 4 to develop an achievement culture, with Pupil Premium students receiving targeted invitations where appropriate.	<i>'The need for additional support for disadvantaged students has never been greater.'</i> (Turner:2022)	

1e) Interventions to provide intense targeting of identified students to maximise impact based upon internal data. 1f) Morning Registration Core Support Intervention for Year 11 three days a week at key times, to include targeted Pupil Premium students. 1g) Intense NEA monitoring of completion rates within timescales, with a focus on Pupil Premium students. 1h) Holiday Intervention programmes to accelerate student progress in all breaks (except Christmas), with targeted invitations for Pupil Premium students.	<i>'Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.'</i> (EEF Pupil Premium Menu, 2024)	1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
2a) Deliver learning episodes and resourcing to meet the specific needs of Disadvantaged Students, and especially those with SEND. 2b) Staff CPD on quality-first teaching for students to build on RFSS Teaching and Learning model. 2c) Effective deployment and training of teaching assistants to maximise additional support, so that classroom support is helpful to all. 2d) Ensure teachers know their key foci students by implementing a sub-group termly focus group.	<i>'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology'. EEF Pupil Premium Menu, 2024)</i> <i>'Use TAs to add value to what teachers do, not replace them.'</i> (EEF Making the Best Use of Teaching Assistants, 2025) <i>Teachers require knowledge of the unique skills that each child brings to the classroom in order to effectively target instruction towards students' learning needs.'</i> (York:2014)	3. High numbers of students with SEND 7. Consistent access to quality first teaching

3a) Develop a Mentoring Scheme so that Key Stage 3 students have positive role models to work with. 3b) Sixth Form students to work with key Year 11 Pupil Premium students to undertake peer mentoring. 3c) Sixth Form students to be assigned to key students to support with reading in Key Stage 3.	<i>'High impact for very low cost based on extensive evidence (+5 Months progress) EEF Toolkit</i> <i>'The Hurworth model stresses the difference between soft (traditional) and hard (assertive) mentoring and sites this distinction as the key to improvement.'</i> (Horsley, 2021) <i>'Students gain rare insights from the experiences of other students and start to feel confident in themselves.'</i> (Newcastle University, 2023)	1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
4a) Effective plans for Literacy and Numeracy-based catch-up Key Stage 3 interventions to accelerate the progress of Disadvantaged students. 4b) Implement the Unit Award Scheme to support certification in alternative methods, and to support in English and Maths revision.	<i>'Schools will be encouraged to continue to prioritise tuition for those students who need it the most through existing budgets.'</i> (Gov.uk:2024) <i>'Managing a school with a larger than average pupil premium cohort means that embedding our pupil premium offer into our whole school approach is crucial, and the need to feel success underpins this.'</i> (King, 2025)	1. Low academic performance with low levels of Literacy and Numeracy 2. Lack of self-regulation and independent learning
5a) Fresh Start Reading intervention / Accelerated reader implemented. 5b) Reading scores and ages shared with staff so they are aware of students' reading ages	<i>'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.'</i> (NGER: 2021)	1. Low levels of Literacy

6a) Timetable additional groups to support students with low levels of Literacy and Numeracy. 6b) Utilise staff to deliver timetabled interventions (Sports Therapy, English and Maths, and Literacy / Numeracy support), with a focus on Pupil Premium students. 6c) Employ an additional SEND trained teacher to support students who have low levels of Literacy, and/or SEND.	Additional staff employed with a specific focus on Literacy and Numeracy. We run 'booster' groups for Literacy and Numeracy, where students need additional support to access the curriculum within the upper pathways. <i>'Most research into literacy difficulties and literacy intervention focuses on early intervention when there is the greatest opportunity to close the gap between normal and slower progression in literacy development. Sequential and systematic approaches for younger children are often effective because new learning behaviours are established before less helpful responses are practised and embedded. Older students tend to have varied profiles of needs for support. Either they have specific needs often related to a deficit in one area of literacy which can be addressed with a targeted programme or they have more complex and individual profiles of helpful and less helpful knowledge and skills.'</i> (UCL, 2018)	1. Low levels of Literacy and Numeracy
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7a) Every teacher to identify a sub-group focus 3, to support academic under performance or encourage academic excellence. To be reviewed termly.	<i>Following data capture windows, there is analysis undertaken of students' performance and attitude to learning. From this, a Focus 3 for each class will be created, with a focus on PP students explicitly.</i>	1. Low levels of Literacy and Numeracy 2. Lack of self-regulation and independent
8a) Breakfast Club for Pupil Premium students, with a focus on supporting our students to start the day correctly.	<i>'Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers.' (Food Life:2024)</i>	1. Low academic performance on entry, with low levels of Literacy and Numeracy. 2. Lack of self-regulation and independent learning, especially in Key Stage 3.

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1a) Supporting the SEMH of our Disadvantaged Students through an increase to SEMH Mentor team and SEND & Inclusion team. 1b) Ensure timetabling of SEMH Mentors to further strengthen the pastoral intervention systems, and to implement 'The Guide'. 1c) Investment in whole school PSHE & LORIC programme to build positive SEMH skills in line with the school values 1d) Restorative and relationship-driven approach to promote positive behaviours from Disadvantaged Students to accelerate their learning and reduce their enhanced risk of suspension through Values Cards and a Restorative Relationships approach based on Trauma Informed Training. 1e) Trauma Informed Attachment Aware training undertaken regularly and approaches to underpin practices. 1f) Waved tiers of SEMH support offered both internally and externally to students, with Pupil Premium students discussed at Panel where applicable.	<i>'Social and emotional skills support effective learning and are linked to positive outcomes later in life.'</i> EEF Pupil Premium Menu, 2024) <i>'SEMH Mentors can really benefit students in providing them with accessible, trusted members of staff with whom they can rely upon.'</i> (Ludlow:2023) <i>'More than 3,000 children a day lost access to learning through suspension in 2021/22, and children living in poverty were 3.7 times more likely to be sent home from school than their peers.'</i> (Children & Young People Now: 2022) <i>'Trauma-informed schools could make a positive difference to young people's behaviour and to their mental wellbeing, attainment and future life chances.'</i> (Holmes: 2021) <i>'Progress is best made step by step; a graduated approach respects complexity, builds resilience, and ensures each layer of growth is grounded in understanding.'</i> (Horner, 2025)	5. High levels of SEMH issues due to the pandemic. 3. High numbers of students with SEND and with EHCPs.
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2a) Purchase of safeguarding software, Impero, in order to further protect both staff and students when working remotely. (KCSiE – monitoring and filtering)	<i>"The internet and online technology provides new opportunities for young people's learning and growth, but it can also expose them to new types of risks. E-safety should form a fundamental part of schools' and colleges' safeguarding and child protection measures." (NSPCC: 2021)</i>	5 – High levels of social emotional and mental health issues due to the pandemic 3 - High numbers of students with SEND and with EHCPs.
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3a) Raise Attendance of Disadvantaged Students 3b) Additional staff recruited to work with attendance concerns / school refusers. - Senior Attendance Champion 3c) Partnership established with Inclusive Attendance plan and RFSS Attendance Plan written across 24/25 academic year 3d) Disadvantaged Students fast-tracked to the next tier of intervention due to their vulnerability to persistent absence. 3e) Re-launch of The Student Voice allowing students access to report concerns online.	<i>'This year, almost two in five disadvantaged pupils (37.9 per cent) were persistently absent – which has actually worsened from 37.2 per cent last year. This is also more than double the rate for their better-off peers – whose persistent absence rates have instead dropped from 17.5 per cent to 16.7 per cent in the same timeframe. It means the disadvantage gap in attendance has widened by 6.7 percentage points, rising from 14.5 per cent in pre-pandemic 2018-19 to 21.2 per cent this year.'</i> (Schools Week: 2023) <i>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).</i> <i>'Build respectful relationships with students, families and other stakeholders in order to create trust and engagement.'</i> (Gov.UK - Improving School Attendance, 2022)	4 – Low Attendance 3 - High numbers of students with SEND and with EHCPs.
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4a) Encouraging Disadvantaged Students to access to Extra-Curricular and Enrichment Activities, through targeted invitations. 4b) Cultural Capital opportunities promoted in our ever-evolving curriculum to broaden the horizons of all students but especially our Disadvantaged Students and PP Enrichment Passports launched to encourage attendance in addition to Enrichment Fair 4c) School trips organised to offer financial support the participation of disadvantaged students.	<i>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.'</i> (EEF Toolkit + 3 months) <i>'An "enrichment gap" is emerging between disadvantaged pupils and their peers due to a decline in access to after school activities in schools, which are facing increasing pressure on their budgets.'</i> (Schools Week: 2024) <i>'Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.'</i> (Ofsted, ongoing)	5 – High levels of social emotional and mental health issues due to the pandemic 6 - Community issues and high levels of deprivation
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5a) Providing more opportunities for Disadvantaged Students through extending school provision. 5b) Summer School organised to target effective Y7 induction, to the particular benefit of Disadvantaged students 5c) Home Learning Policy and Staff Guidance revised to produce more consistent and effective home learning opportunities 5d) Development of a Home Learning Club to reduce barriers for SEND and Disadvantaged Students both at lunchtime and after school	<i>'Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff.'</i> EEF Pupil Premium Menu, 2024) <i>Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools.'</i> (+3 Months Progress) EEF Toolkit <i>'Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.'</i> (+5 Months) EEF Toolkit	1 – Technological access 5 – High levels of social emotional and mental health issues due to the pandemic 6 - Community issues and high levels of deprivation
6a) 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. <i>'In an effort to support positive breakfast habits from childhood many schools provide children with an opportunity to consume breakfast on school premises in the company of peers through provision of a breakfast club. Research has shown that breakfast clubs have been somewhat successful.'</i> (NLMJ, 2015)	4 – Low Attendance

7a) Further develop parental engagement with parents/carers of Disadvantaged Students 7b) HOY & Tutors target regular contact 7c) Implementation of workshops and parental engagement sessions. 7d) Increasing use of School Newsletters and Social Media to celebrate and inform. 7e) Weekly Headteacher's Awards to be at least 50% Pupil Premium students via positive discrimination.	<i>'While much of this battle can be won inside the school gate, what happens at home is crucial too. We know that levels of parental engagement are consistently associated with children's academic outcomes.'</i> EEF Parental Engagement Guidance Report <i>'Embedding positive discrimination with Pupil Premium students is a key to unlocking potential and motivation.'</i> (Sutton:2022) <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. 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.'</i> (Returning to School after Lockdown Report: 2021)	5 – High levels of social emotional and mental health issues due to the pandemic 6 - Community issues and high levels of deprivation
8a) Increase students' aspirations of what can be achieved. 8b) Expand the academic enrichment on offer to students around careers particularly for the HPA	<i>With a focus on the impact of low aspirations on disadvantaged students, a contextual issue that is particularly prevalent within Rugby itself, the school purchased 'Unifrog'.</i> <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> <i>(Students' aspirations, expectations and school achievement: what really matters? Nabil Khattab BERJ)</i>	2 – Lack of self-regulation and independent learning 5 – High levels of SEMH issues due to the pandemic 6- Community issues and high levels of deprivation

9. Safeline – Student Safeguarding Leads as 'bolt on' CPD for students above 'Young Black Men' - Warwickshire Mind: developing positive role models	<i>'The course participants will be empowered to share their experiences of prejudice and racism and together will develop a plan of how to overcome and resolve future discrimination at school or within their wider community. Safeline hopes that the programme will enable young people from ethnic minorities to feel better supported, with an understanding that they will be treated equally and that they feel safe to report any form of abuse including sexual abuse. (Topics covered in the pilot course will include bullying, discrimination, unconscious bias and media language including music).'</i> (Safeline, 2025)	6- Community issues and high levels of deprivation
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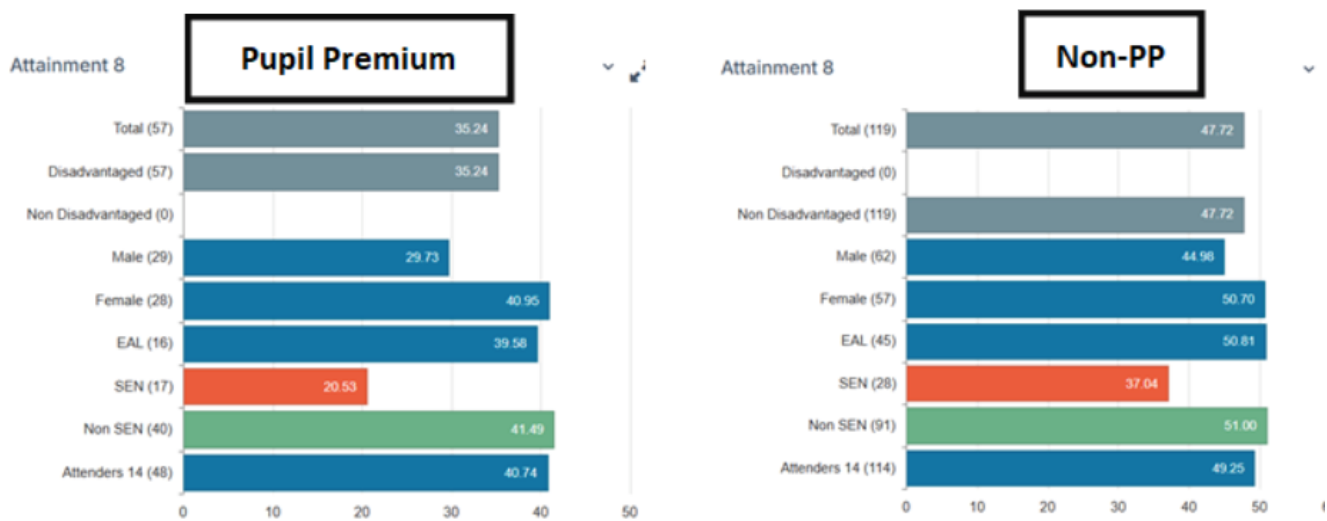
Wave 1: Inside: Classroom / T&L Strategies	Wave 2: Outside: Pastoral & Wider Strategies	Wave 3: Intervention Strategies
KEY ACTIONS: • Teacher knowledge of who Pupil Premium students in their lessons are, with this also marked on Bromcom. • Targeted questioning and cold-calling aimed at Pupil Premium students, where appropriate and applicable. • Provide check-in support for Pupil Premium students after explanations, and when tasks begin. • Regularly check for understanding of Pupil Premium students. • Live model to Pupil Premium students in order for them to see what success looks like. • Live feedback (either verbal or written) to Pupil Premium students in order for them to see things instantaneously. • Ensure that Pupil Premium students are not sat together in seating plans. • Ensure that Pupil Premium students are not grouped together in collaborative activities. • Amend the Curriculum to ensure it fits the needs of Pupil Premium students.	KEY ACTIONS: • Attendance discussions and interventions in place for Pupil Premium students who are not meeting attendance targets. • Offer a Breakfast Club that targets specific Pupil Premium students who have below expected attendance and/or punctuality. • Provide one-to-one or small group mentoring for targeted Pupil Premium students, through SEMH Mentors. • Immerse Pupil Premium students in technological platforms where possible, such as Seneca and GCSEPod. • Provide additional Careers Interviews, especially for Pupil Premium students who are lacking career aspirations. • Increased focus on the Pupil Premium group when analysing data. • Positive discrimination in praise / reward points for Pupil Premium students. • Feature Pupil Premium students in Safeguarding spotlights. • Implement additional parental sessions, with Pupil Premium students, parents and carers targeted.	KEY ACTIONS: • Implement Catch-Up Interventions (focus on targeted year groups) for Pupil Premium students in English and Maths. • Organise external speakers to present to Pupil Premium students, parents and carers. • Provide sessions linked to expectations and key barriers for each year group (Bootcamps). • Join the Brilliant Club to promote aspirations for Pupil Premium students who are HPA and wish to go to University. • Ensure there is a timetable in which Sixth Formers can work with Pupil Premium students on targeted subjects or areas or foci. • Senior Leadership Team and Directors of Learning to monitor the books of Pupil Premium students through work scrutiny. • Provide Revision Guides for Key Stage 4 students, where appropriate. • Provide lesson equipment for Pupil Premium students, where appropriate. • Open a bidding process for Departments to bid for additional Pupil Premium funding, twice per year.

Part B: Review of outcomes in the Previous Academic Year (2024-25):

Attainment:

Due to the Pandemic, students completing GCSEs in 2025 do not have KS2 data to accurately base a progress measurement on. Therefore, our public data on progress will continue to feature our 2023-24 results, which can be seen further down in Part B.

However, in terms of attainment, the key data can be seen below, as attainment does not rely on any baseline data, and so our headline figure for attainment will be based on 2024-25 results:

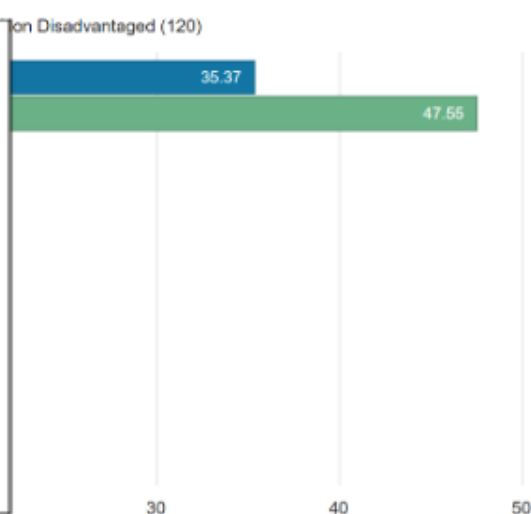


Compared to prior years, attainment for pupil premium students has taken a step backwards. A significant proportion of this years' "non-attenders" (students who did not regularly attend lessons / school and for which our influence was limited) were pupil premium, but even accounting for the students who did attend school highlights a decrease in attainment performance. However, it is important to recognise that our school picture is probably more in line with the national figure, given we performed so well with this sub-group in 2023-24.

Please see below further analysis of in-school students against frequent non-attenders:

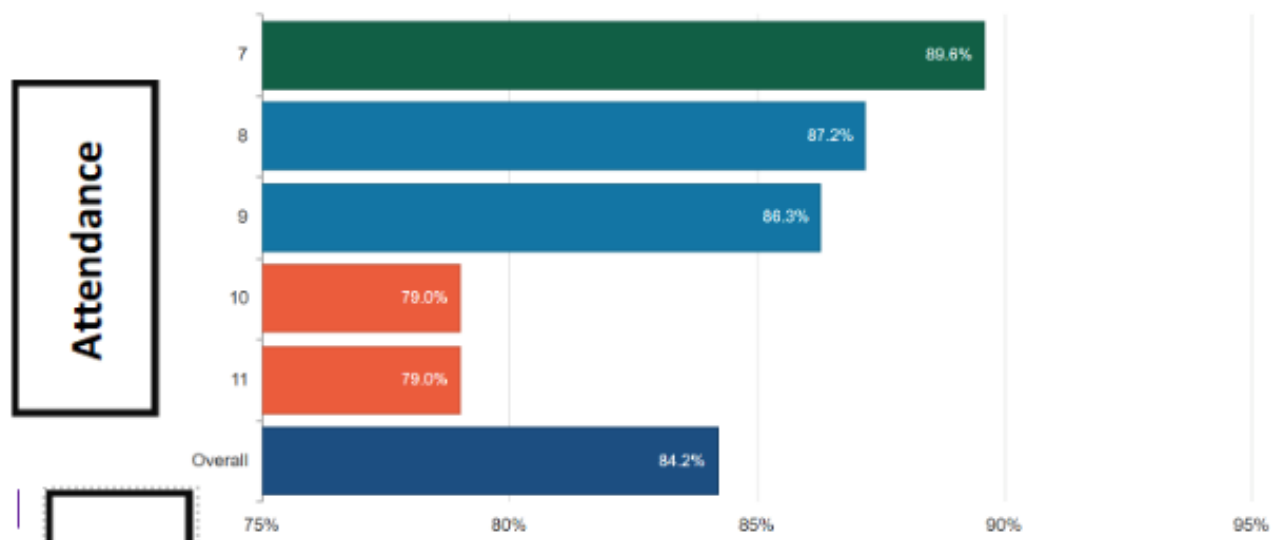
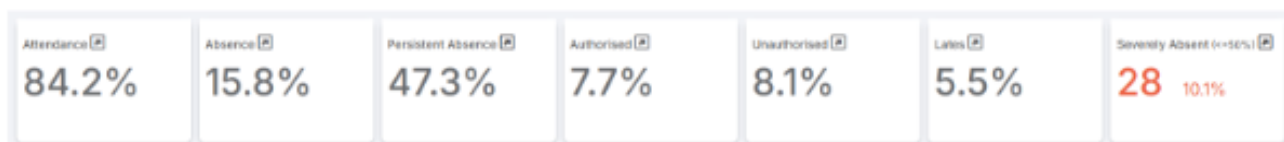
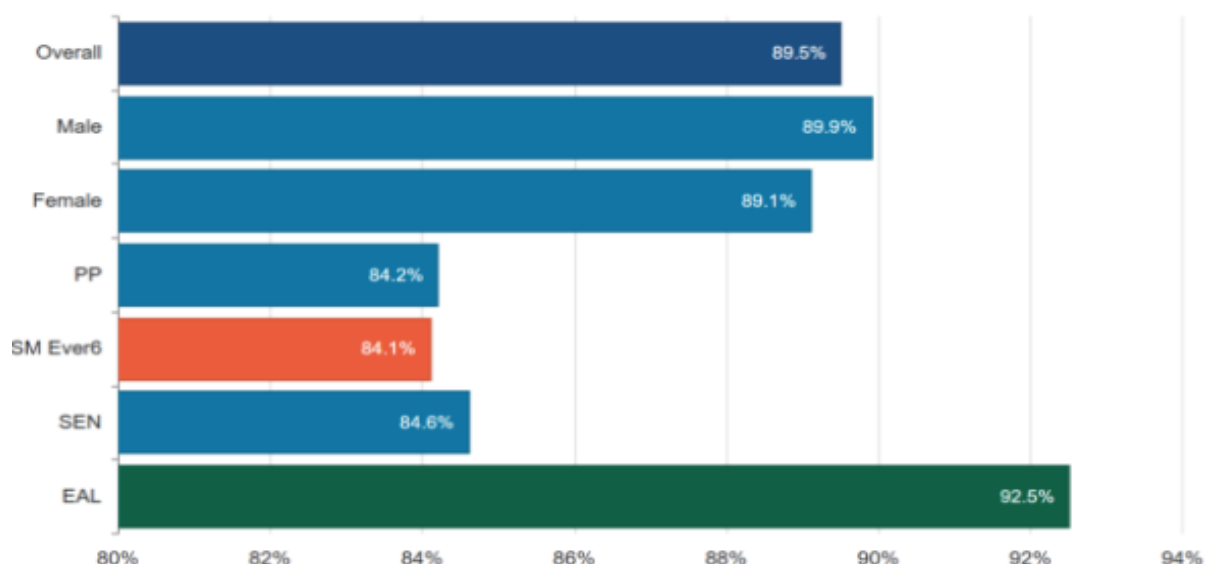
Pupil Premium	2024	2025	2024 In-Schoolers	2025 In-Schoolers
A8	40.29	35.24	42.63	40.74
Ebacc	17.2%	17.5%	18.5%	20.8%
Ebacc APS	3.35	3.04	3.55	3.51
Ebacc 4+	8.6%	7.0%	9.3%	8.3%
Ebacc 5+	5.2%	0.0%	5.6%	0.0%
E/M 4+	55.2%	42.1%	59.3%	50.0%
E/M 5+	32.8%	21.1%	35.2%	25.0%
E/M 7+	1.7%	0.0%	1.9%	0.0%

In 2024-25, the attainment gap between disadvantaged and non-disadvantaged pupils was seen in all areas of the KS4 offer. The most significant gaps occurred in **Maths and Ebacc Attainment.**



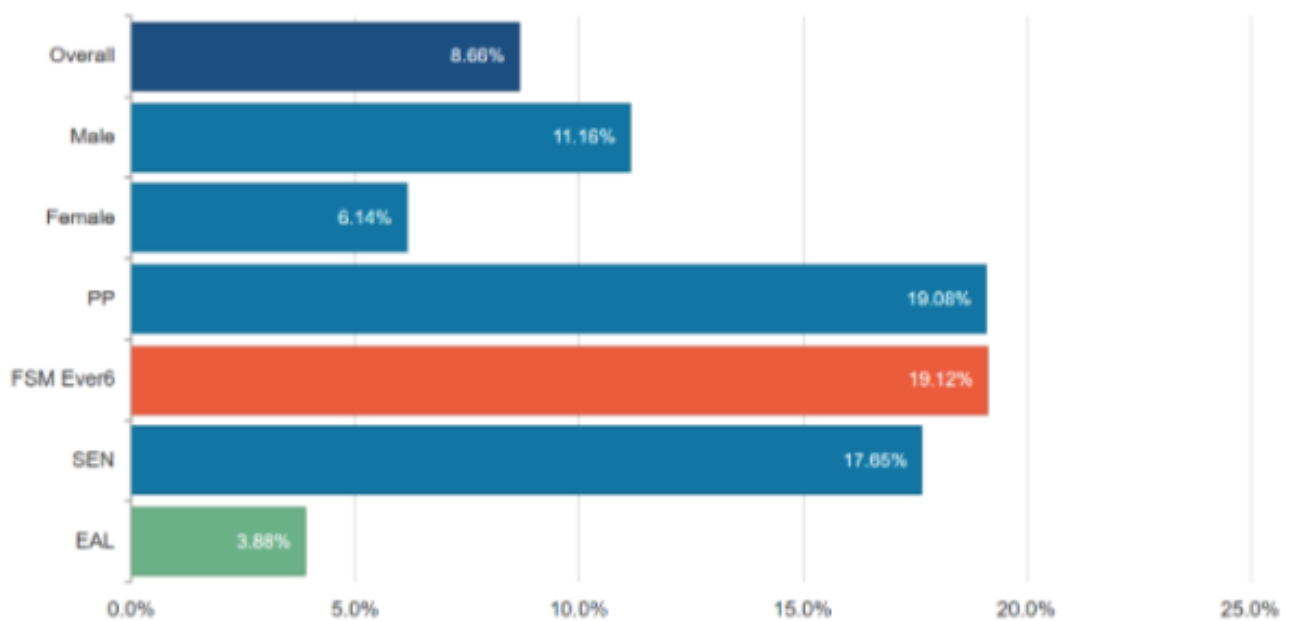
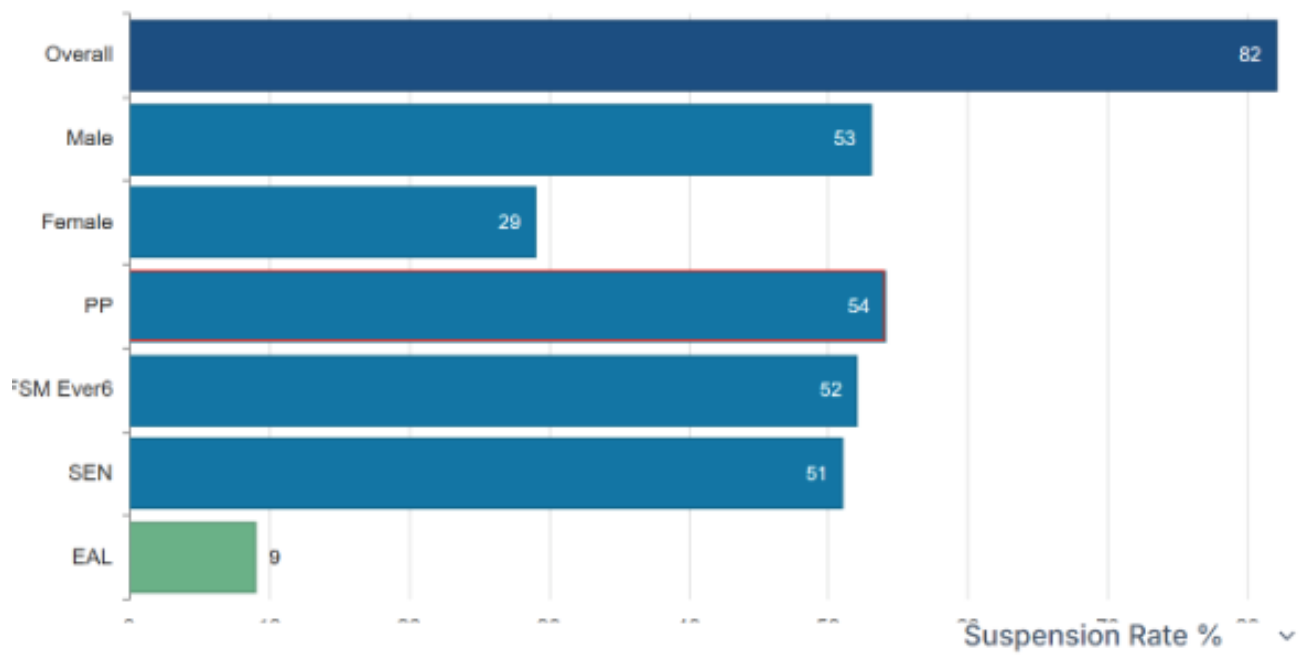
Attendance in 2024-25 followed trends seen nationally for pupil premium students. The scale used below is selected to clearly show the existence of an attendance gap, but the actual figures show an average of 84.2% attendance for Pupil Premium, against the 89.5% school average.

Non-Pupil Premium students had an attendance rate of 91.7%.



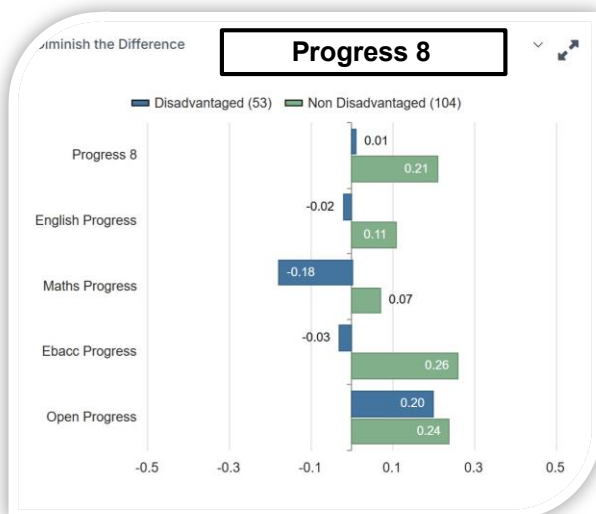
Suspensions in 2024-25 decreased from 119 to 82, with a drop in suspension days from 93 days to 53 days. The proportion of suspensions for Pupil Premium students saw a slight decrease from 68% to 66%, with a significantly reduced pupil premium suspension rate from 31% to 19.08%.

Here is our sub-group breakdown for number of suspensions and suspension rate, highlighting that they remain our largest group affected by suspensions, and therefore remain a target for improvement:





Summer 2024 Results were less impacted by school refusers, but there is still a consequence on headline data from those absent from lessons. For context, the overall **Progress 8 figure was +0.14**, and removing these non-attenders changes our **Progress 8 score to -0.28**. This data below includes those nonattenders first:

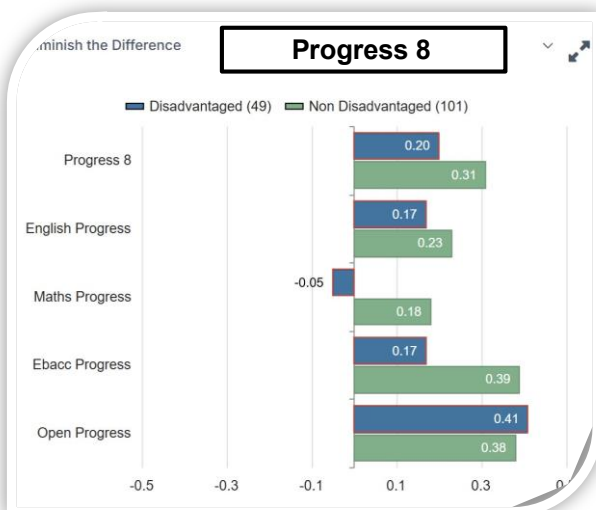


- **Pupil premium students** overall achieved a Progress 8 score of **+0.01**, a massive jump of +0.61 from last year. The gap is much better from **Non-PP** achieving **+0.21**.
- The largest gap was seen in **Ebacc subjects**, with a difference of **-0.29**
- The smallest gap was seen in **English Progress** with a difference of **-0.13**
- **Maths** had a gap of **-0.25**, but the gap in **Open progress** is tiny at **-0.04**.

○ **This overall figure is a significant improvement of +0.61 compared to 2022-23 Results.**



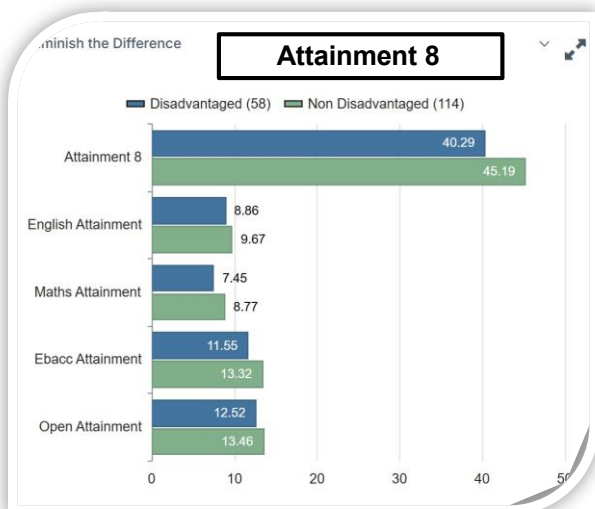
However, when you remove those nonattenders, here is the new picture for Progress 8:



- **Pupil premium students in school** overall achieved a Progress 8 score of **+0.20**, reducing the gap further to -0.11.
- The largest gap is now seen in **Maths progress**, with a difference of **-0.23**
- The smallest gap is still seen in **Open Progress**, with pupil premium students actually outperforming non-disadvantaged students by **+0.03**.
- **Ebacc** subjects showed a much larger gap than **Open bucket** subjects, with a gap of **-0.22**.



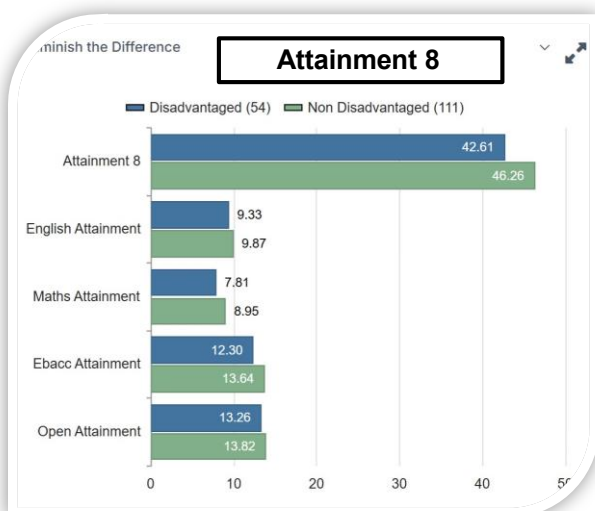
Summer 2023 Results were impacted by a larger number of school non-attenders than usual. For context, the overall **Attainment 8 figure was 43.54**, and removing these non-attenders changes our **Attainment 8 Score to 45.07**. This data below includes those non-attenders first:



- **Pupil premium students** overall achieved an Attainment 8 score of **40.29**, a disappointing figure compared to **Non-PP** achieving **45.19**.
- However, the gap across key areas is fairly consistent with no major outlier:
 - **Eng gap:** -0.81
 - **Maths gap:** -1.32
 - **Ebacc gap:** -1.77
 - **Open gap:** -0.94



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

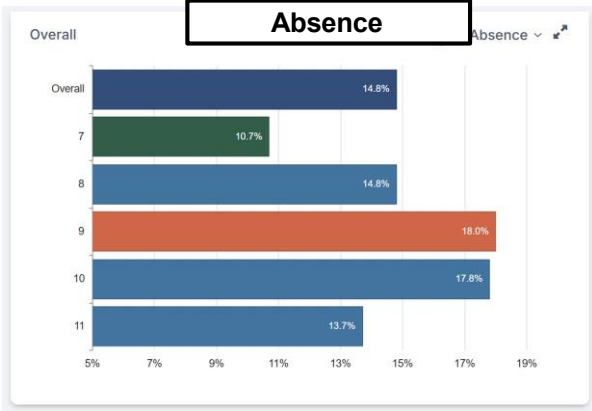
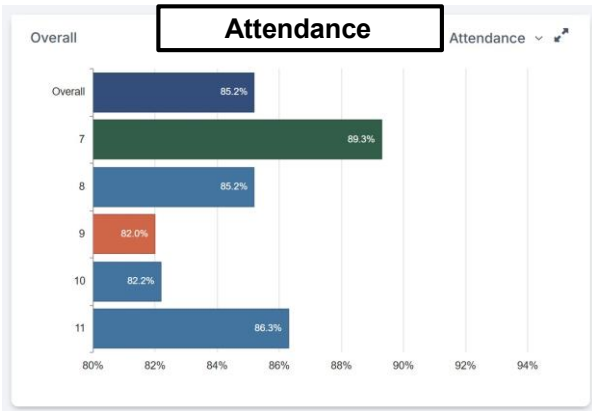


- **Pupil premium students in school** overall achieved an attainment 8 score of **42.61**, reducing the gap from -4.9 to **-3.65**.
- The gaps are now much smaller in most areas, as follows:
 - **Eng gap:** -0.54
 - **Maths gap:** -1.14
 - **Ebacc gap:** -1.34
 - **Open gap:** -0.56



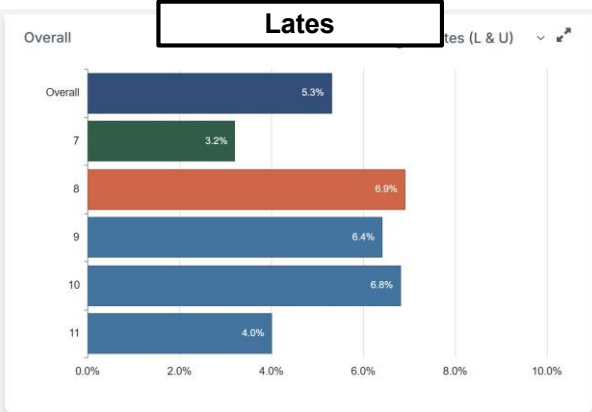
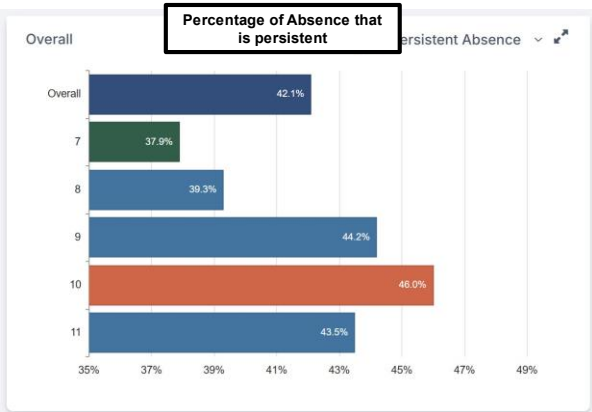
Headline Figures (06/09/2023 - 01/06/2024)

Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Severely Absent (<50%)
85.2%	14.8%	42.1%	7.7%	7.1%	5.3%	22 7.4%



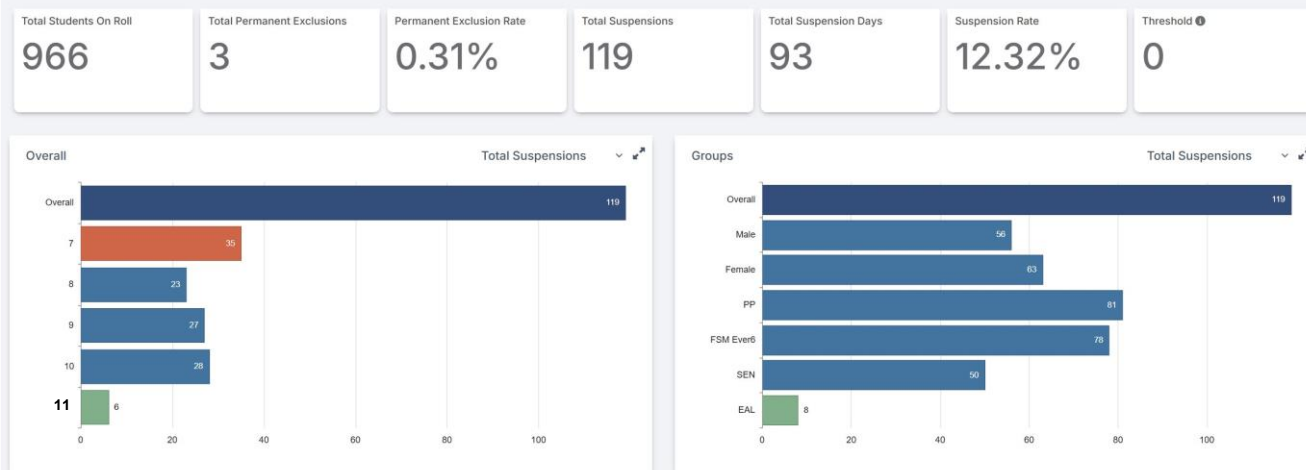
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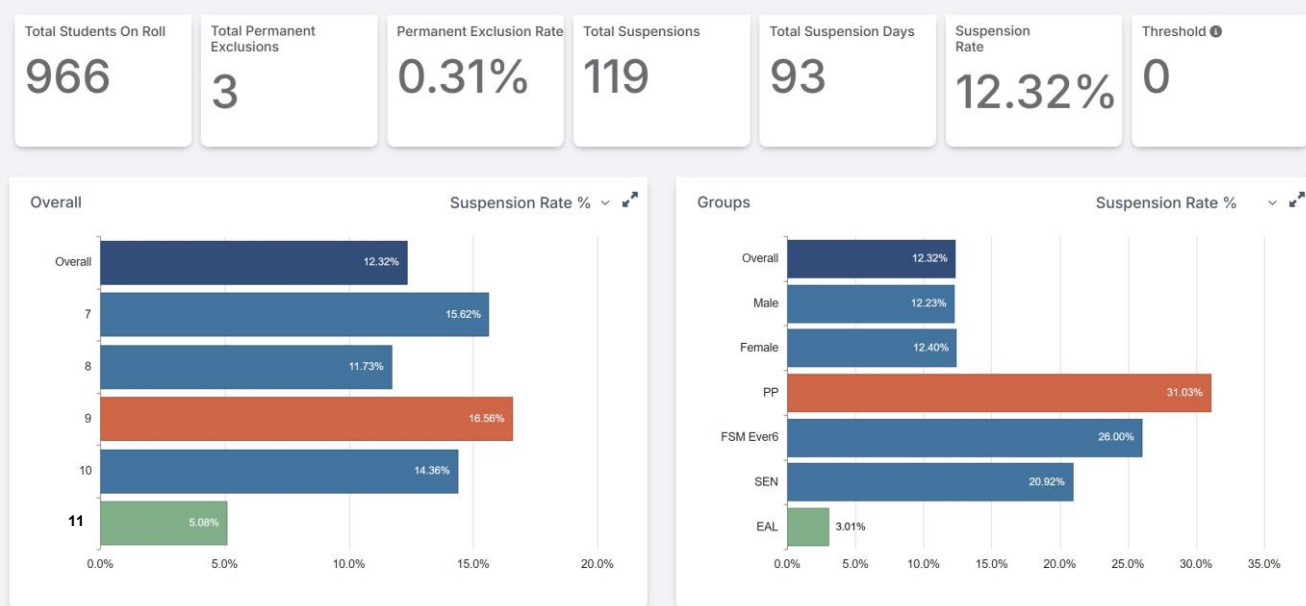
Headline Figures (01/09/2023 - 19/07/2024)



- Pupil premium students make up 68% of all suspensions. The Suspension Rate for Pupil Premium students is 31%, down from last year.



Headline Figures (01/09/2023 - 19/07/2024)



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:

Programme:

Absolute Education	Word Wasp
Flash Academy	Lexia
STAR Reader	CPOMS
Accelerated Reader	Careers Torch
TUTE	Alternative Provision Providers
Summer School	Community Police Workshops
FFT Aspire	Inclusive Attendance

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.

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
- Ensuring accurate and timely intervention