

## **PUPIL PREMIUM PLAN 2019-2020**

Main barriers to educational achievement that our disadvantaged children face:

- Lack of reading and access to rich language and literary heritage.
- DA students typically lack social and cultural capital.
- HA DA students have poorer outcomes than their more advantaged peers.
- DA students lack academic literacy, fluency, and sophistication with language.
- Disproportionate number of DA students miss homework deadlines and are issued with C3s.
- DA students are typically less likely to take up music tuition.
- Research evidence shows that effective and timely feedback yields most gains in learning
- DA students with SEND face greater barriers to achievement.
- DA students with EAL / NTE face added barriers in acquiring English skills and in developing academic literacy
- DA students are more likely to have behaviour points and consequences.

Date of Pupil Premium Strategy review: September 2020

Research based	Objective	Actions	Desired outcome	Impact
1. 'Pupil premium should sit at the heart of a whole school effort with all staff understanding the strategy and their role within it' The EEF Guide to Pupil Premium (2019)	To ensure each member of staff is clear about the collective responsibility we have toward all disadvantaged students.	<ul style="list-style-type: none"> <li>- Use professional learning time to raise awareness of DA students &amp; all staff responsibility across the school highlighting the Rushey Mead guiding principle of commitment to social mobility. <i>HMU</i></li> <li>- Professional Learning used to raise awareness of DA and share strategies to raise achievements for DA students. <i>DA Champions. HMU</i></li> <li>- Leaders of key groups of students share information about DA students with DA Champions. <i>MCL / VSH / TYU</i></li> </ul>	<ul style="list-style-type: none"> <li>- Teachers use seating plans to effectively plan for inclusion of DA students</li> <li>- DA students are targeted for cold calling more than others</li> <li>- There is a shared understanding amongst all staff that the best strategy for reducing the gap is quality-first teaching through direct instruction.</li> </ul>	
2. 'Disadvantaged students benefit from high quality Curriculum design' The EEF Guide to Pupil Premium (2019)	To design a curriculum clearly and coherently. It is planned and sequenced which allows knowledge and skills to build cumulatively.	<ul style="list-style-type: none"> <li>- MLs continue to refine their SOW to improve their curriculum, carefully selecting the language taught. <i>Curriculum Leaders</i></li> <li>- Vice Principal for Curriculum quality assures improved faculty curriculum and ensures a high % of DA students study the Ebacc subjects. <i>VBA</i></li> </ul>	<ul style="list-style-type: none"> <li>- All curriculum have clear intent</li> <li>- Links are made between core knowledge.</li> <li>- Curriculum is sequenced in a coherent way and is deep and challenging for all</li> <li>- There are explicit links made between concepts.</li> <li>- Key vocabulary is explicitly taught.</li> </ul>	
3. 'Ensuring an effective teacher is in front of the class and that every teacher is supported to keep improving is the key ingredient of a successful school and should be the top priority for Pupil Premium spending'	To ensure that all teachers have a consistent approach and DA students benefit from quality first teaching.	<ul style="list-style-type: none"> <li>- Dedicated professional learning time to train teachers on the implementation of the curriculum through the Rushey Mead Principles of Direct Instruction <i>HMU / JBL</i></li> <li>- Carry out a review of the subject specialism of every teacher, degree versus subject taught. <i>HMU</i></li> </ul>	<ul style="list-style-type: none"> <li>- Observations and Learning Walks show that all teachers are using the principles of direct instruction in their lessons</li> <li>- Teaching &amp; learning across the school is Outstanding or at least Good.</li> <li>- That there is explicit teaching of required knowledge.</li> </ul>	

<p>The EEF Guide to Pupil Premium (2019)          'Highly competent teachers ensure students from disadvantaged backgrounds learn just as much as those from advantaged backgrounds.'          Dylan Wiliam (2009)</p>		<ul style="list-style-type: none"> <li>- Put in support and/or training to develop and enhance subject knowledge where necessary. <i>HMU</i></li> <li>- Ensure time-saving, timely ongoing verbal feedback is being given constantly to help students improve their work live in the classroom. <i>JBL / Curriculum Leaders</i></li> </ul>	<ul style="list-style-type: none"> <li>- DA students are not further disadvantaged by ineffective teaching or lack of subject knowledge.</li> </ul>	
<p>4. 'Metacognitive strategies can be worth the equivalent of an additional +7 months progress when used well. The potential impact of these approaches is very high, particularly for DA pupils.'          The EEF Guide to Pupil Premium (2019)</p>	<p>To ensure students are able to memorise and recall knowledge through the skills that they have been taught.</p>	<ul style="list-style-type: none"> <li>- Assemblies to teach learning skills for each year group relevant to age. <i>JGA / AGL</i></li> <li>- These skills are embedded &amp; revisited through the tutor time programme resources. <i>JGA</i></li> <li>- Conduct surveys to capture student voice and impact. <i>JGA / AGL</i></li> <li>- Professional Learning Mondays delivered to all staff, dedicated to the principles of Direct Instruction including a focus on metacognitive strategies. <i>JBL</i></li> <li>- Communicate with teaching staff so that practice is being spoken about in the classroom. <i>JGA / AGL/ JBL</i></li> </ul>	<ul style="list-style-type: none"> <li>- DA students know how to memorise and embed in long term memory.</li> <li>- DA students know more and remember more over time.</li> <li>- Student surveys show learning impact &amp; students are able to articulate this when asked.</li> <li>- Teachers explicitly talk about metacognitive skills in the classroom.</li> </ul>	
<p>5. 'Careful planning make a huge impact on the outcomes of disadvantaged children.'          The EEF Guide to Pupil Premium (2019)</p>	<p>To ensure planned lessons consider and include aspects of the Rushey Principles of Direct Instruction.</p>	<ul style="list-style-type: none"> <li>- Faculties to use collaborative planning directed time to plan lessons together sharing expertise and reducing workload. <i>Curriculum Leaders / Teaching Staff</i></li> <li>- Curriculum leaders support new and recently qualified staff to develop strategies to meet the needs of disadvantaged students. <i>Curriculum Leaders</i></li> </ul>	<ul style="list-style-type: none"> <li>- Lessons are planned focusing on aspects of Direct instruction so that teaching has the biggest impact on the outcome of disadvantaged students.</li> </ul>	
<p>6. 'High-quality interventions have a big impact on the</p>	<p>To improve outcomes for targeted DA students through</p>	<p><i>DA Champions</i> to:</p> <ul style="list-style-type: none"> <li>- raise expectations and aspirations for DA students.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual barriers (academic and non-academic) are identified and targeted</li> </ul>	

<p>outcomes of struggling Pupil premium students.’ The EEF Guide to Pupil Premium (2019)</p>	<p>thorough monitoring &amp; reporting of progress and improved whole-school communication.</p>	<ul style="list-style-type: none"> <li>- identify the academic barriers to learning for targeted students</li> <li>- seek the best strategies and help students make the next step in their learning.</li> <li>- identify the non-academic factors that may support students; improving attendance, behaviour or social and emotional support &amp; put strategies in place to support them.</li> <li>- use the data and liaise with other key staff SENCO / librarian / HOY / NTE lead / HA lead.</li> <li>- liaise with curriculum leaders when patterns and trends are identified within a particular subject</li> <li>- use this information to decide which students need more intense intervention and which students need a lighter touch intervention</li> <li>- share this key information with teachers; advice cards, round robin emails</li> <li>- ensure key staff / HA coordinator / NTE Lead / SENCO / Behaviour team are notified of key barriers to learning for targeted students and their expertise is used to ensure outstanding progress through effective interventions.</li> <li>- produce detailed qualitative and quantitative reports termly outlining actions and impact for key high profile DA students.</li> <li>- direct students to homework clubs</li> <li>- respond quickly to DA poor attendance SCA</li> </ul>	<p>individual interventions are put in place to overcome them.</p> <ul style="list-style-type: none"> <li>- Communication between DA Champions, leaders of key groups and teachers of targeted students is improved.</li> <li>- DA students make good progress against targets and are receiving appropriate support.</li> <li>- Detailed reports are produced to analyse &amp; report on targeted student progress.</li> <li>-Attendance improves.</li> <li>-Behaviour improves shown by reduced consequences.</li> <li>- Team of key staff work together in a coherent manner to ensure best outcomes for DA.</li> <li>-Homework rates improve and homework C3s reduce.</li> </ul>	
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<p>7. 'Better behaviour benefits everyone' Tom Bennett Independent review of behaviour in schools 2017</p>	To improve behaviour and ensure a culture of consistency	<ul style="list-style-type: none"> <li>- 'Together Stronger' continues to be promoted whole school. <i>RGR</i></li> <li>- <i>DA Champions</i> to share information and flag concerns to the relevant behaviour mentor.</li> <li>-Effective strategies put into place to help improve behaviour.</li> <li><i>Behaviour mentors</i></li> </ul>	<ul style="list-style-type: none"> <li>- All staff have high expectations of all students including DA.</li> <li>- A common language for discipline is adopted through 'Together, Stronger' scripts.</li> <li>- DA students make good progress against targets and are receiving appropriate support from behaviour mentors.</li> <li>- There is a reduction in the number of consequences and FTE for DA students.</li> </ul>	
<p>8. DA students benefit from high and varied extra-curricular life</p>	To ensure that disadvantaged students have a rich and varied diet of enrichment and participate in after school enrichment activities which builds their social and cultural capital.	<ul style="list-style-type: none"> <li>- <i>Tutors</i> ensure that DA and harder to reach students are targeted for mentoring, promoting the Rushey passport so that they are encouraged to engage in the wider school life.</li> <li>- <i>Tutors and teaching staff</i> encourage DA students to take part in a range of activities, including the student leadership opportunities.</li> <li><i>CKU</i></li> <li>- HOFs to ensure that extra capacity in the department is allocated to someone to develop extra-curricular to increase involvement in local and national competitions. <i>Curriculum Leaders</i></li> <li>- Support DA students financially to partake in trips to increase their</li> </ul>	<ul style="list-style-type: none"> <li>- DA students are well represented on trips and in extracurricular activities</li> <li>- Cultural inclusion; DA students learn new skills which in turn supports connections and socialisation with others.</li> <li>- DA students increase their cultural capital through taking part in competitions.</li> </ul>	

		<p>cultural capital. <i>DA Champions / GSA</i></p> <ul style="list-style-type: none"> <li>- Monitor the uptake of DA students going to clubs through the Rushey passport and actively target those who have not participated. <i>HMU</i></li> </ul>		
<p>9. 'Reading comprehension data shows that disadvantaged pupils consistently underperform relative to their peers nationally.' Effective Pupil Premium A guide developed by the Teaching Schools Council 2018</p>	<p>To promote high level reading skills and reading for enjoyment and through this improve literacy, fluency and sophistication of language.</p>	<ul style="list-style-type: none"> <li>- Encourage the uptake of reading and using the library.</li> <li>- Track and monitor the use of library by DA students. <i>BHA</i></li> <li>- Support the targeted DA students with accessing the library running reading sessions during tutor time. <i>BHA</i></li> <li>- Create reading schemes to encourage DA students to read. <i>KRY / BHA</i></li> <li>- Poetry off by heart for all students to learn in tutor time. <i>KRY</i></li> <li>- Create a calendar of reading events. <i>BHA / KRY</i></li> <li>- Ensure the KS3 and KS4 curriculum in English provides access to rich language and literary heritage. <i>KRY / SAL / VBA</i></li> </ul>	<ul style="list-style-type: none"> <li>- Disadvantaged students read widely, build cultural capital and develop their language and vocabulary so that they achieve in line with their peers.</li> </ul>	
<p>10. DA students are typically less likely to take up music tuition</p>	<p>To give DA students the opportunity to excel at instrument playing and build their cultural capital.</p>	<ul style="list-style-type: none"> <li>- Music scholarship project offered in multiple years. ( current year 7,9 &amp; 11)</li> <li>- Support students to learn new creative skills.</li> <li>- Analysis of music group progress against targets created post tracking</li> <li>- Analysis of A2L</li> </ul> <p><i>MRU</i></p>	<ul style="list-style-type: none"> <li>- DA students learn to play an instrument and gain wider life-enhancing benefits such as instilling self-discipline.</li> <li>- Positive progress made against targets.</li> <li>- High grades shown in their attitude to learning.</li> <li>- Students build their cultural capital through music.</li> </ul>	
<p>11. 'More support is needed to ensure DA pupils are given vital additional support with their homework in order to keep up</p>	<p>To reduce the number of DA students receiving</p>	<ul style="list-style-type: none"> <li>- Homework club support each day to ensure disadvantaged students complete homework and make progress. <i>TAs /ZKA</i></li> </ul>	<ul style="list-style-type: none"> <li>- Number of DA students receiving consequences for homework is reduced.</li> <li>- Additional support given to DA students so that they keep up with their peers.</li> </ul>	

<p>with children of similar ability from more affluent backgrounds.’ The Sutton Trust: Poorer Pupils Get Less Homework Help 2017</p>	<p>consequences for homework</p>	<p>- New homework system to increase parental engagement &amp; further support students with their homework. <i>JGA</i></p>	<p>-Students build good homework habits and improve their organisation skills.</p>	
<p>12. The number of DA students who are NEET is higher than the national average for others 92% DA RMA vs 94% others nationally</p>	<p>To reduce the NEET gap between DA RMA and national others by improving careers guidance for disadvantaged students</p>	<p>- <i>DA Champions</i> to use resources to raise aspirations and to engage with students about their futures. - Improve careers guidance for disadvantaged students <i>ZCO / Careers team</i> - Dedicated work experience offer for DA students <i>ZCO / Careers team</i> - Relatable role-models from business to give talks in school. <i>ZCO / JGA / AGL</i> -Monitor next-step choices at post-16 to ensure it reflects high aspirations. <i>ZCO / Careers team</i> -Provide opportunities to visit universities to raise ambition. <i>ZCO / Careers team</i></p>	<p>- The NEET gap between DA RMA and national others is reduced. - DA students enrol for courses which reflects high ambition.</p>	