PUPIL PREMIUM PLAN 2020-2021

Main barriers to educational achievement due to COVID and school closures that our disadvantaged children face:

- Gaps in learning

- Access to digital resources, laptops

- Vocabulary acquisition reduction during time at home

- Attendance

Main general 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.

- **Progress and Attainment of Disadvantaged Students 2019-2020**

- The **overall Progress 8 score** for DA is less than in 2019 (+0.73) at +0.69, whilst Progress 8 score for **others has improved from +1.06 in 2019 to +1.29 in 2020**, so both are indicating to be significantly positive again.

- For the strong pass (5+) threshold, **57% of the DA students** achieved the BASICS compared to 56% in 2019 and the **gap closed** compared to others in school from **-5.5 in 2019 to -4.0 in 2020**. Others performed similarly to last year with 61% achieving this measure in compared to 62% and 61% in previous years, showing that the gap closed due to an **improvement in the attainment of DA students**.

- For BASICS 5+ the gap is positive against national average of +5 as 57% of RMA DA students achieved this measure compared to 50% others nationally (2019).

- There is a **smaller gap for 4+ BASICS in 2020** compared to 2019 between DA students and others in school with 74% of DA students compared to 77% of others, leading to a gap of -2.4, compared to   -9.4 in 2019.

Date of Pupil Premium Strategy review: September 2021

Research based	Objective	Actions	Desired outcome	Impact
1. 'The closure of schools will disproportionately impact on our most disadvantaged pupils, meaning they fall even further behind their more fortunate peers.' Mark Rowland Unity Research School	To ensure each member of staff is clear about the collective responsibility we have towards all disadvantaged students so that they are not further disadvantaged due to the loss of learning during school closure.	- Use professional learning time to share recent research in order to raise all staff awareness of how school closures have disproportionally negatively impacted DA students. *DA Champions HMU* - Use professional learning time to raise awareness of DA students & all staff responsibility across the school highlighting the Rushey Mead guiding principle of commitment to social mobility. *DA champions HMU* - Professional Learning used to share strategies to raise achievements for DA students. *DA Champions & Assistant Champions* - Leaders of key groups of students share information about DA students with DA Champions. *VSH / TYU*	- There is a shared understanding amongst all staff of the impact school closures have had on DA students and strategies to address this. - Teachers use seating plans to effectively plan for inclusion of DA students - DA students are targeted for cold calling more than others - There is a shared understanding amongst all staff that the best strategy for reducing the gap is quality-first teaching through direct instruction.	
2. 'Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.'	To ensure that all DA students have the necessary means to access home learning and online tuition so that continued progress can be made.	- Staff to report to SLT any DA students who are unable to access home learning due to lack of resources *All Staff* - Provide support and guidance for students on how to use the technology during induction days, tutor times and 1:1 and create booklet to accompany this for students *ASM / MAF*	- No student is disadvantaged or falls behind in learning as a result of not having access to IT device. - All DA students during full or partial school closure can access teaching resources so that academic progress can be made. - Students have been supported and trained in using everything they need for remote learning.	

EEF Rapid Evidence Assessment: Distance Learning		- Train students on how to access and use TEAMS, SatchelOne, email and other platforms needed for remote learning during assertive mentoring sessions in school. *DA Champions* - Purchase IT resources to ensure that students have the access they need to teaching materials *JST*	- Students are able to access all platforms used by the academy for remote teaching and learning and are confident in doing so.	
3. 'There is evidence that tuition delivered by qualified teachers is likely to have the highest impact and that extending school time can have a positive impact on learning as well as improving other outcomes such as attendance and behaviour.' EEF Covid-19 Support guide for schools	To provide opportunities for all students to be supported in their academic learning beyond the school day so that any identified knowledge or skills gaps have been addressed.	- Faculties offer subject specific support to help students to catch up *Curriculum Leaders* Tuition to be provided by teachers in school and online tuition provided through the National Tutoring Programme. *HMU Curriculum Leaders*	Tuition is planned and guided by the school, linked to the school curriculum and focused on the areas where students will most benefit from additional practice or feedback in order to be most effective.	
4. 'Effective remote teaching and learning will mitigate the extent to which the gap widens' 'Careful planning makes a huge impact on the outcomes of disadvantaged children.' The EEF Guide to Pupil Premium (2019)	To ensure planned lessons reflect all aspects of the Rushey Principles of Direct Instruction so that RMA remote learning resources are of an equal high standard to that face to face.	Staff training on remote PL sessions, PL days and PL Mondays to ensure that elements of effective teaching are present in online teaching; explanation, scaffolding, feedback. *JBL* - Faculties to use collaborative planning directed time to plan lessons together sharing expertise and reducing workload. *Curriculum Leaders / Teaching Staff*	- Online lessons are of the same standard as lessons in the classroom following the Rushey Principles of Instruction through creating voice over PowerPoints/videos with clear explanations. - There is a shared understanding amongst all staff that the best strategy for reducing the gap is quality-first teaching through direct instruction. - Lessons are planned focusing on aspects of Direct instruction so that teaching has the biggest impact on the outcome of disadvantaged students.	
5. "Assessment (to help identify gaps and ascertain	- To use high quality diagnostic formative and summative	- Curriculum leaders choose the most effective assessment tasks to give the best diagnostic information	- Gaps in learning are identified and curriculums are amended accordingly	

what learning has been remembered / forgotten) was identified as the top priority by headteachers to support disadvantaged students when schools reopen for all pupils" TeacherTapp, May 2020 'Providing opportunities for professional development e.g. focused training on the effective use of technology is valuable' EEF Covid – 19 Support Guide for schools	assessment to identify gaps in learning and to inform responsive teaching and additional support.	about the prerequisite knowledge, skills and competencies we want our students to develop through the school curriculum *– Curriculum Leaders* *- SLT* to monitor progress in Line Management meetings and lesson observations. -Train staff through professional learning time to use Microsoft teams as a means of formative assessment to spot gaps in learning and inform CAGS if *necessary HMU Digital Champions*	- Assessment targets common misconceptions and responds to hem effectively - Frequent low stakes questions are embedded across all departments both remote and in class teaching to support retrieval and review of key knowledge and concepts - Rigorous diagnostic assessment is used to ensure that any remote learning addresses historical gaps.	
6. 'Disadvantaged students benefit from high quality Curriculum design' The EEF Guide to Pupil Premium (2019)	To reflect on the curriculum and ensure it is coherently planned and sequenced which allows knowledge and skills to build cumulatively and that it allows for curriculum recovery as a result of school closures.	- To ensure that subject leaders review the curriculum on an ongoing basis and identify any gaps in knowledge resulting from COVID 19 school closure and make necessary adjustments to sequence/streamlining. *Curriculum Leaders* - Continue to use PL and faculty time to develop the curriculum further and support teachers to address gaps in knowledge and move learning on. *HMU VBA* - MLs continue to refine their SOW to improve their curriculum, carefully selecting the language taught. *Curriculum Leaders* - MLs review the curriculum with DA students in mind so that it is inclusive, with a multiple focus on language, metacognitive strategies and acquisition of knowledge.	- Academic Baselines have been completed which has provided the information needed to look at students gaps in knowledge so that the curriculum can be adjusted as necessary. - The content of the curriculum is reviewed on an ongoing basis to ensure that gaps in student learning during Covid19 Closure have been addressed. - Subject curriculum is inclusive, with a multiple focus on language & metacognition. - Links are made between core knowledge. - Curriculum is sequenced in a coherent way and is deep and challenging for all - There are explicit links made between concepts. - Key vocabulary is explicitly taught.	

		- Vice Principal for Curriculum quality assures faculty curriculum for sequence and content and ensures a high % of DA students study the Ebacc subjects. *VBA*		
7. 'Small group and one to one structured interventions are a powerful tool to address gaps in learning' The EEF Guide to Supported School Panning 'High–quality interventions have a big impact on the outcomes of struggling Pupil premium students.' The EEF Guide to Pupil Premium (2019)	To improve outcomes for targeted DA students through thorough monitoring & reporting of progress and improved whole-school communication so that DA students are not further disadvantaged by school closure.	*DA Champions* & Assistant DA Champions to: - raise expectations and aspirations for DA students. - identify the academic barriers to learning for targeted students - seek the best strategies and help students make the next step in their learning. - identify the non-academic factors that may support students; improving attendance, behaviour or social and emotional support & put strategies in place to support them. - use the data and liaise with other key staff SENCO / librarian / HOY / NTE lead / HA lead. - liaise with curriculum leaders when patterns and trends are identified within a particular subject - use this information to decide which students need more intense intervention and which students need a lighter touch intervention - share this key information with teachers; advice cards, round robin emails - 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	- DA students benefit from one to one and small group tuition as a catch-up strategy - Individual barriers (academic and non-academic) are identified and targeted individual interventions are put in place to overcome them. - Communication between DA Champions, leaders of key groups and teachers of targeted students is improved. - DA students make good progress against targets and are receiving appropriate support. - Detailed reports are produced to analyse & report on targeted student progress. -Attendance improves. -Behaviour improves shown by reduced consequences. - Team of key staff work together in a coherent manner to ensure best outcomes for DA. -Homework rates improve and homework C3s reduce.	

		outstanding progress through effective interventions. - produce detailed qualitative and quantitative reports termly outlining actions and impact for key high profile DA students. - direct students to homework clubs - respond quickly to DA poor attendance *SCA*		
8. 'Better behaviour benefits everyone' Tom Bennett Independent review of behaviour in schools 2017	To improve behaviour and ensure a culture of consistency in spite of school partial or full closure.	- Behaviour policy 'Together Stronger' continues to be promoted whole school. *RGR* - Training for all staff explaining the possible effect of Covid19 on behaviour and ensure that there is a shared understanding. *RGR* - Behaviour policy is updated and adjusted in light of Covid19 and this is shared with all staff. *RGR* - *DA Champions* to share information and flag concerns to the relevant behaviour mentor. -Effective strategies put into place to help improve behaviour. *Behaviour mentors*	- All staff have high expectations of all students including DA. - A common language for discipline is adopted through 'Together, Stronger' scripts and there is a shared understanding of expectations amongst all staff. - DA students make good progress against targets and are receiving appropriate support from behaviour mentors. - There is a reduction in the number of consequences and FTE for DA students.	
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	To promote high level reading skills and reading for enjoyment and through this improve literacy, fluency and sophistication of language.	- Create recommended reading lists that are subject specific. *BHA* -Encourage the uptake of reading, use of the library & track and monitor the use of library by DA students. *BHA* - Ensure the KS3 and KS4 curriculum in English provides access to rich language and literary heritage. *MCL / SAL / VBA*	- Disadvantaged students read widely, build cultural capital and develop their language and vocabulary so that they achieve in line with their peers and the gap is reduced.	

		- There is a shared understanding of what it means for both students and staff to 'Read like a Scholar' through whole school training - Schemes of work and school website pages are precise about which reading we want our students to do to help gain wider knowledge. - Dedicated tutor time to reading. - Devise and promote calendar of reading events. *VBA MCL SAL BHA*		
10. "In reality the word gap will depend upon your circumstances rather than your choices – your home, your family, the richness of language and relationships, the presence of books and conversations, the habits you form as you grow up. These are things largely beyond our control." Geoff Barton 'Why Closing the Word Gap Matters': An Oxford Language Report'	To further develop the use of extensive vocabulary across the curriculum by ensuring that students are encouraged and supported to learn and use subject-specific, professional and technical vocabulary.	- Explicit teaching of key terms and tier vocabulary - All tutor groups receive a fortnightly introduction to the 'five words of the fortnight' during a tutor time session and these are further embedded in assemblies and on plasma - Vocabulary ambassadors to deliver reading tutor session to Year 7 and 8 tutor groups with a key focus on developing vocabulary - Standard approach to teaching of vocabulary utilised across all subjects, as exemplified in the tutor time PowerPoints. *VBA*	The vocabulary gap between DA students and others is diminished as a result of specific subject vocabulary and tier 2 words being explicitly taught during lessons and during tutor time.	
11. '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.'	To ensure students are able to memorise and recall knowledge through the skills that they have been taught and that these skills continue to be taught to all students during	- Stream / record presentations to send to students during school closure which continues to teach students how to memorise. - Use digital communication to contact staff about their use of metacognition terminology and how the practice taught to students is	- DA students are not further disadvantaged by school closures and still have access to metacognitive strategies presentations and assemblies. - DA students know how to memorise and embed in long term memory. -DA students know more and remember more over time.	

The EEF Guide to Pupil Premium (2019)	partial or full school closure.	being embedded in their subject through the digital learning platform and remote teaching. - Assemblies to teach learning skills for each year group relevant to age. *JGA / AGL* - These skills are embedded & revisited through the tutor time programme resources. *JGA* - Conduct surveys to capture student voice and impact. *JGA / AGL* - Communicate with teaching staff so that practice is being spoken about in the classroom. *JGA / AGL/ JBL*	- Student surveys show learning impact & students are able to articulate this when asked. - Teachers explicitly talk about metacognitive skills in the classroom.	
12. 'Whilst there have been substantial improvements in university participation among students from disadvantaged backgrounds in recent years, the gap between disadvantaged students and their advantaged peers remains significant, particularly at the most selective universities.' Gill Wyman -Disadvantaged students and the university admissions process	To reduce the NEET gap between DA RMA and national others by improving careers guidance for disadvantaged students and to ensure DA students have access to careers guidance and work experience opportunities in spite of school closures.	-Ensure careers events are held virtually due to COVID restrictions including mock interviews, virtual careers evening, virtual work experience. - Improve careers guidance for disadvantaged students & provide opportunities to visit universities to raise ambition. *MBU / SSE / EME/ HMU*	- DA students all have careers guidance and work experience opportunities in spite of school closures. - The NEET gap between DA RMA and national others is reduced. - DA students enrol for courses which reflects high ambition.	
13. DA students are typically less likely to take up music tuition.	To give DA students the opportunity to excel at instrument playing and build their cultural capital.	- Music scholarship project offered in multiple years. (current year 8 & 10) - Music lessons continue via TEAMS in school closure. - Support students to learn new creative skills. - Analysis of music group progress against targets created post tracking	- DA students learn to play an instrument and gain wider life-enhancing benefits such as instilling self-discipline. - Positive progress made against targets. - High grades shown in their attitude to learning. -Students build their cultural capital through music.	

		- Analysis of A2L *MRU SPE*		