

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rushey Mead Academy
Number of pupils in school	1726
Proportion (%) of pupil premium eligible pupils	352= 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Vicky Barwell
Pupil premium lead	Helen Mugglestone
Governor / Trustee lead	Sally Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,160
Recovery premium funding allocation this academic year	£51,765 (this is an provisional allocation)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,515 (draft amount until accounts completed)
Total budget for this academic year	£400,440

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

One of our Rushey Mead guiding principles is our commitment to social justice, social mobility and developing the whole child. As such, our intention is that every student has access to high-quality provision, achieving highly both academically and non-academically, regardless of prior attainment, need or background. We ensure that disadvantaged students increase their cultural capital through enrichment activities and have numerous Pupil Premium music scholarship groups.

Our strategy is to implement a pupil premium plan so that common challenges and individual needs will be addressed. We recognise that Pupil Premium is a poor proxy for disadvantage, so our approach will continue to focus on whole school activities for the benefit of all, whilst encompassing very tailored individually targeted interventions alongside increasing cultural capital and the strength of all these working together.

Our approach has always been and will continue to be multifaceted to address very complex needs. We will continue to target everything from emotion to organisation, social to academic. We acknowledge that supporting a disadvantaged student involves everyone from teachers, mentors, tutors parents, pastoral teams, SENCO & outside agencies.

Through high expectations, appropriate support, a strong pastoral team & our dedicated team of Pupil Premium Champions, we aim to break down individual barriers so that students from disadvantaged background achieve and succeed in all areas whilst in our care.

Through the focus of our intention, non -disadvantaged students will also benefit from our strong curriculum design and high-quality teaching. There is no alteration of curriculum provision for disadvantaged students as we believe strongly that an ambitious curriculum is the entitlement of all. We ensure that each member of staff is clear about the collective responsibility toward all disadvantaged students and that there is a shared understanding that the best strategy for reducing the gap is quality-first teaching through direct instruction.

The focus of our Pupil Premium strategy will be on the following:

- High quality teaching & curriculum high quality to impact all students
- Pupil Premium Champions providing individual targeted academic & non-academic support
- Addressing the low levels of literacy in our school, with 80% of students EAL which has been further hindered due to the impact of school closures. Support

students in all years to catch up in English and maths by providing extra resources and teaching.

- Ensure students have access to all learning both in school and out through providing resources & technology
- Focus on the whole child, widen cultural capital & raise aspirations by funding trips, experiences, University visits
- Strengthen wider support provision for our most vulnerable students and families including those who may be disadvantaged but not receiving the Pupil Premium

We will continue to constantly review and refine the current strategies in our multi-faceted and enriching Pupil Premium plan, so that the disadvantaged students are not further disadvantaged due to the loss of learning during school closure

Challenges

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

Challenge number	Detail of challenge
1	Disadvantage is far more than pupil premium and these students are not a homogeneous group. Students face a multitude of complex needs: SEMH, mobility, socio-economic disadvantage, low-levels of parental support, lack of exposure to study skills, lack of social activities. As well as a lack of exposure and access to technology, experiences, cultural capital, high aspirations. The school closures have had a disproportionate impact on our most disadvantaged pupils and we need to be adaptable to respond to new needs as they arise.
2	Assessments, observations and discussion with KS3 pupils indicate that pupils in our school generally have lower levels of reading comprehension than their peers nationally. This can impact their progress in a number of subjects. On entry to year 7 in the last 5 years, student profiling shows that on average, 36% of our pupils arrive below age-related expectations and 80% of our cohort are EAL. Low level of language acquisition and comprehension leads to low levels of literacy and language with a high vocabulary gap, impacting on all areas of the curriculum. This gap has been exacerbated by school closures as many students spent increased time in poor language environments at home and some reverted to speaking in their first language.
3	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with worded application questions and

	<p>geometrical reasoning, impacted further when coupled with low levels of literacy.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 15- 28% of our disadvantaged pupils arrive below age-related expectations, compared to 14 - 22% of their peers.</p>
4	<p>Our assessments, observations and discussion with pupils and staff suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps in pupils falling further behind age-related expectations particularly in English</p>
5	<p>Our surveys, observations, discussions with students & Designated Safeguarding Lead show that there is a larger number of students who are struggling with attendance, behaviour and who need social and emotional support. The number of students now having sessions with the school counsellor due to anxiety, depression and low self-esteem has doubled from pre to post pandemic.</p> <p>Last year there were 76 students referred to the school councillor, 37 of whom were receiving the Pupil Premium, compared to 22 with 5 receiving the Pupil Premium in 2018.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students who were most impacted by school closure and need to catch up with literacy and numeracy & other subject areas, are supported in year 7-11 so that they can access the curriculum as a whole and make improved progress.	<p>The tuition sessions are effective, as they are guided by the school, linked to our curriculum and focused on the areas where students will most benefit from additional practice, guidance or feedback.</p> <p>The content of the sessions is informed by formative assessment and student tracking data so that gaps reduce and progress is made by those targeted students demonstrated by assessment data and tracking data.</p>
Targeted students perform well in their identified areas for improvement of reading, writing and or spelling and make accelerated progress so that they can gain	Assessment data and termly tracking data demonstrate that students make progress in their identified areas of improvement.

<p>knowledge and skills to bring their attainment in line with their peers.</p>	<p>Resources and assessments purchased with catch up funding show an impact of improved reading, writing and spelling upon comparing ability at the start to the end of the year</p> <p>Catch up resources purchased by SEN and LDT team & English faculty are used effectively to ensure progress for the weakest readers.</p> <p>Reading, writing and spelling tests show improvements in literacy levels for those targeted students.</p> <p>Appointment of a Reading Tutor proves successful in supporting students to improve literacy levels.</p>
<p>Individual barriers to learning are removed and the targeted Pupil Premium & vulnerable students are supported in their personal and academic growth.</p>	<p>Termly tracking data shows that Interventions have an impact on improving the attitude to learning & diminishing the gaps in learning for targeted students.</p> <p>Organisation and study skills improve, demonstrated by a decrease in homework consequences.</p> <p>Resources are funded.</p> <p>Opportunities and aspirations are improved by increased participation in enrichment activities / opportunities & University visits.</p>
<p>Students are equipped to understand mathematical concepts and through repeated practice of fundamental skills, improve their academic learning so that they make progress in line with their peers.</p>	<p>Thorough monitoring of progress, assessments results and teacher observations demonstrate an improvement in progress for targeted students.</p>
<p>To achieve and sustain improved parental contact, student well-being and attendance for disadvantaged & vulnerable students. Maintaining contact throughout the school holidays when our most vulnerable students are at their most vulnerable.</p>	<p>Attendance figures improve.</p> <p>Qualitative students / parent surveys show that counsellor work is having an impact on student well-being.</p> <p>More students see counsellors more regularly.</p> <p>Improved attendance at breakfast clubs by key students</p> <p>Families are empowered to support students</p> <p>Strong relationships are created with families</p> <p>Most vulnerable are contacted during the holidays.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional resources and programmes for students & capacity & training for staff to address low levels of literacy and language & the high vocabulary gap.</p>	<p>Investment & training in reading and writing programmes (eg Fresh Start, Read Write Inc) improve students' literacy</p> <p>SEN support: A rapid evidence assessment (publishing.service.gov.uk)</p> <p>Direct Instruction</p> <p>A focus on small learning and clearly defined prescribed teaching tasks. Based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning</p> <p>Basic Philosophy (nifdi.org)</p>	<p>1,2,4</p>
<p>To provide PL time and training so that across all subjects:</p> <ul style="list-style-type: none"> - there is strong curriculum design so that each subject curriculum is inclusive, with a multiple focus on language, metacognition & key vocabulary is being explicitly taught. - there is high-quality teaching through Direct Instruction 	<p>The best strategy for reducing the gap is quality-first teaching through direct instruction.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Subject leads use evidence from cognitive science, metacognition and literacy to shape the curriculum.</p> <p>An evidence-informed approach to... Durrington Research School</p>	<p>1,2,3,4</p>

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve outcomes, opportunities and aspirations for targeted DA students through Pupil Premium champion mentoring.</p> <p>This includes funding the Assistant Pupil Premium Champion role so that more Pupil Premium students can benefit from specific targeted interventions based on individual need.</p>	<p>‘Small group and one to one structured intervention are a powerful to address gaps in learning’</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>‘High quality interventions have a big impact on the outcomes of struggling pupil premium students’</p> <p>The EEF Guide to Pupil Premium 2019</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2,3,4,5</p>
<p>Fund school led tutoring & subject expertise to provide specialist tuition sessions for carefully identified students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>

disadvantaged, including those who are high attainers. Engage with the National Tutoring Programme to provide a blend of tuition, particularly for HA DA.		
Provide opportunities for disadvantaged students to increase their attainment through music scholarship groups.	Music tuition & learning to play a musical instrument increased attainment over and above other creative pursuits. Music Lessons Enhance IQ - E. Glenn Schellenberg, 2004 (sagepub.com)	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase staffing capacity to enable more students to access the additional school counsellor and fund new post to support work with the most vulnerable students to create sustained improved parental relationships & engagement.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social & emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social & emotional learning skills are linked with poorer mental health and lower academic attainment. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

<p>Funding after school clubs, trips and residential to ensure all students have access to enrichment opportunities.</p>	<p>Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>1,5</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of other schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 400,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The Pupil premium plan 2020-2021 was highly effective in ensuring that the quality of teaching & learning and contact & support for disadvantaged students remained high during school closures. This limited the impact of Covid 19, ensuring that outcomes for DA students remained high.

According to the school's performance measures 2021:

- Progress 8 score for disadvantaged students was +0.23 in 2021 which is well above NAv.
- Progress 8 score for disadvantaged students, **English**: was in line with NAv.all students.
- Progress 8 score for disadvantaged students in **Maths** was in line with NAv. all students.
- **Progress score for EBACC element** remains outstanding for disadvantaged students and well above national average at +0.53.
- Progress 8 score for disadvantaged students in **science** remains well above national average at +0.46.
- The Progress 8 score for disadvantaged students in **languages** remains positive and well above NAv +0.38.
- The Progress 8 score for disadvantaged students in **humanities** remains above national average at +0.2.
- Average attainment 8 score **per disadvantaged student** was slightly below NAv. for others (49.96 2019).
- The proportion of disadvantaged students achieving the **EBACC 5+** was 19.7%
- 57.7% of disadvantaged students achieved **4+ in BASICS**.
- The proportion of disadvantaged students achieving **5+ in BASICS** was 39.4%.
- % disadvantaged students **entering EBACC at 63.4%** is well above the NAv. 2019 (43%).
- The APS for EBACC for disadvantaged students was similar to 2019 at 4.21.

This was as a result of the successful implementation of the Pupil Premium plan 2020-2021:

- DA students benefited from one to one and small group tuition during which time individual barriers (academic and non-academic) were identified and targeted individual interventions were put in place to overcome them.
- The additional support of Assistant PP Champions increased support for DA students in every year group. Barriers to learning were identified and students were supported overcome them so that they could achieve their full potential.
- IT resources were purchased for the disadvantaged students who needed them which ensured that all students could access home learning and online tuition so that no student fell behind in learning as a result of not having access to IT devices.
- PP Champions used assertive mentoring to ensure that students were aware of how to use the platforms they needed to access remote learning, ensuring academic progress was made.
- Training PowerPoints and support booklets were created providing support and guidance for students which ensured that disadvantaged students were confident and able to access and use everything they needed for their remote learning.
- Staff training on remote learning ensured that lessons were planned focusing on aspects of Direct instruction so that teaching had the biggest impact on the outcome of disadvantaged students.
- Lesson visits and faculty monitoring showed that online lessons were of the same standard as lessons in the classroom following the Rushey Principles of Instruction through voice over PowerPoints or live lessons, this ensured that students continued to learn effectively.
- Effective implementation of remote learning during the school closure and periods of isolation enabled disadvantaged students to continue to make good progress in their learning independently.
- High quality diagnostic assessments were used upon return to school to identify gaps in learning and to inform responsive teaching and additional support for disadvantaged students.
- Faculties provided subject specific support for disadvantaged students which focused on identified knowledge and skills gaps which ensured gaps in knowledge were addressed.
- Once gaps were identified, Curriculum leaders reviewed their curriculum, amending it where necessary to ensure gaps in students' learning during school closure were addressed and moved learning on.
- The content of the curriculum was reviewed on an ongoing basis, each subject curriculum is inclusive with a multiple focus on language, metacognitive strategies and acquisition of knowledge.
- Effective implementation of remote learning during the school closure and periods of isolation enabled students to continue to make good progress in their learning independently. Students explained that remote lessons were well structured and easy to follow with regular retrieval practice activities built in.

Consequently, students felt confident in completing the lessons to a high standard. They highly valued the input from their teachers over Teams as it allowed them to receive support and motivation.

When surveyed:

On average 90% of the students (full cohort including DA students) strongly agreed/agreed that teachers helped them to carry on with their learning when the school was closed or when self-isolating and that they were well-supported.

- Overall 4 students were NEET from the whole cohort which equated to 0.52%, of the 4 students, 2 were DA which equated to 2.82% of DA students NEET.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.