

Pupil Premium and Covid / Recovery premium Report: 2021-2022

Date: September 2022

Disadvantaged¹ pupils by year group

Year group	Disadvantaged number	Disadvantaged percentage
7	75	30.0 %
8	78	32.5 %
9	73	31.3 %
10	60	27.9 %
11	53	27.6 %
12	1	1%
13	1	1%
Total 7-11	339	30%
Total 7-13	341	27%

Total pupil premium funding for current year: £289 365



*Creative
Education
Trust*

¹ Ever6 FSM



Pupil premium expenditure and impact

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils						
<p>Quality First Teaching</p> <p>Implement 'disadvantaged first' strategy in the classroom diminishing gaps to others in school.</p>	£133 105	<ul style="list-style-type: none"> Teaching and Learning strategy is focused on personalisation and supported by high quality CPD. Target disadvantaged pupils first within the classroom. Performance management targets for staff are related to the academic performance of PP pupils. QA is calendared in deep dives, lesson observations and learning walks. Student voice indicates that PP pupils are supported to make progress in line with their peers (others). The progress of Disadvantaged Pupils within the English Bacculaureate subjects continues to improve. The In-school gap for progress and attainment continues to diminish. The progress and attainment gap for Disadvantaged Pupils continues to diminish when compared to national 'Others'. 	<p>Year 11 PP (Dis) Achievement</p> <p><u>Attainment</u></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">Year</th> <th>SPI Data difference (PP compared to non PP)</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>-0.09</td> </tr> <tr> <td>2018-2019</td> <td>-0.13</td> </tr> </tbody> </table> <p>The disadvantaged gap compared to 2019 has effectively remained constant despite the significant impact of Covid.</p> <p>Over the course of the year underperforming disadvantaged students were identified and specific intervention put in place including:</p> <ul style="list-style-type: none"> Saturday School Residential Tutor time intervention National Tutoring Programme After school intervention Holiday intervention Breakfast club and exam briefings <ul style="list-style-type: none"> CPDL delivered to all staff on disadvantaged first strategy. PP data analysed and used to drive actions across the school. Teaching staff – provided (top driven) with rigorous performance management targets. 	Year	SPI Data difference (PP compared to non PP)	2021-2022	-0.09	2018-2019	-0.13
Year	SPI Data difference (PP compared to non PP)								
2021-2022	-0.09								
2018-2019	-0.13								



<p>Targeted and tailored intervention</p> <p>Improved reading comprehension and basic literacy & numeracy skills to ensure full access to the curriculum.</p>	<p>£56 260</p>	<ul style="list-style-type: none"> • PP pupils to receive quality tuition and intervention to address gaps due to lost learning. Diagnosis Therapy and Testing approach to be used to guide intervention. • Improved levels of literacy and oracy of through initiatives such as Debate Mate and Topical Talk. • Strategies implemented for PP pupils successfully diminish performance gaps when compared to peers (others) in school and others nationally. 	<p>Assessment - baseline</p> <p>GL assessments - up to date reading ages for pupils in years 7-10 Specific pupils identified for additional reading intervention where their reading score was significantly below their chronological age.</p> <p>As a result KS2/3 intervention teacher appointed to lead literacy and numeracy in groups of 6 pupils and Y7 English Intervention lessons.</p> <p>Peer reading programme implemented led by sixth form pupils (32 Y7 pupils with a reading age of 9 and 10 targeted for 25 minutes per week).</p> <p>Thinking Reading programme purchased and staff trained. Diagnosis assessments underway with students selected for intervention following so that students are able to decode and therefore access reading activities in lessons</p> <p>Y8-11 Impress the examiner workshops to support skills development and exam technique.</p> <p>Y11 Targeted intervention across EBBAC subjects</p> <p>To April 2022</p> <ul style="list-style-type: none"> • 115 pupils receiving tutor intervention in English, Maths, Science and MFL. 62% of PP pupils receiving the provision. • 156 pupils targeted with afterschool revision sessions in English, Maths, Science, MFL, Geography and History. This provided 321 hours of learning hours to students involved each week. 87% of PP pupils receiving this provision (June 2022). • When combined with tutor intervention all PP students targeted for in school intervention • Advanced materials used to provide tailored revision resources. • Revision briefings provided with targeted resources provided.
--	----------------	--	--



			<p>All half term intervention: 1670 hours of additional tuition accessed by students in Y11</p> <p>Implementation of GCSE Pod – Y10 and 11 Promoted to students and parents weekly via the Year 11 newsletter and HW</p> <p>National Tutoring Programme (NTP) Online tutoring offered. +0.77 performance of PP compared to non PP for subjects students received intervention in</p> <p>School Lead tutoring – Appointment of KS2 – KS3 teacher KS2 Teacher Intervention: 7 week support placements showed and average progress of 6+ months in reading (47% PP = 8 pupils)</p>																
<p>Minimising barriers to achievement</p> <p>To improve the attendance and behaviour of Disadvantaged Pupils and reduce barriers to learning.</p>	<p>£100 000</p>	<p>Attendance for Disadvantaged pupils continues to improve.</p> <p>Persistent absence rates for Disadvantaged pupils is in-line, or better, than national expectations.</p> <p>Environment for learning across school through development of consequence system resulting in disruption free classrooms, so that outcomes at least match and / or exceed those for all other pupils.</p>	<p>Attendance Dis Pupils</p> <table border="1" data-bbox="994 826 1980 1054"> <thead> <tr> <th colspan="4">Attendance Autumn Term Vs National figures</th> </tr> <tr> <th>Group</th> <th>Year to Date</th> <th>Latest National figure (12/07/22)</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90.23%</td> <td>81.20%</td> <td>+9.03%</td> </tr> <tr> <td>FSM</td> <td>85.06%</td> <td>National Figure not available</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> The national figure for All pupils is 90.23% and 85.06% for Free School Meals (FSM) Pupils. Attendance for Dis Pupils (year to date) is 85.93% this is 4.73% higher when compared to current national figure for all pupils. <p>Persistent Absence (PA) Dis Pupils -</p> <ul style="list-style-type: none"> PA for All Pupils is 31.98%, there is no national data available for PA or the PA of key groups i.e. FSM, SEND or PP. 	Attendance Autumn Term Vs National figures				Group	Year to Date	Latest National figure (12/07/22)	Difference	All	90.23%	81.20%	+9.03%	FSM	85.06%	National Figure not available	
Attendance Autumn Term Vs National figures																			
Group	Year to Date	Latest National figure (12/07/22)	Difference																
All	90.23%	81.20%	+9.03%																
FSM	85.06%	National Figure not available																	



			<ul style="list-style-type: none"> • PA (Autumn Term) for Dis Pupils was 48.97%, there is no national data available for PA (PP). <p>Intervention in place:</p> <ul style="list-style-type: none"> • Review of PASS survey to identify key children and families • Launch of myfamilycoach.com to support parents with barriers to attendance • Deep dive of Friday attendance due to 2% difference • Appointment of Student Support Officer to ensure pastoral team at capacity • Key pupils identified, barriers to student’s attendance and relevant context discussed weekly in leadership. • Behaviour support officer assigned to key families who have significant PA and repeat FTE • Levelled tiers of interventions to support repeat offenders in place. • Engagement with external providers providing intense specific intervention. • Implementation of life skill lessons in the curriculum to support SEMH and wellbeing for all pupils. • Introduction of myfamilycoach.com to support families in the community • Emotional Literacy Support Assistant (ELSA) trained TA providing, building self-esteem, social / friendship skills, anger, and behaviour management • Members of staff enrolled on emotion coaching course to support vulnerable students • Appointment of Student Support Officer to ensure pastoral team back at capacity to support all year groups • Malachi provision in place providing 1:1 counselling session for identified pupils. 65% of student receiving support are disadvantaged. <p>Parent Partnership</p> <ul style="list-style-type: none"> • Increased parental engagement evidenced in Lead Parent Partnership Award action plan. • On track to achieve Parent Partnership Award in Autumn 2022.
--	--	--	--



<p>Raising aspirations and broaden experiences</p> <p>To foster cultural capital through raising awareness of employability and educational possibilities</p>		<p>Pupils demonstrate a good understanding of metacognitive strategies to enable them to better prepare for their exams and support progress.</p> <p>Effective programmes in place to improve aspirations, self-confidence, resilience and motivation as well as improving pupil understanding of possible education and career pathways.</p>	<p>Study skills</p> <ul style="list-style-type: none"> • Exam boosters delivered by 'Positively You' to all Y11 pupils in October 2021 • Humantopia delivered a session to Y11 engagement, general positivity confidence building, improving mind sets and goal setting for all <p>Aspire programme</p> <ul style="list-style-type: none"> • Aspire programme in place focusing on raising aspirations with careers coaching sessions and University / workplace visits scheduled for Autumn 2022. A focus on students understanding post-16 pathways available and building confidence. • Future First along with our Alumni are working with our Aspire students looking at next steps and bringing subjects to life. They have already delivered a workshop to this group. <p>Scholars Programme</p> <ul style="list-style-type: none"> • Scholar's programme launched to Year 8 and in full operation in Year 9. • Year 9 Scholars working on an LGBTQ+ focused project in conjunction with Queer Britain and the V&A. <p>Duke of Edinburgh scheme</p> <ul style="list-style-type: none"> • Numbers are participants have increased significantly from previous years; the scheme has now been rolled out to Year 9 pupils. • Year 9 there are 28 pupils with 14% being PP. • Year 10 there are 34 pupils involved with 14.7% pupils being PP. • Equipment purchased to support PP student participation in D of E <p>CEIAG provision</p> <ul style="list-style-type: none"> • All PP pupils access careers education, information and guidance (CEIAG). • Year 11 – 1:1 career meeting prioritised for all PP pupils – Autumn term
--	--	---	---



			<p>Rugeley Alumni</p> <ul style="list-style-type: none"> • Future First Alumni platform launched in Autumn term. • Ex-pupils have delivered talks/ workshops/ mentoring during life and soul days to KS4 pupils. <p>Sixth Form recruitment</p> <ul style="list-style-type: none"> • All Year 11PP pupils access careers education, information and guidance (CEIAG). • Year 11 – 1:1 career meeting prioritised for all PP pupil – Autumn term and followed up in Summer term. <p>Student leadership</p> <ul style="list-style-type: none"> • Increased number of applicants for Student Council and Ambassadors compared to previous years. • The number of disadvantaged students in leadership roles has increased significantly. Students in leadership roles has move from 27 in 2020 to 79 in 2022. <p>Cultural capital</p> <ul style="list-style-type: none"> • Subsidise opportunities for pupils to take part in cultural and social experiences. Examples include the whole cohort trip to Mr Stink for Year 7, funding to enable Duke of Edinburgh participation and music lessons for PP students.
--	--	--	--