

Pupil Premium Review & Action Plan Rushden Academy 2021 - 2022

Rushden Academy Pupil Premium Context

1. Summary information					
School	Rushden Academy				
Academic Year	2021 - 2022	Total PP budget	£171,422	Date of most recent PP Review	13.03.2020
Total number of pupils	691.5(7-11)	Number of pupils eligible for PP	179.5	Date for next internal review of this strategy	TBC

2. Key Pastoral Factors – Breakdown by Year Group					
	Year 7	Year 8	Year 9	Year 10	Year 11
Free School Meals	20% (28)	18.35% (29)	17.57% (26)	17.48% (25)	17.21% (21)
Pupil Premium	22% (31)	29.11% (46)	25.68% (38)	24.48% (35)	27.87% (34)
Service Children	-	-	-	-	1.64% (2)
In Care	0.7% (1)	-	-	-	-

Year 12 and 13 students do not attract funding.

Rushden Academy Pupil Premium Action Plan 2021 - 2022

Review of action plan 2020 – 2021

Due to Covid 19 Pandemic and the cancellation of exams it is not possible to compare our disadvantaged students' progress to their peers nationally using the usual progress 8 Measure.

Our disadvantaged Year 11 cohort for 2020-21 consisted of 29 students. 55% achieved a level 4 in English and 49% achieved a level 4 in Maths. 38% achieved both a level 4 in English and Maths. All students received fair and accurate grades that supported them in the next phase of their education.

60 chromebooks were allocated during lockdown to PP students to support them with their studies. CGP workbooks were also provided. The academy made successful use of Google classroom to ensure that all students can access the curriculum and it was also used to encourage healthy active lifestyles during lockdown.

A significant number of outreach meetings took place during lockdown with PP students. Home visits were made to provide food and learning resources and pastoral staff made regular phone calls for DA and other prioritised groups.

The Academy's accelerated reader and literacy program was a key strategy last year. Start testing has shown that in year seven PP students are in line with their peers in terms of progress made and in year 8 two more months of progress has been

made compared to non-PP peers. The inference programme which ran from April to June for year 7 was set up for 19 students with the reading age between nine and 10 years. Seven PP students made 10 months of progress compared with the non-PP students who made 7.

The fresh start year seven PP students made progress in line with non-PP peers.

A number of online resources were purchased last year to assist all students including PP these included pixl, GCSE pod, twinkl, padlet and Book buzz.

Year 11 outcomes for PP students this summer is not significantly different from non-PP students with progress 8 being close to or above national average for the last three years.

A comprehensive attendance tracking system run by the attendance officer, SLT and heads of year means that PP students are tracked and chased. We have been able to identify a number of key students who have a significant impact on the whole year group/school attendance. Strategies are being embedded to incentivise attendance, with the support of the ethos team who are working with 'harder to reach' families.

The 'in year' fall in attendance figures for PP students is in line with non-PP students and PP students in year 10 have shown slightly improved attendance between terms 1 and 3.

Challenges for PP students 2021 - 2022 - Key Priorities

We use an evidence based approach to what works with DA students based on research conducted by the EEF. We focus on the individual needs of the child and the quality of teaching and learning in the classroom as "nothing matters more than a (good) teacher." (Collins, June 2016.)

1 Teaching and Learning Support - Teaching

Locally there are above average rates of adults with no qualifications at all exceeding 20% in some areas. Some of the local wards sit in the top 10% of most deprived areas nationally. There have been limited amounts of developments locally that create growth opportunities. Opportunities that would've been created by Rushden lakes have been hampered by the pandemic and the other main employers locally are in the logistics and warehouse/distribution sector. Some of our parents are hard to reach because of their own experience of education schooling and also because of the social context

that they find themselves in. Levels of aspiration are low which necessitates additional support with learning and also exposure to 'richer' personal development opportunities - (see below).

Quality first teaching and tutoring raises the profile and importance of education with good CIAG. We actively seek to recruit students for our post 16 offer (TENC). Our PP students are part of the cohort that are identified as 'firsts' and their progress is carefully monitored. PP is a default 'flag' on academy seating plans along with SEND so that the provision map can be used to support those students. It is also a key group that forms part of the analysis in all post PR data reviews. Attendance at parents evenings is tracked and support staff 'chase' appointments that might otherwise not have been made.

Our curriculum is designed and reviewed to respond to challenges posed by the pandemic and subsequent gaps in knowledge and understanding. We will identify and meet specific teaching and learning resource needs and continue to use Go4Schools to monitor academic progress. The sixth form team monitors and guides post 16 and 18 intentions with supporting university trips. Unifrog will be used earlier to help guide next steps and raise aspirations. Work experience opportunities are being investigated.

Our CPD programme keeps our staff up to date with priorities and ensures that when planning using our teaching and learning foundations DA students are catered for. Our deployment of associate staff supports this on a needs basis.

2 Enriched Personal Development - Wider Strategies

As mentioned above we consider low levels of aspiration to be a key issue. Our curriculum intent incorporates careers and broadens horizons. Our wider curriculum offer includes learning for life days for all students including PP and enrichment opportunities are promoted with financial support for PP students attending field trips. Assemblies and tutor activities help to expose students to richer experiences as do the key messages that are displayed by tutors on a daily basis. The Duke of Edinburgh scheme is encouraged and supported with funding.

3 Wider support for multiple challenges - Wider strategies

Many of the PP students in the academy also have other challenges that might affect their progress. One quarter of more of our PP students are also on the SEND register – this rises to 40% in the current year 10. Issues surrounding self esteem and mental health exist with many PP students and these are picked up by the ethos team and TETF, who support and track the progress of key students and liaise with staff and stakeholders as necessary. The pastoral team plays a key role here in monitoring behaviours and attitudes. Behaviour and attitude entries take place on Go4Schools and analysis allows for intervention through the behaviour team, heads of year and tutors.

4 Every day resources / needs. - Wider strategies

Funding is set aside to ensure that everyday material needs are met and that PP students do not feel different from everyone else. FSM uptake is encouraged and tracked and the cashless catering system makes it easier for students to take a FSM anonymously reducing stigma. Staff will be able to complete order forms to make sure that PP students are equipped with everyday school essentials. Additional applications for financial support for trips and visits will be encouraged.

5 Ability – Quality numeracy and literacy skills. - Targeted academic Support/Teaching

50% or more of all PP students in years 8, 9 and 10 are low prior attainment LPA. Reading age data shows that in April 2021 year eight and nine PP students were approximately one year behind non-PP students. The extensive AR / Literacy programme will continue to support PP students who benefited from this last year. The inference programme will also continue in year 7 as will the fresh start programme.

Numeracy programme TBC - Numeracy coordinator to develop use of star testing programme similar to Literacy to baseline and then monitor numeracy age.

6 Support for good attendance and punctuality - Wider strategies

We recognise that punctuality and attendance are significant factors, which is compounded in the academy with issues surrounding SEMH and home life / external factors. Our comprehensive attendance tracking system will remain in place which will be overseen by our attendance officer. Strategies are being developed to incentivise attendance supported by the ethos team who will continue to work with hard to reach families.

Spending and Action Plan 2021 - 2022

Priorities	Actions, responsibility & deadline	Responsibility	Cost	Check Points – Impact?
			£69227	
1, Teaching and Learning support - tackling low level aspiration	Firsts - PP students clearly seen on academy seating plans and are treated as 'firsts' in terms of questioning and marking. Use provision map where needed to support students - many will also be SEND	All staff		Faculty reviews Data analysis
	Our CPD programme keeps our staff up to date with priorities and ensures that	JF / HOFs		Learning walks and faculty reviews.

	our 'firsts' are identified and supported when planning using t and l foundations - deployment of support staff as necessary.			
	Identify gaps using PR data analysis - PP identified as discrete group. Intervention where needed Go4Schools	HOF / SLT link		See ARR calendar - post PR review - 3 times annually
	Evolving curriculum to respond to changing local and national context.	HOF TB		Ongoing - learning walks and faculty reviews
	CEAIG - Careers advisors - one to one appointments.	TB		Uptake of appointments - PP monitored NEET figures
	Sixth form / next steps / Post 18 Pathways - Uni visits	AO	TENC	Sixth form uptake
	Continue to monitor attendance at parent consultation evenings - chase appointments.	RM Admin team		Ongoing reporting of attendance figures - SLT and HOY aware
	Take it Further programme - stretch and engage our students academically, or prepare them for uni, others just to enhance their cultural capital, maybe get them hooked on a new hobby and something to add to applications and CV's.	CW		Ongoing review and student voice. Uptake monitored PP.

			£10,000	
2, Enriched Personal Development	Enrichment Opportunities Field Trips Track uptake and support financially where appropriate.	HOFS		Numbers of PP students monitored - faculty priority to encourage uptake and involvement.
	D of E scheme - Track uptake - support financially	RS		track numbers and monitor - support and encourage where appropriate.
	Assembly and tutor groups activities - broaden horizons - key messages from SLT displayed in form time.	HOY / Tutors		HOY leaning walks - student voice.
	LFL activities	SA		Learning walks and ongoing review

				Student/staff voice.
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			£62,095	
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3, Wider support for multiple challenges	PP 'Firsts' Coordinator to track/monitor progress and coordinate stakeholder support from SEND/Ethos/Pastoral teams.	FC PS and Team JN HOY		
	Firsts coordinator to work closely with SENDCO identify and support overlaps. Staff using provision map to support students.	PS / PB		Learning walks and student voice to track use of provision maps - SEND review feedback.
	Ethos and TFTF team to identify and provide ongoing support for mental health and self esteem issues.	JN		Report from JN back to HOY and SLT - key students carefully tracked and monitored - case study information
	Healthy active lifestyles - additional sport / wellbeing activities - bushcraft, outdoor education.	RS PE faculty		Programme to be confirmed - PP students encouraged and supported
	My concern, bullying and accident logs use by pastoral team to identify support and intervention needs	HOY		Ongoing monitoring via Monday night safeguarding meetings.
	Offsite provision used where appropriate for individual students.	RM PS		Personalised learning

			£10,000	
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4, Everyday resources / needs	Wider support			
	FSM - Breakfast club	P Brown		Track and monitor numbers/uptake - bring forward the time at which students can take their FSM and consider cheaper/smaller items so that students

				could eat in morning and at lunch if they would prefer.
	Ethos / TFTF	JN		See above - regular reports back from JN and team
	Subject specific resources based on need	HOFs		
	ICT - audit of IT equipment and access for PP students	IT Manager		software

			£12,100	
5 Ability - Quality literacy and numeracy skills	Whole school reading programme - star testing Online tests to assess students' reading ages through a series of 34 questions with increasing or decreasing difficulty Years 7 & 8 complete 4 tests per year (Sep, Dec, Mar, June) Years 9,10 and 11- complete x1 test per year (Sep)	JT, NL, NR NL, SA, JT		Monitor students progress through AR 09/21 yr7 - 10 AR Star reading Test 12/21 yr7 and 8 Star reading test.
	Inference Programme The Inference Programme is aimed at Lower level readers (between ages 8-10) identified 3-4 students per English class work in a small group to identify and improve comprehension skills	JT		Reading age data reviewed
	Fresh start Intensive intervention focussing on consolidating understanding of phonics and graphemes to enable students to decode words and spell them accurately Program is designed for students aged between 8-12 years old Students should be retested via the Fresh Start test every 5-6 weeks and then reviewed			Reading age data reviewed

	Numeracy programme TBC - equivalent to literacy programme - measurable with baseline and ongoing testing to track progress.	AGu		Programme data reviewed
	Faculty response - firsts - see priority 1	HOFs		
	Additional taught lessons Numeracy?	TBC		

			£8,000	
6 Support for good attendance and punctuality.	Attendance Team - Staffing	SB RM		Attendance meetings - attendance team and HOY.
	Incentive / rewards/ trips	HOY PSA		TBC - plans moving forward re termly and end of year events
		Total expenditure	171,722	