

Pupil premium strategy statement - Rushden Academy 2021 - 2024

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	
Rushden Academy	2021-22	2022-23
Number of pupils in school	696	745
Proportion (%) of pupil premium eligible pupils	26.8	24.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	
Date this statement was published	October 2021	Reviewed Dec 2022
Date on which it will be reviewed	October 2022	Dec 2023
Statement authorised by	Jane Burton	Ben Baines
Pupil premium lead	PB	PB
Governor / Trustee lead	NL	James Tuffs

Funding overview

Detail	2021-22	2022-23
Pupil premium funding allocation this academic year	£ 171,422	£178,285
Recovery premium funding allocation this academic year	£ 19522	£49,956
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A	N/A

Part A: Pupil premium strategy plan

Statement of intent

The aim of this strategy is to use PP funding to help improve and sustain higher attainment for disadvantaged pupils so that it is comparable with non disadvantaged pupils in the academy and nationally.

During the period of this strategy we will focus on the key challenges that our DA pupils face and we will make every effort to ensure that pupils are supported with the following:-

- Teaching and learning
- Improved numeracy and literacy skills
- Improved attendance & punctuality
- Wider support for multiple challenges
- Enriched personal development
- Everyday resources

Our expectation at Rushden academy is that all students irrespective of background or challenges that they face secure good outcomes and are prepared well for the world of work. We hope to broaden their horizons and equip them with the skills needed to be successful adults.

We recognise that there is no such thing as a typical disadvantaged child and many have very supportive backgrounds and high ambitions. We also recognise that for some there are no quick fixes so a blended approach works best for many of our pupils. To reinforce our strategies we will

- Ensure that PP students are challenged in the work that they are set.
- Act early to intervene and provide the academic, social and emotional support needed where needed

We have considered the research from the EEF and are committed to a personalised approach and a recognition that good quality teaching with wider support has the greatest chance of narrowing the gaps.

Challenges

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

Challenge number	Detail of challenge												
1	<p>Lower attainment.</p> <p>Although improving our internal data shows that there is still a gap between DA and non DA students</p> <table border="1"> <thead> <tr> <th>2019 GCSE outcomes</th> <th>2022 GCSE Outcomes</th> </tr> </thead> <tbody> <tr> <td>PP P8 = -0.5 Non-PP = -0.4</td> <td>PP P8 = -0.1 non PP P8 = -0.2</td> </tr> <tr> <td>PP 5+ En&Ma = 22.2% Non-PP = 22.6%</td> <td>PP 5+ En and Ma = 17.9% non PP = 34.5%</td> </tr> <tr> <td>PP 4+ En&Ma = 44.4% Non-PP = 49.1%</td> <td>PP 4+ En and Ma = 39.3% non PP = 58.6</td> </tr> </tbody> </table>	2019 GCSE outcomes	2022 GCSE Outcomes	PP P8 = -0.5 Non-PP = -0.4	PP P8 = -0.1 non PP P8 = -0.2	PP 5+ En&Ma = 22.2% Non-PP = 22.6%	PP 5+ En and Ma = 17.9% non PP = 34.5%	PP 4+ En&Ma = 44.4% Non-PP = 49.1%	PP 4+ En and Ma = 39.3% non PP = 58.6				
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2	<p>Poor numeracy and literacy skills</p> <p>in 2021/22 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.</p> <p>The mean quantitative CAT score for 2021/22 intake was 97. With 26% of students scoring less than 90.</p> <p>Progress in literacy and numeracy has been hampered by the pandemic</p>												
3	<p>Lower attendance.</p> <table border="1"> <thead> <tr> <th></th> <th>2021-22</th> <th>Dec 2022</th> </tr> </thead> <tbody> <tr> <td>Whole school:</td> <td>89.08%</td> <td>92.87%</td> </tr> <tr> <td>PA:</td> <td>18.8%</td> <td>10.8%</td> </tr> <tr> <td>PP:</td> <td>83.98%</td> <td>88.16%</td> </tr> </tbody> </table> <p>In 2021/22 Our data shows that contribution from different year groups to this gap is not equal. In 2021/22 there was a particular problem in year 9 where there is a 10% gap.</p>		2021-22	Dec 2022	Whole school:	89.08%	92.87%	PA:	18.8%	10.8%	PP:	83.98%	88.16%
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4	<p>Multiple challenges</p> <p>Many of the PP students in the academy also have other challenges that might affect their progress. In 2021/22 one quarter or 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; this has been compounded by the pandemic.</p>
5	<p>Narrow horizons</p> <p>According to IDACI there are, in this area, 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.</p> <p>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. Many of our students have very little experience of life outside of Rushden.</p>
6	<p>Everyday resource needs</p> <p>Conversations with students, parents and staff have highlighted issues surrounding ICT and internet access that were amplified during the pandemic. Whilst uptake of FSM is high it could be higher. There are also families who continue to struggle with the cost of uniform and equipment.</p> <p>Update 2022/23 - although unsubstantiated it is felt that there may be greater everyday resource needs for many of our students including those who are PP as inflation continues to rise. It is felt that this may be felt most sharply in January and February 2023.</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
<p>That the attainment gap between DA and non DA students continues to reduce and that progress data and outcomes reflect this.</p>	<p>PR data reviews show that DA students are making similar progress to non DA peers.</p> <p>Year 11 outcomes show that P8 is in line with non DA students.</p> <p>Gap will narrow by 25% in year 1, 25% in year 2 and close in year 3.</p>

<p>That a significant number of students take part in enrichment/field trip opportunities.</p> <p>All students receive good quality careers guidance - post 16 opportunities are communicated and promoted through one to one meetings with senior staff.</p>	<p>Go4schools data analysis shows that uptake and participation by PP students is comparable with non PP peers.</p> <p>Future intentions recorded for all students alongside attendance records at careers meetings.</p>
<p>Students continue to receive the support they need with multiple challenges including SEMH and have the support of PSA's and the Ethos team.</p>	<p>Case study reports from HOY and Ethos team indicate that progress is being made and that DA students move away from support when they are able to.</p>
<p>Uptake of FSM remains high and increases and students have continued support with everyday material needs so that they have access to resources to help them learn.</p>	<p>Uptake remains above 80% and increases</p>
<p>That DA students continue to make progress with literacy and numeracy and that the skills gap between them and non DA peers reduces.</p>	<p>Monitoring against baseline data continues to show that DA students make good progress and the gap between them and non DA peers reduces.</p>
<p>That PP students attendance at school increases and that progress is made with harder to reach students and their families in this area.</p>	<p>Termly data presented both in terms of whole school data and case study info presented for individual families.</p> <p>Gap in attendance for PP narrows to within 1% of the whole school figure over three year period.</p>

Activity in this academic year (2022-2023)

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: £69,227 + £19,522 (recovery premium)

Budgeted cost	2021-22	£69,227	2022-23	£120,237 (including recovery premium)
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A whole school focus on total participation strategies ensures that all students are actively involved and that misconceptions that all students are addressed when identified.</p> <p>Our CPD programme keeps our staff up to date with priorities and ensures that our DA students are identified and supported when planning using teaching and learning foundations - deployment of support staff as necessary.</p> <p>Identify gaps using PR data analysis - PP identified as discrete group. Intervention where needed after each data drop point. HOFs with line link SLT have responsibility for this.</p> <p>Evolving curriculum to respond to changing local and national context.</p> <p>Additional taught lessons - literacy and numeracy as part of national tutoring programme and catch up funding.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1

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

Budgeted cost: £ 18,680

Budgeted cost	2021-22	£18,680	2022-23	£20,000
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school reading programme - star testing</p> <p>Online tests to assess students' reading ages through a series of 34 questions with increasing or decreasing difficulty</p> <p>Years 7 & 8 complete 4 tests per year (Sep, Dec, Mar, June)</p> <p>Years 9, 10 and 11 - complete x1 test per year (Sep)</p> <p>Inference Programme</p> <p>The Inference Programme is aimed at Lower level readers (between ages 8-10) identified</p> <p>3-4 students per English class work in a small group to identify and improve comprehension skills</p> <p>Fresh start</p> <p>Intensive intervention focussing on consolidating understanding of phonics and graphemes to enable students to decode words and spell them accurately</p> <p>Program is designed for students aged between 8-12 years old</p> <p>Students should be retested via the Fresh Start test every 5-6 weeks and then reviewed</p> <p>Numeracy programme equivalent to literacy programme - measurable with baseline and ongoing testing to track progress.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/math-ks-2-3</p>	5

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

Budgeted cost: £ 90,095

2021-22	£90,095	2022-23	£88,004
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment Opportunities Field Trips - track uptake and support financially where appropriate.</p> <p>D of E scheme - track uptake - support financially</p> <p>Assembly and tutor groups activities - broaden horizons - key messages from SLT displayed in form time.</p> <p>PP Coordinator to track/monitor progress and coordinate stakeholder support from SEND/Ethos/Pastoral teams.</p> <p>Ethos and TTF team to identify and provide ongoing support for mental health and self esteem issues.</p> <p>Ethos and TTF team staffing costs contribution.</p> <p>Healthy active lifestyles - additional sport / wellbeing activities - bushcraft, outdoor education.</p> <p>My concern, bullying and accident logs use by pastoral team to identify support and intervention needs</p> <p>Off Site provision used where appropriate for individual students.</p> <p>FSM - Breakfast club - bring forward time and which students can use allowance so that they can get a breakfast.</p> <p>Ethos / TTF - drop ins and targeted support.</p> <p>Subject specific resources based on need - providing materials and resources.</p> <p>ICT - audit of IT equipment and access for PP students</p> <p>Attendance Team - Staffing</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2,3,4 and 6</p>

Total budgeted cost 2021 - 22 £ 178,002

Total budgeted cost 2022 - 23 £ 178,285 + £49,956 recovery premium

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of action plan

Review of Spend	Allocated 2021-22	Spent 2021-22	Allocated 2022-23
Teaching	88,749	88,749	120,237
Targeted Academic Support	18,680	18,680	20,000
Wider support	90,095	90,095	88,004
Total	178,002	178,002	178,285
Recovery Premium	19,522	19,522	49,956
Total spend including recovery premium	197,524	197,524	228,241

Review 2020-21

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 chrome books 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.

Review 2021-22

GCSE outcomes Summer 2022

PP P8 = -0.1
non PP P8 = -0.2

PP 5+ En and Ma = 17.9%
non PP = 34.5%

PP 4+ En and Ma = 39.3%
non PP = 58.6

Attendance

	May 2022	2021-22	Sept - Dec 2022
Whole school:	94.27%	89.08%	92.87%
PP:	90.93%	83.98%	88.16%

Star Maths Report - AGu

Star Maths testing was introduced at the Academy in the 2021-2022 school year. It is a diagnostic test which gives a numeracy score and an age range of topics pupils are confident with as well as those that they need to improve. Star maths was used this year as an accurate setting tool for the new year 7 intake in September. Both this year and last year it has provided individual maths teachers as well as the department with a bespoke set of topics that each individual student and class needs to improve and therefore informed teaching and intervention.

The star maths tests enabled the grouping of pupils into four categories. Category 1 are those students who are on track with their progress and are working at an age appropriate numeracy level. Categories 2-4 are those students requiring intervention in order to be able to work at a numeracy level close to their chronological age. This information has not only been shared within the department but across the school on seating plans to enable staff to identify those pupils who would need extra support with numeracy related tasks.

As a result of star maths testing we as a department have been able to identify key students requiring intervention. Intervention took place in the 2021-2022 school year either from the class teacher or as a part of the wider school intervention with the extra maths timetabled classes as well as the intervention sessions. Those students who attended the intervention sessions showed a noticeable improvement in future tests and most moved up categories. For those in group 1 students are not able to move up to the next category but for those in groups 2-4 in year 7 we saw 14% of pupils move up a group and in year 8 13% of pupils move up a group on the star testing.

Literacy update - JT

The NRSS are national scaled scores showing that our progress for most sub groups is in line with or slightly above national averages. In Year 7 PP students (99) were slightly below the national average compared to non PP students (102) but still broadly in line with national averages. SEND made better progress(105) compared to non SEND (102). In Year 8 PP students (NRSS 103) did slightly better than non PP students (101) and girls (103) did slightly better than boys. The only exception is with Year 8 SEND students. We have introduced Fresh Start in Year 9 from 2022 to 2023 and am targeting these vulnerable Year 9 students with low reading ages.

Trust Review

Outcomes - 9th June 2022

(Richard Cahill: School Improvement Lead (Tove Learning Trust), Lynsey Hobson: Vice Principal (Grace Academy Darlaston).

Positives

The school has identified through its planning, appropriate priorities and barriers to learning. These are included in the action plan and review documentation.

Outcomes for students show that the difference between those in receipt of PP funding and non-PP is relatively small. Recent mock data shows that they were approximately half a grade behind. Attendance for students in receipt of PP funding is significantly below the school average although slightly above the current national average (at the time of writing – 89.6%).

Student experiences within the vast majority of lessons are positive. Students enjoy their learning in a variety of subjects and on the whole feel challenged and supported. This was evident in the majority of lessons visited.

Opportunities available for students in receipt of PP funding are wide ranging, recognised and valued by the students. Students could articulate a number of opportunities which had supported both their learning and personal development.

The funding associated with PP is allocated according to statutory guidance and appear to be used to support the identified students.

Student Voice

- Students feel that they are praised and also challenged in lessons
- When students don't understand the work, they felt they were offered support such as being shown the method to work out the problem or a different example
- KS3 students felt they were particularly supported and challenged in Art, Drama and English
- KS3 students also felt there was a high level of challenge in Maths and Languages
- Students are well supported when absent with work being set on Google Classroom
- Students are aware of their target grades, their current working grades/levels and what they needed to do in order to improve.
- KS3 Students could articulate how well they were being prepared for the next stage in their learning including being shown examples of what future learning looked like, grade boundaries within assessments and by using real examples in practice assessments.
- Students were supported in lessons by the use of feedback in target time
- Careers advice and guidance was praised and appreciated including the information provided in skills lessons, learning for life lessons and visiting speakers.
- In particular, students appreciated the personalised approach that some teachers had taken to provide advice and guidance to individual students
- Students were aware of the ways in which PP funding provided opportunities to wider curriculum experiences and were aware of many ways in which the funding had been used to provide equipment, resources and subsidies.

Summary of recommendations

Further refine barriers to learning and address them.

It is difficult to be able to measure the effectiveness and impact of these opportunities due to them not necessarily being explicitly monitored and targeted towards the emerging needs.

It is felt that there are multiple opportunities to coordinate more closely with pastoral, attendance, SEND, teaching and learning, CPD, finance and ethos in order to further improve the provision for students in receipt of PP funding.

It was felt that there needs to be more explicit analysis of the key information which would help identify the effective strategies to make the link between the priorities and the required outcomes.

Ethos Overview

The role of the Ethos team in Rushden Academy is to support the aspirational, relational and spiritual needs of students through the Ethos Programme. The Ethos team is made up of an Ethos Leader, Youth Worker and Family Support Worker who work alongside the Pastoral, safeguarding and inclusion team as well as the wider school staff to help develop the whole person, improve student wellbeing and student outcomes. The following is a summary of our work for the 2021-22 academic year:

- Over **20,000 student engagements** this academic year 2021-22
- Over **350 intervention group course** places taken
- Over **600 1:1 mentoring sessions** - Referral wellbeing support for over 130 students (1 in 5 Rushden Students)
- Over **2200 Family Support Interventions** - Responsible for 24 EHA's this year and have supported a total of 81 families since September.

Work alongside school priorities to improve the outcomes of the following students:

- Boys - 3 targeted intervention groups and specific 1:1 mentoring with high risk students
- Pupil Premium - The Ethos team has regularly worked with over 35 Pupil Premium students.
- SEND - The Ethos team has regularly worked with over 20 SEND students.

Below is a breakdown of the number of Pupil Premium students who have received ETHOS support this school year. Some students overlap as they received more than one type of support.

Year Group	Family Support	Mentoring	Intervention Courses	Events and Enrichment	Total
7	6	1	4	1	12
8	6	5	6	0	17
9	4	1	9	0	14
10	1	6	5	2	14
11	3	4	1	2	10

Strategy Improvements / Refinements 2022/23

Term 1 - Review December

Agree allocation of funds with SBM.

Review strategy in light of GCSE outcomes.

Create and start to embed use of Go4Schools trackers - run report to monitor use before end of term. Report back to stakeholders (HOY and Ethos)

Term 2 - Considerations

Review PR1 data - analyse performance of PP students across school. Use progress 8 calculator to identify any gaps in performance for PP students in year 11.

Work with the pastoral team to carefully monitor emerging everyday resource needs (Jan, Feb) - tutors to be vigilant and report back. Work with the catering team and monitor uptake FSM. Write home with reminders of how to apply for FSM.

To continue to embed use of and monitor Go4Schools trackers to record involvement and engagement of all students including those who are PP. This will enable a more targeted approach as needs emerge. It will also enable stakeholders to correlate intervention with outcomes at progress review points.

Numeracy star testing is used to identify discrete groups / individuals that require intervention and track their progress as a result of it. The approach is currently used generically and 'catches' PP students by default. Identified students can then be targeted for intervention and supported with key parts of the maths curriculum (PLC generated) possibly with numeracy catch up funding.

Fresh start and inference programme with star testing is used to identify discrete groups / individuals that require intervention and track their progress as a result of it. The approach is currently used generically and 'catches' PP students by default. Identified students can then be targeted for intervention and supported with key parts of the English curriculum (PLC generated) possibly with literacy catch up funding.

PR data analysis meetings to focus more on attitudes measured by Horsforth quadrants which can then be triangulated with Go4schools trackers. Both academic and pastoral staff will be in a position to talk about the progress of their key groups - and will analyse the data of 'firsts' before other groups and implement intervention where necessary.

Term 3

Review PR3 data for year 11 to make sure that PP students are on track for summer exams.

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
Fresh Start	Ruth Miskin
Pixl	Pixl
GCSEPod	
Twinkle	
Book Buzz	
Inference Programme	

