

## Pupil Premium Strategy Statement (2022 – 2025)

This statement details Mark Rutherford School’s use of pupil premium funding (and recovery premium funding for the 2022-2023 academic year) to help improve the experiences, attainment and life chances of our disadvantaged pupils.

It also outlines our pupil premium strategy, how we intend to spend the funding in this academic year, the impact of last year’s funding as well as outlining the following two school years (2023 – 2024 and 2024 – 2025), subject to change in student numbers and government funding.

### School Overview

Detail	Data
<b>School name</b>	Mark Rutherford School
<b>Pupils in school</b>	1305
<b>Proportion (%) of pupil premium eligible pupils</b>	22.4%
<b>Academic years that our current pupil premium strategy plan covers</b>	2022 – 2023 to 2024 – 2025
<b>Date this statement was published</b>	December 2022
<b>Date on which it will be reviewed</b>	December 2023
<b>Statement authorised by</b>	K Foster (Headteacher)
<b>Pupil premium lead</b>	R Oliva-Pugh (Deputy Headteacher)
<b>Governor/Trustee lead</b>	N Stout

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,190.00
Recovery premium funding allocation this academic year	£30,600
Pupil premium funding carried forward from previous years	£85,000
<b>Total budget for this academic year</b>	<b>£365,790</b>

## Part A: Pupil Premium Strategy Plan

We believe that every child is unique. Our aim is to set high expectations for all our students. We expect our disadvantaged students to achieve to their unique potential, regardless of their socioeconomic status as a result of the provision and support they receive at our school. Aspiration underpins our broad and balanced curriculum; we focus our efforts on ensuring that our disadvantaged students are equipped with the skills, as well as being offered the opportunities, essential for success in all areas of school life. Our Pupil Premium Strategy is rooted in our whole-school ethos as school wide strategies as well as being personalised to the needs of each individual, to include high academic challenge allied with a range of social and emotional support provisions.

### Challenges

This details the key challenges to achievement among our disadvantaged pupils.

Challenge N <sup>o</sup>	Detail of challenge
1	Lower aspiration and self-belief that they can achieve.
2	Lack of access to educational resources to support independent learning outside of the classroom, to include access to extra-curricular activities.
3	Low prior attainment at Key Stage 2.
4	Poor literacy skills with pupils having low reading ages.
5	Poor numeracy skills with pupils not having the quantitative ability in comparison to national CAT4 data.
6	Lower attendance than other pupils, particularly as they move through the school.

### 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
To improve the academic outcomes of our pupil premium pupils	<ul style="list-style-type: none"> <li>• Pupil Progress will have been embedded to provide pupils with question level analysis for all subjects.</li> <li>• Key Stage 4 outcomes in Maths will improve (particularly the percentage of 9 – 4 and 9 – 5 grades) as a result of pupil premium pupils having access to a Maths Tutor.</li> <li>• Our Year 11 pupil premium pupils will attain a progress 8 score of 0 or above.</li> <li>• The attainment gap between our pupil premium and non-pupil premium pupils will be reduced.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our pupil premium students will be able to access their next pathway and not be NEET.</li> </ul>
To improve the aspirations and belief of our pupil premium pupils	<ul style="list-style-type: none"> <li>• Our pupil premium pupils will be able to access their next pathway and not be NEET.</li> <li>• There will be a bespoke action plan, specifically for our male pupil premium pupils.</li> </ul>
To provide our pupil premium pupils with wellbeing support to improve their self-belief	<ul style="list-style-type: none"> <li>• Evidence of our pupil premium pupils are being referred to our Learning Mentor, School Counsellor or external support as required.</li> <li>• Evidence that the wellbeing and self-belief of our pupil premium pupils is improving through the use of strength and difficulties questionnaires.</li> </ul>
To provide our pupil premium pupils with the equipment and resources they need to access their learning independently and produce high quality work	<ul style="list-style-type: none"> <li>• The required revision resources and subject specific equipment are provided for all our pupil premium pupils.</li> </ul>
To support our pupil premium pupils in attending extra-curricular activities, such as trips and visits	<ul style="list-style-type: none"> <li>• All parents/carers are offered financial support via letters and direct contact for our pupil premium pupils when a trip or visit is being planned.</li> <li>• There is an offer to either full or part subsidy for all trips and visits that have a curriculum focus for our pupil premium pupils.</li> <li>• Evidence that there has been an increase in the number of pupil premium pupils accessing extra-curricular activities, to include trips and visits.</li> </ul>
To ensure our curriculum meets the needs of our pupils and their prior attainment and CAT4 data	<ul style="list-style-type: none"> <li>• Our curriculum provision has been reviewed, particularly at Key Stages 3 and 4.</li> <li>• The delivery of some subjects has been reviewed to support the academic progress of our LPA pupil premium pupils.</li> <li>• There is an academic reading curriculum for our students.</li> <li>• There is an academic reading group, specifically for our male pupil premium pupils and supporting evidence that their reading ages are improving.</li> </ul>

	<ul style="list-style-type: none"> <li>Numeracy is being delivered across the curriculum.</li> <li>There is a bespoke curriculum and/or literacy intervention for pupils with a low reading age.</li> </ul>
To narrow the attendance gap of pupil premium students so that it is in line with non-pupil premium pupils.	<ul style="list-style-type: none"> <li>Evidence that the attendance of our pupil premium pupils is in line with the whole school and national averages.</li> </ul>

### Activity: 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 afore mentioned.

#### Teaching (for example CPD, recruitment and retention)

Budgeted cost: £92, 191

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers to support them in understanding the pedagogical concepts which have a high impact on pupil premium pupils	The published guidance by the Education Endowment Foundation (EEF) on pupil premium, as well as the DfE's good practice document, supports these strategies to improve the attainment of disadvantaged pupils.	1 – 6
Ensuring high quality teaching that is underpinned by using the strategies identified as having the most impact on pupil premium pupils		
To ensure a member of the Senior Leadership Team attends the annual Pupil Premium conference	This will ensure that as a school we are up to date with current research, the requirements of Ofsted and that good practice is shared.	1, 2 and 6
Dissemination of the information from the Pupil Premium conference to ensure relevant staff have an up to date understanding of strategies and provision		
Appointment of a Learning Mentor and School Counsellor	Our internal data and self-evaluation has identified a need for two key members of staff to support our students, and	1 – 6

	primarily our pupil premium pupils.	
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**Targeted academic support (for example tutoring, one-to-one support structured interventions)**

Budget: 197, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide one-to-one or small group tuition for pupil premium pupils not making the expected progress in Maths	EEF research outlines the impact of targeted blocks of tuition to be significant, especially when provided by a specialist in this area.	1, 2, 3 and 5
To undertake NRGTs with all Key Stage 3 and 4 students	These tests do not require students to prepare however, provide additional information to the Key Stage 2 SATs results to inform us of the ability and academic potential to ensure appropriate interventions are used in a timely manner.	4
To undertake CAT4 testing with students in Year 7 to 9		3, 4 and 5
To introduce Parent Information Evenings for all year groups	The EEF identifies this to be low cost with a moderate impact. This supports an additional four months of progress made on average by pupils who receive this intervention in comparison to those who do not.	1, 2 and 6
To introduce an academic reading group, specifically for our male pupil premium pupils to improve their reading ages	Evidence from research by Just Imagine indicates that 'a shared reading experience enables mutual teaching and learning both formally and unconsciously'.	1 and 4
To introduce Pupil Progress to provide question level analysis for all subjects to support targeted teaching, learning and interventions	Evidence from a report by the National Foundation for Education states that this 'allows teachers to identify areas of strength or areas that cause difficulty', this allows for teachers to tailor their support appropriately.	1 and 2
To provide literacy interventions for students whose reading ages are	The EEF identifies that literacy 'provides us with the building blocks not just for academic	1, 2 and 4

impacting on their ability to access the curriculum	success, but for fulfilling careers and rewarding lives’. Such an intervention is low cost but has a very high impact based on extensive evidence. This supports an additional six months of progress made on average by pupils who receive this intervention in comparison to those who do not.	
To provide students with addition one-to-one support via the recently appointed Learning Mentor	The EEF identifies that one to one support has a high impact for a moderate cost. This supports an additional five months of progress made on average by pupils who receive this intervention in comparison to those who do not.	1 – 6
To provide targeted interventions for students whose attendance is below non-pupil premium pupils	Research by the DfE shows that there is a direct correlation between attendance and attainment.	6
To continue to subscribe to GCSEPod and other subject specific resources	This revision platform provides students with a direct link to exam board content. Engagement is monitored with staff and students signposted to using this as a tool to support independent work and revision.	1 and 2
To utilise external speakers to raise students and parents/carers aspirations and self-belief as well as to motivate	Speakers for Schools published some research in 2019 with findings that include ‘attitudes, motivation, careers understanding and self-belief’ had helped young people see how to overcome setbacks.	1 and 2
To appoint a whole school Literacy Lead to support the effective implementation of literacy across the curriculum, to include disciplinary literacy	The appointment of a Literacy Lead will support with the introduction and embedding of disciplinary literacy. The EEF published a guidance report on how to develop and support struggling pupils with literacy across the curriculum.	1, 3 and 4
To continue to use Lexia to support the teaching of literacy, particularly at Key Stage 3	Lexia is a research proven program whose products are designed according to the latest scientific findings in education. The EEF produced a report in 2022 which indicates that disadvantaged	1, 2, 3 and 4

	pupils using Lexia make an additional three months progress on average; the impact is therefore high with the cost being low.	
To appoint at least one HLTA in Maths to provide one-to-one tuition and small group work across all key stages	The DfE published a research report about the deployment of TAs. Our plan is for our HLTAs to plan and deliver bespoke intervention to targeted pupils. In addition, the EEF research outlines the impact of targeted blocks of tuition to be significant, especially when provided by a specialist in this area.	1, 2, 3 and 5
To improve outcomes at Key Stage 4 via a strategic intervention programme to include via tutor time	Internal evidence from our quality assurance process indicates that our Year 11 tutors could provide strategic and targeted interventions, to include for core subjects, during tutor time.	1 and 2
To provide subject specific resources	It is evident that students need the correct resources to effectively access their learning.	2
To provide financial support for curriculum based trips and visits to improve the cultural capital of pupil premium pupils	The Council for Learning Outside the Classroom believes that 'every child should be given the opportunity to experience life and lessons beyond the classroom walls as a regular part of growing up'. By ensuring we provide financial support will improve the cultural capital of our students and in turn aim to have a positive impact on outcomes, engagement, aspirations and self-belief.	2

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

Budget: £70,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide support via our internal counselling and wellbeing provision	A Public Health England briefing states that 'pupils with better health and wellbeing are likely to	1 and 6

To fund a mentor from Coaching Direct	achieve better academically'. The Worth It organisation also states 'good mental health and wellbeing is essential for school students. It helps them to learn effectively, cope with day-to-day challenges and develop into resilient young adults'.	1
To work with CAMH and their outreach staff to provide students with the support they require in relation to their mental health		1
To fund a Relate Counsellor to support students with their wellbeing		1
To ensure our pupil premium pupils have one to one careers support	The Access Group states that 'offering careers guidance can not only help pupils make more informed decisions, it can inspire them to achieve new goals'.	1
To provide our pupil premium pupils with access to extra-curricular activities, for example music and dance lessons or Duke of Edinburgh	The Social Mobility Commission undertook some research. The findings state 'participation in certain extra-curricular activities had an impact on levels of educational aspirations'. In addition, 'young people themselves perceived the benefits in a much wider sense, in terms of improving their confidence interacting with others, bolstering future job and university applications, acquiring new skills and improving their fitness levels'.	1 and 2
To support students with meeting the expectations of our uniform policy	The EEF states that 'pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms'. There is no evidence of the impact of a school uniform on improving learning, however there is some belief that it does 'promote social equity'.	2

**Total budgeting cost: £359,941**



## 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 2021 – 2022 academic year.

#### Attendance

Year Group	Whole Cohort	Disadvantaged	Gap	Comments
7	91.9% <i>(91.7%)</i>	89.3% <i>(88.1%)</i>	-2.6% <i>(-3.6%)</i>	National attendance percentage for all students in 2021/2022: 89.7%
8	91.7% <i>(90.3%)</i>	85.8% <i>(85.6%)</i>	-5.9% <i>(-4.7%)</i>	
9	91.3% <i>(89.3%)</i>	83.0% <i>(83.9%)</i>	-8.3% <i>(-5.4%)</i>	
10	88.8% <i>(88.8%)</i>	80.5% <i>(83.0%)</i>	-8.3% <i>(-5.8%)</i>	National attendance percentage for disadvantaged students in 2021/2022: 84.9%
11	89.1% <i>(88.1%)</i>	82.5% <i>(82.5%)</i>	-6.6% <i>(-5.6%)</i>	
<b>Whole School</b>	<b>90.8%</b> <b><i>(89.7%)</i></b>	<b>84.8%</b> <b><i>(84.9%)</i></b>	<b>-6.0%</b> <b><i>(-4.8%)</i></b>	

The number in *italics* is the national percentage.

#### Outcomes: Key Stage 4 (2021 – 2022)

KPI	Full Cohort (196 students)	Disadvantaged (46 students)	Gap
Progress 8	-0.38	-0.52	-0.14
Attainment 8	4.27	3.59	-0.68
English Progress 8	-0.42	-0.73	-0.31
Maths Progress 8	-0.29	-0.30	-0.01
EBACC Progress 8	-0.39	-0.44	-0.05
Open Progress 8	-0.47	-0.68	-0.21
9 – 4 (English and Maths)	58.7%	50.0%	-8.7%
9 – 5 (English and Maths)	38.8%	28.3%	-10.5%

### Externally Provided Programmes

This details the names of any non-DfE programmes that we purchased in the previous academic year.

<b>Programme</b>	<b>Provider</b>
Inclusion Expert	Inclusion Expert
Spirals of Inquiry	Whole Education
PASS Survey	GL Assessment
GCSE Pod	<a href="http://www.gcsepod.com">www.gcsepod.com</a>