

Ralph Thoresby school pupil premium strategy statement

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	Ralph Thoresby school
Number of pupils in school	1045
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020/21 – 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Will Carr, Headteacher
Pupil premium lead	Angela Caswell, Deputy Headteacher
Governor / Trustee lead	Michelle Lofthouse, Vice Chair of governing body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,095
Recovery premium funding allocation this academic year	£22,402
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,293
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	£325,790

Part A: Pupil premium strategy plan

Statement of intent

At Ralph Thoresby school our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects and that all pupils are supported in progressing to the next level of education, training, or employment.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing, hence our focus is on every disadvantaged pupil, irrespective of their academic ability. At RTS every Pupil Premium pupil is provided with support based around their individual needs. We do this by allocating pupils to 4 pathways:

Pathway ONE Students are currently achieving well and need no further interventions.	Pathway TWO Students are in need of some intervention, there may be some challenges around behaviour, attendance or progress.	Pathway THREE Students are disadvantaged higher ability learners. We need to ensure these students receive the highest level of challenge so that they reach the top grades that they are capable of.	Pathway FOUR Students are our most deprived learners. They are likely to be FSM, low to middle ability, SEN and present challenges around behaviour and attendance. They need the most support.
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We also consider the challenges faced by vulnerable pupils, (those supported by Children Services or provided care to a parent). Our pupil premium funding is used to support their needs, regardless of whether they are disadvantaged or not.

At RTS, we are taking an evidence-informed approach to Pupil Premium spending to help us to compare how other schools have approached similar challenges, the impact of these interventions, and their cost-effectiveness. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the three areas below, but ensuring a focus on improving teaching quality – investing in learning and development for teachers.

Teaching

Arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

Academic support

Identifying the main barriers to pupil success in school using the Pupil Premium to buy in extra help.

Wider approaches

This may include non-academic use of the Pupil Premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits

– speech and language therapy

Ralph Thoresby School – PP strategy tiered approach



Good teaching is the most important lever we have as a school to improve outcomes for disadvantaged pupils. At RTS we are using the Pupil Premium to improve teaching quality which benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.

Our strategy is also integral to wider school plans for education recovery; notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected through the pandemic, including non-disadvantaged pupils.

The causes and consequences of disadvantage are varied: Pupil Premium pupils are not a homogeneous group, so it is important that whilst our approach is responsive to common challenges it is rooted in robust diagnostic assessment, and the needs of each individual pupil.

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage. -The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise pupil expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point needs are identified
- work with families to improve parental engagement

Challenges

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

Challenge number	Detail of challenge
1	CAT4 data indicates that disadvantaged pupils have lower reasoning (thinking) abilities in key areas that support educational development and academic attainment than their peers on entry. In Year 7, for example, the overall mean SAS for disadvantaged pupils is 93.5 compared to 100.6 for non-disadvantaged (national average is 100).
2	NGRT (reading tests) indicate that disadvantaged pupils generally have lower reading ages and lower levels of reading comprehension than their peers. This has an impact on progress across all subjects. In Year 8, for example, reading age \approx 13:6 (year: month) for disadvantaged pupils compared to \approx 15:0 for non-disadvantaged.
3	Attainment in mathematics for disadvantaged pupils is generally lower than that of their peers on arrival in Y7. FFT 50 estimates predict a gap in the range of 0.6 – 1.0 grades in maths attainment across years 7-11 for disadvantaged pupils compared to their peers by the end of KS4.
4	Our assessments and discussions with pupils and families 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. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths, science, geography and languages.
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, referrals for support markedly increased. 355 pupils (195 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Attendance data this year indicates that attendance among disadvantaged pupils is currently 6% lower than for non-disadvantaged pupils (currently 87.1% compared to 93.1%).</p> <p>39.0% of disadvantaged pupils have been 'persistently absent' compared to 22.4% of their peers during that period. Our assessment data indicates that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

7	As a result of the pandemic there has been a reduction in parental engagement with school for some disadvantaged pupils. This has resulted in a lack of readiness for school, reduced homework completion and reduced aspiration for some disadvantaged pupils compared to their peers.
8	Cultural enrichment activities are designed to give opportunities to enhance our pupils' learning experience. Other clubs and activities are community related and give pupils a real sense of achievement. Our current tracking data shows lower participation rates for disadvantaged pupils in extra-curricular activities and trips.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 42 • an EBacc average point score of 3.8 • over 40% 5+ English and maths <p>By the end of our current plan in 2023/24, 40% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2021 this figure was 27%.</p>
Improved reading, academic vocabulary, and comprehension skills among disadvantaged pupils across KS3.	<p>Reading age data demonstrates a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Lexia data demonstrates accelerated progress across the 3 study strands (Word Study, Grammar and Comprehension) among disadvantaged pupils.</p>
Improved attainment among disadvantaged pupils in mathematics.	<p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • Attainment 8 average grade of 4.2 • over 45% 5+ in maths
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys. • reduction in referrals and lesson exits

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their peers being reduced to 3% the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
To improve parental engagement for our disadvantaged pupils.	Attendance at PCEs is 80+% for disadvantaged pupils and 100% after follow-up consultations. Attendance at 'meet the coach' events is 95+%.
To improve the participation of disadvantaged pupils in all aspects of our ECA provision.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils from a baseline of 41% in 2021.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop our whole school T&L strategies to promote the progress of all pupils but particularly disadvantaged pupils	High Quality Teaching Toolkit Strand EEF Effective Professional Development Toolit Strand EEF Closing the Vocabulary Gap; Alex Quigley: 2018 Oral language interventions Toolkit Strand EEF Teacher Walkthrus; Tom Sherrington & Oliver Caviglioli: 2020	1-4
Embedding more effective practice around feedback.	Feedback Toolkit Strand EEF (2022 onwards)	

<p><u>EEF evidence</u> demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and further develop mastery teaching at KS3.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning Toolkit Strand Education Endowment Foundation EEF</p> <p>White Rose 5-year plan (SOW)</p>	<p>3 & 4</p>

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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 - 4</p>
<p>Delivering a targeted lexia programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the use of TLC, SEND base and learning support centre to provide social and emotional learning (SEL) interventions.	Social and emotional learning (SEL) Toolkit Strand Education Endowment Foundation EEF	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Implementing new parental engagement strategies e.g., short sessions with flexible times, remote sessions and developing the RTS coaching model.	Parental Engagement Toolkit Strand Education Endowment Foundation EEF	7
Promoting and offering an excellent extra-curricular provision for all pupils, especially those that are disadvantaged so that they have access to an engaging curriculum which broadens knowledge and experience and to boost wellbeing, behaviour and attendance.	Arts Participation Toolkit Strand Education Endowment Foundation EEF Summer School Toolkit Strand Education Endowment Foundation EEF	8

Total budgeted cost: £ 300,000 (£25,000 contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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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.

As evidenced across the country, school closures (full and partial) had a detrimental effect on our most disadvantaged pupils. Covid-19 had an impact for pupils in all year groups and across all subjects to a varying degree.

However, during the second lockdown we developed a fantastic, high quality remote learning provision and all pupils were provided with a device which meant they could access this provision whilst ensuring our most vulnerable pupils were able to attend school in person.

During 2020-21 we were also able to take advantage of two funded academic mentors (in English and science) and use the National Tuition Programme to support interventions in core and EBacc subjects.

The attainment of disadvantaged pupils in Y11 is below our previous projections but still shows an improvement on recent years because of the success of early interventions and use of the pupil premium funding for these pupils across Y7 – Y10.

- Attainment 8 40.7 compared to 35.9 in 2019
- 57% achieved 4+ in English and maths compared to 44%
- 21% achieved 5+ in English and maths compared to 24%
- EBacc Average Points Score was 3.44 compared to 3.01

Attendance, pupil behaviour, wellbeing and mental health were significantly impacted last year as a result of the pandemic and more so for our disadvantaged pupils. We continue to develop the use of our pupil premium funding to provide specialist support and interventions in these areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
PowerUp Literacy	Lexia
One-to-one online tuition	MyTutor

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?	2 Y7 pupils - £620 <ul style="list-style-type: none">• Academic mentor support for online learning during lock down• Regular weekly check-ins from Year Manager during lock down• Provision of lap-top for home learning• Prioritised for holiday schools at Easter and October
What was the impact of that spending on service pupil premium eligible pupils?	Both pupils in Y7 transitioned to high school well. Both pupils had attendance above 90% during 2020-21 (98% and 91%). Both pupils had good AtL (Attitude to Learning scores) >2.

Further information (optional)

Before planning our new pupil premium strategy, we evaluated which activities undertaken in previous years did not have the degree of impact that we had expected. We looked at assessment data and had conversations with pupils about the range of interventions that we have previously had in place and which they had found most successful.

The PP lead attended a 3-day training event on the 'Effective use of the pupil premium' at Huntington research school based around the EEF guidance. She has also attended several recent webinars on the new pupil premium strategy statement led by Marc Rowland and read his recent book on 'Addressing Educational Disadvantage' and his regular tweets and blogs.

As a senior leadership team, we have looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We've also looked at studies about the impact of the pandemic on disadvantaged pupils.

Alongside the EEF guidance we have developed our new 3-year strategy and will continue to adjust our plan to meet the needs of our pupils as we identify specific needs emerging from the pandemic.