

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	Ratton School Academy Trust
Number of pupils in school	1186
Proportion (%) of pupil premium eligible pupils	24% (288 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gavin Peevers
Pupil premium lead	Mark Hatton
Governor / Trustee lead	Di Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 249,862
Recovery premium funding allocation this academic year	£ 36,178
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,000
School led tutoring	£30,375
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	£323,415

Part A: Pupil premium strategy plan

Statement of intent

The school's vision is to develop caring, confident and creative students who achieve excellence. However, we acknowledge that disadvantaged students may require extra support to achieve this aim, both pastorally and academically. This is particularly true after 2 years of disruption to learning caused by the COVID pandemic. We therefore want to make sure that we have identified the most relevant challenges to our students' progress.

This strategy plan therefore aims to work on the following strands:

- Identification of the barriers to student progress and provision of information to staff to help them overcome these barriers.
- Improving attendance for disadvantaged students so that they are able to access learning for the maximum possible amount of time.
- Embedding the staff culture of "PP FIRST" – adopting the approach where all members of staff take responsibility for disadvantaged outcomes and work to raise expectations and aspirations.
- Developing literacy and oracy (a previous challenge to progress, but more so in light of COVID), in order for students to be able to achieve across a range of GCSE subjects, not just English.

This will all tie together to help our students achieve excellence in working towards our school virtues, but also to improve academic outcomes. The combination of the two will set them in good stead to access future opportunities post-16.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Improving attendance rates for disadvantaged students</i></p> <p>Our attendance data over the last 3 years has shown that attendance for PP students has been 2-3% below the national average and with a gap of around 9% compared to non-PP students</p>
2	<p><i>Improving literacy and oracy</i></p> <p>Assessments and observations of students show that reading, literacy and oracy are at generally lower levels for PP students, particularly with the effect of lockdowns. On entry to year 7 last year, our students were below the national level in the “No more marking” writing assessment. This year’s baseline English assessment also shows a lower level for PP students compared to their peers.</p>
3	<p><i>Re-embedding and broadening the “PP FIRST” strategy post-COVID</i></p> <p>This strategy was showing a gradual impact on the progress gap between PP and non-PP students at GCSE. This had closed to national average in 2019. The strategy was disrupted by COVID closures and classroom restrictions. It is important to re-embed this to ensure that disadvantaged students are prioritised in their classroom learning. Previous focus has been on class teaching; going forwards we will also be looking at defining clear roles for other teams in the school.</p>
4	<p><i>Providing support and tutoring for students who have COVID gaps</i></p> <p>Our monitoring of engagement with live lessons and online learning while school has been closed has shown that PP students had a lower attendance, despite follow up from pastoral teams and provision of IT equipment. The current year 11 were the least engaged of all year groups, so will need extra support.</p>
5	<p><i>Ensuring that we have identified the most relevant barriers for our students post-COVID (and responding to these barriers).</i></p> <p>It is important to know that we are responding to the correct challenges for our students, particularly with the changes in circumstances that may have happened over the course of the pandemic. Alongside gaining information for higher year groups, we want to develop an approach to this in year 7, so that we have a process for PP students as early in their school career as possible. This will allow us to intervene earlier.</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
1. Attendance rate of disadvantaged students has improved	Gap between PP and non-pp <4% PA reduced to national average or better
2. Improved PP attainment/progress in English and Maths	Gaps at national average or better
3. Improved overall attainment/progress for PP students	An average attainment 8 score of 40 or higher Overall Progress 8 score is 0 or better (i.e. progress to target grade)
4. Clearly defined roles for teams across the school (in relation to disadvantage)	Guidance documents produced for each team QA processes show that guidance is being followed
5. Tutoring sessions delivered to identified students	Improved predicted grades for targeted students Positive student voice outcomes

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing (Maths/English/Y7 Step-up/PP Leadership)</i>		2,3
<i>Embed and develop whole school literacy strategy</i>	Reduced literacy and oracy levels due to COVID EEF guidance document establishes steps for improving literacy in secondary schools.	2

<i>Re-embedding “Disadvantaged FIRST” strategy with staff.</i>	Strategy was having a positive impact on achievement pre-COVID.	1,2,3,4
<i>Support and CPD for Y7 Step-up teacher</i>	This group of students consist of a high proportion of PP/SEN. Previous evidence of a positive transition to secondary and good progress at GCSE for these students	3

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Y11 Period 6 interventions</i>	Implementation of P6 with previous year group led to positive outcomes at GCSE. EEF – Extending school time +3 months	4
<i>Literacy assistant (English)</i>	EEF – Small group tuition +4 months progress	4
<i>National Tutoring Programme – Y7/Y10</i>	EEF – Small group tuition +4 months progress	4
<i>School led tutoring Programme</i>	EEF – Small group tuition +4 months progress EEF – One-to-one tuition +5 months progress	4
<i>Recruit academic mentor(s)/HLTA in maths</i>	EEF – Small group tuition +4 months progress	4

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO consultancy to focus on disadvantaged students</i>	Improvement in attendance is critical to improving student outcomes – if students are not in school, we cannot help them!	1
<i>Minibus to support attendance (and other activities)</i>	Improvement in attendance is critical to improving student outcomes – if students are not in school, we cannot help them!	1

<i>Clarifying PP FIRST responsibilities for other roles in the school</i>	Establishing the correct school culture is the basis for any other actions we take.	3
<p><i>Developing student profiles for disadvantaged students</i></p> <p><i>Using Y7 PASS tests to provide early interventions</i></p>	<p><i>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.....” Sutton Trust impact report</i></p> <p>Profiles that are already in place for SEN students – providing strategies for working with those students.</p> <p>Allows teachers to know disadvantaged students more thoroughly and share knowledge among staff – enables better QFT.</p> <p>Diagnosis of needs so that appropriate evidence-based interventions can be put in place.</p>	5
<i>Ongoing curriculum support for resources and trips for PP students</i>	<p>Previous spending: Removes barriers to engagement and participation e.g. building cultural capital on trips, providing revision guides, providing ingredients to be able to participate in Food Technology.</p>	5
<i>IT provision for PP students (particularly Y7 new intake)</i>	<p>Provision of equipment removes a barrier to accessing homework (and online learning, should COVID disrupt us further).</p> <p>EEF – Homework +5 months</p>	5
<i>Yes Futures Programme (Y9)</i>	<p>Previous impact of this programme:</p> <ul style="list-style-type: none"> • increased confidence in students. • Students involved in program have been some of the most engaged of all PP students in online learning. • Positive P8 scores for a number of students at GCSE. 	5

Total budgeted cost: £ 315,000

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.

Objectives:

- 1. Continue to adjust CPD model on 6 Principles of Teaching adapting it to respond to COVID restrictions:*

PP FIRST strategy: PP FIRST is a strategy that teaching staff are aware of. With renewed school closure and time needed for curriculum changes, the desired keen focus was not maintained. However, the ethos is embedded and appropriate strategies will continue to be revisited in the coming year.

Feedback: A feedback policy with PP strategies has been developed, but implementation was hampered by restrictions on moving around the classroom and handling students' work. This will continue to be a focus going forwards.

Homework: All PP students were provided with access to devices to enable remote learning and completion of homework. However, we were unable to offer our usual homework club due to COVID restrictions. There is still a gap in homework completion between PP and non-PP students which needs to be addressed.

- 2. Mitigate the effects of school closures on PP students*

Curriculum adjustments were an ongoing feature of Curriculum Leader meetings over the course of the year. This included ensuring that remote learning contained topics suitable for online delivery. There was a focus during terms 1 and 2 on delivering lessons that needed face-to-face contact, both to catch up from the previous year, and in case of closure (which happened in term 3).

Y11 interventions were implemented primarily through an after school "Period 6" lesson. This contributed to a strong set of GCSE results. e.g. English and Maths mentioned below. Having identified Y7 as the year group with the biggest gap in literacy/numeracy, National Tutoring partners worked with Y7 students in both maths and English. PP overall attainment scores improved over the year in year 7, 9 and 10, although not in year 8.

GCSE attainment for PP students improved, with English and Maths outcomes increasing to the highest that they have been. PP maths attainment improved at both grade 4 (45 to 66%) and grade 5 (25% to 42%). PP English attainment improved at both grade 4 (45 to 66%) and grade 5 (25% to 42%).

All PP students were provided with devices to provide them with access to online learning. This included setting up and managing around 100 laptops supplied by the government. There was a smooth transition to online learning. A live lesson timetable was run and attendance was tracked for all students, with a focus on disadvantaged students who were not attending. Year Teams followed up PP students who were not attending online lessons - this resulted in better attendance. However, there was still a clear gap between PP students and non-PP students ranging from about 10% in year 10, up to 20% in year 7.

3. Improve progress of targeted students through Learning Mentor interventions:

There was a reduced capacity for learning mentor intervention due to one of the team leaving the school. Term 1/2 was focused on supporting students who were referred because of finding it hard to settle back into school after COVID disruptions and online learning.

This worked well for some students, though a small number have since started to attend alternative provisions. Term 3/4 then focused on staying in contact and remotely supporting case-load students to engage in online learning.

T5 supporting Y11 students to access assessments for their CAGs. This resulted in specific students having a full set of assessment information, which might otherwise have been missing.

Other interventions that were planned were unable to go ahead due to school closure and shifting priorities.

With the impact of COVID, a greater need for academic support and an increase in pastoral capacity, the decision was made to change our focus from using learning mentors to academic support in the coming year.

4. Additional targeted support:

Yes Futures - Yes Futures operated a reduced programme this year. Consequently, student engagement was not as strong as it often is. However, this will be retained to provide support with the current Y9. Previous evidence has been positive for cohorts involved in this programme.

Alongside these activities, we also ran Forest School activities and the John Muir award – a personal development program that focuses on environmental responsibility. School closure in term 3 impacted on the continuity and effectiveness of these sessions.

Alternative provisions for students who find it difficult to engage with mainstream school - A number of students succeeded on their external college courses. These courses had a positive impact on both them and the rest of the school. Where historically, some students achieved a low progress score, notional progress scores this year show an improvement (figures not officially published).

5. *Improve attendance of disadvantage students*

Overall attendance improved by 0.1%, though PP absence increased slightly from 9.3 to 9.9%. The same trend was seen for persistent absence with PP students increasing by 0.7% to 28.3%. Both figures are in the context of school closures at differing points in the years involved. They compare to the last published annual national rates (2018/19) of 6.9% and 20.4% The national figures for terms 1 and 2 last year were 7.4% and 23.1%. Attendance continues to be a focus for our disadvantaged students.

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
Rising Futures	Yes Futures

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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