

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	Priory Ruskin Academy
Number of pupils in school	1431
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Oct 21
Date on which it will be reviewed	Oct 22
Statement authorised by	Rachel Wyles
Pupil premium lead	Ben Key / Karen Shelford
Governor / Trustee lead	Victoria Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 300k
Recovery premium funding allocation this academic year	£ 37k
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10k
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	£347k

Priory Ruskin Academy: Pupil premium strategy plan

Statement of intent

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

The key principles of the **Ruskin strategy plan** is centred on equitable provision across the supra curriculum in order to improve the life chances of our students. This is achieved through:

- *Quality first teaching, which is informed by best practice and fostered through a committed approach to developing staff's knowledge through a comprehensive CPD programme.*
- *An inclusive, rich and broad curriculum that supports students in securing their next educational steps*
- *Strong personal development learning and opportunities in both the taught and wider curriculum*
- *Understanding that students' mental health and their social and emotional needs impact on their ability to learn*
- *Ensuring attendance of groups of learners positively impacts on outcomes*
- *Addressing gaps in reading fluency and comprehension and developing a passion for reading.*

Each student has a universal offer to ensure our principles are met; however, at times students will be supported through further tailored intervention and support programmes.

Our key principles provide the foundations for the aims and objectives for our disadvantaged students:

- *That students acquire the skills and knowledge needed to ensure they are prepared for their future destinations*
- *That the academic outcomes of disadvantaged students match those of non-disadvantaged students*
- *That student well-being is supported, thereby supporting their readiness and engagement in learning across the supra-curriculum*

The current pupil premium strategy plan aims to secure our objectives through adopting successful EEF framework providing strategies for disadvantaged students. As such, the academy plans are to:

- *Provide quality first teaching, with a focus on pedagogy, curriculum and staff PD.*

- *Provide targeted academic support, focussing on core subjects and comprising of small group and one to one intervention*
- *Provide wider strategies relating to the most significant non academic barriers to success in school. As such, the academy will:*
 - *Ensure strategies for early identification of non-academic barriers in individual students are in place;*
 - *Prioritise strategies for attendance;*
 - *Provide support for pupils' whose personal, social, emotional and behavioural needs require input beyond the existing robust PHSE curriculum;*
 - *Communicate effectively with and provide support for parents as education partners.*
 - *Engage in the Maximising Achievement programmes to enhance extra-curricular provision for students experiencing disadvantage and for whom such opportunities would otherwise not be available.*
 - *Use the Maximising Achievement Programme to enhance, celebrate and reward success for disadvantaged students.*
 - *Prioritise disadvantaged students in the implementation of careers education including the Gatsby Benchmarks.*

Challenges

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

Challenge number	Detail of challenge
1	Addressing gaps in performance and outcomes between disadvantaged and non-disadvantaged students
2	Gaps in reading ages and engagement in reading
3	Attendance of students
4	Mental health and well being of students

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
Gaps in performance and outcomes are narrowed	Gaps in flightpaths are narrowed; gaps in performance measures narrowed; disadvantaged numbers engaged in RR programme increases
Gaps in reading ages narrowed; student engagement with reading programmes	Reading age gaps reduced; gaps in performance in English reduced; disadvantaged voice demonstrates majority are actively involved in whole school reading programmes; successful completion of in house intervention

Narrowed gaps in attendance	Narrowed attendance gaps between advantaged and disadvantaged students
Positive mental health and well being	Student voice demonstrates that students feel happy, safe and well prepared for the next steps in their educational journey

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: £ 238,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of English, maths and science teachers	<p>EEF – quality first teaching; CST – Impact of the curriculum</p> <p>EEF Guidance on Pupil Premium strategy clearly shows that high quality teaching can have a significant impact on progression of students.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>160k</p>	1,3
Employment of additional Head of House, AHOH and pastoral manager	<p>Increase in disadvantaged numbers and subsequent need to increase the pastoral support of students within the house system.</p> <p>DFE guidance on Pupil Premium spending clearly suggests that targeted Academic support is very effective when used to underpin the needs of Pupil Premium students</p> <p>Pupil premium - GOV.UK (www.gov.uk)</p>	1,3,4
Recruitment of vocational teacher to broaden curriculum offer and pathways	<p>CST – Impact of the curriculum</p> <p>The impact of high quality teaching and recruitment is clearly shown through the Tier One research published by the Education Endowment fund highlighting that high quality teaching and learning ensures students life chances are enhanced.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>40k</p>	1,3
AHT Teaching and learning; focus on CPD	EEF – Quality first teaching. Impact of assessment and feedback, behaviour for	1,2,3,4

and coaching across key strands to support: L4L B4L SEND Metacognition Assessment and feedback Retrieval and recall	learning, metacognition and self regulation and the impact of the above on PP SEND students. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) 22.5k	
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation.	1,2,3
AHT Personal development: Reframing PD during tutor time to capitalise on developing self- esteem, wellbeing, reading and relevant aspects of the PD curriculum	EEF – Impact of character and behaviour work, SEAL, impact of reading strategies Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) 16k	1,2,3,4

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

Budgeted cost: £ 120,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of science tutor	EEF- impact of one to one and small group work 9k	1
Employment of tutors in English and maths (match funding the NTP)	Tuition targeted at specific needs and knowledge gaps is shown to be very effective One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF 12k	1,2
Employment of a mathematics HLTA to support targeted students in all year groups	In school provision following the guidance provided by the EEF will support students across their learning in mathematics	1

	Research into the Higher Level Teaching Assistant scheme GOV.WALES (4.78 onwards) 3k	
Mathematics TLR 3 with a focus on pedagogical approaches in the curriculum	An effective and inexpensive method that will support students to become more independent learners is shown through the development of metacognition within the curriculum. Metacognition and self-regulation Toolkit Strand £1,750	1
To support CPD of staff in sustaining developments made in on line provision	EEF – Impact of blended learning / online provision and disadvantaged gaps 2k	1,3
Employment of an SSSL to co-ordinate, manage and deliver interventions and the HAPP project	EEF – Co-ordinated small group and one to one sessions focussed on addressing learning and SEAL barriers Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) 16k	1,2,3,4
Funding of the HAPP project resources and interventions	EEF – resourcing the above. Impact of cultural capital 10k –	1,2,3,4
Development of the Ruskin Reading passport including management, personnel and resources	Development of Reading strategies has been shown to have a clear impact on a pupils development and their wider understanding of the curriculum. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF 10k	1,2
Employment of an HLTA PP to support small group and one to one interventions	Intervention sessions with small groups has clearly been shown to be effective throughout current research but with this also centring literacy and numeracy catch up this will help to improve life chances of students. Improving Literacy in Secondary Schools Also see recommendation 7 below. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) 18k	1,2,3,4

Employment of an additional HLTA PP / literacy and EPQ to deliver one to one and small group sessions	EEF- Impact of tailored one to one and small group work 22.5k One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Director of inclusion to support the strategic delivery of the pupil premium strategy	EEF- Impact of tailored one to one and small group work 19k	1,2,3,4
Data management and tracking systems – use of 4 matrix	The need to be able to identify students learning needs and progression is crucial so interventions can be put in place once identified. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) 1k	1

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

Budgeted cost: £42,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of trauma therapist	EEF, Various sources inc NSPCC – Impact of ACES on learning; impact of lockdown 18.6k	1,3,4
Employment of school counsellor : sixth form focus	EEF, Various sources inc NSPCC – Impact of ACES on learning; impact of lockdown 3k	1,3,4
Employment of a safeguarding and pastoral link officer	EEF, Various sources inc NSPCC – Impact of ACES on learning; impact of lockdown 9k	3,4
Employment of an attendance officer	EEF – Impact of attendance strategies In line with DFE guidance on reducing persistent absence in schools. Improving School Attendance 12k	1,3,4

Total budgeted cost: £ 401,350

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome
P8 in line with NPP and above average	Outcomes of 0.07 in 2021 is above national averages (as per pre lockdown data). There is a continued need to address gaps to NPP students which have widened during the pandemic and needs to be captured in the catch up funding moving forward.
A8 in line with NPP	A8 of 38.38 lags behind NPP students.
Percentage of grade 5+ in English and maths Percentage of grade 4+ in English and Maths	During the pandemic, gaps have widened; the narrowing of gaps to continue to be a focus moving forward.
Ebacc entry rates are comparable to NPP rates of entry	Ebacc rates of entry are broadly in line with NPP; this remains an objective alongside increasing rates of entry

Further considerations:

- Despite considerable focus on remote learning and online provision, lockdown has seen a widening of gaps. Further investigate online provision in 21/22
- As students return, the importance of returning to routines, face to face teaching, curriculum delivery and the wider curriculum, factors which have hitherto seen gaps systematically lowering, to be a focus
- Post lockdown, further investment in mental health / trauma therapy needed to support our most vulnerable students
- Increase in pastoral needs amongst our most vulnerable students – development of a further house including HOH, AHOH and pastoral manager

