

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Priory Ruskin Academy
Number of pupils in school	1415
Proportion (%) of pupil premium eligible pupils	27.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Rachel Wyles
Pupil premium lead	Karen Shelford
Governor / Trustee lead	Theresa Buhryn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 385,020
Recovery premium funding allocation this academic year	£ 88,596
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£ 473,616

Priory Ruskin Academy: Pupil premium strategy plan

Statement of intent

The key principles of the 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 wellbeing 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 curriculum knowledge 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

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: £252,000

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>Evidenced in the PP guidance and menu of approaches therein: High Quality Teaching, Recruitment and retention of teaching staff</p> <p>177k</p>	1,3
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>Evidenced in the PP guidance and menu of approaches therein: High Quality Teaching, Recruitment and retention of teaching staff</p> <p>50k</p>	1,3
AHT Teaching and learning; focus on CPD and coaching across key strands to support: L4L	<p>EEF – Quality first teaching. Impact of assessment and feedback, behaviour for learning, metacognition and self-regulation and the impact of the above on PP SEND students.</p>	1,2,3,4

B4L SEND Metacognition Assessment and feedback Retrieval and recall	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Evidenced in the PP guidance and menu of approaches therein: High Quality Teaching, professional development on evidence based approaches 10k AHT Teaching and Learning	
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, Behaviour and SEND. The Trust has reviewed the evidence and produced operational frameworks to enable effective implementation. Evidenced in the PP guidance and menu of approaches therein: High Quality Teaching, professional development on evidence based approaches £15k	1,2,3

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

Budgeted cost: £ 170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Evidenced in the PP guidance and menu of approaches therein: Targeted Academic Support: One to one and small group tuition 20k	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 Research into the Higher Level Teaching Assistant scheme GOV.WALES (4.78 onwards)	1

	<p>Evidenced in the PP guidance and menu of approaches therein: Targeted Academic Support: One to one and small group tuition</p> <p>25k</p>	
<p>Employment of an English HLTA to support targeted students with low reading ages via a phonics programme.</p>	<p>Ofsted English review and reading review identifies gaps in phonic knowledge and recommendations https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</p> <p>Evidenced in the PP guidance and menu of approaches therein: Targeted Academic Support: One to one and small group tuition, interventions to support language development, activities to meet the specific needs of disadvantaged students with SEND; TA deployment and interventions</p> <p>15k</p>	1
<p>Employment of a PP operations manager to oversee PP provision</p>	<p>EEF – Co-ordinated small group and one to one sessions focussed on addressing learning and SEAL barriers</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Evidenced in the PP guidance and menu of approaches therein: Targeted Academic Support: One to one and small group tuition, interventions to support language development, activities to meet the specific needs of disadvantaged students with SEND; TA deployment and interventions</p> <p>Overseeing FTQ to develop independent learning, research and engagement in learning.</p> <p>EEF - EVIDENCE</p> <p>29k</p>	1,2,3,4
<p>Funding of the Cultural Capital project resources and develop cultural capital</p>	<p>EEF –Resourcing cultural capital projects centred on cultural enrichment and supporting developments in reading and engagement in literature and performance.</p> <p>EVIDENCE</p> <p>10k –</p>	1,2,3,4
<p>Development of the Ruskin Reading passport including management, personnel and resources</p>	<p>Development of Reading strategies has been shown to have a clear impact on a pupil's development and their wider understanding of the curriculum.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,2

	<p>Associate Head in Language for Learning £1k Staffing VG 0.1 to monitor and intervene with MAPP and HAPP students and develop engagement in reading. £2.5k</p> <p>3.5k</p>	
<p>Employment of an HLTA PP to support small group and one to one interventions</p>	<p>Intervention sessions with small groups has clearly been shown to be effective throughout current research but with this also centering literacy and numeracy catch up this will help to improve life chances of students.</p> <p>Improving Literacy in Secondary Schools</p> <p>Also see recommendation 7 below. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Evidenced in the PP guidance and menu of approaches therein: Targeted Academic Support: One to one and small group tuition, interventions to support language development, activities to meet the specific needs of disadvantaged students with SEND; TA deployment and interventions.</p> <p>Evidenced in the PP guidance: Wider strategies – extracurricular activities</p> <p>15k</p>	1,2,3,4
<p>Employment of an additional HLTA PP Tutor to deliver one to one and small group sessions to support SEMH needs</p>	<p>EEF- Impact of tailored one to one and small group work</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidenced in the PP guidance and menu of approaches therein: Targeted Academic Support: One to one and small group tuition, interventions to support language development, activities to meet the specific needs of disadvantaged students with SEND; TA deployment and interventions</p> <p>27k</p>	1,2,3,4
<p>Data management and tracking systems – use of 4 matrix</p>	<p>The need to be able to identify students learning needs and progression is crucial so interventions can be put in place once identified.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p> <p>1k</p>	1

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

Budgeted cost: £165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 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 Pupil premium - GOV.UK (www.gov.uk)</p> <p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs; communicating with and supporting parents.</p> <p>43k</p>	1,3,4
AHT Personal development: Reframing PD during tutor time to capitalise on developing self- esteem, wellbeing, reading and relevant aspects of the PD curriculum	<p>EEF – Impact of character and behaviour work, SEAL, impact of reading strategies</p> <p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs</p> <p>17k</p>	1,2,3,4
Careers: Prioritising disadvantaged students in careers support and guidance. Purchase of Unifrog	<p>Tier 3 of Trust Strategy guidance.</p> <p>12k</p>	1,4
Employment of trauma therapist	<p>EEF, Various sources inc NSPCC – Impact of ACES on learning; impact of lockdown</p> <p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs</p> <p>25k</p>	1,3,4
Employment of school counsellor : sixth form focus	<p>EEF, Various sources inc NSPCC – Impact of ACES on learning; impact of lockdown</p>	1,3,4

	<p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs</p> <p>3k</p>	
Employment of a safeguarding and pastoral link officer	<p>EEF, Various sources inc NSPCC – Impact of ACES on learning; impact of lockdown</p> <p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs; communicating with and supporting parents</p> <p>10K</p>	3,4
Employment of a non-teaching safeguarding officer to support increase in referrals and further support the capacity of the pastoral team.	<p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs; communicating with and supporting parents</p> <p>25k</p>	3,4
Employment of an attendance officer	<p>EEF – Impact of attendance strategies</p> <p>In line with DFE guidance on reducing persistent absence in schools.</p> <p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs; communicating with and supporting parents</p> <p>Improving School Attendance</p> <p>25k</p>	1,3,4
Breakfast club provision to support living costs and attendance.	<p>Evidenced in the PP guidance and menu of approaches therein: Wider strategies, breakfast clubs and meals</p> <p>5k</p>	3,4

Total budgeted cost: £ 562,500

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 2022 to 23 academic year.

At -0.03, outcomes for PP students are broadly in line with the national progress figures for all students and considerably above for PP students. There remains a slight dip from pre-pandemic data, however strategies have been put into place in order to ensure that the impact of the pandemic has been minimalised. The current data shows a significant improvement since 2018.

The gap between PP and all students is 0.19. English PP P8 at -0.06 is broadly in line with national figures, but lags behind all students (0.07). Maths PP P8 has decreased since the pandemic. Consequently, there have been a number of further strategies which will continue to be explored in 23/24 to ensure equity of provision and narrowing of gaps. This includes:

- Increase 121 support in English through bespoke delivery of a phonics programme
- Renewed curriculum in the development of catch up literacy to support students below their reading ages
- Increase 121 support in Mathematics, supporting the delivery of the white rose curriculum
- Train in house maths tutors to deliver maths intervention
- Increase support through the Trust CLC programme in mathematics and English

Attendance and PA of PP students is yet to return to pre-pandemic levels. As a result, further investment has been deployed into:

- Expanding the attendance team
- Exploring reintegration strategies
- Further extending support for mental health and trauma
- Expanding the wider pastoral team

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.