

## Rutlish School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

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	Rutlish School
Number of students in school Year 7-11	1185
Proportion (%) of Pupil Premium eligible pupils	23% (277)
Academic year that our current Pupil Premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ms Howarth (Headteacher)
Pupil Premium Lead	Mrs Gray (PP Lead) Ms Ryan (SLT)
Governor	Mrs Croissant

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£300,070
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£300,070

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Rutlish School aims to provide the highest possible outcomes for all students. Within this, we aim to ensure no students are left behind as a result of their disadvantage. We aim to ensure all staff see reducing Pupil Premium gap as a priority and are committed creating an inclusive culture by developing students' well-being, intellectual curiosity, and creativity. As a high achieving school, we create a culture of high expectations and high aspirations for all students with the aim of this lasting beyond their school career and with them in their next steps.

We have identified the below challenges for Pupil Premium students within our school; the following document outlines our strategy to reducing/removing these challenges as well as the intended outcomes.

### Aims

This details the key aim to achievement that we have identified among our disadvantaged students.

1	Continue to improve achievement to narrow the gap between PP and Non-PP students
2	Continue to improve attainment in English and Maths to narrow the gap between PP and Non-PP students
3	Continue to increase opportunities for Enrichment (both Co-Curricular and Extra-Curricular) and build students' Cultural Capital
4	Continue to provide support for all PP students in securing their next steps in education

## Provision in this Academic Year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

## Teaching and Learning

**Budgeted cost: £255,900**

Activity	Evidence that supports this approach	Aim/s Addressed
Additional teaching staff/ improved focused intervention	<p>Smaller class sizes allow teachers to have “high quality interactions with students.” In addition, a smaller class size allows a teacher to provide more attention and adapt their teaching to the individual needs of learners. It allows teachers to provide high quality and quantity feedback that is individualised to students, studies show this has the greatest effect on learners.</p> <p>EEF toolkit +1/2 months EEF Guidance report 2021 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1, 2
Timely accurate assessment/ Sims/ 4matrix/ rigorous monitoring of challenging targets/ analyse intervention	<p>Rigorous monitoring of student’s outcomes allows teachers to make changes in their implementation and delivery of teaching, adapting to the needs of the students. It ensures teachers are able to provide quality first teaching at all times. It allows all staff members to easily and effectively track and monitor all PP students but easily identify those who are most vulnerable. Specific focus for</p>	1, 2,

	Rutlish School is PP & SEN-K, and PP FSM.	
Training for staff in subjects or areas with lower PP progress	All staff training on Pupil Premium strategies and subject specific training for staff to help them in delivering quality first teaching. "Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them" EEF 2021 <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1, 2,
KS3/4 improving student progress by ensuring Quality First Teaching at all times. Ensuring that PP students have access to relevant resources that enable them to access a broad and balanced curriculum.	"The best available evidence indicates that great teaching is the most important lever schools have to improve student attainment."  "It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching" (EEF 2021)  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1, 2

## Targeted Academic Support

Budgeted cost: £20,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Underachieving KS4 PP in Year 11 to attend extra tuition sessions run by subject teachers in across the curriculum	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year”. Identification will focus on students who are both PP and SEN K. EEF +4months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2
Underachieving KS3 PP to attend extra tuition sessions run by subject teachers in across the curriculum	<p>“Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of school’s Pupil Premium strategy”. Identification will focus on students who are both PP and SEN K. EEF +4months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2
KS4 High Prior Learners (HPL) PP students to attend targeted revision sessions aiming for grade 8/9. Students to attend regular targeted HPL sessions focusing on a variety of subjects, skills and aiming higher	<p>Over a third (36%) of bright but disadvantaged boys seriously underachieve at age 16 Sutton Trust 2015 More able students are more likely to underachieve than their other disadvantaged peers. A HPL programme not only identifies our more able but provides these students with small group interventions</p>	1

	<p>focussing on subject specific content, study skills and providing strong aspirations through careers information.</p> <p><a href="https://www.suttontrust.com/news-opinion/all-news-opinion/over-a-third-of-clever-but-poor-boys-significantly-underachieve-at-gcse/">https://www.suttontrust.com/news-opinion/all-news-opinion/over-a-third-of-clever-but-poor-boys-significantly-underachieve-at-gcse/</a></p>	
<p>Revision guides and material available for all KS4 (Year 10 and 11) PP students across all subjects.</p>	<p>Disadvantaged students are most likely to lack access to revision resources and materials, providing students with access means students in school learning can be supported by home learning, allowing students to practice metacognition techniques to know more and remember more.</p> <p>EEF suggest +8 months' progress for meta-cognition and self-regulation.</p>	1, 2
<p>Reading books and book tokens for PP students to help foster the love of reading and improve ability to access the curriculum.</p>	<p>Data has shown that PP students can be on average up to two years and four months behind their highest achieving peers, creating a reading gap. By providing PP students with books/book tokens it helps them to obtain higher level skills which would help to improve university participation, particularly at elite institutions.</p> <p><a href="#">The Reading Gap - Sutton Trust</a></p>	1, 2, 3

## Wider strategies

Budgeted cost: £23,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Homework Group club available Monday-Thursday providing KS3 students with IT facilities, access to trained staff to help/assist, access to printing</p>	<p>PP students' lack of access to resources is a key challenge identified by the school. Providing students with access to IT facilities, support from trained staff as well as access to a quiet a dedicated "learning space" reduces the number of students who are not competing homework tasks. It allows students to take pride in homework and encourages self-study, linking to metacognition techniques. This is supported by an LSA.</p> <p>EEF +5months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1, 2, 3</p>
<p>Drop-in study sessions available to KS4 summer term. Providing students with IT facilities, access to trained staff to help/assist, access to printing.</p>	<p>Providing a dedicated space for revision and study for KS4 in run-up to exams. Access to IT facilities and trained staff.</p> <p>EEF +5months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1, 2, 3</p>
<p>Enrichment: Part funding trips to enable students to engage with enrichment opportunities: CCF trips/resources; Duke of Edinburgh; cultural trips at KS3;</p>	<p>Outdoor adventure is recommended to improve engagement and outcomes for disadvantaged students</p>	<p>3</p>

<p>theatre trips; museums; international trips; residential trips, etc., as well as trips that are part of curriculum study e.g. Geography Field Work.</p>	<p>“Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, students who participate in adventure learning interventions make approximately four additional months’ progress”. EEF +4months <a href="https://www.burytsa.co.uk/sites/default/files/EEF-outdoor-adventure-learning.pdf">https://www.burytsa.co.uk/sites/default/files/EEF-outdoor-adventure-learning.pdf</a></p>	
<p>Enrichment: Part funding some co-curricular enrichment activities: Shakespeare in Action; theatre performances in school; workshops; African Drumming; Artist in Residence, Musician in Residence, speakers and experts, etc.</p>	<p>Arts activities have been linked with improvements in specific outcomes. For example, there is evidence of the impact of drama on writing and potential links between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF +3months  <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Additional information, advice and guidance: meeting with the careers officer for all PP students in year 9, 10 and 11; continues one-to-one support for PP students who are underachieving or at risk of NEET; PP students are given careers opportunities outside of the curriculum; careers information and interviews; careers days, higher education days, etc.</p>	<p>“High quality careers guidance from a school or college can open the door to a post-16 pathway that a young person from a lower socio-economic background would not have otherwise known about.”  <a href="https://www.suttontrust.com/Paving-the-Way-1.pdf">Paving-the-Way-1.pdf (suttontrust.com)</a></p>	4
<p>Student voice surveys to assess students’ learning experience, happiness, wellbeing and needs</p>	<p>To hear from students directly and to be able to respond to students needs more affectively.</p>	1, 2, 3



<p>Request form available for all staff to place bids for funding for students across all areas i.e., curriculum or other</p>	<p>Departments can request funding but must show the rational and evidence base for the funding request. Previous applications have included art supplies, art and drama trips, careers trips. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.</p>	<p>1, 2, 3, 4 (depending on request)</p>
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**Total budgeted cost: £ 300,070**

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium provisions had on students in the 2023 to 2024 academic year. The carry forward from the previous year was used to maintain the current provision whilst offsetting the increase in RPI.

<p>1.) Continue to improve achievement to narrow the gap between PP and Non-PP students</p>	<p>ACHIEVED</p>
<p><b>IMPACT</b></p> <p>Pupil Premium students at Rutlish school made excellent progress. P8 score of PP students at Rutlish school in 2023-2024 is +0.05. The Rutlish Pupil Premium achievement is considerably above the 2023 national average progress of Disadvantaged Boys which is -0.71 and above that of Non-Disadvantaged Boys +0.02 (National average figures for 2024 are yet to be published).</p> <p>Average attainment score of 43.57 for Pupil Premium students at Rutlish School is above the 2022-23 national average for disadvantaged students of 31 (2023-24 national figures are yet to be published). This shows Pupil Premium students at Rutlish achieved higher than all disadvantaged students nationally. We acknowledge that an in-school attainment gap still exists and therefore, future strategy will continue to narrow this gap and ensure Pupil Premium averages remain above all student averages nationally.</p> <p>In the national picture, gap between Disadvantaged and Non-Disadvantaged students is the widest since 2011; however, at Rutlish School, the Pupil Premium gap within school is currently approximately half a grade. To continue to narrow this gap, our strategy will endeavour to embed Quality First Teaching for PP and Disadvantaged students and academic interventions that improve the outcomes for PP students. In addition to this, targeted interventions such as the tutoring which will continue to be provided to prevent long lasting impacts of lost-learning from covid-19 pandemic on Pupil Premium students.</p> <p>EBacc entry for Pupil Premium students in 2023 is 35.9% which remains above the 2022-23 National Average of 27.7%. We acknowledge that more non-PP students are entered for EBacc proportionately and future strategy will continue to narrow the in-school gap and ensure Pupil Premium entries continue to rise.</p>	
<p>2.) Continue to improve attainment in English and Maths to narrow the gap between PP and Non-PP students</p>	<p>ACHIEVED</p>
<p><b>IMPACT</b></p> <p>Pupil Premium students at Rutlish in the 2023-24 cohort achieved:</p>	

English Language			
Rutlish School PP		National Average for <b>ALL</b> (PP and Non-PP)	
4+	65.6%	4+	61.1%

English Literature			
Rutlish School PP		National Average for <b>ALL</b> (PP and Non-PP)	
4+	71.4%	4+	73.7%

Mathematics			
Rutlish School PP		National Average for <b>ALL</b> (PP and Non-PP)	
4+	70.3%	4+	59.6%

Pupil Premium students at Rutlish achieved excellently in both Maths and English scoring above the national average for all students in both subjects for grades 4+. The focus for the next academic year is to continue increasing the success of the grade 7+ in both subjects.

Though we are incredibly proud of the achievements of our Pupil Premium students and its impact on securing their next steps, we acknowledge that a small in-school percentage gap still exists; therefore, future strategy will continue to narrow the in-school percentage gap and ensure Pupil Premium averages remain above all student averages nationally.

3.) Continue to increase opportunities for Enrichment (both Co-Curricular and Extra-Curricular) and build students' Cultural Capital

**ACHIEVED**

There are a variety of Extra-Curricular and Co-Curricular opportunities for students to engage with at Rutlish School. From the student voice that was conducted, we can conclude that 100% of PP students participate in a variety of extra-curricular activities (such as after school clubs), co-curricular activities (such as in-school theatre performances, workshops, speakers, etc.), competitions and schools events such as Sports competitions (e.g. house inter-house football/rugby, fixtures, Limbo etc.), Academic Competitions (e.g. Maths Challenge, computing challenge, Readathon, European Language Day etc.), Creative Competitions (e.g. Anti-Bullying Poster, Young Writers Competitions etc.), Special interest/Talent competitions (e.g. Music: Get up and Play, Speak Out Challenge, etc.) and Charity events (e.g. Children in Need Activities Day, Macmillan Bake Off, etc.)

Pupil Premium students have exclusive access to Homework Club which runs after school Mon-Thurs, where they have access to IT equipment and staff to assist them in completing their home learning. This is a populated club with an average of 19 students attending regularly throughout the year, as well as an average of 12 students attending when needed. To incentivise attendance and reward students for their efforts in their academics, students who attend are given rewards each term (e.g., Summer Term trip to Thorpe Park).

#### 4.) Continue to provide support for all PP students in securing their next steps in education

- All year 11 students (including PP) participated in careers education session on labour market, prediction of jobs for the future, key skills required for modern working world.
- PP students were given support on their next steps: support for interviews, one-to-one meeting with careers advisors (and 'My Futures', where extra support needed), and additional one-to-one support in gaining advice on next steps and creating a Careers Action Plan from Education Development Trust for those who required more information on different routes available to them e.g., higher education, T-Levels, apprenticeships, etc.
- PP students have also been involved in a range of careers related trips, encouraging them to broaden