

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1197
Proportion (%) of pupil premium eligible pupils	26% (311 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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gavin Peevers
Pupil premium lead	Shevlyn Byroo
Governor / Trustee lead	Di Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,548
Recovery premium funding allocation this academic year	£ 74,796
School led tutoring 22/23	£45,036
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	£451,380

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.
- Develop and train staff to develop literacy in all subjects
- Using the Reading programme- Bedrock and Lexia to support students to increase their reading ages

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 4% compared to non-PP students. This is as a result of our EWO focussing on 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 school in 2020, our students were below the national level in the “No more marking” writing assessment. 2021’s baseline English assessment also showed 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 through homework for students who have COVID gaps</i></p> <p>We are trying to increase student engagement in homework and have relaunched homework to be consistent and support metacognition. This means homework is set on Teams and not more than 15 mins for each session. Students who fail to complete the homework are encouraged to attend homework support Club.</p>
5	<p><i>Ensuring that we have identified the most relevant barriers for our students and responding to these barriers.</i></p> <p>This year we have streamlined the way that staff can get support for PP students. We have introduced a quick way for staff to ask for support for individual or groups. This is an icon on the desktop that makes a request for things like uniform, ingredients and subsiding of trips. We are using this to keep track of the way we spend money and on who across all year groups.</p>
6	<p><i>To increase cultural capital for all PP students</i></p> <p>This is being tracked and monitored and KS3 is being targeted. All KS3 students to attend a live performance of the school production this year. Partial funding for trips to Madrid, New York and Year 8 Camp.</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 Increased reading ages in PP students Increased use of the library Reduced PP and non PP gap in English and Maths
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 Embedded practice across all subjects QA processes show that guidance is being followed
5. Students are given the support they need to be in school and learn.	Improved predicted grades for targeted students Positive student voice outcomes Increased attendance and engagement
6. To increase experiences that build cultural capital for students	More PP students have experiences that improve their cultural capital. Tracked and monitored across all year groups.

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: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>Staffing (Maths/English/PP lead)</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 "PP FIRST" strategy with staff.</i>	Strategy was having a positive impact on achievement pre-COVID.	1,2,3,4

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

Budgeted cost: £ 110,000

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 and Librarian (English)</i>	EEF – Small group tuition +4 months progress	4
<i>HLTA in maths</i>	EEF – Small group tuition +4 months progress	4

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £166,380

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>Sept 2022 Appointing a Home-School Practitioner</i>	SHS practitioners show an impact in schools they work in of 6% increase in attendance with the individuals they work with, alongside 50% increase in interactions with those families	1

<i>to engage with parents</i>		
<i>Use of the 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
<i>Developing student profiles for disadvantaged students</i>	<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>	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 and kit. Increase resources as part of whole school literacy development including the Library and mobile library. Re-introduction of breakfast club following Covid</p>	5
<i>IT provision to aid student learning for PP students (particularly Y7 new intake) - eg Laptops, Desktops, interactive whiteboard.</i>	<p>Provision of equipment removes a barrier to accessing homework.</p> <p>EEF – Homework +5 months</p>	5
<i>Funding used to transport</i>	Train and bus tickets paid for to support students’ attendance	
<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: £ 451,380

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 2021 to 2022 academic year.

1. *Improving attendance rates for disadvantaged students*

Overall school absence continued to show the impact of COVID infections, increasing from 5.5% in 2020-21 to 6.6% this year. PP absence also increased overall, but by a much smaller proportion, from 9.3% to 9.8%. The gap between PP and non-PP attendance was 4%.

Persistent absence has reduced from 28.3 to 25.2.

Compared to national figures... (not released until March 2023! Previous 2 years have been affected by school closures - last published PP annual national rates (2018/19) of 6.9% and 20.4% - pre-COVID though)

Attendance continues to be a priority going forwards – the appointment of a new School Home Support Practitioner will support reducing absence, particularly persistent absence.

2. *Improved PP attainment/progress overall (and particularly in English and Maths)*

The 2022 exam results were very positive for our disadvantaged students. Overall attainment (A8) improved to 43.6 (exceeding the target of 40 significantly, and improving from 35.9 in 2019)

Maths and English showed similar improvements in attainment, with minimal gaps:

	Maths 4+	Maths 5+	Eng 4+	Eng 5+
PP	66%	48%	75%	63%
Non-PP	76%	52%	80%	69%

Overall PP BASICS 4+ was 57% and BASICS 5+ was 40%, compared to Non-PP 71% and 47%. Given that there was little difference between the percentages in each subject, this suggests a need to ensure that some students are attaining in both subjects (not just one of the two)

3. Re-embedding and broadening the “PP FIRST” strategy post-COVID

This strategy continues to be the bedrock for our work with disadvantaged students. Regular short INSET sessions were provided this year to remind teachers of the key aspects of the strategy and to “drip-feed” ideas to support with each strand. These included a succession of staff briefings. Ideas were collated into a “toolbox” which is available on the staff workspace.

There was also work with curriculum leaders to clarify their roles with regard to PP students. This now needs to continue with the pastoral teams in school.

The evidence from the PP review that was conducted showed teachers employing PP FIRST strategies – however there is still scope to hone them, particularly with regard to oracy/literacy and participation in the classroom.

4. Providing support and tutoring for students who have COVID gaps

Year 11 again received period 6 lessons, starting with Maths, English and Science in term 2 in order to provide specific opportunities to consolidate learning prior to mock exams. This was monitored and adjusted in terms 3 and 4, with small group sessions targeted at PP students in a number of different subjects. Individual invitations were issued to students and parents. However, there was a mixed take-up for this from students, often depending on the level of follow up from individual staff members if students did not attend.

A small group of year 10 students received National Tutoring Program online tutoring in maths and English – engagement in maths was good, English attendance was low, despite regular follow-up. Students who attended regularly benefitted in confidence and some secured their target grades in subsequent data captures.

In the second half of the year, 15 year 7 students received NTP Maths and English. Attendance was good.

The literacy intervention assistant continued to provide catch-up sessions for PP students in KS3, including the use of Lexia. A parallel role was created in maths and was filled mid-year. This role will continue to develop in the forthcoming year.

5. Ensuring that we have identified the most relevant barriers for our students post-COVID (and responding to these barriers).

Year 11 student profiles were produced early on in the year, with input from class teachers, to share information about students and strategies that would work effectively with them. These were available for all staff to make use of – they are a useful source of information and a reminder to prioritise in lessons.

There is now a need to develop profiles for the remaining year groups.

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
NTP	DfE

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)

--