



Pupil premium strategy statement: Rugby Free Secondary School

Summary information					
School	Rugby Free Secondary School				
Academic Year	2020/21	Total PP budget	190000	Date of most recent PP Review	10/20
Total number of pupils	853	Number of pupils eligible for PP	245	Date for next internal review of this strategy	Jan 21

Current attainment									
					Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)		
Progress 8 score average					N/A		N/A		
Attainment 8 score average					N/A		N/A		
FSM Ever 6	214/238 (90%)	PCLA	4/238 (2%)	SEND K	66/238 (28%)	EHCP	8/238 (3%)	EAL	37/238 (16%)

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Low levels of literacy Year 7 / Year 8/9 – lower levels of deductive reasoning/ year 10/11 – low levels of oracy
B.	Low aspirations LPA and MPA students in year 9 have a limited understanding of the value of education and lack resilience when challenged in lessons.
C.	High prevalence of social and emotional needs including high numbers of vulnerable students including those who are homeless and those lacking resources - Early Helps – 13, Child in Need – 11, Child Protection – 4, Young Carers - 40
D.	Those PP pupils with SEN K face additional challenges: Year 7 – 9 students, Year 8 – 9 students, Year 9 – 16 students, Year 10 – 18 students, Year 11 – 14 students
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Above the National Average rates for persistent absenteeism with a small number of PP students 2019-2020 44% of all PA students were PP. 75 in total. Total number of PP for the year 175 which means 43% of all PP students were PA

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> • A greater focus on Teaching and Learning Language including oracy in the CPD programme 	<ul style="list-style-type: none"> • Lesson Observations indicate that both literacy and oracy are a strength in 85% of lessons •
B.	<ul style="list-style-type: none"> • Increase students aspirations of what can be achieved • Expand the academic enrichment on offer to students around careers particularly for the HPA PP students • Increased challenge in all subjects/faculties so that it is consistently high for all but especially for disadvantaged who should be seen as disadvantaged not low achieving. • Academic outcomes in line with/better than target • Higher attitude to learning, effort and behaviour averages in reports 	<ul style="list-style-type: none"> • Student feedback from CEIAG events demonstrate students are motivated and have an increased understanding of the options available to them • Lesson observations demonstrate that 90% of lessons identify how their learning relates to the real world • Termly, internal teaching and learning reviews will show that challenge is high for all students, especially those who are disadvantaged, in 90% of lessons, with consistency across all faculties in relation to end point tasks. • This will be evident in lesson observation/learning walks, class charts, work scrutiny and through pupil voice. • CPD for staff will identify and quantify what high challenge looks like. Outcomes for PP will be in line with or better than that of their non-PP peers.
C.	<ul style="list-style-type: none"> • Identification of students with social and emotional needs earlier and put in place appropriate intervention • Improve understanding of the impact of mental health on learning and behaviour 	<ul style="list-style-type: none"> • The percentage of disadvantaged students with one or more fixed term exclusions will be at least in line with the national rate for non-disadvantaged students (3.65) • The percentage of disadvantaged students with more than one fixed term exclusion (1.46) will reduce to less than 1% of the student population • 90% of Lesson observations demonstrate students are engaged and behave well in lesson • 90% of lessons demonstrate the behaviour for learning policy is applied consistently
D.	<ul style="list-style-type: none"> • Students with SEND are given the access arrangements that they require to access the curriculum. • Staff are given clear communication 	<ul style="list-style-type: none"> • There will be a strategic plan in place for access arrangements • Teaching and Learning strategies devised for disadvantaged groups. These are then monitored for individual pupils in these identified groups at risk of underachievement. CPD is in place for supporting this work and the delivery by

	<p>around the adaptations required for each child in their class.</p> <ul style="list-style-type: none"> Developed and refined differentiation so that consistently there are better and more scaffolded steps built in to learning episodes. Improve, feedback aimed at accelerating learning Using prior attainment data staff are able to plan lessons for SEN pupils more effectively. CPD is provided to share strategies for improving Teaching and Learning for specific groups of SEN pupils, leading to better delivery and progress of pupils in lessons 	<p>staff is closely monitored.</p> <ul style="list-style-type: none"> Termly, internal teaching and learning reviews will show that differentiation and scaffolding for PP students is personalised and targeted so that students can be seen to be making discernible progress. Lesson structure linked to clarity of learning objectives and outcomes will be in evidence. This will be apparent in 90% of lesson observations/learning walks, class charts, work scrutiny and through pupil voice. CPD for staff will identify and quantify what the structure of a lesson will look like and what a lesson objective and lesson outcome look like. Outcomes for PP will be in line with or better than that of their non-PP peers. Termly, internal teaching and learning reviews will show that differentiation is in place for all students, especially those who are disadvantaged and SEND, in 90% of lessons, with consistency across all faculties in relation to end point tasks. This will be evident in lesson observation/learning walks, class charts, work scrutiny and through pupil voice.
E.	<ul style="list-style-type: none"> Improved rates of attendance for PP students 	<ul style="list-style-type: none"> Overall attendance is 96% The attendance rates of FSM and SEN improve to at least the national rate 95% There is a reduction in the % of persistent absenteeism for disadvantaged students to less than 12.4%

Planned expenditure								
Academic year		2019-20						
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.								
Quality of teaching for all								
Desired outcome	Chosen action/approach	Staff Lead	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Mid point Success Criteria	End of Year Success Criteria	Est Cost	Review date
Improve the quality of marking and feedback across the school	Staff training on high quality feedback to be delivered by Assistant heads for Teaching and Learning as well as Assessment and Feedback.	IGR/ GST	Research from the EEF and Sutton Trust has shown that improving feedback using techniques such as Bloom's and 'mastery learning' has a positive impact of all learners across all age groups and can increase progress by 8 months.	Staff will attend a CPD workshop on a marking policy and have examples of excellent practice. Internal progress data will also provide useful evidence of impact. Learning walks and Assessment Scrutinies will be used to monitor the impact of the new marking and feedback policy.	All staff will have attended a CPD on improving the quality of marking and feedback All subjects will have data from learning walks and scrutinies re marking and feedback and will include CPD on how to improve within departmental meetings. 60% of QA findings will show that marking and feedback have improved and that they have an impact on progress.	Feedback from CPD will show that 85% of staff say that there has been significant impact on their practice and can support this with evidence. 85% of learning walks and scrutinies will show that marking and feedback have improved and that they have an impact on progress.	11000	Feb 2021
Increase opportunities for students to develop their literacy skills	Deliver workshops and provide resources as part of the CPD programme with a focus on both Learning and Teaching	SMI/ VRO	Research from the EEF highlighted that teaching students a range of techniques such as referring meaning from context to improve reading comprehension can increase progress by	This will be monitored by both the SENCO and the AH. We will also monitor the impact closely using staff voice in addition to	All staff will have attended a CPD on improving the quality of literacy provision including a focus on reading for inference. A range of students from	Feedback from CPD will show that 85% of staff say that there has been significant impact on their practice and can support this with	1000	Jan 2021

	<p>Language. They will provide high quality CPD for all on strategies to improve inference and reading along with SPAG.</p> <p>Support DoL to create more opportunities for students to practice extended writing at key stage 3.</p> <p>Plan a variety of competitions which are literacy based.</p>	SST	<p>5 months. Research by Ofsted has also highlighted that this is most effective when there is a whole school approach to Quality First Teaching.</p>	<p>learning walks and work scrutinies.</p> <p>The literacy coordinator will monitor the numbers of students participating and the rates of progress in English of those students.</p>	<p>all year groups and abilities will have taken part in student voice. At least 60% of students will be able to articulate the strategies used to improve their reading and writing skills and say how they have improved.</p> <p>60% of learning walks and scrutinies will show that literacy strategies have been implemented and embedded and that they have an impact on progress.</p>	<p>evidence.</p> <p>85% of students will be able to articulate the strategies used to improve their reading and writing skills and say how they have improved.</p> <p>85% of learning walks and scrutinies will show that literacy strategies have been implemented and embedded and that they have an impact on progress.</p>		
<p>Increase opportunities for students to develop their oracy and reading skills in the classroom</p>	<p>Staff will be provided with the opportunities to attend specific CPD on either - Increasing opportunities for Speaking and Listening.</p> <p>Assess all students reading ages and spelling on entry and share with all classroom practitioners.</p> <p>Launch a whole school reading strategy including the launch of a reading cloud to promote reading</p>	<p>VRO, SST, SMI</p> <p>SST</p>	<p>Research from the EEF has shown that the use of oral intervention strategies in the classroom such as extending students vocabulary and targeted reading aloud can improve progress by 5 months. This is supported by research into the importance of oracy across the curriculum by Debra Myhill.</p> <p>Research by the Sutton Trust has highlighted that collecting standardised reading and spelling scores on entry and closely tracking and monitoring this can help</p>	<p>This will be monitored by the Assistant Head for Teaching and Learning in addition to the Head of English and Literacy.</p>	<p>All staff will have attended a CPD on improving the quality of speaking and listening in their lessons. QA Will show that speaking and listening/oracy is a focus in 60% of lessons seen.</p> <p>All students will have taken a spelling age and reading age test. Those who are below average will have been placed in intervention groups. 60% of students will have begun to make progress</p> <p>Year 7 and 8 will have begun tutor group reading. 60% of students asked via student voice will respond positively to the</p>	<p>Feedback from CPD will show that 85% of staff say that there has been significant impact on their practice and can support this with evidence.</p> <p>Students voice will show that 85% of students are more engaged in reading through the programme.</p>	1000	Jan 2021

	<p>and encourage students to discuss books they have read. This will feature in tutor time for key stage 3 Year 9 and 10 to focus on improving oracy.</p> <p>Whole school curriculum to include opportunities for reading and ensure tier 2 and 3 are actively taught.</p>		to remove this barrier to learning		<p>programme.</p> <p>Year 9 and 10 will have begun oracy lessons. 60% of students asked via student voice will respond positively to the programme.</p>			
B. Increase students aspirations of what can be achieved	<p>Plan aspirational assemblies and careers talks via future first.</p> <p>Ensure that all SOL have explicit links to both employability skills and careers</p> <p>Work Experience week in Year 10</p> <p>Organise a university visit</p>	PKE	Recommendations taken from Careers Inspiration in schools, DfE Statutory Guidance, April 2017.	<p>PK will analyse student voice questionnaires</p> <p>Independent evaluation taken by Prospects as part of the CEIAG Quality Award</p> <p>Continual monitoring of NEET figures</p>	<p>Evaluation forms and registers show that at least 95% of year 10+11 have at least one employer encounter by Christmas. Compass review shows Gatsby benchmarks at 80% for each one by Christmas. Student voice quiz shows knowledge of careers work completed in PSCE.</p>	<p>The NEET figure will by no greater than 2.6%</p> <p>All PP students will have at least one employer experience and one further education or higher education experience as well</p>	5000	Jan 2021
C. Implementation of a behaviour system which improves	<p>Redesign a new rewards and sanctions system</p> <p>Embed school values</p>	DSH	Research from the EEF and Sutton Trust on behaviour shows that interventions put in place to improve behaviour, creating a positive	Classcharts will be used to assess the behaviour on a student, departmental, and teaching group level which will demonstrate the improvements in the	<p>September Staff Training Days.</p> <p>Review of Inclusion processes and rooming. ClassCharts is reviewed in</p>	<p>FTE are below National Average of 10% (10.4% for Free Schools)</p> <p>Pupils with one or</p>	20000	Jan 2021

standards of behaviour	Ensure positive and negative points are reviewed by all HOD each half term		school ethos, good parental engagement and emotional learning programmes progress can improve by 3 months	standards of behaviour. This will be shared with parents too via the app.	line with behaviour stamps and data. Staff who need CPD have been identified and training delivered. Walkabout data shows less disruption and removals from lesson than Autumn 2019 FTE are below National Average of 10% Pupils with one or more FTE is below National Average of 4.7%	more FTE is below National Average of 4.7% (5.7% for Free Schools) The number of behaviour points across the school is reduced significantly through the year. The number of detentions logged in ClassCharts reduced significantly through the year.		
Improve understanding of the impact of mental health on learning and behaviour.	Put in place targeted CPD for all staff with a focus on mental health Encourage parental engagement in school through a series of face to face or online meetings. Increase the amount of enrichment opportunities for PP	VRO VRO	Research from the EEF and Sutton Trust on behaviour shows that interventions put in place to improve behaviour, creating a positive school ethos, good parental engagement and emotional learning programmes progress can improve by 3 months Research from the EEF has shown that when Social and Emotional Learning strategies such as working alongside peers, teachers, family or community can improve learners progress by 4 months	A survey will show that staff feel the CPD has had a positive impact on their practice and relationships with students. The AH will facilitate workshops on strategies to motivate learners and provide material for parents on how they can support their child at home. A parental survey along with learning walks and student progress data will assess the impact of the strategies used.	All PP students to have been invited to an enrichment activities and all catch up sessions 50% of PP students to have attended 1 enrichment event by Easter	PP and SEND students access equal proportions of enrichment activities. Ensure equality in uptake of "catch up" sessions. At least 60% of PP students to have attended at least 2 enrichment events by July	8000	Jan 2021

D Improve the structure and differentiation of lessons for all students including a focus on key PP students each term.	Training on classroom intervention. Reminders about prioritising PP students Focus 3, Challenge 6 initiative training to take pace.	VRO IGR	Classroom intervention has a huge impact on progress ad outcomes overall. This is where the key focus needs to be, making PPG students a key focus every day. The EEF toolkit highlights the power and impact of effective T&L e.g. through good feedback routines. (+8 months)	Whole school inset planned and delivered. Ensure it is a priority in departmental and school development plans. Whole school training regarding Classroom intervention. Ensure quality first teaching remains a priority.	70% of lessons will be judged at least 'Secure' by end of December 2020. This would require 34/49 staff being 'Secure' or better in relation to Differentiation at this checkpoint. Effective Differentiation techniques from CPD are observed in LEW, QA episodes and Lesson Visits. ML are able to articulate areas of strength and areas for improvement in relation to Differentiation during TALB meetings and SEF updates. QA findings inform CPD Pathways in order to establish progress with staff who need Differentiation support. Good Practice will be shared by identified individuals and departments.	80% of lessons will be judged at least 'Secure' by end of December 2020. This would require 39/49 staff being 'Secure' or better in relation to Differentiation at this checkpoint. Effective Differentiation techniques from CPD are observed in LEW, QA episodes and Lesson Visits. ML are able to articulate areas of strength and areas for improvement in relation to Differentiation during TALB meetings and SEF updates. QA findings inform CPD Pathways in order to establish progress with staff who need Differentiation support. Good Practice will be shared by identified individuals and departments.	14000	Jan 2021

Total budgeted cost	60000
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Targeted support								
Desired outcome	Chosen action/approach	RHA/SMI	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Mid point Success Criteria	End of Year Success Criteria	Est Cost	Review date?
A. Improved rates progress KS3/4 English and Maths	Create a group of students with particularly low levels of literacy and reading ages with small group work and one to one support Targeted intervention for Maths and English at GCSE Develop detailed student portraits for all students with additional needs for use with all teachers. Provide CPD with a focus on literacy and oracy (extended writing) for all staff	PKE/LVE	Research from the EEF on Reducing class sizes has shown that when teachers have smaller classes sizes , they are able to employ and the amount of attention each student will receive will increase and hence will improve outcomes for all and show progress of learners will improve by 3 months	The progress of the group will be monitored via student progress data The SENcO will monitor the screen process and quality assure the portraits provided to staff. Learning walks will monitor the effectiveness of their use.	60% of students who are significantly below their reading age at the start of the year will have started to close the gap	85% of students who are significantly below their reading age at the start of the year will have started to close the gap	15000	Jan 2021
B. Increase students aspirations of	Students will be targeted to take part in activities	PKE/LVE	Recommendations taken from Careers Inspiration in schools, DfE Statutory Guidance, April 2017	This will be overseen by the CEIAG lead We will conduct student voice surveys	Student feedback from CEIAG events demonstrate students are motivated and have an increased understanding	Student feedback from CEIAG events demonstrate students are motivated and have an increased	5000	Jan 2021

what can be achieved	such as trips to universities, career visits and social mobility activities such as DofE		Recommendations taken from Supporting the attainment of disadvantaged students : articulating success and good practice. Research Report, November 2015, DfE		of the options available to them Lesson observations demonstrate that 60% of lessons identify how their learning relates to the real world	understanding of the options available to them Lesson observations demonstrate that 90% of lessons identify how their learning relates to the real world		
B. Expand the academic enrichment on offer to students around careers particularly for the HPA PP students Ensure PP students have access to cultural capital trips throughout their time at RFSS Staff to bid for money to ensure that PP students are able to attend enrichment opportunities.	Provide guidance to parents and careers about how they can support their child Target HPA PP students will Careers Talks around Medicine, Engineering, Law and Accountancy Students should have enrichment opportunities during curriculum time as well as outside of it. Staff will be given a CPD on cultural capital within lessons and outside of them so they can include links in their curriculum maps.	HAL	Recommendations taken from Careers Inspiration in schools, DfE Statutory Guidance, April 2017 Recommendations taken from Supporting the attainment of disadvantaged students : articulating success and good practice. Research Report, November 2015, DfE Her Majesty's Chief Inspector commissioned an up-to-date assessment of the progress made by schools since Ofsted's report 'The most able students: are they doing as well as they should in our non-selective secondary schools?' (2013).	This will be overseen by CIAG Feedback will be taken from the students Staff and students voice in addition to learning walks	Evaluation forms and registers show that at least 95% of year 10+11 have at least one employer encounter by Christmas. Compass review shows Gatsby benchmarks at 80% for each one by Christmas. Student voice quiz shows knowledge of careers work completed in PSCH. Cultural capital expansion opportunities will be evident in all curriculum maps. Staff will have attended a CPD session on cultural capital Students will have experienced cultural capital expansion opportunities within their lessons.	Gatsby Benchmarks are at least 80% for all benchmarks. Links with employers, higher and further education established. Neet figures to be in-line with Warwickshire- 2.6%. 100% of curriculum maps will include cultural capital expansion opportunities. Feedback from CPD will show that 85% of staff found it would impact positively on their teaching. 85% of books will show where students have had a the opportunity to expand on their cultural capital.	15000 5000 10000	Jan 2020

C. Improved rates progress KS3/4 Maths	Interventions to take place in tutor time for year 11 and small group interventions for other year groups	SMI/ RHA/ HAL VRO DSH	Research from the EEF on Reducing class sizes has shown that when teachers have smaller classes sizes , they are able to employ and the amount of attention each student will receive will increase and hence will improve outcomes for all and show progress of learners will improve by 3 months, this is enhanced when peers are used to support this	The progress of the group will be monitored via student progress data	60% of students who are significantly below or behind their peers in maths at the start of the year will have started to close the gap	80% of students who are significantly below or behind their peers in maths at the start of the year will have started to close the gap	40000	Jan 2021
C. Identification of students with social and emotional needs earlier and put in place appropriate intervention	Provide intensive pastoral CPD for AHY Develop partnerships for short term respite placements for students with complex social and emotional needs Develop a partnership with RISE for targeted students	KGR/ DSH	Research from the EEF has shown that when Social and Emotional Learning strategies such as working alongside peers, teachers , family or community can improve learners progress by 4 months Research from the EEF Behaviour interventions to to reduce challenging behaviour, by having a positive school ethos, good parental engagement and emotional learning	The Pastoral Intervention system will show students have had the appropriate intervention such as forward thinking and it will have had a positive impact on either motivation/attendance/progress and also an improvement in self esteem. The identified students will be working with the councillor and the programme will have a positive impact on either mypoints/motivation/attendance/progress and also	Student voice for programmes will show they feel a positive change in taking part in the programmes. Attendance for 60% of students involved will be above 90% Attitude to learning scores in reports for at least 60% of those involved will be 3s. Behaviour scores will not increase in a negative way for at least 60% of those involves.	Student voice for programmes will show they feel a positive change in taking part in the programmes. Attendance for 80% of students involved will be above 90% Attitude to learning scores in reports for at least 80% of those involved will be 3s. Behaviour scores will not increase in a negative way for at	25000	Jan 2021

			<p>programmes can improve progress of learners by 3 months</p> <p>In the Ofsted paper on how to spend the funding to maximise achievement Ofsted highlights that identifying individual barriers to learning such social and emotional needs, low expectations and aspirations was an effective method of tackling the achievement gap</p>	<p>an improvement in self-esteem.</p> <p>The DH for Student Support and Welfare will assess the pastoral interventions put in place and the impact. This will be fed back to the Senior Assistant Head via Safeguarding supervision meetings</p>		least 80% of those involves.		
Total budgeted cost							115000	

Other approaches								
Desired outcome	Chosen action/approach	Staff Lead?	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Mid point Success Criteria	End of Year Success Criteria	Est Cost	Review date?
D. Improved rates of attendance for PP students	<p>Work with attendance officer to target individual PP students</p> <p>Ensure that low attendance features on the weekly safeguarding meetings</p> <p>Start a breakfast club and extend invitation to all PP</p>	DSH KDA	Evidence from Ofsted on effective use of pupil premium spending identifies that removing barriers such as low attendance can have a significant improvement out outcomes for pp students	The Attendance officer will monitor the attendance of our targeted students and this will be a regular item on the SLT agenda and Safeguarding meeting agenda. The school nurse will also be conducting home visits for particularly vulnerable students.	Overall school attendance at 95% PA at 12% Attendance calendar created and Wave 1 letters triggered. PP low attendees identified and early intervention begun.	Overall school attendance at 96% PA at 10% Wave 3 letters triggered and attendance fines issued	15000	Jan 2021

	students. Ensure uniform is not a barrier to attendance.							
Total budgeted cost								Total £15000

COVID 19 Strategy			
Desired outcome	Chosen action/approach	Staff Lead?	Review?
Ensure PP students can and do engage with online provision	Send form to parents re technology Ensure all PP students have means to access live lessons via laptop or tablet and not phone Ensure students have supplies they need to access remote learning		Each lockdown
Establish and strengthen relationships with parents	Coffee morning Phone call check ins		Weekly
Provide help for parents who need it.	Guides on literacy and numeracy Guides on IT and being safe Videos and guides on software being used Overviews of learning Lists of emails to use for support in and out of school		Each lockdown
Ensure lessons engage PP students	Clear written instructions for every task: Don't rely on spoken instructions Shorter remote lessons Blended learning Track students through the day and see what life is like for them		On drop ins and student follows weekly
Ensure students have all the necessary equipment	Deliver paper copies or books Stationery, calculator, colouring pencils, paper etc to students Reading books		Each lockdown