

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	Rugby High School
Number of pupils in school	882
Proportion (%) of pupil premium eligible pupils	4.4% (39 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -22, 2022-23, 2023-4
Date this statement was published	31 st December 2021
Date on which it will be reviewed	By 31 st December 2022
Statement authorised by	M Grady
Pupil premium lead	J Grimes
Governor / Trustee lead	A Canale-Parola

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,335
Recovery premium funding allocation this academic year	£1,500 x 3 = £4,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,099
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	£58,934

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy, our statement of intent

RHS Vision statement

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

Our whole school vision underpins every aspect of life at Rugby High School, and when we say that we strive for excellence for all, in all its forms, this applies to every student regardless of their financial background. This is the ultimate objective of our Pupil Premium Strategy and these are the key principles of it. We expect every student to be able to access the full academic and co-curricular activities, accessible both in school, and when required remotely. We commit to supporting our students to do so. This means; ensuring that students are able to participate in off-site visits and residential, to access learning resources and the internet; to be able to participate in the full range of clubs and co-curricular activities, to travel to and from school and to feel part of our school community by wearing our full school uniform. Currently we use a part of our Pupil Premium funding to support students in need of individual financial support, which is allocated on a case by case basis.

Our Pupil Premium funding is also used to support students in their learning by providing access to a school-based Learning Mentor to help with the development of independent study skills. This member of staff works with students on a one to one and small group basis, to provide targeted and personalised support.

Our strategy over the next three years is to continue to offer the provision detailed above and in addition:

- Continue to support students individual learning needs by extending our learning mentoring provision, and our academic pastoral support.

- Supporting students where necessary with targeted Maths and English support from subject specialists.
- Carry out GL CAT4 testing for all KS3 students to help identify knowledge gaps post lockdowns and implement targeted intervention for students where a need is identified.
- Allocate all DFE provided laptops to students who have been identified by teaching staff as facing barriers to their learning due to financial disadvantage.
- Ensure that our teaching staff are able to access targeted CPD to support the wider range of learning needs of our students, due to the ongoing impact of the Covid-19 pandemic. Initially new training will focus on the teaching and development of metacognition and self-regulation, to support all students but also those needing greater help with developing their own independent learning strategies.
- Continue to work on diversifying our curriculum so that all students see themselves reflected in it, invest in and direct teaching staff to relevant training to ensure that this happens. 62% of our Pupil Premium students are from non-white British or mixed background.
- Recruit a Pupil Premium lead teacher to monitor and assess impact of our strategy, via increased and improved direct communication with our Pupil Premium students and their families.
- Continue to develop our marketing strategies to encourage more Pupil Premium students to apply to RHS and take the 11+, seeing Rugby High School as a desirable and accessible school for them.
- In the light of increased financial disadvantage exacerbated by the Covid-19 pandemic, we will continue to communicate widely and regularly with our school community to ensure that all students who are eligible for Pupil Premium funding register for it.
- We will review our strategy in the Autumn term of each academic year, and amend action point as appropriate and necessary,

Our Pupil Premium students represent a very small percentage of our school community, but the impact of financial disadvantage and disruption to learning, brought about by the pandemic is more wide reaching. Our approach will need to be responsive to common challenges and individual needs, and the appointment of a designated Pupil Premium Lead Teacher will support us in being able to carry out more robust diagnostic assessment of student needs as they arise. In the use of our Pupil Premium and Recovery Premium funding we commit to ensuring that ALL of our students are able to reach their full potential, the heights they have set in their hearts and excellence in all its forms, despite the challenges they may be facing.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments (GL CAT4) as well as internal subject assessments, as well as staff observations of students have shown that some, including some disadvantaged students, are experiencing greater gaps

	in their knowledge and skills as a result of school closures. In a selective school, with a large proportion of very high achieving students, this knowledge/ skills gap impacts negatively on student well-being and self-esteem. Evidence in our Pastoral records supports this.
2	Our conversations with students and families have highlighted the need for our disadvantaged students to be supported with enabling access to appropriate technology (to access online resources) and print resources.
3	In order that all of our students are able to develop a range of valuable social skills, cultural capital and an enriched co-curricular experience, we recognise that our disadvantaged students need financial support, and encouragement, to access our internal activities and also external trips, residential visits and participation in the Duke of Edinburgh award which is extremely popular here at RHS.
4	We have identified through conversations with students and their families the need for support with the cost of transport to school, to ensure that students are able to attend.

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
Students improve their independent learning skills through a series of targeted interventions sessions with a designated learning mentor	Student performance at GCSE will be at least as good as students in the general school community. Students' confidence and self-esteem will develop, positively impacting on their well-being.
Students improve literacy and numeracy skills through targeted intervention with subject specialists, having been identified by GL CAT 4 testing	Students performance at GCSE will be at least as good as students in the general school community. Students' confidence and self-esteem will develop, positively impacting on their well-being.
Staff receive support in identifying knowledge gaps due to lockdown learning and receive training (subject specific where appropriate) to understand how best to support the recovery of the curriculum. CPD will increase staff understanding of metacognitive / self regulation strategies to support students develop their independence.	Student confidence in their learning across the curriculum will be boosted and this will impact positively on exam performance and well-being.
Students see a greater representation of cultural and gender diversity across the curriculum.	Positive impact on student well-being and engagement with the curriculum which will be reflected in student voice.

<p>Increasing numbers of Pupil Premium students applying to and accessing our school provision.</p>	<p>More students from financially disadvantaged backgrounds are able to access our school, which will help boost longer term financial stability for these students and their families.</p>
<p>Students are able to fully access all elements of the curriculum as they have use of appropriate technology and can participate fully in all co-curricular activities, during the school day and on external trips and residential visits/ experiences.</p>	<p>Positive student well-being has academic benefits as students learn new skills, develop new social contacts and cultural capital through full participation in the curriculum.</p>
<p>A designated member of staff leads evaluation of our Pupil Premium Strategy, monitors impact and assesses need via dialogue with families and students, and teaching and pastoral staff.</p>	<p>This will ensure that our Pupil Premium strategy is appropriately targeted and is having the impact we have planned for. This member of staff will support us in ensuring that all students get the support they need.</p>

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: £2,800 (TLR 2a)

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>TLR post for PP Lead teacher</i>	<p>TLR2a</p> <p>It is important that we have a full understanding of the needs of our disadvantaged students and how our work with them links to their development not just academically as a whole person, receiving an enriched creative, active and academic education. As our Pupil Premium cohort increases, it is important that we are able to have full oversight of the impact of spending on pupil progress and outcomes, fully assessing the needs of our students as they progress through the Key Stages. This has in the past been ad hoc and reactive, given the relatively small number of PP students in school. However, we recognise the need for a member of staff to have greater oversight of the impact of spending and our student needs, for this reason we will seek to appoint a member of the teaching staff with specific responsibility for this.</p> <p>Sage Journals: Spending the Pupil Premium: What influences leaders? https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p>	1 - 4
<i>CPD for teaching staff relating to subject specific recovery and metacognition and self-regulation strategies</i>	<p>High quality teaching has the greatest impact on improving students' outcomes and academic confidence. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on Maths attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metac</p> <p>Teachers will have access to personalised training based on their own subject specific needs as well as whole school training to</p>	1

	<p>refresh teaching skills, in our post-lockdown environment. This will be supported by our previously purchased subscription to https://thenationalcollege.co.uk/</p> <p>Teacher training is covered in a different, specific area of the school budget, therefore teacher CPD will not be paid for during this year from the Pupil Premium fund.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,134

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Learning mentoring</i>	<p>Evidence cited here and below supports this approach across all three elements of our targeted academic support.</p> <p>Our own subject specific internal assessments and external GL CAT 4 assessments have identified need for certain students to receive support in Maths and English as well as a general need for the development of key, independent study skills.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support?utm_source=/support-for-schools/school-improvement-planning/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=targeted</p>	1
<i>Specific targeted intervention in Maths and English for identified students,</i>	<p>Evidence shows that students benefit positively from short term targeted subject specific interventions, particularly in Maths and English, which will boost confidence and outcomes across the curriculum.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf</p>	1
<i>GL CAT 4 assessments</i>	<p>These have been, and will continue to be used to pinpoint key areas for development in numeracy and literacy skills for students in KS3, and are used to identify those students who need targeted intervention. https://www.gl-assessment.co.uk/assessments/cat4/</p>	1

<i>Provision map software</i>	Provision mapping will be used to log interventions, and help measure the impact of these on students' academic performance, well-being and welfare. https://www.provisionmap.co.uk/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting students with accessing appropriate technology to support their learning</i>	The extensive research paper found in the link below highlights particular strategies to support the most academically able students, and has been considered in our approach to our updated Pupil Premium strategy. The key elements of this paper support our observations that there are students who are at risk of/ suffer from material poverty and therefore need direct financial support.	2
<i>Supporting students to participate fully in school life (uniform, trips and visits, transport to school)</i>	Our observations also show that some students, have limited experience of cultural activities, which is again a risk factor or barrier for students' academic progress https://assets.publishing.service.gov.uk /Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf The appointment of a Lead teacher to oversee our Pupil Premium strategy, as previously detailed will allow us to better understand the extent of material poverty and lack of cultural experience/ experience of the wider world, of our disadvantaged students.	3,4

Total budgeted cost: £ 58,934

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.

At KS4, our CAG data confirms that overall our Pupil Premium cohort make progress in line with the performance of other students in the year group. At GCSE summer 2021 the average grade for all students was grade 7, and when looking at the Pupil Premium cohort alone, the average grade again is grade 7.

Over the past two academic years, our pupil premium funding has largely been spent on a case by case basis, meeting the needs of individual students as these arise. The nature of our school context means that we have a small number of Pupil Premium students and this approach has been appropriate. However, following school closures brought about by national lockdowns during the Covid-19 pandemic, we have observed wider need for support amongst our student body, both academically, and from a welfare and well-being perspective. This is why, going forward, it is essential that we focus on developing our pupil premium spending planning in a more targeted way to fully benefit students across the school.

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

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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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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.