

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	Rossett School
Number of pupils in school	1218
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 15 th 2021
Date on which it will be reviewed	December 15 th 2022
Statement authorised by	John Hesketh
Pupil premium lead	Peter Saunders
Governor / Trustee lead	Ian Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178,585
Recovery premium funding allocation this academic year	£ 26,825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 205,410

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an exceptional educational experience for all students, regardless of their socio-economic background. We want all students to make excellent progress across the curriculum, underpinned by quality first teaching, strong pastoral care and support and targeted intervention where needed.

The focus of this strategy is to provide a research informed approach to tackling the barriers to learning that many disadvantaged students face and to help them achieve our intentions for all students. This strategy extends beyond the scope of students who are eligible for pupil premium funding and provides a comprehensive support framework for other students considered vulnerable, such as those who are on a Child in Need Plan, Child Protection Plan or have an Early Help Plan in place.

The overarching focus of this strategy is improving the quality of education. This is the single most powerful way to close the gap between disadvantaged students and their non-disadvantaged peers. We are using instructional coaching to provide a framework for the continuous improvement of all teachers regardless of their experience and years of service. Running parallel to this is a quality assurance system which has evaluation of the progress of disadvantaged students at its core.

Our curriculum has been redeveloped to provide students with the powerful knowledge they need to succeed in life. A focus on reading, vocabulary development and oracy ensure that all students, especially the disadvantaged students are equipped to access 'life's conversations'. We believe, 'coupled with quality first teaching', our curriculum will serve as the guarantor of equality, providing all students with the 'best knowledge available' and the cultural capital they need to gain access to transformational future opportunities.

However, the complexity of disadvantage, compounded by the pandemic, means that in addition to this, there is a need to provide a range of research-proven, targeted interventions to help close the gaps in knowledge, skills, social and emotional mental health, vocabulary and other key determinants of success. We have selected from EEF recommended strategies to best suit our school context. We also recognise that the impact of disadvantage varies greatly between cohorts and individuals so there is no one-size-fits-all solution. We aim to provide an approach which supports a successful pathway for disadvantaged students at each stage of the secondary experience: a transition, during option choices, during GCSES and transition to further study, apprenticeships, or employment.

Challenges

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

Challenge number	Detail of challenge
1	<i>The attendance of disadvantaged students has been historically lower than non-disadvantaged students at Rossett School. There exists a 3-5% gap in attendance rates between disadvantaged students and their non-disadvantaged peers. Our assessments, observations and quality assurance findings indicate that this absenteeism is negatively impacting on disadvantaged students' progress. This is reflected in the national picture for attendance.</i>
2	<i>The education of disadvantaged students has been disproportionately affected by the school closures as a result of the COVID-19 pandemic and many have gaps in their knowledge and understanding particularly in terms of vocabulary, reading comprehension and mathematical fluency. This includes the disruption to the education of our students transitioning from primary school.</i>
3	<i>Low self-esteem and lack of resilience were identified as key drivers of underachievement for our disadvantaged students, following student interviews conducted by Achievement for All (externally commissioned review pupil premium review). In the classroom, during assessments and during home learning, this is proving to be a barrier to progress for some of our most disadvantaged students.</i>
4	<i>Mental health has been impacted by COVID-19 with some disadvantaged students experiencing exacerbated pre-existing conditions or new diagnoses. This has led to a lack of student regulation for some students – impacting on attitudes to learning, self-esteem and</i>
5	<i>Progress for disadvantaged students is lower across the curriculum and although this improved in the 2019 GCSE results, this remains the case. This reflects the national picture, yet we are determined to be ambitious and close the gap as far as possible</i>

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
Progress 8 measures for disadvantaged students improve on the 2019 results and continue to move closer to non-disadvantaged students	By the end of the current plan in 2024-2025, the gap between disadvantaged students and their non-disadvantaged peers closes to less than 0.2 in relation to P8 (or equivalent national measure) and they make excellent progress relative to their starting points defined by the outcomes at KS4 and 5. Destinations data for disadvantaged students indicate that all students are in education, employment or training and that they have 'aimed high' in their ambitions for the future.
Attendance is no longer a barrier to progress for disadvantaged students	The attendance of disadvantaged students improves rapidly and moves to match that of non-disadvantaged students and is at least 95% The rate of persistent absenteeism amongst students who are eligible for free school meals reduces significantly, to levels below the national average for this group
Disadvantaged students can access the knowledge rich curriculum due to improved	Reading comprehension assessments through the English curriculum and vocabulary development across the curriculum indicate improved reading capabilities with small disparities

reading comprehension and vocabulary development across KS3	between the scores of disadvantaged pupils and their non-disadvantaged peers. This is also evident through the findings of the quality assurance process (student voice, book sampling, lesson observation)
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	There is a significant increase in the % of disadvantaged students taking part in enrichment opportunities Students indicate high levels of wellbeing and self-esteem as measured through teacher reports, interviews, surveys, student voice and quality assurance findings

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: £ 52,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of Coaching and Research Leads to improve the quality of teaching and learning through the use of instructional coaching</i>	The EEF Guide to the Pupil Premium – “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”	2, 5
<i>Improving literacy across the curriculum through additional investment in CPD dedicated to implementing proven reading comprehension strategies and vocabulary development</i>	EEF – Reading comprehension strategies +5 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2, 5
<i>Enhance ‘self-study’ expectations and teach meta-cognitive strategies to ensure disadvantaged students engage with learning outside of the in-school curriculum.</i>	EEF – Homework +5 months Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:	2, 5
<i>Remote learning curriculum and distribution of devices for disadvantaged students</i>	The EEF Guide to the Pupil Premium – “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” This is also true of remote learning provision.	2, 5
<i>Whole school base-line assessments to identify gaps.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to	2, 5

<i>Use of CAT4 testing in Year 7 to identify starting points in literacy and numeracy</i>	help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<i>Enhance the quality assurance process to ensure that the progress of disadvantaged students is the primary focus of monitoring across the curriculum and subject areas and individual teachers are being given clear, next steps actions to improve progress.</i>	EEF – Feedback +8 months Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	2, 5
<i>Enhance the quality of teaching in Maths in line with EEF guidance. This includes providing a non-maths specialist with access to a Subject Knowledge Enhancement (SKE) course</i>	To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	2, 5

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

Budgeted cost: £ 83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLT coaching of pupil premium students in Year 11</i>	EEF – Mentoring - Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1,2,3, 4,5
<i>Easter Revision School for disadvantaged students</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4,5
<i>Targeted Maths and English catch up sessions across KS3</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,5
<i>School based tuition programme</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2,3,5

	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
<i>After school grade booster programme which targets disadvantaged students</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,5
<i>Academic Intervention Co-ordinator R&R who will prioritise disadvantaged students for intervention at KS4</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,5
<i>Accelerated Reader will be used to develop stronger reading capabilities in Years 7 and 8</i>	'The evidence of promise from the first trial means that the EEF will continue to list Accelerated Reader as a promising programme for use during the transition between primary and secondary school.' EEF blog: Accelerated reader – what does the research tell us?	2,3,5
<i>Provision of after school self-study club to provide disadvantaged students with a quiet, supportive environment to complete their self-study.</i>	EEF – Homework +5 months Homework has a positive impact on average, particularly with pupils in secondary schools.	2,3,5

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

Budgeted cost: £ 70,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Just B counselling service</i>	'Catch-up' funding should be viewed and provided more holistically – not confined to academic needs. Senior leaders want the freedom and flexibility to deploy funds to support their pupils in the most appropriate ways within their contexts – for example schools with many anxious pupils may need to devote more resources to wellbeing support.' NFER (2020) 'What pupils and schools need now'	4

<i>Recruitment of High Level Teaching Assistant with SEMH specialism to support disadvantaged students with SEMH needs</i>	EEF – behaviour interventions – “reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.”	3,4
<i>Attendance mentoring and rewards system</i>	Prioritising resources to improve individual and year group attendance, support KS4 transfers and address challenging behaviour is likely to improve outcomes for disadvantaged pupils during secondary school. Targeted support, in these areas, designed to address the individual barriers to education that pupils face are likely to be more fruitful in improving outcomes than universal interventions for all disadvantaged pupils within a school. NFER (2019) ‘Being Present: the Power of Attendance and Stability for Disadvantaged Pupils’	1
<i>Targeted engagement of disadvantaged students with extra-curricular activities</i>	Extra-curricular activities enable students to build their cultural capital.	3,4
<i>Use of alternative provision to support pupils at risk of exclusion and to provide respite support</i>	EEF – behaviour interventions – “reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.”	3,4,5
<i>Provision of uniform, food, equipment and technology for disadvantaged students to remove barriers to attending school and engaging with the curriculum.</i>	Department for Education guidance says: "School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils’ academic attainment."	1,2,3,4,5
<i>Late bus provision to remove transport barriers for out of area disadvantaged students to attend after school intervention</i>	Department for Education guidance says: "School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils’ academic attainment."	1,2,3,4,5
<i>Subsidisation of co-curricular cultural opportunities such as peripatetic music lessons</i>	Department for Education guidance says: "School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils’ academic attainment."	4

Total budgeted cost: £ £ 205,410

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.

Despite being on track during the first year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes, points primarily the profound impact of covid-19, which disrupted all schools and subject areas to varying degrees. As evidenced in nationally, partial closure was most detrimental to disadvantaged pupils; they were not able to benefit from pupil premium funded improvements to teaching and targeted interventions to the degree that we, or any school nationally, intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, through our remote curriculum. The distribution of devices to disadvantaged students meant that there was no student who was unable to access the curriculum remotely. However, other pressures of the pandemic for students from this group had to adopt caring roles, suffered more greatly from poor mental health and without the direct intervention of school, were challenged to structure their access to the curriculum in a sustained and consistent way.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 93%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7% higher than their peers. These gaps between groups was larger than in previous years, which is why attendance is a focus of our current plan. This reflects the national picture for attendance and priorities for disadvantaged students.

Our assessments demonstrated that student wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We also provided resources so that our families experiencing the most hardship had their basic needs met. This included delivery of food parcels, equipment, provision of uniform and transport funding. We are building on that approach in our new plan. For many families, these hardships continue and, for many, have increased since changes in the benefits system and employment have consolidated.

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?	<ul style="list-style-type: none">• 1:1 support from the Army Welfare Liaison Team to build resilience, self-esteem and positively affect social issues• Wider support provided through the provision of devices during the school closures
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Improved conduct reports and positive effects on resilience have been noted for our service children. There are also significant improvements in the relationships between these students and other members of the local school community.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Getting support from the Wellbeing in Mind Team from North Yorkshire to help pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Re-offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- New Relational Behaviour Policy to improve positive attitudes to learning for all students. EEF – behaviour interventions – “reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.”
- Recruitment of new, experienced Assistant Headteacher to support the delivery of behaviour and attitudes and improve attendance. EEF – Behaviour interventions +3 months

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. This was undertaken by Achievement for All.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.