Pupil Premium Strategy Statement – Rossett School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Years 7-11)	806
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	December 20 2024
Date on which it will be reviewed	December 15 2025
Statement authorised by	Tim Milburn (Headteacher)
Pupil premium lead	Peter Saunders
Governor / Trustee lead	Ian Foy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,795
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0

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, 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	*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.*
2	*The education of disadvantaged students has been disproportionately affected by the school closures because 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.*
3	***Low self-esteem**, a **lack of resilience** and **poor self-regulation** 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.*
4	***Progress** for disadvantaged students is lower across the curriculum and although this improved in the 2024 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*
5	*Students from disadvantaged backgrounds have access to a wide range of social and cultural **enrichment** experiences to broaden their experiences and give them the cultural capital needed to engage in 'life's conversations'*

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 2024 results and continue to move closer to non-disadvantaged students	By the end of the current plan in 2027, 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.
	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 and vocabulary development across KS3	Reading comprehension assessments through the English curriculum and vocabulary development across the curriculum indicate improved reading capabilities with small disparities 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 engagement in enrichment for all pupils, including those who are disadvantaged.	There is an 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 funding **this academic year** (2024-2025) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance 'self-study' expectations and teach meta-cognitive strategies to ensure disadvantaged students engage with learning outside of the in-school curriculum.	EEF – Homework +5 months Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more in-dependent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:	2, 4
Embed Century Tech across all year groups to enhance access to a robust home learning and revision tool for all students enabling to them to complete retrieval and self-testing.	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, 4
Distribution of devices for disadvantaged students so they can access online tools such as Sparx Maths and Century Tech to support their learning.	The EEF Guide to the Pupil Premium – "Good teaching is the most important lever schools must 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, 4
Whole school base-line assessments to identify gaps. Use of CAT4 testing in Year 7 to identify starting points in literacy and numeracy	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	2, 4
Provide a high quality and sustained CPD offer for all staff in Embedding Formative Assessment (SSAT) so that there is a consistent approach to checking for understanding and responsive teaching	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.	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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, 4
Ensure all teachers have access to a visualiser in their classroom to support them to explain, model and give feedback more precisely, leading to better outcomes for all students, particularly the most disadvantaged	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, 4

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

Budgeted cost: 50K

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT coaching of pupil premium students in Year 11	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
Easter Revision School for disadvantaged students	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
Targeted Literacy and numeracy catch up sessions across KS3	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
Reading Age Screening of all students in Y7-Y10 to identify students who may need additional reading intervention	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	2,3

Peer tutoring set up so that we can build the capacity for small group and one to one tutoring at GCSE.	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

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

Budgeted cost: 50K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Just B counselling service	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'	3
Appointment of a Family Support Worker who will do outreach work with hard to engage families where their child has poor attendance	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
Attendance mentoring and rewards system	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
Targeted engagement of disadvantaged students with extra-curricular activities, including school exchanges and trips	Extra-curricular activities enable students to build their cultural capital.	3,4,5
Use of alternative provision, both internally and externally, to support pupils at risk of exclusion and to provide respite support	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
Provision of uniform, food, equipment and technology for disadvantaged students to remove barriers to attending school and engaging with the curriculum.	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
Provision and support to remove transport barriers for out of area disadvantaged students to attend after school intervention	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
Subsidisation of co-curricular cultural	Department for Education guidance says: "School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment."	5

opportunities such as peripatetic music lessons		

Total budgeted cost: £200,795

Part B – Review of Previous Academic Year (2023-2024)

Progress and Attainment

Outcomes for disadvantaged students at GCSE were much improve compared to 2023. The average progress 8 score for disadvantaged students was -0.51, compared to -1.48 in 2023. This is an improvement of almost a grade. This score was also in line with the national picture for disadvantaged students who, according to the SISRA database achieved an average score of -0.43. We are pleased that we have been able to secure such a big improvement in just one year. However, improving the outcomes for these students will continue to be our number one priority to improve the life chances of disadvantaged students who attend our school.

Behaviour and attitudes to learning

Our behaviour curriculum has had a transformational effect on behaviour and attitudes in the school. This is creating an atmosphere conducive to learning, for all children. This was verified in out February 2024 Ofsted Monitoring Inspection:

"The school has secured improvements in pupils' behaviour. Leaders have raised everyone's expectations of pupils' conduct. A new lesson structure has had a positive impact. Disruption to learning has reduced, and pupils engage well in lessons. Incidents of internal truancy have reduced significantly since the previous inspection."

We have seen a significant drop in the rates of suspension for students eligible for pupil premium funding.

Attendance

Attendance for disadvantaged students across the country was low for the academic year 2023-2014. At Rossett we followed the national trend with a significant gap between disadvantaged students and their non-disadvantaged peers across both persistent absence rate and overall rates of attendance. However, programme for reducing persistent absence (Launched February 2023) showed real impact with 70% of students involved improving their attendance significantly. This involved a wellbeing-based approach, targeting persistent absentees and providing a regular, interactive and engaging attendance improvement programme during form time. This has been enhanced for the Academic Year 2024-2025 with more students now benefitting from this.

Engagement with extra-curricular opportunities

We are really pleased to report the percentage of disadvantaged students engaging with trips has increased by 50% in a year. The proportion of disadvantaged students engaging with extra-curricular activities has also increased because of a dedicated focus on ensuring they are able to access after-school opportunities such as clubs. We fully funded places on the American Exchange, the Battlefields Trip to France for several disadvantaged students. This was out biggest push yet to ensure equal opportunities for cultural experiences that enrich students' lives. Our tracking of attendance at enrichment opportunities has improved so we are able to analyse participation rates more easily and therefore remove barriers to boost engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The service pupil premium allocation was spent on Just B counselling support to help service pupils identify and address concerns resulting from being part of a service family (e.g., relocation, parental deployment overseas)

The impact of that spending on service pupil premium eligible pupils

Service pupils who engaged with the programme showed positive improvements in classroom behaviour, reduced number of suspensions and improved attendance.