

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

| Detail | Data |
|---|---------------------|
| School name | Rushey Mead Academy |
| Number of pupils in school | 1744 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Victoria Barwell |
| Pupil premium lead | Helen Mugglestone |
| Governor / Trustee lead | Sally Cox |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £379,050 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| 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 | £379,050 |

Part A: Pupil premium strategy plan

Statement of intent

One of our Rushey Mead guiding principles is our commitment to social justice, social mobility and developing the whole child. As such, our intention is that every student has access to high-quality provision, achieving highly both academically and non-academically, regardless of prior attainment, need or background. We ensure that disadvantaged students increase their cultural capital through enrichment activities and have numerous Pupil Premium music scholarship students.

Our strategy is to implement a pupil premium plan so that common challenges and individual needs will be addressed. We recognise that Pupil Premium is a poor proxy for disadvantage, so our approach will continue to focus on whole school activities for the benefit of all, whilst encompassing very tailored individually targeted interventions alongside increasing cultural capital and the strength of all these working together.

Our approach has always been, and will continue to be, multifaceted to address very complex needs. We will continue to target everything from emotion to organisation, social to academic. We acknowledge that supporting a disadvantaged student involves everyone from teachers, mentors, tutors, parents, pastoral teams, SENCO and outside agencies.

Through high expectations, appropriate support, a strong pastoral team and our dedicated team of Pupil Premium Champions, we aim to break down individual barriers so that students from disadvantaged backgrounds achieve and succeed in all areas whilst in our care.

Through the focus of our intention, non-disadvantaged students will also benefit from our strong curriculum design and high-quality teaching. There is no alteration of curriculum provision for disadvantaged students as we believe strongly that an ambitious curriculum is the entitlement of all. We ensure that each member of staff is clear about the collective responsibility toward all disadvantaged students and that there is a shared understanding that the best strategy for reducing the gap is quality-first teaching through direct instruction of a broad and balanced curriculum.

The focus of our Pupil Premium strategy will be on the following:

- High quality teaching and high quality curriculum to impact all students
- Pupil Premium Champions providing individual targeted academic and non-academic support
- Addressing the low levels of literacy in our school, with 80% of students EAL which has been further hindered due to the impact of school closures. Support for students in all years to catch up in English and maths by providing extra resources and teaching.
- Ensuring students have access to all learning both in school and out through providing resources and technology
- Focusing on the whole child, widen cultural capital & raise aspirations by funding trips, experiences, University visits

- Strengthening wider support provision for our most vulnerable students and families including those who may be disadvantaged but not receiving the Pupil Premium

We will continue to constantly review and refine the current strategies in our multi-faceted and enriching Pupil Premium plan, so that disadvantaged students are not further disadvantaged due to the loss of learning during school closure

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Disadvantage is far more than pupil premium and these students are not a homogeneous group. Pupils face a multitude of complex challenges: SEMH, mobility, socio-economic disadvantage, low-levels of parental support, lack of exposure to study skills, lack of social activities. As well as a lack of exposure and access to technology, experiences, cultural capital, high aspirations. The school closures have had a disproportionate impact on our most disadvantaged students and we need to be adaptable to respond to new challenges as they arise.</p> |
| 2 | <p>Assessments, observations and discussion with KS3 pupils indicate that pupils in our school generally have lower levels of reading comprehension than their peers nationally.</p> <p>There is an increase in students in Year 7 who are arriving at secondary school with significant delays in reading. The data shows that 28% of the year 7 cohort are two or more years below their chronological age and 11% are up to one year below. There are 109 students who have been identified as requiring intervention in year 7 alone, which is a marked increase from last year.</p> <p>On entry to year 7 over recent years, student profiling shows that on average, 36% of our pupils arrive below age-related expectations and 80% of our cohort are EAL. Low level of language acquisition and comprehension leads to low levels of literacy with a high vocabulary gap, impacting on all areas of the curriculum.</p> <p>This gap has been exacerbated by school closures as many students spent increased time in poor language environments at home and some reverted to speaking in their first language most of the time.</p> |
| 3 | <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with worded application questions and geometrical reasoning, impacted further when coupled with low levels of literacy.</p> <p>Previous assessments on entry to the school have indicated that between 15 - 28% of our disadvantaged pupils arrive below age-related expectations, compared to 14 - 22% of their peers.</p> |

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| 4 | <p>Our assessments, observations and discussion with pupils and staff suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps in pupils falling further behind age-related expectations particularly in English</p> |
| 5 | <p>Our surveys, observations, discussions with students and our Designated Safeguarding Lead show that there is a larger number of students who are struggling with attendance, behaviour and who need social and emotional support. The number of students now having sessions with the school counsellor due to anxiety, depression and low self-esteem has doubled from pre to post pandemic.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| <p>Students who were most impacted by school closure and need to catch up with literacy and numeracy & other subject areas, are supported in year 7-11 so that they can access the curriculum as a whole and make improved progress.</p> | <p>The tuition sessions are effective, as they are guided by the school, linked to our curriculum and focused on the areas where students will most benefit from additional practice, guidance or feedback.</p> <p>The content of the sessions is informed by formative assessment and student tracking data so that gaps reduce and progress is made by those targeted students demonstrated by assessment data and tracking data.</p> |
| <p>Targeted students perform well in their identified areas for improvement of reading, writing and or spelling and make accelerated progress so that they can gain knowledge and skills to bring their attainment in line with their peers.</p> | <p>Assessment data and termly tracking data demonstrate that students make progress in their identified areas of improvement.</p> <p>Resources and assessments purchased with catch up funding show an impact of improved reading, writing and spelling upon comparing ability at the start to the end of the year</p> <p>Catch up resources purchased by SEND and language development team and English faculty are used effectively to ensure progress for the weakest readers.</p> <p>Reading, writing and spelling tests show improvements in literacy levels for those targeted students.</p> |

| | |
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| | Appointment of a Reading Tutor proves successful in supporting students to improve literacy levels. |
| Individual barriers to learning are removed and the targeted Pupil Premium & vulnerable students are supported in their personal and academic growth. | <p>Termly tracking data shows that interventions have an impact on improving the attitude to learning and diminishing the gaps in learning for targeted students.</p> <p>Organisation and study skills improve, demonstrated by a decrease in homework consequences.</p> <p>Resources are funded.</p> <p>Opportunities and aspirations are improved by increased participation in enrichment activities / opportunities & University visits.</p> |
| Students are equipped to understand mathematical concepts and through repeated practice of fundamental skills, improve their academic learning so that they make progress in line with their peers. | Thorough monitoring of progress, assessments results and teacher observations demonstrate an improvement in progress for targeted students. |
| To achieve and sustain improved parental contact, student well-being and attendance for disadvantaged & vulnerable students. Maintaining contact throughout the school holidays when our most vulnerable students are at their most vulnerable. | <p>Attendance figures improve.</p> <p>Qualitative students / parent surveys show that counsellor work is having an impact on student well-being.</p> <p>More students see counsellors more regularly.</p> <p>Improved attendance at breakfast clubs by key students</p> <p>Families are empowered to support students</p> <p>Strong relationships are created with families</p> <p>Most vulnerable are contacted during the holidays.</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: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To provide additional resources and programmes for students & capacity & training for staff to address low levels of literacy and language & the high vocabulary, literacy gap and improve oracy.</p> <p>Whole school CPD focus on literacy and oracy</p> | <p>Investment & training in reading and writing programmes (eg, Read Aloud project, GL assessments, Flash Academy) to improve students' literacy</p> <p>SEN support: A rapid evidence assessment (publishing.service.gov.uk)</p> <p>The APPG Oracy study found that nearly half (44%) of secondary teachers say school closures during the pandemic had a negative effect on the spoken language development of pupils eligible for free school meals.</p> | 1,2,4 |
| <p>To provide CPD time and training so that across all subjects:</p> <ul style="list-style-type: none"> - there is strong curriculum design so that each subject curriculum is inclusive, with a multiple focus on language, metacognition and key vocabulary is being explicitly taught. - there is high-quality teaching through direct instruction | <p>The best strategy for reducing the gap is quality-first teaching through direct instruction.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Subject leads use evidence from cognitive science, metacognition and literacy to shape the curriculum.</p> <p>An evidence-informed approach to... Durrington Research School</p> | 1,2,3,4 |

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

Budgeted cost: £140,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Improve outcomes, opportunities and aspirations for targeted disadvantaged students through Pupil Premium champion mentoring.</p> <p>This includes funding the Assistant Pupil Premium Champion role so that more Pupil Premium students can benefit from specific targeted interventions based on individual need.</p> | <p>‘Small group and one to one structured intervention are a powerful to address gaps in learning’ The EEF guide to supporting school planning - A tiered approach to 2021.pdf educationendowmentfoundation.org.uk</p> <p>‘High quality interventions have a big impact on the outcomes of struggling pupil premium students’ The EEF Guide to Pupil Premium 2019 Using pupil premium EEF educationendowmentfoundation.org.uk</p> | <p>1, 2,3,4,5</p> |
| <p>Fund school led tutoring and subject expertise to provide specialist tuition sessions for carefully identified students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3, 4</p> |
| <p>Provide opportunities for some disadvantaged students to increase their attainment through funding their music tuition</p> | <p>Music tuition & learning to play a musical instrument increased attainment over and above other creative pursuits. Music Lessons Enhance IQ - E. Glenn Schellenberg, 2004 (sagepub.com)</p> | <p>1,2,3,4,5</p> |

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

Budgeted cost: £ 140,000

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

| | | |
|--|--|------------------|
| <p>To further increase staffing capacity to enable more students to access the additional school counsellor and fund a second new Family Support Worker post to support work with the most vulnerable students to create sustained improved parental relationships and engagement.</p> | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social & emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social & emotional learning skills are linked with poorer mental health and lower academic attainment.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |
| <p>Funding after school clubs, trips and residential to ensure all students have access to enrichment opportunities.</p> | <p>Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> | <p>1,5</p> |
| <p>Contingency fund for acute issues</p> | <p>Based on our experiences and those of other schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p> | <p>1,2,3,4,5</p> |

Total budgeted cost: £ 380,000

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 2023 to 2024 academic year.

The pupil premium strategy 2023-2024 was highly effective in ensuring that the common challenges and individual needs of disadvantaged students were met. The whole-school focus on high-quality teaching & learning coupled with individual targeted academic and non-academic support ensured exceptional outcomes for our disadvantaged students. The [EEF's implementation guidance](#) was used to develop our strategy and will continue to be used through the implementation of our activities.

To help us gauge the performance of our disadvantaged students, their results have been compared to those for disadvantaged and non-disadvantaged students at national and local level and to results achieved by our non-disadvantaged students. The data demonstrates that our students achieved better than national others in all almost all measures:

Impact of pupil premium funds on outcomes – 2024:

- **Progress 8 score for disadvantaged students is +0.56**
- Progress 8 score for disadvantaged students, **English: +0.31** which is better than others nationally.
- Progress 8 score for disadvantaged students in **Maths** is **+0.32** which is better than others nationally.
- **Progress score for EBACC element** remains outstanding for disadvantaged students and well above national average at **+0.90**.
- Progress 8 score for disadvantaged students in **science** has increased from last year and is well above national average at **+0.69**.
- The Progress 8 score for disadvantaged students in **languages** is **+0.60**.
- The Progress 8 score for disadvantaged students in **humanities** is above national average at **+0.21**.
- **Average attainment 8 score per disadvantaged student** has lowered compared to 2023 to **49.11 but is in line with NAV. for others** (49.55 SISRA Collaboration 2024).
- The proportion of disadvantaged students achieving **5+ in BASICS** is **44.3%, which is below the national average for others (51.9% SISRA Collaboration 2024)**.
- There is larger **attainment gap for DA students in English** (best of) compared to previous years for %5+ of 15.8% as 57.1% of DA students achieved 9-5 compared to 72.9% of others.
- The **attainment gap for DA students has increased in maths** for %5+ at 16.0%.
- The percentage of disadvantaged students **entering EBACC at 77.1%** is well above the SISRA Collaboration
- The % APS for EBACC for disadvantaged students was in line with previous years at 4.71.

Based on all the information above, the performance of our disadvantaged students exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section.

Our evaluation of the approaches delivered last academic year indicates that the biggest success comes from using the funds to increase staffing capacity on the ground. The posts of Pupil Premium Champions, Assistant Pupil Premium Champions, Family Support Workers, School Counsellor and Reading Intervention Mentors, mean that students benefit directly from targeted & specific support, which is tailored to their individual need. This, coupled with a whole school ethos of high expectations and high quality teaching and learning, ensures that we continue to secure exceptional outcomes for our disadvantaged students.

We have reviewed our strategy plan and made minor tweaks to how we intend to use some of our budget this academic year adapting to the needs of each cohort. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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 |
|---------------------------------|----------|
| Leicester City in the Community | |
| | |

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? | |

Further information

Planning, implementation, and evaluation

When writing our Pupil Premium Strategy, we looked at several 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 forensically at our cohort of students, their needs, and the impact that the pandemic has had on their progress in order to understand the specific challenges faced by our disadvantaged students.

In reviewing our current Pupil Premium Strategy, we evaluated the impact of each activity undertaken in the previous year and will adjust our plan over time to secure better outcomes for pupils.

We continue to have no alteration of our curriculum provision for disadvantaged students as we believe strongly that an ambitious curriculum is the entitlement of all. It was ensured that each member of staff is clear about the collective responsibility toward all disadvantaged students and there is a shared understanding amongst staff that the best strategy for reducing the gap is quality-first teaching through direct instruction.

As per our strategy, DA students benefit from one to one and small group tuition during which time individual barriers (academic and non-academic) were identified and targeted individual interventions were put in place to overcome them. Pupil Premium Champions' termly reports evidenced that for each year group the targeted students' organisation and study skills improved, as evidenced by a decrease in homework consequences. The termly tracking data also showed that there was a significant impact on improving the attitude to learning of these targeted students, which in turn impacted their attainment as evidenced by the termly tracking data and the outstanding DA GCSE results.

More students than ever now benefit from such interventions as the budget is used to fund the post of the Assistant PP Champions, who provide additional support in every year group. This ensures that for more students, barriers to learning were identified and they were supported overcome them so that they could achieve their full potential.

New resources and assessments purchased by the SEN, RLDT team & English faculty continue to be used effectively to identify those students in need of reading intervention. The number of students identified as being 2 years or more below their reading age is decreasing as students make progress in their reading, year on year. The phonics scheme, Switch On reading intervention and inference intervention continues to be highly successful as evidenced by the data analysis. On average each students learnt and applied both within reading and writing one new letter sound correspondence per session. Following significant research undertaken by the Lead Teacher in this area, various different interventions take place throughout the year and through all age ranges, to suit the needs of the students. We now offer a suite of interventions including Phonics, Fluency, Comprehension, Inference and Switch On. KS3 Students are withdrawn from the curriculum on half termly to termly rotations depending on the length of the

half term to minimise the impact on curriculum areas. Reading interventions are also delivered before curriculum time and as part of Functional Skills English lessons for some students in KS4/ outcomes relating to the Switch On intervention show that over the 7-8 week intervention students made exception progress in terms of reading ages with students making as many as 3 years progress in this time. The majority of students made between 1.5 and 2.5 years progress.

Non-academic barriers to success in school were tackled through the funding of the Family Support Workers who have significantly increased our parental contact and have built relationships with several of our vulnerable families. Attendance has improved significantly for a number of harder to reach students. Families have been supported to access food banks and Household Support Funds as well as being supported to complete child maintenance forms and manage their household bills. Since the contracted hours of the Family Support Worker includes school holidays, we have also been able maintain contact with our vulnerable students and families throughout the school holidays.

Alongside this, the School Councillor appointment has meant that the wellbeing of more students than ever has been supported and nurtured and has supported in the swift picking up and responding to safeguarding issues.

Through using the funding for trips, we continue to support students in their personal growth, raising their cultural capital, aspirations & improved confidence and self-belief. We now have excellent links with the universities and in every year group, DA students visited a university to raise their aspirations.

A significant proportion of the budget was spent on purchasing revision guides and in- house Shakespeare performances for all Key Stage 4 students, as well as numerous theatre trips for targeted students taking place throughout the year.

We also offer a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award), focus on developing life skills such as confidence, resilience, and socialising. Disadvantaged, students are encouraged and supported to participate by tutors and Pupil Premium Champions and their engagement is tracked and reported on.