

## Pupil premium strategy statement 2023/24

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	846
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs C Toyne
Pupil premium lead	Mr T Williams
Governor / Trustee lead	Hilary Orpin



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 379,225
Recovery premium funding allocation this academic year	£ 103,528
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*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.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 485,485

## Part A: Pupil premium strategy plan

### Statement of intent

At RGTS, we recognise that the Pupil Premium (PP) grant allows us as a school to set a focus on supporting our most vulnerable students, to narrow the gaps in student attainment and progress in order to maximise their chances at future success. This is at the heart of the school's vision to provide transformational educational opportunities for all students regardless of their background and is what unites us as a family of schools within the University Schools Trust.

The funding received for students eligible for PP is allocated to interventions that are research informed and evidence led, using the Education Endowment Foundation's Guide to Pupil Premium and its Toolkit for Schools to ensure that all funds are deployed in the most effective manner.

As a school, we adopt a tiered approach to PP spending that can be grouped into three broad categories:

- **Teaching** - We spend a portion of the funding on improving teaching. This is to ensure that an effective teacher is in front of every class and that every teacher is supported in improving their practice that will lead to excellent outcomes for students.
- **Targeted academic support** - We spend a portion of the funding on targeted academic support, identifying students who are not making good progress across the spectrum of achievement.
- **Wider Strategies** - we spend a portion of the funding on strategies that relate to the most significant non-academic barriers to success in school: attendance, behaviour and social and emotional support. This is in response to the needs of the students within our local community.

By adopting this tiered approach, we are able to focus on strategies that are likely to make the biggest difference.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-

disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	PP students are more frequently excluded due to poor behaviour. This limits their engagement in school and presents barriers to their learning and progress.
3	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
5	The attainment of disadvantaged pupils in maths and English is generally lower than that of their peers, and there is a need to improve the GCSE outcomes for PP students at KS4.

## 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
To Improve attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly with a focus on English and maths.	<ul style="list-style-type: none"> <li>• Narrowed gaps between PP and non-PP students</li> <li>• PP students to demonstrate good progress in mid-year and end of year assessments</li> <li>• Responsive teaching plans and mark books to reflect progress over time for students</li> </ul>
To Improve outcomes in Literacy for PP students in all year groups	<ul style="list-style-type: none"> <li>• Narrowed gaps between PP and non-PP students in terms of the difference between chronological age and reading age</li> <li>• PP students to demonstrate good progress in mid-year and end of year assessments in English</li> <li>• Students to feel confident in their reading and develop their literacy skills that will help them to access the wider curriculum</li> <li>• Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> <li>• Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> </ul>
To improve outcomes in wider curriculum subjects	<ul style="list-style-type: none"> <li>• Narrowed gaps between PP and non-PP students</li> <li>• PP students to demonstrate good progress in mid-year and end of year assessments</li> <li>• Responsive teaching plans and mark books to reflect progress over time for students</li> </ul>

	2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve an average Attainment 8 score and an EBacc average point score in line with non-pupil premium students.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for Pupil Premium students to decrease.</li> <li>• the attendance % for Pupil Premium students to increase.</li> </ul>

## 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: £ 77,768.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Instructional coaching</p>	<p><b>Action:</b> Raise the standard and quality of teaching through the use of instructional coaching and Walkthrus programme to focus on the most effective pedagogy in all classrooms, and the implementation of StepLab.</p> <p><b>Rationale:</b> "Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention...ensuring that an effective teacher is at the front of every class...is a key ingredient of a successful school and should rightly be at the top of the priority for Pupil Premium spending" - EEF Guide to Pupil Premium, June 2019 <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><b>Description of intervention:</b> All staff will have coaching as part of the school's CPL and QA programme which is targeted and specific to them, and will highlight strategies for effective teaching of all students.</p>	<p>1,2</p>
<p>Develop personalisation in the classroom so all students can make progress in line with peers</p>	<p><b>Action:</b> Raise the standard and quality of teaching through the use of Pupil Progress to enable personalisation, question level analysis and Personalised Learning Checklist in the classroom. Tassomai will be implemented across Key Stage 3 and Key Stage 4</p> <p><b>Rationale:</b> "Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention...ensuring that an effective teacher is at the front of every class...is a key ingredient of a successful school and should rightly be at the top of the priority for Pupil Premium spending" - EEF Guide to Pupil Premium, June 2019 <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><b>Description of intervention:</b> All staff will have CPL on how to use QLA's through Pupil Progress. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>1,2,3</p>
<p>Leadership and Management</p>	<p><b>Action:</b> Improve the quality of leadership of curriculum areas, making sure that all Heads of Faculty, Heads of Department and Lead teachers are given the support they need to deliver high quality provision in their subjects</p>	<p>1,3</p>

	<p><b>Rationale:</b> Developing middle leadership is essential to ensuring that faculties offer a curriculum that is academically rigorous and inclusive, meeting the needs of all students.</p> <p><b>Description of intervention:</b> All leaders will receive specific and targeted training/coaching to allow for targeted support for disadvantaged learners.</p>	
Learning resources and CPL	<p><b>Action:</b> Provide teachers with access to high quality learning resources and CPL to ensure that teaching is of high quality. Using the PiXL network will allow English, Maths and Science in particular to improve the quality of provision. We will fund teacher release time to embed key elements of the EFF guidance in school, and to access Maths Hub resources.</p> <p><b>Rationale:</b> The school has joined PiXL in order to give teachers access to high quality resources that focus on raising standards. The Gaps and Growth resources will be used to target specific students in English and Maths at Key Stage 4.</p> <p><b>Description of intervention:</b> Additional targeted internal and external resources.</p>	1,3
Secure subject specialists	<p><b>Action:</b> Secure subject specialists in all faculty areas to ensure that all students receive high quality teaching, delivered by subject experts. This will add academic rigour to the curriculum delivered and improve overall academic outcomes.</p> <p><b>Rationale:</b> The school employed new members of staff who all are all post holders.</p> <p><b>Description of intervention:</b> Recruitment to fill positions with specialist teaches and support staff.</p>	3
High quality of provision for all students	<p><b>Action:</b> Secure well-trained teachers who can deliver high quality of provision for all students</p> <p><b>Rationale:</b> The school engages with the Teach First programme to secure trainee teachers who are focused on addressing educational inequalities. During the programme, trainees must lead and deliver classroom-based enquiry projects that are rooted in improving outcomes for disadvantaged students. Through these projects, PP students are given greater focus in lessons.</p>	3



	<p><b>Description of intervention:</b> Development of Teach First trainees</p>	
Early career teachers	<p><b>Action:</b> Support leadership to train and mentor early career teachers to deliver high quality provision in the classroom.</p> <p><b>Rationale:</b> Developing early career teachers is essential to delivering high quality teaching. In September 2021, the school employed newly qualified teachers. By providing bespoke and targeted support for these teachers, they are able to develop their classroom practice and deliver high quality provision for students.</p> <p><b>Description of intervention:</b> Development of ECT teachers</p>	3
Build leadership capacity	<p><b>Action:</b> Build leadership capacity to lead on provision for disadvantaged students in Key Stage 3. By increasing leadership capacity in this area, disadvantaged students in Key Stage 3 will receive targeted academic support and teaching will have further monitoring to focus on the outcomes of PP students</p> <p><b>Rationale:</b> By increasing leadership capacity to focus on raising standards in KS3, students can get the early intervention and support from KS2/3 transition. Leaders will be able to monitor students' progress and identify core groups of PP students that require targeted academic support or wider strategies to improve outcomes.</p> <p><b>Description of intervention:</b> Additional roles leading to targeted academic support. Small Literacy and EAL support groups led by specialists. Additional setting at KS3 and KS4. Appointing additional capacity as Senior Leadership level.</p>	1,2,3
Resources	<p><b>Action:</b> All Faculty areas have the desired resources needed to target specific students through personalising the curriculum.</p> <p><b>Rationale:</b> By ensuring Faculties have the right teaching resources they can deliver personalisation in the classroom ensuring all students can make progress.</p>	1,2,3, 5  5

	<p><b>Description of intervention:</b> HOFs and DHT to identify resources that will aid the personalisation of the curriculum. Analysis of intervention and student progress data.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 283,667.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outcomes in Maths, English and Science	<p><b>Action:</b> Improve academic outcomes in Maths, English and Science for students in Year 7-11 through targeted -small group teaching by adding an extra set to each core subject.</p> <p><b>Rationale:</b> The EEF toolkit identifies that reducing class sizes can result in around three months' additional progress for students on average. By creating a smaller class in these core subjects in each year group, the most vulnerable students will receive targeted academic support under the supervision of the school's SENDCO who can provide additional training and support in order to ensure high quality of provision</p> <p><a href="#">The Education Endowment Foundation's Teaching and Learning Toolkit - Reducing Class size +2 months progress</a></p> <p><b>Description of intervention:</b> Additional set added to core subjects at KS3 and KS4. Quality Assurance of Teaching and Learning: Line Management, Curriculum Conversations, Subject and Topic Guide Reviews and External Curriculum Reviews, implementation of Tassomia and Pupil Progress, and PiXL RS strategy.</p>	1,2,5
Behaviour	<p><b>Action:</b> Improve behaviour for learning and engagement for PP students. This will be evident through improvements in behaviour data and reduction in exclusions. We will appoint 2 additional Social and Academic Mentors and develop the Compass Centre intervention programmes. Strengthening Minds programme will be embedded.</p>	4

	<p><b>Rationale:</b> The EEF toolkit states that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>Description of intervention:</b> Tracking, monitoring, and action planning of behaviour logs to support disadvantaged learners.</p>	
Oracy	<p><b>Action:</b> Improve oracy and literacy skills for PP students so that they are able to engage fully in their learning</p> <p><b>Rationale:</b> The EEF toolkit states that oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, students who participate in oral language interventions make approximately five months' additional progress over the course of the year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><b>Description of intervention:</b> Introduction of the RGTS Oracy Framework to help disadvantaged learners to engage fully in their learning.</p>	2,5
CEIAG	<p><b>Action:</b> Secure excellent participation in CEIAG provision to reduce the number of students at risk of becoming NEET</p> <p><b>Rationale:</b> The EEF in its literature review on Careers Education (2016) indicated that of the 45 research studies identified, 60% of these provided largely positive findings of educational outcomes. PP students in our context may have more limited access to impartial and high-quality guidance and so providing independent CEIAG provision mitigates against the risk of students becoming NEET. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	6, 7, 5

	<p><b>Description of intervention:</b> Engage with Prospects to provide impartial careers education, information and guidance to targeted PP students. Track and Monitor CEIAG provision for disadvantaged students</p>	
Literacy	<p><b>Action:</b> Improve the literacy skills and reading ages of PP students to ensure that they are able to engage with the curriculum and develop a sustained interest in reading for pleasure</p> <p><b>Rationale:</b> Reading comprehension strategies are identified as one of the highest impact strategies in the EEF toolkit. By expanding the school’s library catalogue and through effective deployment of the school librarian to deliver focused small-group reading interventions, students in Key Stage 3 will be given support to improve their reading age to be in line with their chronological age. (EEF Schools Toolkit). <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p><b>Description of intervention:</b> Support librarian, SAMS (Social and Academic Mentors), AM (Academic Mentors) and Literacy Support Assistant deployed to offer targeted academic support to PP students who have lower reading ages than their chronological age.</p>	2, 5
Revision Booklets and resources	<p><b>Action:</b> CGP books purchased for all PP students in year 11.</p> <p><b>Rationale:</b> Students will have access to all the KSU needed for the examinations. Use of revision books built into TDG and Satchel 1 home learning tasks, and employing Tassomia.</p> <p><b>Description of intervention:</b> Year 11 disadvantaged students to receive revision book for each subject. These are embedded into the RGTS Study Skills and Revision strategy and home learning activities.</p>	1,3, 5
Numeracy	<p><b>Action:</b> Improve the numeracy skills of PP students to ensure that they are able to engage with the STEM curriculum. The Maths department will be part of the Trust Curriculum Review process. This will involve a review of the Maths curriculum and highlighting areas of strength and development.</p>	

	<p>Rational: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><b>Description of intervention:</b> Using the results from the GL Assessment and KS2 Standardised scores most at need PP students to take part in additional intervention. In addition, a joint strategy between science and maths will be developed ensuring a common approach to teaching mathematical literacy. A Science of Learning Module is to be piloted and a development of opportunities for students to engage with 'mathematics at work'.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £81,389.23

Area	Evidence that supports this approach	Challenge number(s) addressed
Attendance	<p><b>Action:</b> Narrow the gap in attendance between PP and non-PP students across the school</p> <p><b>Rationale:</b> Data on attendance from previous years shows that there are gaps in attendance between PP and non-PP students. By allocating funds to add capacity within the attendance team and using the attendance advisory service, more focus will be given to improving attendance for PP students in all year groups. Through improved attendance, the school will then be able to focus on high quality teaching and learning.</p>	5

	<p><b>Description of intervention:</b> Support the Student Services Manager and Attendance Officer to put in place targeted support for PP students with low attendance. Monitor attendance data as part of the school's inclusion report</p>	
Behaviour	<p><b>Action:</b> Improved behaviour for learning and engagement for PP students.</p> <p><b>Rationale:</b> Through targeted interventions to support students' behaviour for learning and engagement, students will be better placed to be able to engage in school fully.</p> <p><b>Description of intervention:</b> Reviewing attendance and behaviour data for students who are taking part in counselling and reviewing the needs of students on vulnerable students' index.</p>	4
Mental health and wellbeing	<p><b>Action:</b> Improved mental health and wellbeing and overall student engagement for PP students. This will be evident through improved attendance and behaviour data and reduction in exclusions.</p> <p><b>Rationale:</b> The EEF toolkit states social and emotional interventions have an identifiable and valuable impact on students. The EEF indicates that improvements appear more likely when SEL approaches are supported by professional development and training by staff. By training teachers through Place2Be, as well as offering targeted counselling for students, the school is able to respond more effectively to the mental health and wellbeing needs of our students. (EEF Schools Toolkit)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>Description of intervention:</b> Reviewing attendance and behaviour data for students who are taking part in counselling and reviewing the needs of students on vulnerable students' index. Additional counsellor will be employed.</p>	4,5,6

Trips and Visits	<p><b>Action:</b> PP students to engage with the school's trips and visits in order to expand their cultural capital and maximise their engagement in school life.</p> <p><b>Rationale:</b> PP students should not be disadvantaged in accessing trips and visits in the school. A subsidy fund is set aside to ensure that all students are supported in engaging with trips and visits, this will be of key focus when funding Key Stage 4 fieldwork trips for GCSE Geography.</p> <p><b>Description of intervention:</b> Attendance data for trips - monitoring and tracking and reserved funds to support students with access to trips where needed.</p>	6,7
Enrichment	<p><b>Action:</b> More PP students are attending and taking part in school enrichment activities allowing them to experience transformational learning activities</p> <p><b>Rationale:</b> 'The programme can boost self-confidence, develop leadership skills, instil self-motivation and can evidence good time-management. Away from the pressure of passing exams, enrichment extends students' education and personal growth.' (Sec-Ed)</p> <p><b>Description of intervention:</b> Monitor PP take up in Enrichment Activities and support students who take part in at least one activity.</p>	6,7
Stakeholder Support	<p><b>Action:</b> Parents of PP students have specific strategies to deploy at home to support the child learner</p> <p><b>Rationale:</b> 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' (EEF)</p> <p><b>Description of intervention:</b> Ongoing communication with disadvantaged students' parents/carers</p>	6

**Total budgeted cost: £** £ 485,485



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and RGTS' own internal assessments.

For 2023, the Progress 8 Score is closing: the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.92 and for non-disadvantaged this was -0.88 which is a difference of 0.4.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.29 for disadvantaged students and 37.69 for non-disadvantaged, a gap of 2.4.

Whilst Pupil Premium students are making more rapid progress, attainment of the school's disadvantaged pupils in 2022/23 remains a clear focus in the academic year.

Analysis of our internal KS3 data shows that there is, overall, no significant gap in the performance of our disadvantaged students when compared to non-disadvantaged students.

The attendance of disadvantaged students was 88.93% compared to 92.57% for all students. Attendance for disadvantaged students the year before was 90%.

Student engagement in enrichment in 2022-24 demonstrated that Pupil Premium students actively partake in opportunities inline with non-Pupil Premium students.

## 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
PIXL	PIXL