

Pupil premium strategy statement – Rushcliffe Spencer Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Rushcliffe Spencer Academy
Number of pupils in school	2004
Proportion (%) of pupil premium eligible pupils	12.0%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Damian Painton Principal
Pupil premium lead	Simon Peel Assistant Principal
Governor / Trustee lead	Alex Edwards Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,115
Recovery premium funding allocation this academic year	£47,444
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£193,559

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the subjects that enable progression post 16 and beyond. This is at the heart of giving everyone the chance to shine brightly.

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 or who are young carers. These pupils will form the central part of our 'focus first' group across the school. We deliberately use this language to indicate their priority in our thinking and to avoid the potentially negative connotations of the word 'disadvantaged'.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and a knowledge of the individual, not sweeping assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure focus first pupils are prioritised in all aspects of school provision such that everyone takes responsibility for their outcomes and raising expectations
- ensure that we act early and proactively to intervene at the point a need is identified.
- ensure that focus first pupils are challenged in the work that they're set and that future aspirations remain ambitious for all

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of aspiration and resilience
2	Lower levels of literacy (particularly reading)

3	Higher levels of absence
4	A greater need for emotional, wellbeing or behaviour support
5	Less access to support with out of school learning (e.g. homework)

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
Improved attainment and progress	Disadvantaged groups will attain and make progress in line with non-disadvantaged groups (or, where this is not yet the case, gaps will be closing).
Improved attendance	Absence for disadvantaged groups will be in line with non-disadvantaged groups (or, where this is not yet the case, gaps will be closing).
Low NEET	The proportion of disadvantaged pupils who progress into education, employment or training at 16 and 18 will be at least in line with national figures for all pupils.
Improved engagement / behaviour	Fixed term exclusions for disadvantaged groups will be in line with non-disadvantaged groups (or, where this is not yet the case, gaps will be closing).

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

Budgeted cost: £112,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD sessions to focus on raising opportunities for teachers to engage with good quality pupil information and ensure	Individualised instruction, based on providing differing tasks and support for learners at the individual level, can show	1,2,3,4

effective communication with/from key support staff experts.	positive impact on attainment, particularly where pupils are supported to develop the skills to manage their own learning. EEF Individualised Instruction	
Provide regular CPD to embed 'first focus' approach in lessons with specific focus around metacognition (planning, delivery, marking)	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. EEF Metacognition	1,2,3,4
Contribution towards the salaries of staff to support with behavioural issues (OC)	Behaviour interventions can improve attainment by reducing challenging behaviour in school. This includes more specialised programmes which are targeted at students with specific behavioural issues. EEF Behaviour interventions	1,4,5
In class support (LSA) to improve engagement and progress of targeted pupils.	Targeted deployment of LSAs or teachers in a support capacity, where individuals are trained and enabled to deliver interventions to small groups or individuals (within or outside the main class setting) can have significant impact on progress. EEF In-class TA Support	1,2,3
Provide additional capacity within faculties to provide in-class support.		
Contribution towards the salaries of staff to support with careers (AO).	These interventions can change aspirations directly by exposing pupils to new opportunities or by developing general self-esteem, motivation, or self-efficacy. EEF Aspiration Interventions	1,5
Salaries of mentors to provide targeted interventions and in-class support.	Mentoring builds confidence and relationships, develops resilience and character and raises aspirations. EEF Mentoring	1,2,3,4
Contribution towards the salaries of staff to support with pupil wellbeing and councillors.		

Targeted academic support

Budgeted cost: £57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Capacity within English and SEND to provide small group interventions to improve literacy in KS3	Use of phonics programmes to develop reading accuracy in weaker / non-readers is key in enabling access to all areas of the curriculum. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. EEF Improving Literacy Reading comprehension strategies are high impact. Alongside phonics, it is a crucial component of reading instruction. EEF Reading Comprehension	1,2,5
Buy-in and embed Accelerated Reader/Reading Plus across KS3 to improve reading		
Provide all Y7 – 11 PP students with equipment to support studies and independent studies.	Without the appropriate equipment, access to learning and practice is made impossible. Spaced retrieval practice has been shown to have significant impact on attainment. EEF Spaced Revision	1,5

Wider strategies

Budgeted cost: £24,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance reward project for PP students.	Regular research shows the link between good attendance and high levels of attainment. DfE Attendance / Attainment Rewards have been shown to have an impact on pupil attainment. EEF Rewards	3
Contribution towards the salaries of staff to support with attendance.		3
Brilliant Club/Ambition Nottingham Scholar Programme	These programmes and activities can change aspirations directly	1

Contributions towards trips and uniform	by exposing pupils to new opportunities and by developing general self-esteem and motivation. EEF Aspiration Interventions	1,5
To provide music tuition for targeted PP students across Y7 – 11		1,5

Total budgeted cost: £194,300

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 2021 to 2022 academic year.

Academic outcomes for year 11 pupil premium pupils in 2022:

- Progress 8: +0.10
- 4+ English & Maths: 78%
- 5+ English & Maths: 59%
- 7+ English & Maths: 1%
- Attainment 8: 43.4

Attendance for pupil premium pupils in 2021: 86.3%

Fixed term exclusions for pupil premium pupils in 2021: 14.95%

Proportion of pupil premium pupils moving into education, employment or training in 2022: 97%

Externally provided programmes

Programme	Provider
Scholar Programme	Brilliant Club
Ambition Nottingham	University of Nottingham