

Pupil premium strategy statement 2023/24 – New Rush Hall School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 23 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of School	New Rush Hall School
Number of pupils in school	Funded for 59 according to DfE, currently 71 on roll
Proportion (%) of pupil premium eligible pupils	47% - 28/59
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2022/23
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Sam Walters
Pupil premium lead	Emma Murphy and Ros Dennison
Governor / Trustee lead	Liesbeth Rubenstein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,760
Recovery premium funding allocation this academic year	£28,114
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
Total budget for this academic year	£60,874

Part A: Pupil premium strategy plan

Statement of intent

At NRHS our intent is to close the gap between our disadvantaged pupils and their non-disadvantaged peers.

Overcoming barriers is at the heart of our pupil premium strategy. We will achieve this by:

- Ensuring that all children receive high-quality first teaching in all lessons. We know this is proven to have the greatest impact on pupil outcomes
- Implementing an early intervention approach to support any pupils not making expected progress
- Providing pupils with enriching opportunities enabling them to develop positive learning behaviours and attitudes to make accelerated progress
- Building solid partnerships with families so that we can effectively address non-academic barriers such as attendance, aspirations, social and emotional skills, self-esteem and well-being
- Work collectively as a school community to take responsibility for the outcomes of disadvantaged pupils

Our strategy is working towards achieving these objectives by ensuring that there are well-planned actions in place across the school to meet these targets. All staff are well informed about Pupil Premium funding and what it is used for and are aware of their role in supporting these children.

Challenges

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

Challenge number	Detail of challenge
1	A considerable proportion of pupil premium students have reading ages lower than their chronological age. Reading, for some of our pupils, is not commonplace and is a barrier to accessing the curriculum.
2	Increasing numbers of students of all ages evidencing mental health, welfare and safeguarding concerns. The increased level of need has led to strain on both pastoral and safeguarding systems. This is further exacerbated by a paucity of external support as services are stretched.
3	Attendance rates for some pupil premium students are lower than non - pupil premium students, with too many pupils premium pupils with persistent absence, especially in the secondary phase.

4	Low ambition / aspiration for progression to college and 6 th form. Our most disadvantaged pupils often come from families with no history of education past KS4. They often need tailored support through KS3- 4 to ensure that they are confident to be successful in their next stage of education.
5	To expose pupil to a broad range of cultural capital experiences including at least one residential trip during their time at NRHS and to support their wider learning and understanding of the world around them

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 reading comprehension among disadvantaged pupils across all year groups.	Reading ages for all students will increase to be in line with, or very close to, chronological age. Measured using approved reading tests. There will be a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers Narrow the current gap between KS2 reading compared to writing and maths.
Disadvantaged students are emotionally mature and exhibit positive behaviours.	Improved levels of pupil wellbeing from 2024/25 will be demonstrated by qualitative data from student voice, student and parent surveys, teacher observations, counselling and mentors.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupil	A reduction in persistent absence of all pupils and especially pupil premium pupils, so there are no gaps.
Disadvantaged students achieve places at the college and 6 th forms	Percentage of disadvantaged students who go to college and 6 th s forms.
Improved character and personal development of students, through exposure to a wide range of enriching activities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Increase the exposure of pupil premium students to aspirational experiences such as residentials, trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors.

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: £17,000 CPD Programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training support staff to become teachers with QTS in core curriculum subjects.	Quality first teaching to ensure best outcomes for disadvantaged students and providing additional capacity for pupils to have 1-1 support.	1,

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

Budgeted cost: £64,830 = £62,830 staffing, £2,000 resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two additional members of ALS support staff to lead on additional learning for pupils	Quality first teaching to ensure best outcomes for students	4, 1,
School counsellors and mentors	Helping pupils to manage their mental health	2
Purposing resources to allow for learning to be practical	Funding resources e.g. textbooks, trips, reading books, equipment has allowed all our students previously to have equal starting points when accessing the curriculum.	1,4
Sensory equipment to ensure pupils can self-regulate in the classroom and focus on their learning tasks	Self-regulation tools that promote movement and tactile input. They can be great for kids who struggle with attention, focus and sensory processing.	2

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

Budgeted cost: £30,220 = £8,340 EWO support, £16,880 enrichment programme, £5,000 residential

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed a school funded EWO to support families with complex issues in getting pupils to school	Education Welfare Officers provide advice and guidance to parents who are struggling to get their children to school	3
School residential trip	Residential are essential for personal and social development, allowing new friendships to bloom and new challenges to be faced.	5
Enrichment programme	To provide disadvantaged pupils with cultural capital opportunities to improve their social mobility.	5

Total budgeted cost: £112,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of our pupil premium strategy for the academic year 2021-2022 was still affected by Covid-19, despite NRHS being open during the pandemic many pupils were unable to attend which disrupted all subject areas to varying degrees. We know that Covid-19 was most detrimental to disadvantaged pupils, the percentage of disadvantage that attend NRHS is much higher than most schools therefore the impact was much greater.

To provide quality first teaching as a tool to ensure pupils can access learning. Pupils will be given the most personalised learning so that their additional learning needs are not further barriers to learning. In addition to this, support staff will be trained in basic Maths skills so that can provide the most effective support in class and in their 1-1 sessions. Other resources were provided that were a barrier to students learning such as revision materials. When appropriate pupils will attend 1-1 ALS sessions so further barriers to learning are removed.

The impact of employing an additional full-time school therapist /mentor was that we had more pupils being requesting counselling and mentoring. This service to support pupils with their additional SEMH needs as well as their wellbeing post- lockdown. Pupils all have EHCP's where their primary area of need is SEMH. With this in mind, and the deterioration of mental health amongst young people across the country, the additional support for mental health for our pupils is non-negotiable.

We have invested a significant amount of money in our Enrichment programme. Before the pandemic our pupils were considered disadvantaged in relation to cultural experience. Post pandemic this has been compounded and is felt that this is an area that we need to invest in. Pupils are taking part in a range of activities such as swimming, horse riding, rowing and boxing as well as residential trips or trips to museums, London landmarks etc.

Finally, we focused on supporting our pupil premium students in key stage 4 in particular through intervention and extra sessions that were run by school staff. These took place in the holidays and weekends with a focus on targeting pupil premium students. The sessions were well attended. Pupils were given revision books and materials to take home as well as provided with a hot lunch each day.