

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	The Rise Free School
Number of pupils in school	137 as at Dec 22 (99 on Oct 21 census)
Proportion (%) of pupil premium eligible pupils	52% (census)
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (in line with our 3 year SDP)
Date this statement was published	Autumn Term 2022
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Helen Ralston, Head of School
Pupil premium lead	Head of School and Trust Business & Operations Manager
Governor / Trustee lead	Jackie Saddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,235
Recovery premium funding allocation this academic year	£12,811
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£67,046

Part A: Pupil premium strategy plan

Statement of intent

The Rise is ambitious for the academic and social progress that is made by all their pupils – regardless of their social or economic background.

This ambition permeates all aspects of life at The Rise for all pupils regardless of their PPG status.

We intend to continue to close the percentage gap in the outcomes of Non-PPG and PPG pupils in attendance, progress, attainment, external accreditation and destination whether transitioning from our provision after KS4 or KS5.

Challenges

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

Challenge number	Detail of challenge
1	Pupils lack stamina and accuracy to write with ease for a variety of purposes and this hinders their progress in other subjects such as History (Link to SDP Target 2)
2	Pupils' progress and attainment in GCSE/Functional Skills Level 2 Maths is not in line with performance in English and Science. (Link to SDP Target 3)
3	Pupils have low self-esteem, difficulty in self-regulation and poor mental health and this can manifest in a very small 'window of tolerance' when it comes to academic challenge, alongside poor resilience and quality of life. They need to be supported incrementally with careful scaffolding, modelling and therapeutic support. and supports as well as with specialist therapy. (Link to SDP Targets 6 and 8)
4	Ability and opportunity to access broader curriculum experiences and have quality interactions with employers is limited outside of school and therefore we want them to access an enriched curriculum and careers offer within school. (Link to SDP Targets 7 and 9)
5	Specific barriers including sensory needs, SALT needs and anxiety impact their ability to sustain meaningful and appropriate friendships and relationships as well as preventing full access to classroom learning for at least some of the full curriculum offer (Link to SDP Targets 1 and 8)

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 for July 2024 (to be reported by December 2024)
The majority of students will have 5 PLUS GCSEs/Level 2s inc: English, Maths and a range of other subjects including those they have individual talents and passions for.	There is little difference in the percentage of PPG and Non-PPG pupils who meet this goal.
All students have the stamina and accuracy to write for a variety of functional and leisure purposes; their writing underpinned by a strong reading culture including robust support for struggling readers.	Evidence from internal (and external where appropriate) data will show an overall improving picture of quality of writing and a reduction in gaps between PPG and Non-PPG in this data set.
Maths provision is improved so that the number of students achieving GCSE or FS Level 2 is consistently in line with other core subjects.	GCSE data and FS Level 2 data at Year 11 shows an improving picture of Maths attainment and a reduced gap between PPG and Non-PPG in this data set.
All students are self-aware: both proud of their strengths and equipped with the tools and networks to seek support	Student survey results are analysed by PPG status and show reduced gap between PPG and Non-PPG in this data set. Qualitative case studies support.
All students know how to improve, maintain and protect their wellbeing and actively implement the routines and habits, including making informed choices about their leisure time and extracurricular activities.	Student survey/Quality of Life survey results are analysed by PPG status and show reduced gap between PPG and Non-PPG in this data set. Engagement in extracurricular activities (offered at school and beyond) is analysed by PPG status and shows reduced gap between PPG and Non-PPG in this data set.
All students have the 'knowledge, skills and resilience to successfully transition to a defined destination which they have chosen with great careers guidance.	Accreditation for Level 2 BTECs delivered in Year 12 and Year 13 show no gap between those who historically received PPG and those who do not (trackable for those who moved up internally from Year 11 to Year 12 rather than external joiners).

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: £7,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Recruitment and retention of staff</u></p> <p>Maths streaming has been put in place across the two tutor groups for all of KS3. KS4 tutor groups are split into three fairly balanced sets to offer more specific differentiation.</p> <p>In subjects where recruitment is difficult, we work with recruitment agencies who find teachers.</p> <p>Leadership opportunities are created in line with SDP priorities to ensure that excellent teachers are retained.</p>	<p>Sutton Trust: ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of teaching, compared with 0.5 years with poorly performing teachers.’</p>	<p>2</p> <p>1-5</p> <p>1-5</p>
<p><u>CPD</u></p> <p>Regular programme of bespoke CPD for TLAs to increase numeracy and confidence</p> <p>ITLAs to attend Phonics Fresh Start Training. Strategies to be implemented for a wider group of TLAs to deliver phonics support across the school.</p> <p>Assessment CPD for teachers to improve robustness of assessment design.</p>	<p>EEF TA Toolkit Recommendation 4: ‘Ensure TAs are fully prepared for their role in the classroom’</p> <p>EEF Toolkit: ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>Sutton Trust: ‘A worthwhile system for monitoring and formative evaluation of teaching quality must have at its heart a set of high-quality assessments of student learning. Building in</p>	<p>2</p> <p>2</p> <p>1,2</p>

	assessment ensures that we keep the focus on student outcomes. If the assessments are of high-quality that ensures that they will capture the learning outcomes that we value and want to incentivise.'	
<u>Curriculum</u>		
Use of partnership with co-located mainstream school to widen curriculum offer and award at KS4.	2 pupils are attending Springwest Academy to study GCSE Drama. 1 pupil attends Logic Studio to study GCSE Computer Science.	5
Use of CLPE Power of Reading Curriculum	SSIF Project Evaluation: 'Diminishing the gap for disadvantaged pupils in Key Stage 2 in Reading' (Exceed Teaching Schools): 'The pupils that received intervention and/or Power of Reading made an average of 12.57 months progress, a gain of 5.75 months on their peers'	1
Create additional opportunities to read independently (during daily 'comfy reading' and in a greater range of subjects.	EEF Reading Comprehension Key Finding 5: 'It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subject'	1
	EEF Secondary Literacy Recommendation 1: 'Prioritise 'disciplinary literacy' across the curriculum'	1,3
Design a whole-school approach to writing instruction that builds on Power of Reading incorporates Crafting Brilliant Sentences, the Writing Revolution and has embedded regular opportunities to regularly write in short and extended	EEF Secondary Literacy Recommendation 4/5: ' Break down complex writing tasks' and 'Teaching spelling, grammar and punctuation explicitly can improve	1

opportunities, and celebrate this via Pobble 365.	students' writing, particularly when focused on meaning'	
Teaching Quality-first T&L in all subjects	Sutton Trust 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of teaching, compared with 0.5 years with poorly performing teachers.'	1-5

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

Budgeted cost: £25,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use assessment data to carefully create a time-limited intervention programme using Intervention Teaching and Learning Assistants.	EEF KS2-KS3 Maths Recommendation 7 'Use structured interventions to provide additional support.' EEF Secondary Literacy Recommendation 7: 'Provide high-quality literacy interventions for struggling students'	1-2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	EEF 1-1 Tuition finding: 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit'	1-2

Wider strategies

Budgeted cost: £34,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to offer rich Learning Outside the Classroom experience that includes: swimming, sailing, skiing, 3 x trips per term and Duke of Edinburgh Award	The Sutton Trust recommends that schools' pupil premium funding could be used to offer experiences to those who need them most (Creating Cultural Capital, 2015)	4
Offer a range of extracurricular clubs at no cost to families and monitor PPG uptake.		4
Create partnerships with extracurricular providers in the community and monitor PPG uptake.		4
Continue to deepen and extend the Wellbeing curriculum (delivered weekly to all pupils) to increase self-esteem, resilience and self-regulation.	<p>EEF Social and Emotional Learning Findings: 'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils'</p>	3,5
<p>Increase capacity of pastoral team in order to deliver:</p> <ul style="list-style-type: none"> • Mental Health First Aid • Individual reflection and restorative justice teaching moments in order to increase self-regulation skills and decrease behaviour that challenges the community • Counselling and mentoring 	EEF Social and Emotional Learning finding: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes...but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.'	5
Meet OT and SALT needs of pupils to increase their ability to access the	Implementing programmes of support and targeted	5

curriculum at the level required to achieve accreditation equivalent to their mainstream peers	interventions including: Environmental checklists, therapy passports, 1:1 and group sessions.	
Support families with known vulnerabilities and complexities access: <ul style="list-style-type: none"> • additional support via our Learning and Family Support Team, • subsistence support with items such as uniform and trips • attend our 'Parent Meet' parent support forum. 	EEF Parental Engagement Finding: 'Parental engagement has a positive impact on average of 4 months' additional progress.'	1-5
Monitor attendance closely, analyse by PPG status and ensure that we work to reduce any gap via: <ul style="list-style-type: none"> • First day calls • Sharing of attendance data • Parent meetings • Referrals to EWO 	DFE (2016) showed that pupils with 100% attendance are 1.3 x more likely to achieve EXS at the end of KS2 and 3.1 x more likely to achieve GDS than those who have attendance of 85-90%.	1-5
Provide enhanced careers education by providing excellent bespoke guidance and high quality interactions with employers and further and higher education.	Gatsby Foundation Report summary: Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance	4

Total budgeted cost: £67,068

SDP Targets for 2021-2024 (Year 2 - 2022-2023)			
A C A D E M I C	QoE	1. Through a broad suite of accreditation, the majority of students will have 5 PLUS GCSEs/Level 2s inc: English, Maths and a range of other subjects including those they have individual talents and passions for.	KOL CMA
	QoE	2. All students have the stamina and accuracy to write for a variety of functional and leisure purposes; their writing underpinned by a strong reading culture including robust support for struggling readers.	HRA MJA HSE
	QoE	3. Through improved Maths provision, the number of students achieving GCSE or FS Level 2 is consistently in line with other core subjects.	RMI HMC
	QoE	4. Through an expertly sequenced and planned curriculum and well-designed formative and summative assessments, all students make maximum progress in all subjects.	RMI HSE
S O C I A L	B&A	5. Staff make skilful decisions about how to support and reduce behaviours of distress so that the quality of life of individuals and the community is promoted. Decisions are founded upon a firm understanding of our Ambitious Approach, the power of enabling environments and implementing the CALM principles.	RKA AJE/LKO
	PD	6. All students are self-aware: both proud of their strengths and equipped with the tools and networks to seek support by accessing an ambitious and robust personal development curriculum.	AMA MPI
	PD	7. Students make informed choices about their leisure time and increasingly participate in the community because there is an enriching LOTC offer that incorporate academic, reward, and extracurricular clubs.	AMA HMC
	PD	8. All students are equipped with the knowledge, skills and opportunities about how to form and sustain meaningful and appropriate friendships or relationships of their choosing, in person and online. Through embedding the principles of EDI, our students are tolerant of others and their differences (race, religion, sexuality etc).	AMA LPR
	PD	9. Our students to successfully transition towards becoming independent, active citizens with happy lives because they access to an aspirational, autism friendly and person-centred Careers offer (CEIAG).	AMA/MSH HMC
	L&M	10. There are clearly delineated roles, responsibilities, systems and processes which articulate and implement our tiers of support for both our academic and social pillars	HRA HSE/MPI
	L&M	11. Parents increase their knowledge, skills and confidence to support their child to great outcomes because there is a varied parent engagement offer. (Events/Progress Evenings/Weekly comms/Parent Workshops/Tours - prospective/existing)	RKI/AMA/MSH /RKA/LSU MPI/SCH/CMA
	L&M	12. We will develop and align our infrastructure, systems and processes to support the implementation of both The Rise school development plan and AAA operational plan	LSU

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes were assessed in a variety of ways:

- Internal Assessment Data – Academic
- External Assessment Data – Academic (KS4 outcomes)
- Social Progress Data
- Quality of Life Data
- Destinations for Year 11 Students

A review of this breadth of data does suggest there is a gap in outcomes between Non-PPG and PPG eligible pupils which we hope to see close over the remaining 2-year life-span of this PPG strategy. All students accessed appropriate destinations for KS5.

Internal Assessment Data

T1 = Autumn, T2 = Spring, T3 = at the end of the Summer Term.

% Pupil Progress (Non-PPG)	T1 20/21	T1 21/22 (X) = no of students	T2 20/21	T2 21/22	T3 20/21 (X) = no of students	T3 21/22
Excellent (Non-PPG)	25%	24% (12)	21%	26%	11% (6)	14% (6)
Good (Non-PPG)	39%	47% (24)	38%	45%	61% (33)	67% (28)
Average (Non-PPG)	29%	27% (14)	25%	25%	22% (12)	17% (7)
Poor (Non-PPG)	7%	2% (1)	8%	4%	6% (3)	2% (1)
N/A (Non-PPG)	0	0	8%	0	0	0

% Pupil Progress (PPG)	T1 20/21	T1 21/22 (X) = no of students	T2 20/21	T2 21/22	T3 20/21 (X) = no of students	T3 21/22
Excellent (PPG)	22%	25% (11)	20%	22%	16% (7)	19% (8)
Good (PPG)	40%	38% (17)	34%	30%	64% (28)	45% (19)
Average (PPG)	25%	23% (10)	29%	33%	16% (7)	29% (12)
Poor (PPG)	13%	14% (6)	15%	15%	5% (2)	7% (2)
N/A (PPG)	0		2%	0	0	0

External Assessment Data – KS4

Two top performing pupils both achieved 8 GCSEs at Grade 4 and above. 1 pupil was eligible for PPG funding and the other was not.

In our Year 11 cohort we had 15 pupils sit KS4 qualifications. 5 were eligible for PPG funding. Due to the small numbers, the below table uses number of students rather than percentages.

Subject	Grade 4/C and above	
English Language	Non-PPG: 8/10 students	PPG: 2/5 students
Maths	Non-PPG: 6/10 students	PPG: 2/5 students
Science	Non-PPG: 9/10 students	PPG: 3/5 students
History	Non-PPG: 3/6 students	PPG: 1/2 students
Citizenship	Non-PPG: 4/5 students	PPG: 1/1 students
Computing	Non-PPG: 1/2 students	PPG: No students entered

Subject		
Home Cooking Level 2 - PASS	Non-PPG: 10/10 students	PPG: 5/5 students

Social Progress Data:

We have comparable assessment data for 73 pupils at The Rise at the end of 21-22:

- Excellent progress = made progress on both the BPI and SDQ tools.
- Good progress = made progress on either BPI or SDQ tools
- Poor progress = made no progress on either BPI or SDQ tools.

Excellent Progress	Non-PPG: 15/41 students (37%)	PPG: 8/32 students (25%)
Good Progress	Non-PPG: 15/41 students (37%)	PPG: 10/32 students (31%)
Poor Progress	Non-PPG: 11/41 students (26%)	PPG: 14/32 students (44%)

Quality of Life Pupil Questionnaire:

	Non-PPG	PPG:
A quality of life 'score' of 40-60%	14%	23%
A quality of life 'score' of 61-80%	48%	61%
A quality of life 'score' of 81-100%	33%	15%

Destinations:

There was no significant trend in the destinations between PPG and Non-PPG eligible students.

	Level 1 Course	Level 2 Course	Level 3 Course	Other Destinations:
PPG	0/5 students	2/5 students	1/5 student	2/5 students
Non-PPG	2/10 students	1/10 students	4/10 students	3/10 students

The final allocation for Pupil Premium funding according to March 2022 publication was £46,875. The final allocation of Recovery Premium according to April 2022 Publication was £13,486. Total income received £60,361. Actual expenditure in 2021-22 against forecasted expenditure is £68,759 providing a variance of £8,398.04. This variance of expenditure was offset by the wider budget.