

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

The effect that of 20-21 spending of pupil premium had within our school has already been published on our website.

School overview

Detail	Data
School name	The Rise Free School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	47% (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 2021
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	Helen Ralston, Head of School
Pupil premium lead	Head of School and School Business Manager
Governor / Trustee lead	Jackie Saddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,220
Recovery premium funding allocation this academic year	£13,340
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	£61,560

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 that there will continue to be no significant 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 and this can manifest in a very small 'window of tolerance' when it comes to academic challenge they need to be supported incrementally with careful scaffolds and supports. (Link to SDP Target 5)
4	Ability and opportunity to access broader curriculum experiences is limited outside of school and therefore we want them to access an enriched curriculum within school. (Link to SDP Target 6)
5	Specific barriers including sensory needs, SALT needs and anxiety prevent full access to classroom learning for at least some of the full curriculum offer (Link to SDP Target 1,8)

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
The majority of students will have 5 PLUS GCSEs/Level 2s inc: English, Maths and a	There is no difference in the percentage of PPG and Non-PPG pupils who meet this goal.

range of other subjects including those they have individual talents and passions for.	
All students have the stamina and accuracy to write for a variety of functional and leisure purposes; their writing underpinned by strong reading culture.	Evidence from internal (and external where appropriate) data will show an overall improving picture of quality of writing and no gap between PPG and Non-PPG in this data set.
Maths provision is improved so that 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 no gap between PPG and Non-PPG in this data set.
All students to be proud of themselves, aware of their strengths.	Student survey results are analysed by PPG status and show no 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 results are analysed by PPG status and show no 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 no gap between PPG and Non-PPG in this data set.
All students have the 'soft 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: £10,826.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Recruitment and retention of staff</u></p> <p>Additional staffing within Maths to achieve x 3 ability groups (rather than x 2 form groups)</p> <p>This facilitates even more targeted intervention with even smaller groups.</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</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</p>	<p>2</p> <p>2</p> <p>1,2</p>

	set of high-quality assessments of student learning. Building in 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.	3 pupils have infilled to our co-located partners in the last 2 years and achieved Grades 6,7,8 in Geography and 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	EEF Secondary Literacy Recommendation 4/5: ' Break down complex writing tasks' and 'Teaching spelling, grammar and	1

has embedded regular opportunities to regularly write in short and extended opportunities, and celebrate this via Pobble 365.	punctuation explicitly can improve 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: £31,633.12

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: £19,100

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 	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		5

curriculum at the level required to achieve accreditation equivalent to their mainstream peers		
<p>Support families with known vulnerabilities and complexities access:</p> <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
<p>Monitor attendance closely, analyse by PPG status and ensure that we work to reduce any gap via:</p> <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

Total budgeted cost: £61,560

	SDP Targets for 2021-2024 (Year 1 – 2021-2022)		Leads
A C A D E M I C	QoE	1. 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.	CMC+KOV
	QoE	2. All students have the stamina and accuracy to write for a variety of functional and leisure purposes; their writing underpinned by strong reading culture.	AAT+HRA
	QoE	3. Maths provision is improved so that number of students achieving GCSE or FS Level 2 is consistently in line with other core subjects.	CSH+KOV
	QoE	4. All students access an expertly sequenced and planned curriculum to make MAXIMUM progress in all subjects. They sit well designed assessments that help identify, and close, gaps and inform teaching.	JGI+HRA
S O C I A L	PD	5. All students to be proud of themselves, aware of their strengths.	MPI+HCL
	PD	6. 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.	AJE, MPI, HCL
	PD	7. All students are equipped with the knowledge about how to form and sustain meaningful and appropriate friendships or relationships of their choosing.	LPR, HCL
	PD	8. All students have the 'soft skills' and resilience to successfully transition to a defined destination which they have chosen with great careers guidance.	HMA, AMA
	B&A	9. All students are kind, and tolerant of others and their differences (race, religion, sexuality etc) and adults can skilfully support our pupils with teaching moments on these important and sensitive topics. *EDI*	CMC, HCL
	L&M	10. By the end of their time with us, all Rise parents to have increased knowledge, understanding and confidence to support their autistic child to great outcomes.	MPI+HCL
		F1. We will develop and align our infrastructure, systems and processes to support the implementation of our school development plan	LSU