

# Pupil premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Sir Thomas Rich's School
Number of pupils in school	785 - Years 7-11 1226 – including Sixth Form
Proportion (%) of pupil premium eligible pupils	5.48% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Headmaster
Pupil premium lead	Ellen Howell
Governor / Trustee lead	Tim Connole

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,365

# Part A: Pupil Premium strategy plan

## Statement of Intent

***'Staff do everything possible to make sure that disadvantaged pupils have the same opportunities as others. In their learning, teachers support them sensitively with bespoke help.' Ofsted, October 2021.***

Sir Thomas Rich's School receives a sum of money from the government called the Pupil Premium Grant. The purpose of the Pupil Premium Grant is to help address the inequalities between those pupils in receipt of free school meals, looked after children, service personnel and their peers. We use the funding gained from the Pupil Premium Grant to put in place a 'multi-stranded package of support and opportunities to address the perceived (and sometimes research or evaluation-based) needs of our academically able pupils. The funding allocated to Sir Thomas Rich's focuses on promoting the protective factors and minimising the risk factors so that pupils can access the school's curriculum their academic attainment is raised, and they are able to participate in extra-curricular activities.

It is well known that children growing up in poorer families emerge from our schools with substantially lower levels of educational attainment (Goodman *et al.*, 2010). The Pupil Premium Grant (PPG) is designed to provide additional compensatory resources for young people from socio-economically disadvantaged and/or vulnerable backgrounds (Bibby *et al.*, 2017). Active school engagement is vital to a student's educational success and development as a competent member of society (Wang & Eccles, 2010). We share this viewpoint and also believe that parents play a vital role in developing a child's education. This stance is also shared by the Education Endowment Foundation (EEF).

'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Yet in most schools, parents are not even consulted about the PPG spend.' (EEF, 2018)

Research carried out by the National Audit Office (NAO) suggested that although 29% of pupils across England are eligible for the PPG, only 8% of parents were able to confirm that their child had the funding (Cockburn *et al.*, 2015). 63% of the 1,456 parents surveyed had not even heard of the Pupil Premium Grant before taking the survey. When the NAO asked School Leaders how they used the funding, 57% reported using parental involvement to moderate effectiveness. The report also discovered that 61% of Senior Leaders used the PPG for wider use other than just the PPP. In 2014, the Parental Engagement Fund (PEF) received £1,000,000 and was launched by the Sutton Trust and funded by the Esmé Fairbairn Foundation. It was set up to increase knowledge of what works to engage parents (Barbour *et al.*, 2018). The report concluded that after using six interventions to engage parents, it was difficult to prove an impact had been made either way. However, it also states that the absence of evidence does not mean that the interventions didn't work; it means that they just couldn't be sure.

## Success with Parental Engagement

In 2011 the government committed a £5,000,000 grant to set up an initiative called the 'Home Learning Environment Fund'. The aim was to identify which strategies are most effective in supporting parents to give their child the best start in early home learning (DfE, 2011). The report found that after the study had taken place and parents were interviewed, 44% of the parents said that they had increased their activity levels with their child as opposed to 42% who had not.

[Parental engagement | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

## Our Offer

- Have subject specialists who deliver Quality First Teaching
- Know which of the pupils that we teach are in receipt of the Pupil Premium
- Know subject data for individual PP pupils and actively monitor their progress in each subject
- Mark pupils' work in receipt of the PP within the first 10 each time
- Seat PP pupils near someone who will maximise their learning
- Provide additional resources without cost (e.g. revision guides)
- Automatically enrol PPPs on trips, visits, and talks to enhance cultural nourishment
- Check their understanding (by trying to give them your individual attention every time you either go around the class to help individuals or have a 'question and answer session')
- Build up their self-esteem
- Have highly focused lesson design with sharp objectives; high demands of pupil involvement and engagement with their learning; high levels of interaction for all pupils; appropriate use of teacher questioning, modelling and explaining; an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups; an expectation that pupils will accept responsibility for their own learning and work independently; regular use of encouragement and authentic praise to engage and motivate pupils

## Our Approach

Sir Thomas Rich's School believes that the most successful support for pupils in receipt of the Pupil Premium Grant involves Academic support and extension, cultural enrichment, personal development, and removal of financial barriers (see diagram on page 4). Additionally, monitoring, review and evaluation are critical and therefore twice a year every PPP meets with the Pupil Premium Lead to monitor and evaluate interventions and discuss how best to spend their grant. Furthermore, the School believes that partnerships are critical and the pupils, their parents, as well as the key staff, are included in the process. However, not all interventions can be monitored and evaluated using quantifiable data. An important aspect of our intervention scheme is the development of social skills and self-confidence. For example, the residential trips aim to build resilience and friendships, as well developing an appreciation for the outdoors. Teamwork and communication are also a focus. The laptop that is issued in Year 7, is aimed at allowing the pupil access to the internet and the ability to further research topics covered in class. This also gives the pupils the opportunity to complete homework and extra study to the best of their ability without having to use public computers or complete the desired study on a mobile device.

## Model of Success

### Leadership and infrastructure

#### **Academic Extension**

Access to revision guides and catch up clubs  
One-to-one tuition

Quality first teaching

Excellent written Feedback

#### **Cultural Enrichment**

Access to visiting plays and outside speakers

Subject specific trips

#### **Personal Development**

Extra-curricular activities

Access to kit and clothing to take part in the activity

Extra-curricular trips and residential

#### **Removal of Financial Barriers**

Parents are involved in the grant expenditure process where transport, clothing, and food costs are addressed

Extra-curricular trips and residential are included in the standard level of contribution in Year 7

### Monitoring, Review and Evaluation (Form Tutors, Heads of Year, Heads of Departments, Pupil Premium Lead)

### Partnerships (Parents, Pupils, Governors, Staff)

This model aims to identify the most academically able disadvantaged pupils, ensure that they have all the support and guidance that they need, and embed the above approaches into daily routines in school. The model also lends itself to tailoring the intervention to the needs of the specific pupil. Often it is not one intervention that will make the biggest difference, it is in fact a multifaceted approach from a plethora of contributors where the biggest gains can be made.

## Challenges

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

Challenge number	Detail of challenge
1	Access to cultural enrichment
2	Transport funding
3	Access to counselling services
4	Uniform funding
5	One-to-one tuition
6	Access to laptop/computer
7	Lack of guidance mentorship
8	Access to music lessons
9	Access to additional educational supplies

## 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
Pupils are culturally nourished and have access to experiences that they would not have previously had which aim to increase their knowledge and confidence	Pupils report that they have had access to a range of experiences that enhanced their knowledge and confidence
Pupils are able to attend school without worry of how to fund the transport	Pupils' attendance is maximised
Pupils are able to have early access to counselling services to enhance mental health and well-being	Pupils are able to speak through their worries and concerns and can develop resilience and coping strategies
Pupils are able to look smart by uniform being purchased for them	Pupils arrive at school looking smart and feeling part of the school community. PE kit purchases also provide opportunities for pupils to take part in physical activity
Pupils are able to receive focussed support in areas of greatest need	Pupil's learning is accelerated, and confidence is built in areas of weakness and outcomes are maximised
Access to technology (laptop/computer/printers)	Pupils are able to produce a higher standard of work as well as access online libraries and homework platforms
Pupils have access to mentorship throughout the year to review progress	Pupils are listened to and supported by the Pupil Premium Lead and learning/confidence is accelerated

## Examples of Interventions

Risk Factor	Input	Activities	Outputs	Outcomes
Low performance in Mathematics Order 1 Exam (Year 11) Examination October 2022	Small Group Tuition with a specialist	Small group tuition once per week with Maths specialist focusing on the greatest area of need	Greater understanding of key GCSE topics	Increased confidence Increased grades Greater opportunity to achieve GCSE target grade (6 ->7+)
Peer Mentoring (Year 7-9)	One-to-one tuition with a sixth form student	One-to-one tuition once per week in form time with a sixth form student on the greatest area of need	Greater understanding of key topics	Increased confidence Increased grades Greater opportunity to achieve target grade
Poor mental health with no immediate access to support	Counsellor in attendance once per week	One-to-one counselling	More stable mental health	Improved mental health and well-being along with greater resilience

As we have such a diverse range of pupils, with a variety of needs eligible for PPG, in 2015 the decision was taken to track each pupil as an individual, rather than as part of a group. The thinking behind this was that when we track a group of pupils, it is easy to hide behind data that is inflated by a high-flying PPP. By tracking pupils as individuals, it gives us a deeper insight into the acute need of the pupil and promotes greater accountability to provide a bespoke service to close the attainment gap.

## Rationale behind using key strategies

- One to one tuition - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/> strong STRS evidence to show improvements in some pupils.
- Small group tuition - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/> strong STRS evidence to show improvements in some pupils, which is contrary to the EEF suggestion.
- Behaviour interventions- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/> some evidence that counselling and behaviour therapy reduced detention rates and increases performance. EEF +3 months.
- Outdoor activities/trips - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>
- Use of feedback- this has been shown by the EEF to accelerate learning by +8 months for very little cost output. All staff use a systemic approach and use Responding to Feedback (RtF) and mark the PPP books in the first 10 of the class. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>
- Technology – each Year 7 pupil is issued with a laptop to assist them with producing the highest standards of work and providing access to the internet and Show My Homework/Satchel One. EEF +4 months. Despite the EEF stating that ‘New technology does not automatically lead to increased attainment’ without relevant technology the pupil’s ability to produce work to a high standard is impossible. We have had pupils in the past who have had to book library slots to use the internet and we have also encountered a pupil using his phone to type up his coursework. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/>
- Parental Engagement - As a school we tend to use the phrase Parental Engagement rather than involvement, as involvement refers to a reactive approach. We pride ourselves on parents being engaged and part of the process from the moment the pupils enter Year 7. [Parental engagement | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/parental-engagement-eef/) The EEF has tested several interventions designed to improve pupils’ outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost. However, as our approach is a bespoke programme for each pupil, what is working for one pupil may not work for another.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

**Budgeted cost: £6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention - Maths	EFF guidance One to one tuition - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a> strong STRS evidence to show improvements in some pupils.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	<b>5</b>
Small group intervention - English	EFF guidance One to one tuition - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a> strong STRS evidence to show improvements in some pupils.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	<b>5</b>
Small group intervention - Science	EFF guidance One to one tuition - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a> strong STRS evidence to show improvements in some pupils.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	<b>5</b>
Small group intervention - Languages	EFF guidance One to one tuition - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a> strong STRS evidence to show improvements in some pupils.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	<b>5</b>

## Wider strategies (wellbeing)

**Budgeted cost: £25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to technology</i>	Each Year 7 pupil, and any other family who needs one, is provided with a laptop. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a>	<b>6</b>
<i>Access to trips</i>	Outdoor activities/trips - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a> .	<b>1</b>
<i>Purchase of uniform</i>	Despite there being limited evidence for a positive impact, we have seen the difference it makes to our pupils when they arrive at school in well fitted uniform. <a href="https://educationendowmentfoundation.org.uk/school-uniform-eeef/">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	<b>4</b>
<i>Purchase of supplies</i>	Every pupil is provided with supplies for their year of study (revision guides, stationery). Ensures disadvantaged pupils have access to all supplies required to progress in their subjects. Positive responses from students.	<b>9</b>
<i>Counselling</i>	Positive feedback from service users.	<b>3</b>
<i>Transport funding</i>	Positive responses from parents who live outside of Gloucestershire that the funding alleviates the cost and pressure and allows them to send their son to school.	<b>2</b>
<i>Access to Music lessons</i>	To ensure that the disadvantaged pupils have access to the Arts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	<b>8</b>



## Proposed Spend 2022-23

Expenditure	Cost (£)
Standard level of contribution for new Year 7: Laptop, Printer, Residential Trips, Uniform.	7000
Academic Tuition (Maths, English, Science and Languages)	6000
Counselling	1000
Extra Technology	1000
Uniform and PE Kit	1000
Transport	3500
Resources	5000
Music lessons	3000
Duke of Edinburgh Award	2000
School Trips (Year 8-11)	1500
Internships and Conferences	700
Peer Mentoring (Maths, English, Science, Languages)	0
<b>Total</b>	<b>£31,700</b>
<b>To be used for extra items throughout the year</b>	<b>£6,665</b>

# The Future



SIR THOMAS RICH'S  
GLOUCESTER

## Pupil Improvement Plan 2022-2023

<i>Development Objective</i>	<i>Action</i>	<i>Lead Personnel</i>	<i>Timescale</i>	<i>Monitoring</i>	<i>Success Criteria</i>	<i>Evaluation (RAG)</i>
Ensure that PP pupils have a seamless transition from Year 6 into 7 And all PP have all they need to maximise their performance	Pupils meet with the PP Lead (EFH) throughout the year	EFH	September 2022	EFH/CEP	PP pupils feel supported, happy, and comfortable in their new environment  Key Stage 3, 4 & 5 PP pupils are prepared for their educational transition	
Ensure all Key Stage 3, 4 & 5 PP pupils have the correct activity and revision materials to fulfil their learning needs and maximise their potential	Request best revision and activity/ resource materials from HoD and provide the pupils with them	EFH	Ordered September 2022 Distributed to students September – December 2022	EFH/CEP	Pupils are able to use the resources to maximise their potential	
Ensure PPP have access to out of school hours tuition via Period 6/tutoring	Work with HoD and staff to create a timetable of availability	EFH	September 2022	EFH/CEP	Pupils are able to utilise the tutoring sessions to maximise their potential and increase grades	
Ensure quality first teaching	Implement PP focussed lesson observations	EFH	September 2022	EFH/CEP	All staff know who the PPP are and follow through on the PP offer ensuring the PPP are a top priority	
Introduce an updated area of need and meeting form as well as a new document detailing recommended resources	Create new forms and spreadsheets	EFH	June 2022 for use in September 2022	EFH/CEP	The area of need/meeting form explicitly shows the thinking behind the interventions and will therefore allow the monitoring to be more focussed  The spreadsheet for resources creates an easily accessible bank for ordering resources each year	

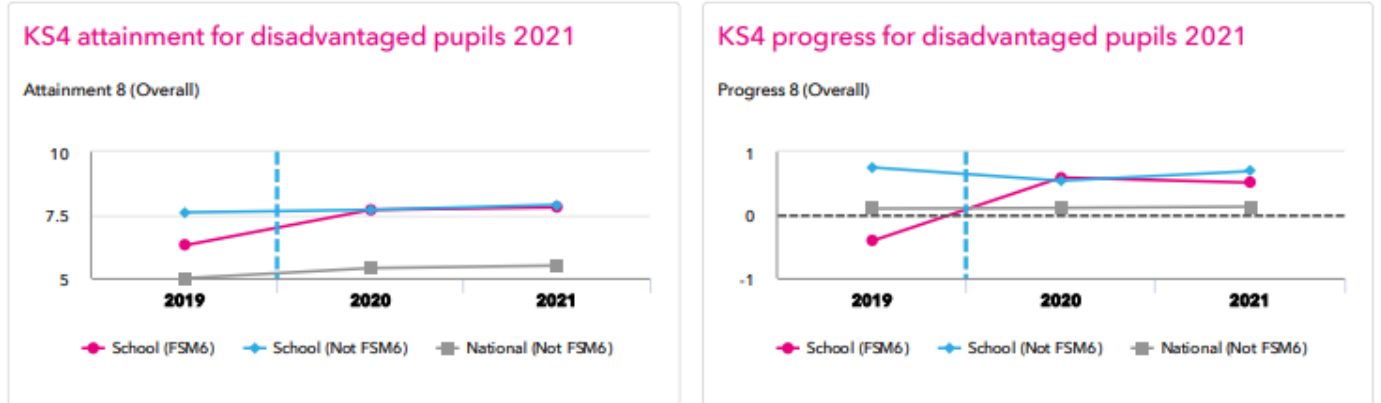
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

Sir Thomas Rich's School

2021 KS4

### Disadvantaged pupils



These graphs detail the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year vs rest of the cohort. As can be seen from the graphs, the FSM pupils' attainment was in line with their peers. Their progress was slightly lower than their peers, but higher than the national average.

### National Tutoring Programme and Academic Funding strategy outline

Academy	Sir Thomas Rich's School
Headteacher	Mr Matthew Morgan
Chair of Governors	Mr Tom Grogan
Amount of National Tutoring Programme funding	<b>£6400</b> A maximum of 60% of the tuition fee can be paid from this funding, up to a maximum of £10.80 per pupil per hour.

Strategy Area	Specific Strategy	Success Criteria	Cost
Maths	Small group tuition (Year 11) for Maths after school with a member of the Maths department. This is paid tuition in addition to P6 intervention which PP are invited to attend.	Order Grades and confidence for pupils receiving this tuition will show improvement.	<b>£2000</b>
English	Small group tuition (Year 11) for English after school with a member of the English department. This is paid tuition in addition to P6 intervention which PP are invited to attend.	Order Grades and confidence for pupils receiving this tuition will show improvement.	<b>£2000</b>

<b>Strategy Area</b>	<b>Specific Strategy</b>	<b>Success Criteria</b>	<b>Cost</b>
Science	Small group tuition (Year 10) for Science with a Science specialist.	Order Grades and confidence for pupils receiving this tuition will show improvement.	<b>£1500</b>
Languages	One-to-one tuition (Year 11) for French at lunch time with a member of the French department. This is paid tuition in addition to P6 intervention which PP are invited to attend.	Order Grades and confidence for pupils receiving this tuition will show improvement.	<b>£500</b>
Online Tuition	Trialling the use of an online tutoring company for small group tuition – particularly for pupils struggling with persistent absence or other challenges (health) to help them access tuition at home.	Order Grades and confidence for pupils receiving this tuition will show improvement.	<b>£400</b>

**End**