

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Ruskin Community High School, Crewe |
| Number of pupils in school | 713 |
| Proportion (%) of pupil premium eligible pupils | 33% (December 2024) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | 20 December 2024 |
| Date on which it will be reviewed/updated | December 2025 |
| Statement authorised by | Dean Postlethwaite / John Rhodes |
| Pupil premium lead | Natalie Burke / Jacqui Managh |
| Governor / Trustee lead | Bill Ollier |

Funding overview

| Detail | Amount | | |
|---|-----------|-----------|-----------|
| | 2022-2023 | 2023-2024 | 2024-2025 |
| Pupil premium funding allocation this academic year | £261,610 | £238,280 | £254,995 |
| Recovery premium funding allocation this academic year | £0 | £61,548 | £15,387 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £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 | £261,610 | £238,280 | £254,995 |

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils? How does your current pupil premium strategy plan work towards achieving those objectives? What are the key principles of your strategy plan?

Ruskin Community High School has high expectations for all students, irrespective of prior attainment and FSM status, leaders, teachers, and non-teaching staff are committed to the academic achievement of pupils. We provide an inclusive and challenging curriculum, enrichment, and career opportunities for disadvantaged students. We will ensure data is used to identify tightly focused improvement priorities with robust and pragmatic measures. The disadvantaged strategy aligns with the school's overall mission, goals, and whole school strategic plan. School leaders train and support staff to deliver and sustain quality first learning for all students. Our strategy takes into consideration the teaching and learning, academic intervention, and wider approaches to support students.

We will consider research-based approaches, including those from the EEF, and use evidence and data to inform our decisions, including spending. We aim to narrow the gap working towards diminishing the difference between disadvantaged and non-disadvantaged students and provide an inclusive and challenging curriculum including enrichment and career opportunities. To ensure the gap between disadvantaged and non-disadvantaged students is narrowing further, we will be working in cooperation with school advisors. It is our priority that our disadvantaged students have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The attendance of the pupil premium students as a group is lower than that of the non-pupil premium cohort. Academic barriers, coupled with lack of support, boundaries and aspirations from home impact attendance. |
| 2 | Students arrive at secondary with gaps in their knowledge and struggle with fluency, reading and oracy which create barriers to assessing our ambitious knowledge rich curriculum outlined as a Cheshire East priority through collaboration with pupil premium leads. |
| 3 | As a result of academic barriers, many disadvantaged students find it difficult to remain focused and consequently misbehave. Students struggle to establish a positive learning environment both in and outside of school, as a result of lack of support from home. The behaviour of a minority of PP students has a negative impact on attainment, due to struggling with BFL learning strategies. The complexity of the needs some students display and the interventions available. |
| 4 | The delivery of a broad and engaging curriculum, developed to increase students' opportunities for capital culture, experiences outside the classrooms, increasing ambition, collaborative work and to meet the needs of all learners. Ensuring PP students engage with wider curriculum opportunities and experience cultural capital including engagement with parents in aspirations and collaboration with leaders. |

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 Outcomes | Success Criteria |
|---|---|---|
| 1 | To ensure that PP students are in school as part of the attendance strategy ensuring that any barriers perceived or otherwise are addressed | To narrow the gap between PP and non PP students attendance in line with national averages. |
| | | To work in collaboration with the Local Authority to ensure PP students attendance is improving and there is robust analysis of the impact of interventions. |
| | | To implement and monitor new systems to improve attendance through Attend and additional capacity in the attendance team. |
| 2 | To ensure that PP students receive quality intervention as part of the reading programme which enables their reading age to be brought in line with their chronological one | Termly tracking and robust monitoring in place to measure progress |
| | | External QA of reading, literacy and oracy to identify good practice and areas for development |
| | | EAL students identified requiring intervention receive targeted bespoke support packages to improve reading skills and comprehension. |
| | | Interventions alongside reading programme for KS4 students shows progress for targeted PP students. |
| 3 | Expectations are high for all students. Irrespective of prior attainment and FSM status. Leaders, teachers and non-teaching staff are committed to the academic achievement of students. | Targeted support and intervention during tutor time to address common gaps in knowledge and address misconceptions |
| | | PP students make progress in line with their peers in all lessons. PP students' curriculum journey does not show gaps in comparison to their peers. |
| | | PP students are proportionately accessing the curriculum and groups so no class is disproportionately weighted in favour of PP make up. Initially through core subjects. Any alternative curriculum arrangements have significant consultation with school leaders and where appropriate external agencies. |

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| | | To ensure that where PP students have reading ages lower than their chronological age, they receive appropriate interventions that accelerate progress. | Students participating in reading intervention so that reading ages are brought in line with chronological age. |
| | | To ensure that where PP students have lower confidence and ability with oracy skills, they receive classroom support to increase progress. | Students develop their confidence to demonstrate oracy skills in lessons. |
| | | To ensure that there is consistent application of the schools' high expectations around classroom work/learning and out of lesson conduct so that standards are high for all across the school. | PP students receive positive points and sanctions in line with their non-disadvantaged peers. |
| | | To ensure that all PP students are in school as part of the attendance strategy, ensuring that any barriers, perceived or otherwise, are addressed. | Form Tutors, attendance mentors and EWO support identified students to improve their attendance to school, showing their improvement over time. |
| | | To ensure that all students with additional learning needs are supported with those needs, to make strong progress. | SEND support is appropriately deployed; teachers plan for additional needs. CPD for teachers enables better pedagogical approaches developing responsive teaching; the attainment gap between PP and non-PP students narrows. |
| | | To ensure that PP students are aware of a range of careers and pathways which are open to them and the most vulnerable are guided and supported appropriately. | PP students receive support first around key transition points. When choosing options at KS3 they receive information and guidance first and this continues in KS4 in support with KS5 transitions. |
| | | To ensure that the building of cultural capital – for example trips and other experiences are mapped and planned to enable PP students to receive this entitlement. PP students have access to cultural capital opportunities. | Enrichment experiences are mapped within the curriculum areas. No trip has fewer than 50% PP students. Financial barriers are removed and parents/carers are aware of their child's entitlements. |
| | | To ensure there is equity of opportunity for the student leadership programme for PP students. | When student leadership opportunities arise, PP students are encouraged and supported with their applications by the pastoral team first. PP students engaging with student leadership roles to be increased through further encouragement and guidance. |
| 3 | School set clear outcomes for the impact of disadvantaged strategies | To ensure strong evaluation of the curriculum leaders to forensic analysis and actions at | Curriculum is reviewed regularly. After each assessment point subject leaders and their SLT links will review data gathered, monitor any emerging gaps and |

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| | and monitor progress and quality using robust and pragmatic measures. | cohort and individual class level to ensure strong progress. | implement strategies to address this. Teachers will have these strategies woven into their learning. They will be closely monitored to ensure PP students are enabled and supported in making accelerated progress 'catching up'. |
| | | Ensure PP is monitored periodically with appropriate interventions and support to address any emerging achievement gap. | Cohort progress is analysed at whole school level, where there are trends emerging this is fed into school CPD plans. |
| 4 | To ensure that PP students are aware of a range of careers and pathways which are open to them and the most vulnerable are guided and supported appropriately | Ensure that analysis of PP students is monitored and effective interventions ensures that PP students receive appropriate support and guidance for future pathways and opportunities. | Ensure that PP students are targeted for careers support and monitoring is in place PP students are actively supported through application process for FE / apprenticeship's pathways |
| | To ensure that the building of cultural capital – for example trips and other experiences – are mapped and planned to enable PP students to receive this entitlement | To ensure all PP students access Cultural Capital opportunities and are prioritised for opportunities across wider school development PP representation is proportional for enrichment activities | Track PP on trips and all opportunities. |
| | | | Ensure PP are targeted for all subject enrichment and support financially to participate. |
| | | | Extra-Curricular Tracking in place to measure attendance. |
| | To ensure that there is equity of opportunity for the student leadership programme for PP students | PP students are equally represented in leadership opportunities and roles. There is targeted support for students to access leadership opportunities and support with applications | Target students to invite to clubs – based on PP data and monitoring data |
| | | | Interview students not attending clubs to establish what can be offered to engage and encourage attendance. PP students to be identified for Personal Development events and opportunities. |
| | To ensure that key social, emotional and mental health 'topics' are taught well and interventions are in place; effective SEMH interventions are in place for those where there is an additional need in one or all of these areas. | PP interventions and strategies are in place to support SEMH needs to engage our most vulnerable students | PP students to be identified for leadership opportunities and given support where appropriate to complete relevant applications. |
| | | | Leadership programme development shows impact on PP student's behaviour and attendance. |
| | | | Targeted SEMH PP tiered interventions are in place, tracked and monitored to show impact. |
| | | | Clear SEMH statement and development plan in place with relevant staff training. Progress, behaviour and attendance are tracked and demonstrates improvements in some if not all areas. To engage with students to ensure most vulnerable students access appropriate support. |

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:

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Staff Focus |
|--|---|-------------------------------|-------------|
| Recruitment and retention of key specialist teachers – making sure students have teachers who are specialists – to reduce class sizes, additional teachers in Maths, English and Science. | Research reported by the DFE (2016) suggests that students' attainment in core subjects such as Maths is greater when delivered by a specialist teacher. Guidance overview: Standard for teachers' professional development - GOV.UK (www.gov.uk) | 1, 3, 4 | SLT |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching | Supporting the Attainment of Disadvantaged Pupils (DFE 2015) suggests high quality teaching as key aspects of successful schools. Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) This is supported by the EEF Toolkit (2021) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) which claims significant improvements in learning e.g. Interleaving and questioning + 7 months Assessment for learning /feedback + 6 months | 1,3,4 | ROB |
| CPD and T&L implemented to develop consistent high-quality behaviour for learning techniques in all lessons. Research based approaches – Rosenshine's principles – initiated Sept 2022 | CPD to be based on the methodologies that are highlighted as most effective in the EEF Toolkit (2021) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) which claims that effective behavioural management strategies 1, 4, have a benefit of significant improvement in learning e.g. +4 months to learning. | 1, 3, 4 | ROB, RAN |
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Improving oracy – developing and embedding oracy, through participation in the Cheshire East initiative including accessing expertise from a national oracy lead beginning February 2024. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. word-gap.pdf (oup.com.cn) EEF Toolkit reading comprehension +6 months impact Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. EEF Toolkit oral language interventions +6 months impact. Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 | ROB, RAN |

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

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Staff Focus |
|---|---|-------------------------------|----------------|
| <p>Providing subject specific revision and intervention sessions. Provide specific revision guides where needed.</p> <p>Targeted Period 6 catch up and revision sessions for Y11. Targeted interventions in English Maths and Science</p> | <p>Engagement information for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge. The EEF Toolkit (2021) reports that extending the school day has an effect of +3 months. Extending school time EEF (educationendowmentfoundation.org.uk) EEF Toolkit – small group tuition +4 months impact Small group tuition EEF (educationendowmentfoundation.org.uk) DFE school led tutoring guidance +4 months impact School-led tutoring guidance (publishing.service.gov.uk)</p> | 1, 4 | CL / WEB / YAM |
| <p>Targeted reading interventions for students below their reading age target.</p> | <p>EEF Toolkit reading comprehension +6 months impact Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p> | 1, | RAN |
| <p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p> | <p>Teaching metacognitive strategies to students can be an inexpensive method to help students become independent learners. +7 months. There is particularly strong evidence that it can have a positive impact on Maths attainment Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> | 3 | BUN |

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

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Staff Focus |
|---|---|-------------------------------|-------------|
| Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. - ELSA | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties. Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression. Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) | 1, 3, 4 | CRN |
| Embedding principles of good practice set out in DfE's Improving School Attendance advice. Targeted attendance activities: <ul style="list-style-type: none"> Attendance team LA support and advisor weekly, additionally termly targeted support meetings Use of Education Family Support Worker to support individual students and parents weekly. Increase awareness of attendance for all students and staff. Work with PP parents and students to identify specific barriers to attendance Targeted support based on specific barriers Whole school staff development and targets include attendance as a priority | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Research presented by Durrington Research School (2018) suggests that the identified activities all have a significant impact on attendance outcomes for PP students. An evidence informed approach to... Durrington Research School DFE (2016) found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "overall absence had a statistically negative link to attainment" School attendance: guidance for schools - GOV.UK (www.gov.uk) | 1, 2, | HAR |
| Ensure that all students can access full taught curriculum alongside extra-curricular activities. Increase student aspirations PP capitation (hardship fund) to prevent students from being unable to access enrichment opportunities, have resources and equipment required for learning. | EEF toolkit reports benefit from both arts and sports participation +3 months Arts participation EEF (educationendowmentfoundation.org.uk) +1 month Physical activity EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 | DAV, JOH |
| Increase number of careers events, opportunities and activities for students in all years Increased 1:1 career advisor interviews | CEC report (2020) Careers Education in England's schools and colleges 2020 The Careers and Enterprise Company highlights importance of careers guidance. Effect sizes reported by Hattie 2016 Hattie effect size list – 256 Influences Related To Achievement (visible-learning.org) shows that careers intervention have an effect size of +0.38 and are likely to have positive effect on student achievements. | 1, 4, | WHS |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All | GOO |
| Student SEMH needs are prioritised with outside agencies used to support students including a school counsellor. | Evidence from EEF suggest that a tiered approach to Social and emotional learning EEF (educationendowmentfoundation.org.uk) improves students decision making skills interactions with others and their self-management of emotions. | | |

Total budgeted cost: