

# Pupil premium strategy statement

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.

## School overview

Detail	Data
School name	The Rise Free School
Number of pupils in school	135 as at Sep 23 (103 on Oct 22 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 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Karen Oliver, Head of School
Pupil premium lead	Head of School
Governor / Trustee lead	Jackie Saddington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,670
Recovery premium funding allocation this academic year	£53,188
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,133.57
<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	£145,991.57

# 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	All pupils make progress by delivering high quality teaching that meets the needs of all our ASC learner including sufficient support and challenge (Link to SDP Target 4)
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.

<b>Intended outcome</b>	<b>Success criteria for July 2024 (to be reported by December 2024)</b>
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.
All pupils make progress by delivering high quality teaching that meets the needs of all our ASC learner including sufficient support and challenge.	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	<p>Student survey results are analysed by PPG status and show reduced gap between PPG and Non-PPG in this data set.</p> <p>Qualitative case studies support.</p>
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.	<p>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.</p> <p>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.</p>
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: £14,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Recruitment and retention of staff</u></b></p> <p>Maths streaming has been put in place across KS4 tutor groups with 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><b><u>CPD</u></b></p> <p>Regular programme of bespoke CPD for TLAs to increase numeracy and confidence</p> <p>Regular programme of bespoke CPD for staff in Autism practice and effective use in the classroom environment</p> <p>ITLAs to implemented strategies for a wider group of TLAs to deliver phonics support across the school.</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>2</p> <p>2</p> <p>2</p>

<p>Assessment CPD for teachers to improve robustness of assessment design.</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 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.'</p>	<p>1,2</p>
<p><b><u>Curriculum</u></b></p> <p>Use of partnership with co-located mainstream school to widen curriculum offer and award at KS4.</p> <p>Create additional opportunities to read independently (during daily 'comfy reading' and in a greater range of subjects.</p>	<p>We have a number of pupils studying courses at other settings:</p> <p>2 at Springwest Academy to studying GCSE Drama.</p> <p>1 at Springwest Academy studying GCSE Art.</p> <p>3 at Springwest Academy to studying BTEC Sports Science.</p> <p>3 at Logic Studio to study BTEC Business Enterprise</p> <p>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'</p> <p>EEF Secondary Literacy Recommendation 1: 'Prioritise 'disciplinary literacy' across the curriculum'</p>	<p>5</p> <p>1</p>
<p><b><u>Teaching</u></b></p> <p>Quality-first Teaching &amp; Learning in all subjects</p>	<p>Sutton Trust 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils</p>	<p>1-5</p>

	gain 1.5 years' worth of teaching, compared with 0.5 years with poorly performing teachers.'	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,691.57

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: £105,425

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.	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.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils'	3,5
Increase capacity of pastoral team in order to deliver: <ul style="list-style-type: none"> <li>• Mental Health First Aid</li> <li>• Individual reflection and restorative justice teaching moments in order to increase self-regulation skills and decrease behaviour that challenges the community</li> <li>• Counselling and mentoring</li> </ul>	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 curriculum at the level required to achieve accreditation equivalent to their mainstream peers	Implementing programmes of support and targeted interventions including: Environmental checklists, therapy passports, 1:1 and group sessions.	5
Support families with known vulnerabilities and complexities access: <ul style="list-style-type: none"> <li>• additional support via our Learning and Family Support Team,</li> <li>• subsistence support with items such as uniform and trips</li> <li>• attend our 'Parent Meet' parent support forum.</li> </ul>	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:	DFE (2016) showed that pupils with 100% attendance are 1.3 x more likely to achieve EXS at	1-5

<ul style="list-style-type: none"> <li>• First day calls</li> <li>• Sharing of attendance data</li> <li>• Parent meetings</li> <li>• Referrals to EWO</li> </ul>	<p>the end of KS2 and 3.1 x more likely to achieve GDS than those who have attendance of 85-90%.</p>	
<p>Provide enhanced careers education by providing excellent bespoke guidance and high quality interactions with employers and further and higher education.</p>	<p>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</p>	<p>4</p>

**Total budgeted cost: £145,991.57**

SDP Targets for 2021-2024 (Year 3 - 2023-2024)			
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.	RMI 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.	GPE HSE
	QoE	3. Through an expertly sequenced and planned curriculum and well-designed formative and summative assessments, all students make maximum progress in all subjects.	RMI SBR
	QoE	4. All pupils make progress by delivering high quality teaching that meets the needs of all our ASC learners including sufficient support and challenge.	RMI, Subject L
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.	CTH CMA RAN
	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.	CMA CTH / RAN
	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.	CMA HHU
	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).	CMA BHA 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
	L&M	10. Using external parties, to support in moderating the Quality of Education, <u>Behaviour &amp; Attitudes</u> and Personal Development.	KOL, SLT
	L&M	11. There are clearly delineated roles, responsibilities, systems and processes which articulate and implement our tiers of support for both our academic and social pillars	KOL
	L&M	12. 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)	CME,AMA,GPE,SR A,MSM,LPR,FOV
	L&M	13. 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.

<b>% Pupil Progress (Non-PPG) (x) = no of pupils</b>	<b>T1 20/21</b>	<b>T1 21/22</b>	<b>T1 22/23</b>	<b>T2 20/21</b>	<b>T2 21/22</b>	<b>T2 22/23</b>	<b>T3 20/21</b>	<b>T3 21/22</b>	<b>T3 22/23</b>
<b>Excellent (Non-PPG)</b>	25%	24% (12)	31% (17)	21%	26%	28% (15)	11% (6)	14% (6)	2% (1)
<b>Good (Non-PPG)</b>	39%	47% (24)	43% (24)	38%	45%	40% (22)	61% (33)	67% (28)	80% (37)
<b>Average (Non-PPG)</b>	29%	27% (14)	22% (12)	25%	25%	26% (14)	22% (12)	17% (7)	16% (7)
<b>Poor (Non-PPG)</b>	7%	2% (1)	4% (2)	8%	4%	5% (3)	6% (3)	2% (1)	2% (1)
<b>N/A (Non-PPG)</b>	0	0	0	8%	0	0	0	0	0

<b>% Pupil Progress (PPG)</b>	<b>T1 20/21</b>	<b>T1 21/22</b>	<b>T1 22/23</b>	<b>T2 20/21</b>	<b>T2 21/22</b>	<b>T2 22/23</b>	<b>T3 20/21</b>	<b>T3 21/22</b>	<b>T3 22/23</b>
<b>Excellent (PPG)</b>	22%	25% (11)	26% (12)	20%	22%	26% (12)	16% (7)	19% (8)	7% (3)
<b>Good (PPG)</b>	40%	38% (17)	44% (20)	34%	30%	38% (18)	64% (28)	45% (19)	62% (26)
<b>Average (PPG)</b>	25%	23% (10)	28% (13)	29%	33%	30% (14)	16% (7)	29% (12)	24% (10)
<b>Poor (PPG)</b>	13%	14% (6)	2% (1)	15%	15%	6% (3)	5% (2)	7% (2)	7% (3)

<b>N/A (PGG)</b>	0	0	0	2%	0	0	0	0	0
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In the summer term, the whole school (excluding Year 11) achieved 76% good or better in terms of progress.

5% achieved excellent progress and with 19% and 5% for average and poor respectively.

Overall, PPG group achieved 69% good or better and 83% of N-PPG achieved good or better. The number of pupils making this level of progress is comparable with a similar point in previous years. This term has seen greater numbers move up into good progress in comparison to previous terms, however the number of pupils achieving excellent progress has declined. The 4 pupils making poor progress have been identified and an academic intervention plan will be devised to support these pupils.

Attainment data shows 45% of pupils meeting expected standard in terms of age-related expectations (good or better) with a further 36% working close to this. PPG group is at 43% and N-PPG at 48% of good or better attainment, both groups only have 1 pupil attaining well below expectations.

#### **External Assessment Data – KS4**

Academic outcomes for this term include Year 11 GCSE results. Of the 15 pupils in year 11 – 6 were eligible for PPG funding. One pupil did not sit external examinations due to his poor mental health. Due to the small numbers, the below table uses number of students rather than %. Looking at the table below the % of pupils on PPG who achieved 4/C GCSEs was greater than the % on Non-PPG, however, we are looking at very small numbers of students.

<b>Subject</b>	<b>Grade 4/C and above (14 pupils)</b>
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English Language	Non-PPG:4/9 students	PPG: 4/5 students
Maths	Non-PPG: 4/9 students	PPG: 4/5 students
Science	Non-PPG: 4/9 students	PPG: 4/5 students
History	Non-PPG: 2/5 students	PPG: 0/4 students
Japanese	Non-PPG:1 /1 students	PPG: No student entered
Computing	Non-PPG: 1/1 students	PPG: No students entered

<b>Subject</b>		
Cambridge imedia	Non-PPG: 7/7	PPG: 5/5
Home Cooking Level 1 – PASS	Non-PPG: 9/9 students	PPG: 6/6 students
Home Cooking Level 2 - Pass	Non- PPG: 8/8	PPG: 5/5
Entry Level Science	Non-PPG: 8/8	PPG: 5/5
Further Level Science	Non-PPG: 8/8	PPG: 5/5

### Social Progress Data:

In total 100 social assessments were conducted for 2022-2023 and we have comparable assessment data for 79/102 pupils from The Rise School.

23 pupils do not have comparable data which are outlined below:

Joined in 22/23 and now have a baseline of comparison for subsequent years	21
Joined in 22/23 after the 2023 assessment	2

- 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: 14/41 students (34%)	PPG: 13/38 students (34%)
Good Progress	Non-PPG: 11/41 students (27%)	PPG: 11/38 students (29%)
Poor Progress	Non-PPG: 16/41 students (39%)	PPG: 14/38 students (37%)

### 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 (6 pupils)		4/6	1/6	1/6
Non-PPG (9 pupils)		3/9	4/9	2/9

The final allocation for Pupil Premium funding allocation according to the final allocations published in March 2023 was £54,235. The final allocation of Recovery Premium according to the final allocations published in June 2023 was £53,188. Therefore, the total allocation was £107,423. Actual expenditure in 2022-23 against forecasted expenditure is £74,289.43 providing a variance of £33,133.57 which will be carried forward into the new academic year.