

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 and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------------|
| School name | Rumworth School |
| Number of pupils in school | 327 |
| Proportion (%) of pupil premium eligible pupils | 45.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 – September 2024 |
| Date this statement was published | 11 th January 2023 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Gary Johnson |
| Pupil premium lead | Kelly Leonard |
| Governor / Trustee lead | Emma Brock |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £89,995 |
| Recovery premium funding allocation this academic year | £68,757 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £158712 |

Part A: Pupil premium strategy plan

Statement of intent

Our mission at Rumworth is to create opportunities for our students to have successful lives irrespective of their background or the challenges they face. Rumworth's vision is underpinned by an ethos of social justice through a quality assured and bespoke education for all students. We firmly believe that the best outcomes for SEND students are not just about the grades they acquire but the opportunities that are available to them once they leave Rumworth, how prepared they are for life after education and the contributions that they can make to society.

The best way to affect change for the most disadvantaged is through expert teaching (Coe et al.) therefore employing more subject specialists whilst working with existing staff to improve their subject knowledge, alongside their understanding of curriculum and assessment within special needs education is vital. Providing scaffolding inside and around lessons to help students achieve as well as working with students and their families to raise aspirations is the most effective way of getting students to realise their opportunities.

Over the next three years our focus is address these issues by working together with school staff, combing strategies to streamline support for all students (particularly disadvantaged) and improve outcomes by:

- Identifying the key barriers to learning when students start with us and implementing whole school programmes to address these issues (such as reading ability).
- Reviewing our curriculum provision across all key stages to ensure that teaching continues to meet the needs of our children and gives them opportunities, as well as the necessary qualifications, to go on to the next stage in their learning both at post-16 and post-19 stages.
- Continuing to develop personalised, work-related learning specifically with the aim of creating opportunities for work post-education where appropriate. Looking at transition and pathways at KS 4 to ensure that our CEAIG supports this. Similarly at KS 5 to improve opportunities for work experience and work-related learning to improve employability.
- To continue to develop the already excellent relationships between students' families and the school in order to improve their ability to support their child's learning at home.
- Developing our own teachers, teaching assistants and support staff and all members of the community to have a deep and purposeful understanding of what needs to be done to raise the outcomes for all SEND students, particularly those from disadvantaged backgrounds. This approach fits into the school's vision of *You can do it – we will help* and our priorities of the best curriculum provision for our children alongside excellence in teaching and learning.

Our pupil premium strategy is rooted in evidence which is underpinned by information gathered about our students, using academic progress information together with extensive soft data to facilitate a full diagnosis of individual and cohort needs. This will allow us to implement bespoke, responsive and proactive approaches to ensure that we are effective in:

- Ensuring that the achievement and post-19 opportunities of disadvantaged SEND students improves post-Covid, closing the gap between their non-disadvantaged peers
- Increasing the number of disadvantaged students studying courses at Rumworth Sixth Form, as well as destinations data post-19 including appropriate work-related learning
- Improving the English and maths support for students to address gaps as a result of lost learning from the coronavirus pandemic

Challenges

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

| | Detail of challenge |
|---|--|
| 1 | Our students have complex SEND needs which can create substantial barriers to learning. A significant time investment is given over to working with every individual student and their family to ascertain detailed information about these needs and how to achieve the best outcomes for our children. |
| 2 | The low literacy levels of our students does create a barrier to learning across subjects. From analysis of reading ability on entry (and continually throughout our students' journey at Rumworth) it is clear that this is hindering their progress across the curriculum. |
| 3 | Students struggle to adopt and retain mathematical concepts which creates a barrier to their achievement in the subject at Key Stage 4 and 5. |
| 4 | Memory and retention of information is a significant barrier for our students. Whilst they are able to apply themselves in tasks in the moment, they struggle to form the necessary schema to retain information long term. |
| 5 | Students have significant gaps in their learning as a result of disrupted studies over the last two years. Additionally, students do not always fully understand how to improve their practice in some subjects. Cognitively they struggle to make the necessary links to take the next steps in their learning. |
| 6 | Students' wellbeing post-lockdowns has had an impact on their learning and engagement with school. |

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 |
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| Each student's unique needs are catered for holistically by ensuring that pastoral care, curriculum provision, CEAIG and wrap around care continue to be of the highest standards. | <p>Student/carer voice feedback demonstrates that their needs are being met and that outcomes data supports this.</p> <p>All academic and personal development and wellbeing curricula are effective in delivering a broad and balanced provision which meets the desired outcomes outlined in our pupil premium mission.</p> <p>Internal evidence, student voice and destinations data shows that careers experience, advice, information and guidance is effective to meet the needs of our students. This will be evident in the provision of integral opportunities for personal development, work-related learning experiences as well as the development of skills to provide our students employment opportunities after their education at Rumworth.</p> |
| Improved literacy levels (in particular reading) and | Diagnostic tests will demonstrate improvements in students' reading ages as well as a reduction in the gap in average reading ages between disadvantaged students and their non-disadvantaged peers. |

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| <p>outcomes across students at Key Stage 3, 4 and 5.</p> | <p>Observations of reading time which is part of wellbeing lessons will show a greater emphasis on reading as well as opportunities for students to demonstrate the spoken word.</p> <p>Data captured will evidence students' gains in reading ability.</p> <p>Observations of phonics programme (from January 2023 onwards) will show an increase in expertise of the adults teaching early readers.</p> <p>Evidence from learning walks/observations will show evidence of the use of substantive language specific to subjects but also language to support metacognitive processes.</p> |
| <p>Improved numeracy levels and outcomes in mathematics qualifications.</p> | <p>Internal tracking data and observations to demonstrate improvement in students' mathematical knowledge relative to starting points.</p> <p>External data shows improved outcomes at Key Stage 4 and Key Stage 5.</p> <p>Lesson observations and learning walks show improved teaching of mathematical concepts.</p> <p>The mathematics curriculum shows evidence of thoughtful sequencing to develop students' ability to understand and retain information whilst integrating key aspects of cognitive load theory and retrieval practice.</p> |
| <p>Improvement in students' ability to understand, retrieve and apply information.</p> | <p>Observations and learning walks show evidence of teachers using tools to improve retrieval practice in their lessons.</p> <p>Curriculum plans evidence opportunities for retrieval practice to be integrated into the enacted curriculum. For example, low-stakes quizzes.</p> <p>Observations show that cognitive load theory and autism friendly approaches as well as theories that support long-term learning are evident in classroom practice.</p> <p>Evidence of home learning opportunities to support retrieval practice.</p> |
| <p>Improved student outcomes across subjects through the development of formative assessment, summative assessment and feedback throughout the school.</p> | <p>External data shows improved outcomes for our students at Key Stage 4 and Key Stage 5 relative to students' starting points.</p> <p>Internal scrutiny of students' work shows that feedback is conducive to students' improving their work and is bespoke to the needs of the student in the subject as well as meeting their individual learning needs.</p> <p>Lesson observations and learning walks show evidence of teachers using effective formative assessment strategies to accurately assess student progress, identify gaps in learning and apply responsive teaching principles.</p> <p>Evidence shows that internal tracking data is informed by formative and summative assessments. Examples of which are evident in intended and enacted curriculums.</p> |
| <p>To improve the wellbeing and resilience of all students, particularly disadvantaged students.</p> | <p>Learning walks show a variety of strategies being employed by class teachers to develop students' access to tools and activities which will improve their ability to maintain their own wellbeing.</p> <p>Internal evidence shows increased exposure to counselling services on whole group, small group and one-to-one levels.</p> <p>Feedback from student voice reinforcing the positive impact of cohort/group/family support.</p> <p>Evidence shows an increase in the participation of disadvantaged students in extra-curricular opportunities.</p> |

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: £83,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Recruitment and retention of subject specialists in key areas of the curriculum to strengthen teaching. | Drawing on the Sutton Trust 2014 document 'What makes great teaching' https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf and the primary school research conducted by Research School Network: https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise emphasising the importance of strong subject knowledge. | 2, 3, 4, 5 |
| Recruitment of specialist teacher for autism to address the increased need for leadership in this area. | As a school, we have recognised the need to increase capacity within senior leadership to support our school development and to continue to move our outstanding provision forward, especially for the most disadvantaged. | 1, 2, 3, 4, 5, 6 |
| Implementation of whole-school training in English, maths and key subject areas provided by specialists. A focus on phonics from January 2023. | Drawing on the Sutton Trust 2014 document 'What makes great teaching' https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf the school is focussing on developing the pedagogy of all teachers with regard to the teaching of English and mathematics. | 2, 3, 4, 5 |
| Implementation of specialist curriculum, assessment and feedback training for teachers and teaching assistants. | The work of Wiliam emphasises the importance of sound understanding of curriculum and assessment in his work: https://haringeyeducationpartnership.co.uk/wp-content/uploads/2019/12/Principled-Curriculum-Design.pdf The importance of assessment and feedback in curriculum implementation is reiterated in evidence presented in Christodoulou's 'Making good progress?' which is summarised effectively in this piece from ResearchEd: https://researched.org.uk/wp-content/uploads/2020/03/researchEDMagazine-Sept2018-web-1.pdf | 2, 3, 4, 5 |
| Implementation of cognitive load theory and retrieval practice strategy training. | The value of Sweller's Cognitive Load Theory has been evident in recent years across a number of aspects of pedagogical practice and subjects. Developing this across a number of subjects will help to support our students effectively to reduce stress on their working memory which is particularly important for SEND students. A handy | 4, 5 |

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| | <p>summary of the most relevant research can be found using the EEF research document as well as this handy summary: https://havelockprimaryschool.com/wp-content/uploads/2018/11/cognitive-load-theory-VR_AA3.pdf</p> <p>Additional references include:</p> <ul style="list-style-type: none"> • Baddeley, A.D. (2003). Working memory: looking back and looking forward. Nature Reviews Neuroscience, 4, p.829-839. • Baddeley, A.D. and Hitch, G. (1974). Working Memory. Psychology of Learning and Motivation, 8, p.47-89. • Chandler, P. and Sweller, J. (1991). Cognitive Load Theory and the Format of Instruction. Cognition and Instruction, 8 (4), p. 293-332. • Chandler, P. and Sweller, J. (1992). The split-attention effect as a factor in the design of instruction. British Journal of Educational Psychology, 62 (2), p.233–246. • Clark, R.C., Nguyen, F. and Sweller, J. (2006). Efficiency in learning: evidence-based guidelines to manage cognitive load. San Francisco: Pfeiffer. • Marzano, R.J., Gaddy, B.B. and Dean, C. (2000). What works in classroom instruction. Aurora, CO: Mid-continent Research for Education and Learning. • Sweller, J. (1988). Cognitive Load during Problem Solving: Effects on Learning. Cognitive Science, 12, p.257-285. • Wenger, S.K., Thompson, P. and Bartling, C.A. (1980). Recall facilitates subsequent recognition. Journal of Experimental Psychology: Human Learning and Memory, 6 (2), p.135-144. | |
| <p>Financial investment of time allocation and resources for the development of well-sequenced, subject-specific curricula, pedagogical approaches, assessments and resources.</p> | <p>The impact of an effectively sequenced curriculum is evident in Wiliam’s work found here: https://haringeyeducationpartnership.co.uk/wp-content/uploads/2019/12/Principled-Curriculum-Design.pdf</p> <p>Linked with this, the science behind how schema are formed: https://researchschool.org.uk/durrington/news/schema-development</p> | <p>2, 3, 4, 5, 6</p> |
| <p>Time allocated for the quality assurance of subject specific, personal development and wellbeing curricula, assessments and pedagogical approaches.</p> | <p>Ofsted’s document evaluating the evidence of effective curriculum design emphasises the importance of investing time to quality assurance and curriculum development. It can be found here.</p> | <p>2, 3, 4, 5, 6</p> |
| <p>Implementation of whole-school training in CIAIG by specialist practitioners and</p> | <p>Developing a better whole-school approach to CIAEG: https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</p> | <p>1, 2</p> |

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| time allocated to further develop curricula, teaching and opportunities for life skills and work-related learning. | https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of specialist materials to develop the teaching of reading across the school. | Using small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2 |

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

Budgeted cost: £81,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Further financial resources allocated to a school counsellor to support students post-lockdown. | We have employed a school counsellor to manage students who are in need of external support but unable to access this through CAMHS: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions | 1, 5, 6 |
| Expansion of the school's 'Forest School' resources to create more personal wellbeing and development opportunities for students. | Over a number of years, internally validated data shows us that Forest School is having a positive impact on students' wellbeing, their independence skills as well as their employability skills. | 1, 6 |

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| Further financial resources allocated to the purchase of reading books, online packages to support students and their families in our efforts to expedite the development of a whole-school reading culture. | Further evidence on the importance of literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1, 2, 5, 6 |
| Financial resources to support the school's 'positive behaviour' reward system. | Over time, we have collected evidence to show that our existing positive behaviour reward system is having a significant impact on whole-school attitudes to learning. To continue to move this forward we recognised the importance of the investment. This has been reiterated in Ofsted's behaviour management case studies document which specifically references SEND in relation to positive behaviour management strategies. | 1, 6 |
| The purchase of specialist Connexions support for students in upper key stages. | Using the guidance from the DfE: https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools to enhance the aspirations of disadvantaged students. | 1, 6 |

Total budgeted cost: £179,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| <p>The targets from last year's pupil premium strategy were in line with the school's improvement plan priorities as we do not feel that children should be set aside because of a label. Instead, we choose to see our students as individuals and the community as a whole, tailoring support to meet their needs. The pupil premium strategy is an integral part of this. The ongoing pandemic has created a number of challenges and, in turn, caused a great deal of setbacks.</p> <p>The priorities of our 2021/2022 plan were to:</p> <p>Continue to improve the outcomes for all students to maintain outcomes above national averages for similar ability students (from starting points) whilst addressing gaps in learning that the coronavirus pandemic has created.</p> <p>Support students' access to a broad and balanced curriculum which is tailored to their needs and gives every child opportunities beyond an academic curriculum.</p> |
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Support the highest standards of pastoral care for students and their families by employing expert practitioners.

Recruiting high quality teachers and teaching assistants to ensure that students have the best standards of teaching provision available to them.

It is also important to recognise the detrimental effect that the pandemic has had on students' wellbeing at Rumworth, particularly the most disadvantaged members of the community. A significant amount of resources and time have been used to support students' reintegration into school life. Increases in mental health referrals, together with increases in persistent absenteeism would suggest that the school will have to continue to address the long-term effects of this global crisis for years to come. Increases in reports documenting incidents of domestic violence and adolescent crime have also been recorded in the last year, placing further pressure on in-school and integrated external services. There have been many successes as a result of the 2021/22 pupil premium strategy despite the increased expectations on schools to provide services that have historically been within the remit of social care. We recognise these challenges and are committed to doing everything that we can for all the children in our care, particularly those from difficult and disadvantaged backgrounds.

Impact

Outcomes at KS 4 and KS 5 in the 2021/22 academic year:

Key Stage 4 headline data collection based on the entire year 11 cohort

| Measure | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 |
|--|------------------|------------------|------------------|-------------------------------|
| % of cohort achieving at least 1 external accreditation | 100% (31/31) | 100% (32/32) | 100% (38/38) | 100% (49/49) |
| % of cohort achieving at least 1 GCSE or equivalent (Level 1 or above) | 48.4% (15/31) | 59.4% (19/32) | 47.4% (18/38) | 61% (30/49) |
| % of cohort achieving an external accreditation in English | 83.9% (26/31) | 100% (31/31) | 100% (38/38) | 94% (46/49) |
| % of cohort achieving an external accreditation in Maths | 100% (31/31) | 100% (32/32) | 97.3% (37/38) | 100% (49/49) |
| % of cohort achieving an external accreditation in Science | 83.9% (26/31) | 81.3% (26/32) | 89.5% (34/38) | 96% (47/49) |
| % of cohort achieving an external accreditation in both English and Maths combined | 83.9% (26/31) | 96.9% (31/32) | 97.4% (37/38) | 94% (46/49) |
| % of cohort achieving an external accreditation in both English, Maths and Science. | 80.6% (25/31) | 71.8% (23/32) | 89.5% (34/38) | 96% (47/49) |
| % of those entered achieving at least 1 Vocational Qualification | 87.1% (27/31) | 90.6% (28/32) | 65.8% (25/38) | 92% (45/49) |

Key Stage headline data collection based on the entire year 14 cohort

| Measure | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 |
|---|------------------|------------------|------------------|------------------|
| % of cohort achieving at least 1 external accreditation | 83.3% (15/18) | 100% (17/17) | 100% (16/16) | 100% (23/23) |
| % of cohort achieving at least 1 GCSE or equivalent (Level 1 or above) | 27.7% (5/18) | 72.2% (13/18) | 56.3% (9/16) | 47.8% (11/23) |
| % of cohort achieving at least 1 Qualification in English or Maths | 92.3% (12/13) | 100% (17/17) | 100% (16/16) | 100% (23/23) |
| % of cohort achieving at least 1 Qualification in both English and Maths combined | 61.5% (8/13) | 94.1% (16/17) | 75% (12/16) | 95.7% (22/23) |
| % of cohort achieving at least 1 Qualification in English | 61.5% (8/13) | 94.1% (16/17) | 81.5% (13/16) | 95.7% (22/23) |
| % of cohort achieving at least 1 Qualification in Maths | 84.6% (11/13) | 100% (17/17) | 93.7% (15/16) | 100% (23/23) |
| % of cohort achieving at least 1 Vocational Qualification | 83.3% (15/18) | 100% (17/17) | 100% (16/16) | 100% (23/23) |

Destinations for the 2021/22 academic year:

Post-16 leavers

All of our KS 4 students went on to further education, with 90% staying on at Rumworth Sixth Form.

Post-18 (Year 13 and Year 14) leavers

The vast majority of students who left our Sixth Form went on to further supported study or employment (90%). Almost 40% went on to our partnership provision LifeBridge. Only 7% left Year 14 without a destination to go on to. One student could not complete further study at that time due to a significant medical condition.

Successes within the curriculum

The appointment of a new Deputy Headteacher in January 2022 improved the sequencing and delivery of the curriculum for mathematics. Further appointments of Heads of Faculty for Preparation for Adulthood, Mathematics and English have strengthened the leadership in these key areas.

The mathematics curriculum has been completely redesigned and the appointments of TLR holders within the team has improved the department's rigor with assessment, routines and expectations. The appointment of a Maths Champion with a focus on improving engagement and improving students' ability to retrieve learning, therefore reducing cognitive load has had a significant impact on students' mathematical ability. Internal data indicates progress across all year groups.

The English curriculum has been reviewed to improve stretch for our more able students and scaffold for those children who are at our lower end of learning. A focus on communication and sensory approaches is evident in 'A classes' to develop language and comprehension. Our attention to the needs of students with autism has

strengthened this. A key priority for the school is an overhaul of our reading programmes and the introduction of the FFT Phonics programme from January 2023 to support our early readers.

The curriculum provision for students at Rumworth continues to be a priority for the school and teachers have spent significant time during the past twelve months improving the diet that our students receive, particularly the most disadvantaged and the most vulnerable. This is also a main concern for current academic year.

Opportunities beyond the curriculum

Rumworth School is particular proud of the opportunities that our students have been given that stretch beyond the curriculum. This includes:

- Our own Scouts group that ensures positive action for vulnerable cohorts
- The opportunity for students to take part in the 'Enchanted Fields' wellbeing festival
- The Duke of Edinburgh programme
- The Bolton Food and Drink Festival
- Daily Outdoor Learning activities for all students

The school ensures that all disadvantaged students have access to all aspects of extra-curricular life by providing bespoke support for every, individual child.

Recruitment in the 2021/22 academic year

In the last year the school has recruited staff at all levels to strengthen the provision for all students, including the most disadvantaged. Appointments have included: two deputy headteacher positions, three heads of faculty, specialist teachers of maths and English and a senior teacher responsible for autism, as well as a number of further teaching and non-teaching positions to support our most vulnerable students – academically and pastorally.