



## **Pupil Premium Report for The Rural Enterprise Academy**

### **Summary Information**

**Date of most recent pupil premium review: March 2022**

**Date of next pupil premium review: March 2023**

**Total number of pupils on roll: 206**

**Number of pupils eligible for pupil premium: 62**

**Total pupil premium budget: £61445**

### **Pupil Premium Strategy**

#### **Our key priorities:**

At The Rural Enterprise Academy all staff and governors are committed to meeting the academic and pastoral needs of those pupils who are recognised as disadvantaged. Regardless of any disadvantages, every pupil is valued and respected and should develop to their full potential.

#### **Our objectives:**

Beginning in 2011, the government has allocated a specific pupil premium grant to every school to support the educational achievement of identified pupils. Pupils who are in receipt of free school meals and pupils who are looked after or have ceased to be looked after are used as indicators of deprivation by the government. An additional service premium is given to pupils whose parents are or have served in the armed forces.



Our use of pupil premium funding is planned following the below objectives:

- To ensure pupil premium funding reaches the pupils for whom it has been intended and it has an impact on their educational outcomes.
- To reduce the attainment gap between academy disadvantaged pupils and others nationally.
- To reduce other inequalities between disadvantaged pupils and other pupils at the academy.
- To ensure disadvantaged pupils have full access to our curriculum, including access to our extra-curricular provision.

**Assessment Information (Unpublished data from 2021 GCSE results)**

	Pupils eligible for PP	Pupils not eligible for PP
Attainment 8 score	3.3	4.0
% achieving 9-4 English and maths	28.6	41.0
% achieving 9-4 in at least 2 science qualifications	42.9	46.2



### **Barriers to learning**

Using a variety of data sources, such as internal school data; staff, pupil and parent consultations and published research we have identified the following barriers to achievement in school. Our pupil premium strategy will address these barriers and plan to reduce the gaps between disadvantaged pupils and other pupils at the academy.

#### **Barriers to future attainment**

- Low prior attainment
- Poor behaviour in lessons
- Low aspiration

#### **External barriers**

- Low attendance
- Poor engagement in enrichment opportunities



## Planned expenditure for current academic year

Academic Year: 2022-23				
Quality teaching				
Objective	Why?	Action	Expected outcomes	Review
To increase the progress and attainment of disadvantaged pupils.	<p>Progress 8 for disadvantaged pupils in 2018-19 was 0.05 compared to 0.34 for the whole cohort.</p> <p>Average Attainment 8 score in 2018-19 showed a gap of 5.9 points.</p> <p>0% disadvantaged pupils achieved a grade 5 in English and maths in 2018-19.</p>	<ul style="list-style-type: none"> <li>Teaching staff complete CPD sessions using 'Thinking Differently for Disadvantaged Learners' sharing and discussing good practice to support disadvantaged pupils in the classroom.</li> <li>Reading interventions prioritise disadvantaged pupils to increase their ability to access GCSE papers.</li> <li>ACD to ensure self-reported grades for disadvantaged pupils matches the aspiration of other pupils.</li> <li>Individual plans put into place for Y11 disadvantaged pupils – identifying needs and intervention.</li> <li>Performance of disadvantaged pupils reviewed at SLT each half term.</li> <li>Initiate the RADY project with Challenging Education.</li> </ul>	<p>Progress 8 and attainment 8 for disadvantaged pupils matches the performance of other pupils at the academy.</p> <p>The percentage of disadvantaged pupils achieving grade 5 in English and maths matches the performance of other pupils at the academy.</p>	
Total budgeted cost:				£17,823.00



Targeted support				
Objective	Why?	Action	Expected outcomes	Review
To improve the attendance of disadvantaged pupils.	Attendance for disadvantaged pupils in 2020-21 was below the attendance of other pupils in the academy	<ul style="list-style-type: none"> <li>• Employ the services of Attend EDC to support with persistent non-attenders.</li> <li>• Identify disadvantaged pupils with lower attendance and prioritise early intervention from pastoral team.</li> <li>• Hold attendance clinics for disadvantaged pupils to discuss the importance of good attendance.</li> <li>• Put attendance improvement plans into place for disadvantaged pupils causing concern.</li> </ul>	<p>Reduce the number of persistently absent disadvantaged pupils.</p> <p>Improve the attendance % of disadvantaged pupils.</p>	
To reduce the number of fixed term exclusions given to disadvantaged pupils.	The number of exclusions for disadvantaged pupils in 2020-21 was higher than the number of exclusions for other pupils in the academy.	<ul style="list-style-type: none"> <li>• Identify disadvantaged pupils at risk of exclusion.</li> <li>• Prioritise discussion of identified pupils at weekly SLT meetings.</li> <li>• Put behaviour intervention plans and early intervention into place for disadvantaged pupils causing concern.</li> </ul>	<p>Fewer disadvantaged pupils receive FTEs at the academy.</p> <p>Fewer disadvantaged pupils have repeated FTEs.</p> <p>Fewer disadvantaged pupils are identified as at risk of exclusion.</p>	
Total budgeted cost:				£25,092.00



Other approaches				
Objective	Why?	Action	Expected outcomes	Review
To provide a range of curriculum enrichment opportunities which disadvantaged pupils attend.	To ensure disadvantaged pupil access the same development opportunities as other pupils outside the classroom.	<ul style="list-style-type: none"> <li>• Map curriculum opportunities offered for all pupils throughout the academy.</li> <li>• Monitor attendance at clubs and trips to identify the number of disadvantaged pupils who are attending activities.</li> <li>• Staff plan and offer a range of extra-curricular activities so that they cover a variety of areas, year groups and are spread throughout the year.</li> <li>• Access support from Higher Horizons to ensure disadvantaged pupils are given opportunities to visit universities and workplaces.</li> <li>• Use pupil premium funding to ensure disadvantaged pupils are able to attend school trips.</li> </ul>	<p>Pupil surveys and destination data show raised aspiration of disadvantaged pupils.</p> <p>Pupil focus groups show that pupils take up a range of opportunities which develops them personally.</p>	
Develop as an emotionally aware school so that disadvantaged pupils are able to develop self-esteem, self-awareness and self-confidence.	Self-esteem, awareness and confidence are crucial to success. Early assessments of disadvantaged pupils suggests they have lower self-esteem and confidence than other pupils in the academy.	<ul style="list-style-type: none"> <li>• Re-start and complete the STIAA award in school.</li> <li>• Complete attachment and trauma training with all staff.</li> <li>• Appoint mental health ambassadors who can offer support to pupils – encourage disadvantage pupils to take up this role.</li> <li>• Appoint peer mentors who can offer support to pupils – encourage disadvantaged pupils to take up this role.</li> <li>• Identify disadvantaged pupils who might benefit from ELSA or pastoral intervention.</li> </ul>	<p>Disadvantaged pupils perform as well as other pupils at the academy on assessments.</p> <p>Pupil surveys and destination data show raised aspiration of disadvantaged pupils.</p>	



		<ul style="list-style-type: none"><li>• Incorporate opportunities to develop confidence into enrichment plan and KS3 curriculum.</li><li>• Commission an external mentor to work with disadvantaged pupils on a weekly basis.</li></ul>		
Total budgeted cost:				£18,530.00