

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

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 have highlighted our five main challenges and looked at ways to support our learners and close the gaps.

	Detail of challenge
1	Students arrive at secondary with gaps in their knowledge and struggle with fluency, reading and oracy which create barriers to assessing our ambitious curriculum <i>Powerful knowledge for global citizens</i> .
2	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.
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.
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.
5	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.

Our Intended Outcomes:

Year 11 GCSE results August 2023 – PP Breakdown

Cohort Measures		All students (130)		Collab1SISRA2023	
Measure		Total	%	Total	%
Cohort	Non PP	91	70		
	PP	39	30		
Attainment/Progress 8 Summary		Total	%	Total	%
Average Total Attainment 8	Non PP	41.18			
	PP	33.98		38.35	-3.84
	GAP	7.2			
Average KS2 Prior Attainment	Non PP	104			
	PP	101.5		102.81	-1.31
	GAP				
Average Total Progress 8	Non PP	0.14			
	PP	-0.49		-0.41	-0.08
	GAP	0.63			

Current Year 11 Predictions:

Cohort Measures		Summer 10		Autumn 11		Summer 11	
Measure		Total	%	Total	%	Total	%
Cohort	Non PP	93	65.5	99	67.3		
	PP	49	34.5	48	32.7		
Attainment/Progress 8 Summary		Total	%	Total	%	Total	%
Average Total Attainment 8	Non PP	49.69		44.71			
	PP	40.62		37.55			
	GAP	9.07		7.16			
Average KS2 Prior Attainment	Non PP	105		105			
	PP	103.5		103.5			
	GAP						
Average Total Progress 8	Non PP	0.57		0.15			
	PP	-0.01		-0.38			
	GAP	0.58		0.53			

	Intended Outcomes	Success Criteria	Link to challenge	Actions and Outcomes
1	<p>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.</p>	<p>To ensure that the quality of teaching in classroom is ambitious for all and scaffolded appropriately to support the needs of students as appropriate. <i>(book looks)</i></p>	<p>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.</p>	<p>1,3 4</p> <ul style="list-style-type: none"> Implemented a whole school curriculum intent Developed and practised a variety of forms of formative assessment – Retrieval Practice, Pause and Review, low stakes quizzing, live marking etc. Embedded the school's Core values into different areas of the school. Implemented a new KS3 Assessment Policy – Steps to Fluency. Implemented a new whole-school Attitude to Learning Policy. Continued to hone best practice around marking and the school's Marking Policy from 2022. Started to embed a more rigorous form of tracking and supporting our disadvantaged students through our Support First Strategy. Developed Core Knowledge Questions. Focussed on Curriculum Conversations. Reviewed our new 5-year curriculum and made changes accordingly. 'Learning in the limelight' and Teaching and Learning Newsletters introduced to share what subjects are doing with parents, students, staff and other stakeholders. Pupil premium strategy termly overview shared with all staff. Lesson observation proforma includes a focus on disadvantaged students support first strategy. <p><u>Initial Teaching and Learning Action points 2023-2024:</u></p> <ul style="list-style-type: none"> Core Knowledge Questions and their use Meaningful assessment Implementation of the curriculum at lesson-level and our Phases of Learning Whole-school reading strategies Introduction of Scholars' weeks to promote and raise aspirations.
		<p>To ensure that there is equity across the curriculum and students from all backgrounds, particularly PP or those that are double disadvantaged, receive their entitlement. Any variations to the curriculum will be fully rationalised. <i>(alternative pathways)</i></p>	<p>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.</p>	<p>1,2,3,4</p> <ul style="list-style-type: none"> Core Subject leader are aware of the ratio of PP students in classes and will always try to ensure they are as evenly split as possible. Students are reviewed regularly to be in the correct group. Where students move groups following assessment in Maths, PP students will not be moved down sets as a way to support and raise their attainment. Students are placed with the most suitable subject leader for the year group in both Maths and English. School site improvements to support learners experiences and opportunities – new food room, additional rooms added to the English block (E5-8). Updated computers added to the computer rooms (10-11)
		<p>To ensure that where PP students have reading ages lower than their chronological age, they receive quality direct instruction as part of the corrective reading programme</p>	<p>Students participating in reading intervention so that reading ages are brought in line with chronological age.</p>	<p>1</p> <p>Reading intervention: 70% of the Disadvantaged students made progress with their reading age. With 27% increasing their reading age by at least 2 years.</p> <p>Literacy at Ruskin:</p> <ul style="list-style-type: none"> Employed two new members of staff who focus on reading intervention Staff CPD on disciplinary literacy (how to teach vocabulary and reading skills in their subject area) Transformed our reading culture with lots of events for students to get involved with (book advent, masked singer, World Cup reading competition etc) Introduced our five Ruskin Reading Strategies across the curriculum Introduced Ruskin Reading Rulers Encouraged a love of reading for our top reading students – book clubs etc Reintroduction of the use of the library outside of lessons. <p>PP use of the library is an area that needs to be further encouraged. Currently only 5% of PP students use the Library to</p>

take out books. These figures do not represent usage of the library as a study/recreational space, but paints a picture of attitudes to reading across the cohort. The library should be a great resource for those who don't have access for materials at home.

Initial Teaching and Learning Action points 2023-2024:

- Whole-school reading strategies
- Use of the library – IT access / opening times, potential for library to move and become the 'hub of the school'

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.

3, 5

- Introduced Ruskin's Behaviour Expectations across the school – Chance, Choice, Consequence to increase consistency.
- CPD focused on the introduction of the behaviour expectations, regular analysis of data, review of expectations, shared with staff.
- Introduction of the 'star of the lesson' to promote positive expectations and increase awareness of the positive points system on ClassChart.

Those not receiving a consequence	Net positive behaviour scores	External visit
108 (15%) students who have not received a single negative point since September 2022	55% increase in Summer - the total number of Net Positive Behaviour points in comparison to Spring	Calm and Orderly behaviour observed and continued improvement in students' behaviour and attitude by the School Improvement Partner during visit in Spring Term.
393 (56%) students currently 95% behaviour ratio or better since September 2022	89% positive behaviour ratio for all pupils since September 2022	

ClassChart Behaviour Points:

2023-2024 to date		Positive	Negative
PP	249	42895	5578
NON PP	478	86988	7413
TOTAL	727	129883	12991
Percentage of PP	34%	33%	43%

2022-2023		Positive	Negative
PP	239	67821	12561
NON PP	470	144568	13929
TOTAL	709	212389	26490
Percentage of PP	34%	32%	47%

2022-2023 – Total % of Suspensions below National Average		
Overall	SEND	PP
55% reduction in the total number of suspensions issued during Summer 1 Compared to the Spring term. 7% of students have received a suspension from September 2022 – 304.5 days	73% reduction in the total number of total sessions of suspensions issued to SEND students in Autumn 1 compared to 2021-2022	26% reduction in the total number of total sessions of suspensions issued to PP students compared to 2021-22
1% students are responsible for 59% of overall suspensions – 9 pupils . 55% of these students SEND, 66% PP and 8 of the 9 are boys.	64% reduction in the total number of total sessions of suspensions issued to SEND students compared to Autumn 2 2021-2022	58% reduction in the total number of total sessions of suspensions issued to PP students in Autumn 2 2022-23 compared to Autumn 2 2021-22

Initial Behaviour Actions for 2023-2024:

- Increase the number of students with 0 negative points

- Increase the total number of positive points
- Reduce external suspensions (boys/PP)
- Reduce internal suspensions (boys/pp)
- Reduce instances Code 1
- Weekly behaviour report shared with staff.

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.

2

2022-2023 Attendance Headline Figures:

Ruskin	National	North West	Cheshire East	Ruskin Pupil Premium Attendance	Non-PP Attendance	Ruskin FSM Attendance	National FSM	North West FSM	Cheshire East FSM
91.26%	90.7%	90.8%	90.6%	86.52%	93.62%	86.41%	85.1%	85.4%	83.3%

- Increased focus on attendance with students, staff and Parents. Info shared weekly
- Increase in staff: Additional Family Support Worker – from Sept 2023. Cheshire East Attendance and Children Out of School Service Buy-Back – Education Family Support Worker in school one day a week and support on non-school days from Sept 2023.
- Weekly attendance team meetings – year group / student group focused.
- Weekly analysis of attendance data.
- Use of classchart for registers
- Parental communication – letters, meetings held regularly to support PA.
- Whole school rewards focus for weekly 100% attendance each week – following student voice.
- School arranged external deep dives to review processes in place.

	ALL	EAL	Non EAL	PP	Non PP	FSM	Non FSM	SEN Supp	SEN EHCP	Non SEN	LAC	Non LAC
2020 – up to 25.6.2021	87.11	85.71	87.62	81.66	90.12	80.89	89.54	82.50	56.37	88.45	63.06	87.47
2021-up to 8.7.2022	86.95	88.50	86.37	80.94	90.00	81.70	89.13	82.46	65.63	87.99	76.54	87.10
2022-up to 23.6.2023	91.06	91.75	90.79	86.37	93.33	86.16	93.34	87.01	81.55	91.89	78.12	91.23

Attendance Case studies:

	PP	SEND	Attendance 2021/22	Attendance 2022/23	Notes
KS4	Y	N	23.91%	69.35%	Morning pickups, Parent Meetings, APM, FPN
KS3	N	Y	79.06%	88.38%	Support from LAN, parental meetings, APM
KS3	N	Y	87.71%	94.35%	Support from LAN parental meetings, APM
KS4	Y	Y	76.62%	90.17%	Support from LAN, regular contact with home, EHA, SGO
KS4	N	EHCP	78.23%	89.02%	Inclusion hub support, support accessing lessons, CiN
KS3	Y	N	58.13%	73.03%	Morning pickups, parent meetings, APM, FPN
Ks4	Y	N	89.11%	96.72%	Attendance report, parent meetings, support following bereavement

			<p><u>Initial Attendance Actions for 2023-2024:</u></p> <ul style="list-style-type: none"> • Aspirational attendance target of 94%. • PP to Non-PP gap focus for reduction. • Continue weekly attendance update emails and sharing in form time • New EFSW and ACOSS FSW in the team • Morning pick-ups – PP Yr 11 as priority initially • Pupil voice – rewards • Continue weekly meetings, including fortnightly registration certificate scrutiny for year groups • Increase parent meetings with EFSW and ACOSS, breakdown barriers with additional opportunities for off-site meetings. • Group parent meetings for groups (EAL/SEN/PP) 																		
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.	1,3,4	<ul style="list-style-type: none"> • Monthly SEND bulletin shared with all staff. • Staff CPD delivered, including focusing on SMART targets, adaptive teaching, graduated approach, • Life skills intervention and events run by HUB for example trip to Morrisons and staff afternoon tea to work on communication skills which are then transferrable into lessons. • SEND register with best practice added by staff as a collaborative approach. • Assistance with college transition with extra visits supported by the SEND team 																		
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.	3,4	<ul style="list-style-type: none"> • Year 9 – Every PP student receives 1:1 meetings prior to selecting GCSE options to discuss and focus conversations. • Transition opportunities provided to PP students first. • Work experience 2023 – 73% of PP students involved with work experience. This has increased from previous year through targeted support in seeking experience opportunities. • Year 11 PP students were prioritised first for careers meetings, with majority completed in the Autumn term. • Year 11 leavers: 40 PP students in Year 11 all destinations supported and tracked. Where students were not applying for college 1:1 meetings were held, and college applications and CV writing support provided where needed. <table border="1" data-bbox="1032 933 1630 1220"> <tr> <td>Brine Leas - A Levels</td> <td>1</td> </tr> <tr> <td>CCWS</td> <td>31</td> </tr> <tr> <td>F'Ball Newcastle Town - L3 Btec</td> <td>1</td> </tr> <tr> <td>Malbank - Btec Science & H&S Care</td> <td>1</td> </tr> <tr> <td>Reaseheath - L1 Motor Vehicle</td> <td>1</td> </tr> <tr> <td>Reaseheath - T Level Business</td> <td>1</td> </tr> <tr> <td>SB Sixth Form College</td> <td>1</td> </tr> <tr> <td>SB Sixth Form College - A Levels</td> <td>2</td> </tr> <tr> <td>SOT Sixth Form - H&S Care/Dance</td> <td>1</td> </tr> </table> <p style="text-align: right;">40</p>	Brine Leas - A Levels	1	CCWS	31	F'Ball Newcastle Town - L3 Btec	1	Malbank - Btec Science & H&S Care	1	Reaseheath - L1 Motor Vehicle	1	Reaseheath - T Level Business	1	SB Sixth Form College	1	SB Sixth Form College - A Levels	2	SOT Sixth Form - H&S Care/Dance	1
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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	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.	4, 2	<ul style="list-style-type: none"> • This was the first year where trips were reintroduced fully following Covid19. • Students were given opportunities to attend rewards trips / Educational visits with over 51 trips being offered to students. • 45% of trips included above 30% of PP students. • Trips and visits are planned in to the school calendar for 2023-2024 • Extra-curricular fair held to promote the out of lesson opportunities, focusing on offers to disadvantaged students. 																		

	opportunities.			<ul style="list-style-type: none"> Careers focus across form time and subject areas with a careers leader for each department. <table border="1" data-bbox="1032 153 1653 373"> <thead> <tr> <th>CATEGORY</th> <th>SUBCATEGORY</th> <th>Total % for attendance</th> <th>% for Yr Group</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>Pupil premium</td> <td>31%</td> <td>37%</td> </tr> <tr> <td>Year 8</td> <td>Pupil premium</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Year 9</td> <td>Pupil premium</td> <td>12%</td> <td>28%</td> </tr> <tr> <td>Year 10</td> <td>Pupil premium</td> <td>12%</td> <td>30%</td> </tr> <tr> <td>Year 11</td> <td>Pupil premium</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>28%</td> <td>33%</td> </tr> </tbody> </table> <p>Extra-curricular examples:</p> <ul style="list-style-type: none"> English - Year 8 -9 Book club (19% PP), KS4 book club (35% PP), Creative writing club (100% PP), young writers competitions, White water writers project to write a novel to sell (91% PP) Science –KS4 Manchester University Healthcare careers presentation (32% PP), Y9 Energy Quest workshop (25% PP), Y8 Army STEM workshop (30% PP), Chester University STEM Outreach (32% PP), KS3 Science Club (30% PP), KS3 Lego Challenge (30% PP), Y8 CREST bronze award (29.6% PP), Maths – University visit (43% PP), Feast Challenge (13% PP) Art & Technology – All Y7 & Y9 Knife Angel visit (32% PP), KS4 Menai Arts weekend (17% PP), Y8 Big Bang Trip (47% PP), KS4 Hospitality Rookery hall visit (50% PP), Yr 9 Liverpool cultural experience (29% PP), Y10 Artist workshop (45% PP) Languages – Y10 residential trip to France (19% PP), Duolingo challenges. Performing Arts – peripatetic instrument lessons (18% PP), Singing Day/Singfest (31% PP), Performance visits, school musical Sports – DofE opportunities (13% PP), waterpark visit (21% PP) Geography – field trip (23% PP) <p><u>Initial Enrichment Experiences Action Point 2023-2024:</u></p> <ul style="list-style-type: none"> Our aim is to further increase the % of disadvantaged students accessing trips and visits in the current academic year. A new Trips and Visits policy will be introduced Autumn term 2023-2024. To help increase opportunity for disadvantaged students to engage in learning experiences outside of the classroom. Extra-curricular attendance tracked and analysed by departments, removing barriers for PP students. 	CATEGORY	SUBCATEGORY	Total % for attendance	% for Yr Group	Year 7	Pupil premium	31%	37%	Year 8	Pupil premium	38%	38%	Year 9	Pupil premium	12%	28%	Year 10	Pupil premium	12%	30%	Year 11	Pupil premium	49%	33%	TOTAL		28%	33%
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	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.	4	<p>In English – students in year 10 were developing their leadership skills through helping year 8 students to develop their reading fluency. 40% of students involved were PP students.</p> <p>Year 11 Prefects 2023-2024 – 21 Prefects with 23% PP students. Following applications and presentations to the year group and staff.</p>																												
2	School set clear outcomes for the impact of disadvantaged strategies and monitor progress and quality using	To ensure strong evaluation of the curriculum leaders to forensic analysis and actions at cohort and individual class level to ensure strong progress.	Curriculum is reviewed regularly. After each assessment point subject leaders and their SLT links will review data gathered, monitor any emerging gaps and implement strategies to	<p>External reviews completed to support the curriculum development and to guide improvements. For the current academic year there will be 5 sessions with the LA advisor to support disadvantaged students.</p> <p>Curriculum Reviews:</p> <ul style="list-style-type: none"> Completed across all departments, with external reviews introduced to support curriculum review and refinement. Introduction of peer coaching October 2023. 																												

	robust and pragmatic measures.		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'.		<p>Pupil Premium Reviews:</p> <ul style="list-style-type: none"> • Pupil Premium External review 1 of 2 (school Improvement Partner) – June 2022 Steve Dool • Pupil Premium External review 2 of 2 (school Improvement Partner) – January 2023 Steve Dool • Cheshire East 'Improving our Disadvantaged Outcomes 2023-26 Strategy Launch conference – 3 July 2023 • Disadvantaged Student session 1 of 5 (LA Advisor) review – 20 Sept 2023 Mark Bayley <p>Subject Interventions:</p> <ul style="list-style-type: none"> • English – yr 11 intervention, handwriting intervention, revision, Production companies for GCSE texts to support students understanding. • Maths -Yr 10-11 intervention • Science – year 11 intervention, Y11 Cheshire College Science sessions (70% PP), Classroom mini group intervention (50% PP) • Subject intervention runs for KS4 in all subject areas (Lesson 6) 										
	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		<p>RAP focused group for Year 11 has been embedded for some time now along with subject teacher achievement documents for all years. These have now been developed and refined to include:</p> <ul style="list-style-type: none"> • SLT/YAM RAP document data for each year group • CL RAP document for Department data for each year group • Subject Teacher RAP document for each class taught. <p>Year 11 parents evening – parental engagement. Nov 22</p> <table border="1" data-bbox="1032 662 2051 767"> <thead> <tr> <th>Total in Year</th> <th>Attenders</th> <th>Non-Attenders</th> <th>PP Total in Year</th> <th>PP Non-Attenders</th> </tr> </thead> <tbody> <tr> <td>149</td> <td>134 - 90%</td> <td>15 -10%</td> <td>48</td> <td>10 - 20.8%</td> </tr> </tbody> </table> <p>Year 11 Data:</p> <ul style="list-style-type: none"> • 0.63 grade average gap for Pupil Premium with English and Maths gaps decreased. This is from the impact of intervention and the new curriculum content. • Intervention sessions for Maths, English and Science across KS3 -4. <p><u>Initial Year 11 Progress Action Points for 2023-2024:</u></p> <ul style="list-style-type: none"> • Ensuring ALL students are challenged to reach their very best. • Monitor carefully progress of Y11 PP, Y11 Boys and Y11 HPA & LPA. • Increase proportion of students achieving 7-9/L2D-L2D* grades. • Continue intervention in Maths and English. 	Total in Year	Attenders	Non-Attenders	PP Total in Year	PP Non-Attenders	149	134 - 90%	15 -10%	48	10 - 20.8%
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