



Pupil Premium Statement 2022-2023

Approved by Full Governing Body

Chair of Governors: John Garner

Date: 15th December 2022

Review date: December 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School overview

Detail	Data
School name	Ruislip High School
Number of pupils in school	1257
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gareth Davies (Headteacher)
Pupil premium lead	Marie Coltman (Deputy Headteacher)
Governor / Trustee lead	Jacqui Beaumont

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,000
Recovery premium funding allocation this academic year	£59,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£291,000

Part A: Pupil premium strategy plan

Statement of intent

At Ruislip High School, we believe that, regardless of background, all students should be supported to meet their potential in all areas of our curriculum, which is ambitious and challenging. Our aim is to remove barriers to the achievement of students identified as disadvantaged because we believe that there should be no ceiling to our ambition for any group of students. Consequently, the focus of our pupil premium strategy is to support disadvantaged students to achieve their full academic potential by reducing wider non-academic barriers to their achievement, and by developing their cultural capital through curriculum enrichment activities that will ultimately help them to become successful in and beyond school.

At Ruislip High School, pupil premium funding is allocated to support students who attract government pupil premium funding, which includes students entitled to free school meals in the past six years, students in care or previously in care, as well as any student or groups of students identified as being disadvantaged by the school, including vulnerable students, such as those who have a social worker and young carers. The Virtual School acts as a local authority champion to promote the progress and educational attainment of children and young people who are or who have been in care so that they achieve educational outcomes comparable to their peers. School staff have links with the Virtual School to ensure a joined-up approach for looked after children. Students who are the children of service personnel also attract service pupil premium funding.

The key principle of Ruislip High School's strategy plan is that schools can make a difference to the lives of all students through high-quality teaching and personalised approaches that help to reduce any barriers. High-quality teaching is at the core of our approach, with a focus on areas where disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 'other' students in our school. Implicit in the intended outcomes detailed below, is the intention that 'other' students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through our intervention programmes for all students whose education has been worst affected.

Our key aims are to focus on:

- improving attendance for students identified as disadvantaged;
- developing Year 7 and Year 8 students' literacy which has been severely disrupted over the course of the pandemic, with a particular focus on disciplinary reading across the curriculum;
- providing emotional and wellbeing support, including emotional support and counselling as required;
- increasing parental engagement with hard-to-reach families;

- increasing the number of students identified as disadvantaged opting to study a modern foreign language at GCSE;
- ensuring that most students identified as disadvantaged stay on to the sixth form;
- ensuring that students identified as disadvantaged are prepared for appropriate destinations when they leave the sixth form, for example high-quality universities and apprenticeships;
- ensuring that comprehensive systems are in place to track the achievement of students from disadvantaged backgrounds from the outset of their time at school

Through our approach, we will respond to systemic challenges and individual needs, which are rooted in the analysis of robust diagnostic assessment as opposed to assumptions about the impact of disadvantage.

At Ruislip High School we have agreed that the following points are non-negotiable:

- Every member of staff is to take responsibility for the quality of education and outcomes for students identified as disadvantaged, meaning that students identified as disadvantaged are to be challenged in their work with any misconceptions being identified early and addressed.
- Staff will intervene early as barriers to learning for this student group arise.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>The school recognises the importance of outstanding attendance for all students. The fact that the attendance of students identified as disadvantaged is below that of other students is a priority for the school to address. For 2021-2022, attendance of students identified as disadvantaged was 2.35% lower than for 'other' students. The school is committed to raising attendance percentages to pre-pandemic levels and has set an ambitious target of 95% attendance for all students and a persistent absentee level of 10% or lower.</p>
2	<p>Aspiration</p> <p>Whilst there is not an issue with low aspirations, students identified as disadvantaged can need support to identify how to realise their aspirations and to overcome the challenges that will present on the way there.</p> <p>This can be linked with low expectations and this is evident in option choices at transitions between key stages. The school recognises that students identified as disadvantaged may require more support in</p>

	<p>applying for the sixth form, further education, university and career paths than other students.</p> <p>Although there has been a significant increase in the number of students identified as disadvantaged studying languages at Key Stage 4 in recent years, this number remains below that of 'other' students.</p>
3	<p>Parental Engagement</p> <p>Parental engagement, such as attendance at parents' evenings, can be challenging for students identified as disadvantaged. The school has always recognised this and has instigated strategies such as having family liaison officers and Assistant Heads of Year (AHOYs) who have parental engagement as a key priority. However, the school recognises that a small number of parents do not engage and this is a challenge the school is committed to addressing. This has been a particular issue with remote parents' evening and the school recognises that new approaches need to be implemented this academic year.</p> <p>The target for this year is to ensure attendance at parents' evenings is in line for students identified as disadvantaged and 'other' students at 97%.</p> <p>Engagement in extracurricular opportunities continues to be an area the school values. The school has relaunched its Above and Beyond programme and currently (Oct 2022) 76% of Year 7 students identified as disadvantaged are participating in clubs and/or participate in wider opportunities in the school such as Student Parliament. The Assistant Headteacher and Above and Beyond coordinator will continue to implement strategies to engage disadvantaged students such as an early offer of clubs to make sure disadvantaged students are given priority. Leaders will monitor this group of students' participation rates.</p>
4	<p>Literacy</p> <p>Particularly after lockdown, when much work was completed online, and some students did not engage with all work provided, improving literacy levels continues to be a challenge. The average reading age of students identified as disadvantaged in Year 8 in 2022-23 is 13 years and 3 months, compared with an average of 14 years and 3 months for other students in that year group. The school is data rich; ensuring relevant data, coupled with appropriate reading strategies, are shared with all teachers is a key strategy for the academic year.</p>
5	<p>The progress of disadvantaged students compared to their peers due to lockdown closures over the past two years</p> <p>The assessment data from all year groups across the school has identified that disadvantaged students do not make similar levels of progress as their peers. This is evident in the 2021 / 2022 Year 11 cohort's performance, where students identified as disadvantaged achieved a Progress 8 score of 0.16 which, although above the average 0.15 for 'other' students nationally, is below their peers at Ruislip High School who recorded a Progress 8 score of 0.66. This gap</p>

	is similar in other year groups at the school. School staff continue to work to improve the use of assessment and feedback to support students to know more and remember more. The school is committed to diminishing any in-school gaps in achievement and there is a sharp focus on this from when students join in Year 7.
6	Wellbeing and Mental Health For some students identified as disadvantaged, there are issues surrounding mental health and wellbeing that can cause them to fall behind their peers. Some students identified as disadvantaged disproportionately struggle with self-regulation in and outside the classroom.

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
Students who attract pupil premium do not have gaps in their learning due to absences from school.	To sustain high attendance which is better than national average and in line with other students as demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all students being no more than 5%; the gap between the attendance of students identified as disadvantaged and other students is reduced from 2.35% to no more than 1%.
The school's KS4 and KS5 curriculum pathways together with tailored careers information, advice and guidance ensure that more students who attract the Pupil Premium are enabled to stay on to the sixth form.	To reduce in-school variation of student outcomes as demonstrated by: <ul style="list-style-type: none"> the EBacc entry for all students to increase year-on-year; an increase in the percentage of disadvantaged students who enter the sixth form, rising to be at least in line with 'other' students; the number of students in receipt of the Bursary Funding in the Sixth Form to increase to 20% (it stood at 12% in academic year 21-22) due to improvements in student outcomes. At present this is 11%, however the school is continuing to work with a number of students who have not yet completed their applications.

	<ul style="list-style-type: none"> ● improved careers information and advice for students from a disadvantaged background
Parents of students who attract pupil premium support their child to engage in all aspects of school life.	<p>Attendance at parents' evenings is in line for students identified as disadvantaged and other students at 97%.</p> <p>The proportion of KS3 students identified as disadvantaged engaging in Above & Beyond (extracurricular) activities to over 90%.</p>
<p>Students who attract pupil premium are supported to develop their literacy.</p> <p>Reading age tests take place at the beginning of Year 7 and are used as baseline data to allocate initial intervention and the weakest readers are supported by the Learning Support Faculty.</p> <p>Students receiving intervention will be re-tested following the intervention and all students will be retested at the end of the academic year.</p>	<p>Reading tests implemented at the conclusion of the academic year demonstrate students from disadvantaged backgrounds making progress in line with 'other' students across the school.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations will show that students are more able to sustain positive wellbeing and know where to seek support should they require this.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged students.</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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading - invest in CPD for teachers to ensure that all students have access to high-quality teaching and disciplinary literacy.</p> <p>Utilise the assessment and feedback programme from the EEF to ensure that students identified as disadvantaged benefit from regular, robust feedback.</p> <p>Subject specific assessment maps will identify how staff will implement the Whole-school assessment and feedback policy and the section relating to 'Supporting students identified as disadvantaged' in the Teaching and Learning policy.</p>	<p>Research (EEF) is clear that “high-quality teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils”.</p> <p>Providing high-quality feedback to students is integral to effective teaching (EEF guidance). Evaluating how well students have learned the curriculum will support teachers with future planning, for example addressing misconceptions and providing challenge when students show they are ready for more demanding work will be central to this approach.</p> <p>Quality assurance activities such as learning walks and book looks will show the effectiveness of the recently introduced Teaching and Learning and Assessment policies.</p>	<p>1 - Attendance 2 - Aspiration 3 - Engagement 4 - Literacy 5 - Teaching and Learning</p>
Embed the use of software platforms (ClassCharts and Provision Mapper) to	The visual representation of the data provided by this software further enables all staff to plan and organise their classrooms to maximise learning	<p>2 - Aspiration 3 - Engagement</p>

raise the profile of vulnerable and/or disadvantaged students amongst all staff and ensure all interventions are reviewed and effective.	<p>opportunities and highlight where further intervention is required. This is also an excellent management tool for personalised analysis of behaviour and rewards.</p> <p>Learning walks and book look that focus on achievement of students identified as disadvantaged in lessons will provide useful evidence of the effectiveness of Class Charts to maximise the progress that the identified group make.</p>	
Use of platform (PiXL) to support teachers with examination resources and collaboration	The platforms used support teachers to teach high-quality lessons which EEF research is clear is the most important lever to improve outcomes for students identified as disadvantaged.	1 - Attendance 2 - Aspiration 3 - Engagement 4 - Literacy
Embed a reading policy - a whole-school approach to increase the understanding, and retention, of Tier 2 and Tier 3 vocabulary and embed disciplinary literacy across the curriculum and promote a love of reading (EEF Improving Secondary Literacy recommendations 1 & 2)	<p>Low literacy is an indicator not only of poor academic outcomes but also: "People with poor literacy skills are more likely to be unemployed, have low incomes and poor health behaviours [...] earn 12% less than those with good literacy skills (National Literacy Trust). The focus on vocabulary is based on research for improving secondary literacy (EEF), particularly recommendations 1 and 2 (focus on disciplinary literacy and targeted vocabulary instruction).</p> <p>Curriculum-based improvements for all students are intended to complement specific literacy interventions such as one-to-one and small group support with a clear focus and measurable outcomes.</p> <p>Please click here to access the school's reading policy.</p> <p>The evidence will be gleaned through reading age data, book looks and learning walks as well as interviews with students. Student work seen in book looks will show that students have learnt Tier 2 and Tier 3 vocabulary.</p>	4 - Literacy
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	4 - Literacy 4 - Teaching and learning

<p>in Secondary Schools guidance.</p> <p>November 2022 INSET time will be spent focussing on each teacher's subject area.</p>	<p>Improving Literacy in Secondary Schools. Evidence will be seen through learning walks and book looks.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention aimed primarily at students with the lowest reading ages.</p> <p>Invest in 'MyTutor' intervention programme which provides one-to-one targeted and tailored support for GCSE and A-level students.</p> <p>The school employs an English intervention teacher three days a week. This teacher targets interventions for our bottom 20% of readers, where their reading ages are below their chronological ages, to support their reading skills and progress.</p> <p>The maths intervention teacher targets students from Year 7 who are not making expected progress in maths.</p> <p>Utilise school-led tutoring (DfE will pay 60% of</p>	<p>Research (EEF) consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>EEF has researched literacy at transition to secondary school (https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition) and how to improve literacy in secondary schools (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)</p> <p>Adopting a targeted reading intervention for students identified as disadvantaged who need additional help to comprehend texts and address vocabulary gaps will support students' ability to comprehend texts and read for meaning (EEF research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)</p>	<p>2 - Aspiration</p> <p>4 - Literacy</p>

costs) to support students, particularly vulnerable students, who would benefit from catch-up tutoring.	ning-toolkit/reading-comprehension-strategies)	
Core Kick Start Deploy intervention at the start of Year 7 in English and mathematics to develop confidence in the core subjects	This targeted intervention aims to reach students who are 'working towards' or below in English, Maths or across both subjects. This provision enables students to receive extra tuition from a subject specialist. Historically, students who have attended CKS have made some progress across the subjects. Feedback from parents is positive and, in the past, parents have said that this intervention is valuable as it helps them to understand what their child is learning and how they can help them further at home.	1 - Attendance 2 - Aspiration 3 - Engagement 4 - Literacy

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Increase attendance of students from disadvantaged backgrounds using a new staffing model (which includes an attendance manager) and new Class Charts software to allow Assistant Heads of Year (AHOYs) to strategically intervene with key families. Using the new Tracker system and Attendance Reflection booklets to engage students more	The teacher toolkit has brought about successful change to the attendance at Ruislip High School when it was first introduced. This is based on a case study from Educating Stamio: Breaking down barriers to good attendance .	1 - Attendance

with their attendance rates.		
Behaviour Decrease the number of fixed-term exclusions given to students from a disadvantaged background through interventions and programmes devised and delivered by AHOYs.	Mentors work with students who are at risk of exclusion and those students that have had an exclusion. AHOYs also liaise with external mentors who work with students to give students from disadvantaged backgrounds new experiences that support various pathways in further education. AHOYs work with parents to help support the students at both home and school and this partnership is invaluable in helping reduce the number of Fixed Term Suspensions (FTSs). It improves the home-school communication and support network.	2 - Aspiration 3 - Engagement
Parental Engagement Increase attendance of parents from disadvantaged backgrounds to parents' evenings through interventions and programmes devised and delivered by Assistant Heads of Year.	'Parental engagement has a large and positive impact on children's learning.' DfE (2010)	2 - Aspiration 3 - Engagement
Family Liaison Officers (FLOs) - SEND and DA students Utilise dedicated staff who work closely with parents/guardians and students to help encourage regular attendance and engagement with school.	FLOs assist in tackling underachievement by working in partnership with families, in a school context. The FLOs aim to enable students, particularly those identified as disadvantaged, to have full access to educational opportunities and to overcome barriers to learning and participation. This includes monitoring attendance.	1 - Attendance 2 - Aspiration 3 - Engagement
School counsellor Extend the counselling provision from three to four days per week to support the emotional and mental health needs of students.	"Counselling can assist students to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals." (Counselling in schools, a blueprint for the future, DfE 2006)	1 - Attendance 2 - Aspiration 3 - Engagement 6 - Wellbeing and mental health
WeStrive Utilise the company to provide one-to-one	Both students and parents have communicated the need for mental health support in school. Students' well	1 - Attendance 2 - Aspiration 3 - Engagement

mentoring in order to support students with mental health issues, anxiety, behaviour and anger management.	being improves when they are able to express their emotions in an appropriate environment. Feedback from parents and students is positive in relation to the impact that this has had on improving attendance and overall mental health so we are continuing the programme.	6 - Wellbeing and mental health
Alternative provision Employ BUILD to work with some of our most vulnerable students, supporting them with a more practical career path and working one-to-one with students who are at risk of being permanently excluded.	Students have achieved vocational qualifications alongside their academic achievements in school. Vulnerable students struggling in mainstream education receive an opportunity of one-to-one tuition during these placements. This has helped to improve students' overall attitude to learning, level of focus and aspirations for the future. Feedback is positive from both students and parents and has helped to reduce risk of permanent exclusion. Consequently this strategy is to be continued for 2023.	1 - Attendance 2 - Aspiration 3 - Engagement
Uniform and other essential supplies, including support towards school trips and school equipment	Research (EEF) shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1 - Attendance 3 - Engagement 6 - Wellbeing and mental health
Activities Week The school holds an annual Activities Week during the summer term. Activities include a variety of trips and visits that widen students' cultural capital such as theatre trips. Students in receipt of the pupil premium will not lose out on opportunities due to a lack of parental funds.	In Cultural Literacy (1988), ED Hirsch summarises that "to be culturally literate is to possess the basic information needed to thrive in the modern world". It follows then that, as teachers, we need to ensure that along with teaching the content of the curriculum, we are enabling students to function as well-informed individuals well after they leave school.	3 - Engagement 6 - Wellbeing and mental health

Total budgeted cost: £291,000

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.

Please click [here](#) to find our reflection on strategies undertaken to narrow the disadvantage gap. Please see below for a review of this.

Improving Teaching and Learning

The school invested in a team of three lead practitioners who worked with teaching staff on how to develop their practice including leading workshops during twilight INSET focused on, amongst other things, how to engage the most vulnerable learners across the school. The lead practitioners worked with curriculum leaders to oversee the [Whole-school assessment and feedback policy](#) and led on developing the relevant section on '[Supporting students identified as disadvantaged](#)' in the Teaching and Learning policy.

In the absence of KS2 data, the school invested in diagnostic reading assessments and ensured these assessments were carried out at key points in the year. This data was subsequently shared with staff and displayed on seating planner software ensuring staff were clear about the sub-group categories and reading scores of all students they teach. Reading tests were also administered on the Year 6 into 7 transition day meaning students from a disadvantaged background with low reading ages could be immediately identified.

The 'Golden Thread' approach was used to increase the understanding, and retention, of Tier 2 and Tier 3 vocabulary, embed disciplinary literacy across the curriculum and to promote a love of reading ([EEF Improving Secondary Literacy recommendations 1 & 2](#)). This was reviewed and revamped part way through the year and simplified for clarity and impact, focusing on the key areas of: staff development; supporting students with low reading ages and promoting a love of reading through reading enrichment activities.

Teachers used the platform PiXL to support the use of examination resources and collaboration. Certain key material focusing on target groups in English and maths were utilised and the school will continue to work with the PiXL associate.

Targeted Academic support

A Year 11 Academic Mentor worked with small groups of underachieving students. Headline figures showed that Year 11 students from a disadvantaged background achieved a Progress 8 score of 0.16. Qualitative feedback from students also highlighted that they appreciated having a structure to their revision and found it helpful to have someone to whom they were accountable to if they did not meet

expectations. There was also 100% attendance at parents' evening for this particular group.

The school utilised school-led tutoring to support students who would benefit from catch-up tutoring. Overall, the attitude to learning and assessment scores of students involved in school-led tutoring improved and the students responded positively to the extra sessions being led by school staff rather than external providers. The school also invested in the 'MyTutor' intervention programme which provided one-to-one targeted and tailored support for GCSE and A-level students. This intervention worked exceptionally well for certain students but the challenge was ensuring that all sessions were attended.

In the summer term the school started a whole-school review of homework provision which also considered the extent to which literacy barriers contributed to students not completing homework. A review of assessment and prior attainment data highlighted the need for a comprehensive identification process to ensure that the right students were receiving the most appropriate literacy support.

Once the reading age data was collated and analysed by Easter 2022, a Reading at Transition intervention plan, which focussed on supporting students with a reading age that was less than their chronological age, was set up. Recent analysis of reading age data indicates that those Year 7 students, identified as disadvantaged, benefited from reading intervention that began in the summer term of 2022 have made good progress. The school's English and maths Core Kick Start intervention was delivered to targeted Year 7 students. Overall, students made progress in both subjects. Students were able to receive specific attention from a subject specialist and work was completed in manageable steps to ensure students gained a stronger understanding of key concepts needed in English and maths. There was an average of 30% improvement in marks when comparing the baseline test with the final assessment.

Wider Strategies

Attendance

The attendance policy was reviewed so that more preventative and supportive steps were introduced, including more attendance reviews. The Assistant Headteacher set up half-termly meetings with Assistant Heads of Year (AHOY) to evaluate their action plans. The school appointed a new Attendance Manager and this role will be pivotal in coordinating a more strategic approach across the school

Behaviour

AHOY implemented more preventative measures in place to try and avoid high-level sanctions rather than being reactive to situations. Four out of five year groups had fewer disadvantaged students receiving fixed term suspensions than 'other' students. All students who received a fixed-term suspension were put on a Stage 4 report, a Personal Support Plan (PSP) and received mentoring from WeStrive.

Parental Engagement

The school conducted online parents' evenings and students from disadvantaged backgrounds were prioritised by being given early access to online booking systems. Heads of Year held study club sessions for students to support them with coursework

and homework. The school's activities week was structured in order to support students from a disadvantaged background to widen their cultural capital experience.

School counselling and mentoring services

The school employed a counsellor for three days a week. This provision was instrumental in supporting students' mental health. Thresholds for CAMHs referrals have risen and waiting lists have grown, therefore these students would have been without support had it not been for the school counselling service.

The school employed two mentors from the company WeStrive to deliver targeted mentoring to individual students. It is clear from qualitative feedback that the WeStrive interventions are having a positive impact on behaviour.

Alternative provision such as Innov8

Innov8 was used for two students and Academy 21 was used for four Year 11 students. All of the Year 11 students received qualifications at the end of the year. Two students attended the Skills Hub for a period of intense mentoring.

School performance data

Progress 8 2022

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using key stage 4 performance data. However, the DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. See [DfE guidance](#) for more information about KS4 performance measures.

However, the disadvantage gap for pupil progress for 2022 at Key Stage 4 suggests that the achievement gap is diminishing. The Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4) for our 31 Year 11 disadvantaged students was 0.17 compared with 0.15 for non - disadvantaged students nationally.

EBacc

Our drive to improve entry figures and outcomes for disadvantaged Year 11 students in relation to the EBacc subjects has also seen improvement.

In 2022, the EBacc entry for disadvantaged students was 39%, which is 3% above that for 'other' students whereas in 2021 the Ebacc entry figure for disadvantaged students was only 13% compared with 35% non-disadvantaged students.

In 2023, the expected EBacc entry figure for disadvantaged students is 33.3%, compared with 38% for 'other' students. Although this figure is slightly lower than that seen in 2022, it is still significantly higher than the 2021 figure and remains a priority for the school.

In 2022, 26% of disadvantaged Year 11 students secured Level 5+ in the EBacc subjects compared with 24% non-disadvantaged students nationally and 32% secured Level 4+ compared with 31% of non-disadvantaged students nationally. This indicates

that the drive to increase EBacc entry rates for disadvantaged students coupled with their improved GCSE outcomes is having success.

Attendance

Overall attendance in 2021/22 was higher than the previous year at 92.47%, as well as being higher than the national average. However, it is still not as high as the school's expectation. At times when all students were expected to attend school, absence among students identified as disadvantaged was 4.03% higher than their peers. These gaps are larger than in previous years, which is why attendance continues to be a focus in our current strategic plan.

We continue to be aware that challenges around wellbeing and mental health remain significantly higher than before the pandemic and the impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and changed how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
MyTutor - individualised lessons for students whose progress was affected by home circumstances/COVID	MyTutor
GL assessments NGRT reading tests (all Key Stage 3 students have been tested)	GL assessments
Academy21 for students who were unable to attend school	Academy21

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Each year group has a study club which supports students where there are concerns about their progress. Service children are expected to attend this provision, particularly when they join the school mid-year.</p> <p>All service children who join the school mid year meet with the Head of Year and the Headteacher and the meeting focuses on any support the student may need and how transitory their experience of school to date has been.</p> <p>The school employs mentors and a counsellor who support service children, particularly when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>In Year 11 the Progress 8 score achieved by Service Children is tracked separately and they achieved a P8 score of +0.10. This is a relatively small data set of 8 students and includes the fact that most students achieved exceptionally well.</p>

Further information (optional)

Ruislip High School's pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding the intended curriculum, which is broad and ambitious and ensures all students, particularly students identified as disadvantaged, know more and remember more of the knowledge and skills needed to be successful.
- offering a wide range of high-quality extracurricular activities through our Above and Beyond programme to boost students' wellbeing, behaviour, attendance, and aspiration. Activities will include sports clubs, reading clubs and the Duke of Edinburgh's Award to balance a focus on improving students' confidence, social skills and learning of life skills. Students identified as disadvantaged will be actively encouraged and supported to participate.
- utilising support from our local [Mental Health Support Team](#) to support students' wellbeing.

- parents of disadvantaged students will be given priority when booking parents' evening appointments
- Core Kick Start programme focusing on maths and English will be delivered to targeted Year 7 students. As well as cementing firm foundations in maths and English, this programme will build positive relationships between the school, parents and students.
- Assistant Heads of Year will focus on the pastoral aspects of school life for disadvantaged students.
- music instrumental lessons will be funded for disadvantaged students.

Planning, implementation, and evaluation

As part of planning the school's new pupil premium strategy, Ruislip High School staff hosted a VLT peer review in 2021/2022 which was designed to review the effectiveness of strategies to raise the attainment of students identified as disadvantaged.

The Trust also has an active Pupil Premium Forum which meets regularly, shares best practice and evaluates strategies across the Trust schools.

The peer review focused primarily on reading and EBacc, and involved meetings with senior and middle leaders, meetings with teachers, learning walks, discussion with students including scrutinising student books, and analysis of data. Following the review, an action plan has been created to complement the school's pupil premium strategy and ensure actions are evaluated using the [EEF's implementation guidance](#).