



Pupil Premium Strategy Statement

2024/2025

POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE	DATE
REVIEWED:	November 2024
REVIEW FREQUENCY:	One Year
DATE OF NEXT REVIEW:	November 2025
RESPONSIBLE OFFICER / REVIEWED BY:	Headteacher / Finance Committee

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rise Carr College
Number of pupils in school	(As at 22 nd November 2024) All students – 78 Single reg - 58
Proportion (%) of pupil premium eligible pupils	69.2% (All) 52.6% (Single reg)
Academic year/years that our current pupil premium strategy plan covers	7-11
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Finance Committee
Pupil premium lead	Sally Hudson
Governor lead	Su Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,750
Recovery premium funding allocation this academic year	£8,142
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	£44,892

Part A: Pupil premium strategy plan

Statement of intent

The Government provides pupil premium funding which is additional to main school funding. Rise Carr College intends to help address inequalities of vulnerable students when compared with their peers.

Rise Carr College is still dealing with the impact of Covid-19 and the unprecedented level of disruption to

their education. Along with the current national issues rising from the cost of living crisis.

It is the most vulnerable and disadvantaged children who have, and are being, in many cases, hardest hit. Pupil premium and other funding sources at Rise Carr College are going to be used to make every effort to ensure that these children have not and are not being left behind.

Challenges

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

Challenge number	Detail of challenge
1	Students often come from deprived backgrounds with significant financial constraints on day to day family life.
2	Students often struggle to regulate their emotions and this has a detrimental effect on their mental health and wellbeing
3	Students are often disengaged from education when they arrive at Rise Carr College
4	Due to the nature of students, it is often difficult to obtain recent or previous academic data
5	Students often have low career aspirations often linked to family dynamics

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
To ensure that learners, and their families, who are at risk of complete disengagement from education are provided with daily tuition, practical and emotional support	Students to make at least expected progress in Maths and English
To identify groups of pupil premium learners whose attendance in their previous school/year was poor. The attendance and family liaison role is to work with the learners and their families to improve their attendance and engagement at school	Targeted attendance work with an identified pupil premium cohort to improve attendance has shown the attendance from that in previous school.
To develop alternative forms of educating hard to reach learners who may have been moved quickly out of the area – this may be particularly relevant to children looked after, who can be moved with little notice into and out of the area	All pupil premium learners to receive a personalised timetable to meet their educational and well-being needs and independent careers advice from the school's external consultant
To ensure that students are well fed, dressed and have access to extra curricular activities	All pupil premium learners have access to free breakfast and lunch and will be provided with a free school uniform each academic year to allow them to feel proud of the community here at Rise Carr College and the part they play in it.
To provide a data driven starting point for all new students in order to identify appropriate interventions in reading, English, Maths and Science. Accelerated	Nationally standardised initial assessments. Structured reading improvement programme which enables students to work at their own pace and

Reader provides a planned reading programme for students in KS3 and Clifton House	choose their own reading materials, giving control and choice at their own pace
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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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 teaching support and interventions	To ensure students can access their learning by ensuring teachers quickly identify any gaps, can gather accurate academic data and ensure positive career aspirations are set	3, 4 & 5
<i>GCSEPod</i> <i>Accelerated Reader</i>	GCSEPod allows students to work independently, either at home or at Rise Carr College, on GCSE exam board work. It can also be used in lessons to reinforce learning. Accelerated Reader/MyOn offers in school and on line support for reading development	1 and 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELKAN</i>	ELKAN will allow Rise Carr College to develop the speaking and listening skills of all students, and especially those with particular needs. Staff will be focusing on: <ul style="list-style-type: none"> • What is involved in communication? • Interaction, listening and attention • Memory & learning • Understanding spoken language and non-verbal communication • The Blank Language Scheme • Promoting vocabulary development • Expressive language, written narrative, exploring the link between oracy + literacy • Social communication skills • The link between speech, language, reading and spelling • Linking it all together 	2 and 3
<i>1-1 support</i>	Additional support for structured interventions identified through initial assessment (GL and ELSA) <ul style="list-style-type: none"> • Maths • English 	3 and 4

	<ul style="list-style-type: none"> • Science • Reading • Well-being 	
<i>CareerWave</i>	Independent careers advice to support and guide students and their families to make informed Post 16 destination choices.	5

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

Budgeted cost: £34892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Alternative Education</i>	Alternative Education is used to reengage students by using a range of external providers. These providers can work with students on their social and emotional needs or offer a more practical alternative to mainstream education.	2 and 5
<i>ELSA</i>	An educational psychology led intervention for promoting the emotional wellbeing of students. Rise Carr College uses ELSA to support the emotional needs of their students using our own resources. We have trained teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of students in our care. It recognises that students learn better and are happier in school if their emotional needs are also addressed.	2
<i>Family liaison</i>	Support for families to address attendance issues at home, including support and referral to other agencies. Transport to and from school if required.	2, 3 and 5
<i>Provide free breakfast, school lunch and uniform</i>	Students are fed at both the start of the day and at lunchtime to ensure they are fully ready to engage with their learning. Students are given uniform to ensure they are smart, have a sense of belonging and appropriately dressed	1
<i>Free extra curricular activities</i>	Students are offered activities at the end of the school day to engage them in positive tasks as well as feeling part of a team and ensuring they have positive activities during their spare time.	1 and 2

Total budgeted cost: £44,892

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.

RCC have targeted students who require extra support with Math’s and English and provided additional 1-1 support. This allowed for targeted intervention work and resulted in improved rate of progress for the students.

The target attendance and family liaison support allowed students and families to be fully supported throughout the year. Families were given food vouchers during school holidays. Targeted families were also offered additional support through work with social care to ensure wrap around provision was given during the holiday time.

All RCC pupil premium students were allocated their own laptop and this meant that students could work independently at home in preparation for their GCSE exams. Students in KS3 were able to access online programmes to support with any gaps in their learning. This prevented students from falling behind their peers.

RCC purchased GL assessment suite and this gives staff and students a clear starting point, what they needed to work on to make at least good progress.

CareerWave worked with students and parent/carers, meeting students at least termly in KS4 and parents/carers once in Year11 as well as at least one meeting with all KS3 students. This resulted in all pupil premium KS4 students having a positive Post 16 destination. It has also allowed other students to build up a relationship with CareerWave staff so they can more effectively support them and prepare them for Post 16 and ultimately have high career aspirations.

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
Alternative Education	Martin Gray / Future Pathways Boxwell Right Trax Academy 21 Open Arms / Learning Trades The Allotment Project Tu Nova Gym Sensei Gym Darlington College N Gage The Learning Zone Washington Riding Centre Outdoor Ambition CareerWave