

Pupil Premium Strategy Statement 2018 to 2020

School overview

Metric	Data
School name	Rednock School
Pupils in school	1192
Proportion of disadvantaged pupils	214
Pupil premium allocation this academic year	£144,000
Academic year or years covered by statement	2018/2019 to 2019/2020
Publish date	October 2019
Review date	October 2020
Statement authorised by	David Alexander
Pupil premium lead	Sharron Cunningham
Governor lead	Di Caesar

Disadvantaged pupil performance overview for last academic year, 2018-2019

Progress 8	-0.955
Attainment 8	29.19
Percentage of Grade 4+ in English and maths	23.1%
Percentage of Grade 5+ in English and maths	3.8%

Strategy aims for disadvantaged pupils (2019 – 2020)

Aim	Target	Target date
Attendance	Improve attendance to national average	Sept 2020
Progress 8	Achieve national average for progress made by disadvantaged students.	Sept 2020
Attainment 8	Achieve national average for attainment for disadvantaged students.	Sept 2020
Percentage of Grade 4+ in English and maths	Disadvantaged students achieve average English and Maths 4+ scores in line with similar schools.	Sept 2020
Percentage of Grade 5+ in English and maths	Disadvantaged students achieve average English and Maths 5+ scores in line with similar schools.	Sept 2020

Teaching priorities for current academic year (2019-2020)

Measure	Activity
Secure a teaching team of English specialists to facilitate the delivery of a high-quality English provision.	Recruitment, retention and professional development of the English department
Further develop literacy skills so that students can access the curriculum and achieve in line with their peers.	Buy-in and embed the following Literacy strategies across KS3: <ul style="list-style-type: none"> ● PiXL Code & Unlock ● Reading Lab. ● Lexia
Further develop numeracy skills so that students can access the curriculum and achieve in line with their peers.	Development of a KS3 Mastery Maths curriculum in Year 7 (2019), Year 8 (2020) and Year 9 (2021) to support the development of numeracy.
Barriers to making progress against the teaching priorities.	Retaining a fully staffed English Department.
Projected spending	£8000

Targeted academic support for current academic year (2019-2020)

Measure	Activity
Small group literacy interventions lead to improved reading and spelling ages which contributes to increased engagement in the curriculum.	Literacy Interventions across KS3 for low attaining disadvantaged students.
Small group numeracy interventions lead to improved mastery of the key skills which contributes to increased engagement in the curriculum.	Buy-in and embed a numeracy programme e.g. 'Direct Instruction Numeracy' across KS3 for low attaining students.
1:1 support ensures that all students are appropriately challenged and supported to achieve in line with their peers.	Raising Standards Leaders to support identified disadvantaged KS4 students.
Barriers to making progress against these priorities.	Student engagement
Projected spending	£77,000

Wider strategies for current academic year (2019-2020)

Measure	Activity
Through effective Home – School partnerships, the attendance of the disadvantaged group improves.	Appointment of a new role, Parent Engagement Officer (PEO) is sharply focused on working with families to increase attendance across KS3 and KS4.
	Community Support Officers continue to provide a point of daily contact and are in regular contact with parents/carers so that issues/questions can be dealt with and resolved promptly.
Barriers to making progress against these priorities.	Parental engagement
Projected spending	£59,000

Monitoring and implementation (2019-2020)

Area	Challenge	Mitigating action
Teaching	Ensuring that enough time is given to allow for staff CPD	Use of INSET Days and Twilight Sessions. Additional cover provided to facilitate CPD time.
Targeted support	Resources and capacity to deliver Maths targeted interventions.	Maths staff, assigned to ‘available for cover’ to be redeployed to work with small groups of students.
Wider strategies	Engaging the families facing the most challenges	Working closely with the local authority to support school to establish and roll out support strategy.

Review: last year’s aims and outcomes (2018-2019)

Aim	Outcome
Attendance Data for 2018-2019 shows an improvement on 2017-2018	Not achieved
The progress 8 gap between disadvantaged students and their peers reduces.	Not achieved.
Achievement gap between disadvantaged and non-disadvantage group is reduced in English	Partly achieved – achieved in Years 7 and 8