

## Whole School Pupil Premium Strategy Statement

Summary Information			
School	Rednock School		
Academic Year	2020 - 2021	Total number of students eligible for PP Grant:	227
Total number of students on roll:	1222	Total PP budget	£170,000

Summer 2020 Attainment (Y11 Leavers)					
Attainment 8			Basics Measures		
	Students eligible for PP	Students not eligible for PP		Students eligible for PP	Students not eligible for PP
Average Attainment 8:	3.68	4.98	% Achieving basics (EM 4+)	37.1	69.0
Average Attainment 8: English	3.86	5.01	% Achieving basics (EM 5+)	20.0	42.1
Average Attainment 8: Maths	3.35	4.67			

Autumn 2020 Attainment (Current Y11)					
Attainment 8			Basics Measures		
	Students eligible for PP	Students not eligible for PP		Students eligible for PP	Students not eligible for PP
Average Attainment 8:	2.82	4.26	% Achieving basics (EM 4+)	22.9	47.1
Average Attainment 8: English	3.12	4.15	% Achieving basics (EM 5+)	8.6	22.9
Average Attainment 8: Maths	2.55	4.00			

Barriers to future attainment (for students eligible for PP)			
In-school barriers		Success Criteria	February 2021 Review
A	Quality of teaching in English and Maths	Improved progress and attainment in basics (E&M) with a particular focus on boys. <ul style="list-style-type: none"> <li>● PP A8 = 4.18</li> <li>● PP A8 English = 4.56</li> <li>● PP A8 Maths = 3.90</li> <li>● PP E&amp;M at grade 4 = 47%</li> <li>● PP E&amp;M at grade 5 = 24%</li> <li>● PP A8 Boys = 3.68</li> <li>● PP A8 Girls = 4.39</li> </ul>	
B	Effective academic identification and resulting intervention for individual students. Progress at KS4 is an ongoing issue despite an upturn in results in summer 2020		
C	Progress of boys in English		
D	Impact of COVID-19 and national lockdown is likely to have adversely affected this group even more than other students		
E	Unable to access the curriculum effectively. Rigorous and systematic procedures for literacy improvement are being developed, including the use of reading age data to monitor and compare current students.	PP students are able to effectively access the curriculum in all year groups. <ul style="list-style-type: none"> <li>● PP work scrutiny and student voice shows high levels of engagement and progress through the curriculum</li> </ul>	
F	Engagement with school routines and as a result receive more minor and major consequences.	Reduced PP student behaviour consequences. <ul style="list-style-type: none"> <li>● PP FTEs within 5% of national average (all students)</li> <li>● PP consequences in line with all students by 2022</li> </ul>	
External barriers (issues which require action outside of school, such as low attendance rates)		Success Criteria	
G	Attendance of PP students	Improved attendance of PP students <ul style="list-style-type: none"> <li>● PP attendance in all years within 1% of non-PP students.</li> </ul>	
H	Safeguarding and well being concerns are far greater for PP students than their non PP counterparts. This impacts academic performance, attendance, engagement with school and behaviour	All of the above	

\* 95% of FFT(20) targets)

**Whole School Strategy for PP students and expenditure**

i. Quality of teaching for all students					How will you ensure that it has been implemented well?	
Aims	Approach	What is the evidence and rationale for this choice?	Actions	Cost	Staff lead	Review date
A, C	Ensure teaching in E&M is of the highest quality by: <ol style="list-style-type: none"> <li>1. Recruiting a full team of E&amp;M teachers</li> <li>2. Over staff if possible</li> <li>3. Training in the direction of the use of purposeful practice.</li> <li>4. Regular low stakes testing</li> </ol>	<ul style="list-style-type: none"> <li>• E&amp;M are key subjects for students and performance measures.</li> <li>• High quality teaching is the most effective method for raising PP attainment.</li> <li>• Practise and testing are consistently shown to be highly effective methods of raising attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit staff</li> <li>• Train staff</li> <li>• Monitor teaching in these subjects at KS4.</li> <li>• Raising standards 'Core' group meetings focus on the PP cohort.</li> </ul>	Costs included within staffing budget outside of PP monies	SCU/SMB/HYP/HCR	Feb 2021
E	Literacy at KS3 improves by the implementation of targeted interventions	<ul style="list-style-type: none"> <li>• Literacy is critical in the progress of all learners at all key stages.</li> <li>• PP students have typically lower levels of literacy than non-PP students.</li> <li>• It is PP boys with lower literacy levels who perform least well at Rednock.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading ages and spelling ages combined with CATs data is used to target literacy interventions</li> <li>• Lexia programme is up and running.</li> <li>• Reading Lab is used within the timetabled curriculum sessions</li> <li>• Use of PiXL Reading speed resources</li> <li>• Reading focus via the Tutor Programme</li> <li>• Promote reading via the virtual LRC provision.</li> </ul>	£28,900	SCU/NLB/Literacy teachers	Dec 2020
D, E	PP outcomes improve as a result of having the necessary equipment and learning resources to access the curriculum and study independently.  Distance Learning is supported by students being given access to the necessary IT facilities	<ul style="list-style-type: none"> <li>• Students need to be fully equipped for lessons and have the resources that will enable them to access the curriculum e.g. Revision Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a departmental budget to support disadvantaged students with materials/ equipment.</li> </ul>	£2000	SCU/HoDs	Jan 2021
F	Their is a reduction in non-completion of homework consequences as a result of providing a homework club at lunch times	<ul style="list-style-type: none"> <li>• Students that are struggling to complete homework out of lesson need to be provided with a safe and secure learning environment in school.</li> </ul>	<ul style="list-style-type: none"> <li>• A homework club is set up within each of the Year group bubbles.</li> </ul>	£3,500	RSLs/TAs	Jan 2021
A, C, D, E	PP outcomes improve by ensuring that students receive a high quality teaching provision that is COVID secure.	<ul style="list-style-type: none"> <li>• Features of good teaching include effective instruction and feedback which will lead to improved outcomes for PP students.</li> <li>• COVID-19 is likely to impact on the ability of teachers to deliver the above.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure strong staffing in all areas.</li> <li>• Training in Rednock T&amp;L focus 'Back to Basics'</li> <li>• Support and training for teachers in delivering lessons remotely.</li> </ul>	£0	MRM/HoDs	Dec 2020
D, E	A review of behaviour systems and reorganisation of support	<ul style="list-style-type: none"> <li>• Internal data shows that PP</li> </ul>	<ul style="list-style-type: none"> <li>• Reorganisation of the pastoral</li> </ul>	£34,300	KCO/Pastoral	Termly

	groups ensures that time in school is maximised as students are compliant and teachers are able to teach.	<p>students are more likely to be adversely affected by negative behaviour consequences.</p> <ul style="list-style-type: none"> <li>• Time is critical in catching up gaps caused by COVID.</li> <li>• The students who are most disadvantaged by a disorderly classroom are the PP cohort</li> </ul>	<p>staff into year group bubble support teams.</p> <ul style="list-style-type: none"> <li>• Appointing new staff into the pastoral team.</li> <li>• Implementation of changes to the behaviour system from Sept 2020.</li> </ul>		Roles	
--	---	---	--	--	-------	--

**ii. Targeted Support**

ii. Targeted Support					How will you ensure that it has been implemented well?	
Aims	Approach	What is the evidence and rationale for this choice?	Actions	Cost	Staff lead	Review date
A, C	Specific focus on English for targeted interventions to improve outcomes in the basics, E&M	<ul style="list-style-type: none"> <li>• English is a key subject for students' progression routes and options later in life.</li> <li>• PP progress and attainment is significantly below other students.</li> </ul>	<ul style="list-style-type: none"> <li>• If required purchase identified intervention package e.g. My Tutor</li> <li>• Training of staff in the use of intervention materials e.g. PiXL Strive for 5 and 10 for 10</li> <li>• Use Horsforth grid to identify students for intervention</li> </ul>	£5,000	SCU / SMB	
A, C	Specific focus on Maths staffing for targeted interventions to improve outcomes in the basics, E&M	<ul style="list-style-type: none"> <li>• Maths is a key subject for students' progression routes and options later in life.</li> <li>• PP progress and attainment is significantly below other students.</li> </ul>	<ul style="list-style-type: none"> <li>• If required purchase identified intervention package e.g. My Tutor</li> <li>• Training of staff in the use of intervention materials e.g. PiXL Strive for 5 and Walking Talking Mocks</li> <li>• Use Horsforth grid to identify students for most appropriate intervention</li> </ul>	£5,000	SCU / HYP	
C	Targeted support and intervention during curriculum time, tutor time, social time or afterschool to improve KS4 outcomes.	<ul style="list-style-type: none"> <li>• One member of staff (RSL) has responsibility for overseeing the support for the PP students in each year group.</li> <li>• Each RSL will be the students' advocate and facilitate the support needed.</li> <li>• RSLs will lead and deliver some of the improvement interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• A RSL is appointed for each year group.</li> <li>• Each RSL tracks and monitors students' performance and organises support for students based on individual need</li> </ul>	£31,100	SCU/STW/RSLs	
G, H	Increased staffing to support the safeguarding needs of the PP cohort and ensure that there is a focus on their safety and wellbeing.	<ul style="list-style-type: none"> <li>• The safeguarding caseload has increased significantly during COVID-19.</li> <li>• Safety and well being are critical to progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional members of the SLT assigned to the role of DSL.</li> <li>• The four CSOs maintain regular contact with the students in their year group bubble/ community</li> </ul>	£33,600	KCO/CSOs	

			<ul style="list-style-type: none"> <li>Staff training</li> </ul>			
G, H	Increased staffing expertise to support the needs of the PP cohort and ensure that there is a focus on their wellbeing and school attendance.	<ul style="list-style-type: none"> <li>Students' health and wellbeing has been significantly affected during COVID-19.</li> <li>Safety and well being are critical to progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>A dedicated member of staff (PSA) works with families to re-engage students and improve attendance.</li> </ul>	£13,600	PSA/CSOs	
F	Whole school CPD focus on trauma informed practice and the development of an intervention package to support students at risk of becoming disengaged/excluded from school.	<ul style="list-style-type: none"> <li>PP students are significantly more likely to be excluded from school.</li> <li>Exclusion is a significant barrier to life chances and progress in school.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school CPD focus on Trauma Informed Practice</li> <li>Review of the Behaviour Policy</li> <li>Plan interventions for students at risk of exclusion ready for a Jan 2021 start.</li> <li>Planning the design and set up of the 'Hope' Centre - a 're-engagement in learning' support facility.</li> </ul>	As part of Trauma Informed practice CPD (costed within CPD budget)	KCO/MRM	
F	Regular review of attendance data and implementation of intervention strategies leads to improved PP attendance.	<ul style="list-style-type: none"> <li>Attendance of PP students is lower to the attendance of non-PP students.</li> <li>Attendance is critical to progress.</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly Community panel meetings to review attendance data.</li> <li>More accurate and focused interventions for PP students.</li> <li>SLT lead to provide strategic oversight and updates on a more regular basis (fortnightly)</li> </ul>	Costs included within staffing budget outside of PP monies	KCO / CLs	
<b>iii. Other Approaches</b>						
					<b>How will you ensure that it has been implemented well?</b>	
<b>Aims</b>	<b>Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Actions</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Review date</b>
F, D, E	Funding of equipment and learning resources enables students compliance with school expectations and promotes engagement with school life.	<ul style="list-style-type: none"> <li>PP students are more likely to receive behaviour points for not having the correct equipment and learning resources.</li> </ul>	<ul style="list-style-type: none"> <li>Buy and allocate equipment and learning resources as required.</li> </ul>	£5000	SCU	
F, D, E	Funding of some extra-curricular activities to enable PP students to engage with the school community and provide greater opportunities.	<ul style="list-style-type: none"> <li>Student leadership, sport, music and drama prodigy skills for students to engage with learning and life.</li> <li>PP students do not always get these opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Audit PP participation in extracurricular activities.</li> <li>Positively discriminate to ensure PP students take part and are fully funded</li> </ul>	£5000	SCU	
F, G	Improve students well being and focus on learning by providing healthy snacks for students when they have not had breakfast/lunch.	<ul style="list-style-type: none"> <li>Providing students with a snack or breakfast will ensure that students are more likely to be ready and able to learn in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Year group support teams have a supply of snacks</li> <li>The morning breakfast club will be re-established once the Year group bubbles can be collapsed.</li> </ul>	£3000	CSOs	