

**Whole School Pupil Premium Strategy Statement
2020 - 2021**

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	October 2021 Review																																
A	Quality of teaching in English and Maths	<p>Improved progress and attainment in basics (E&M) with a particular focus on boys.</p> <ul style="list-style-type: none"> ● PP A8 = 4.18 ● PP A8 English = 4.56 ● PP A8 Maths = 3.90 ● PP E&M at grade 4 = 47% ● PP E&M at grade 5 = 24% ● PP A8 Boys = 3.68 ● PP A8 Girls = 4.39 	<table border="1"> <thead> <tr> <th>Measure</th> <th>Target</th> <th>Progress data Dec 2020</th> <th>TAGs Aug 2021</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>4.18</td> <td>3.15</td> <td>3.57</td> </tr> <tr> <td>A8 English</td> <td>4.56</td> <td>3.22</td> <td>3.71</td> </tr> <tr> <td>A8 Maths</td> <td>3.90</td> <td>2.69</td> <td>3.40</td> </tr> <tr> <td>% E&M at grade 4</td> <td>47</td> <td>25.7</td> <td>42.9</td> </tr> <tr> <td>% E&M at grade 5</td> <td>24</td> <td>5.7</td> <td>17.1</td> </tr> <tr> <td>A8 Boys</td> <td>3.68</td> <td>2.74</td> <td>3.28</td> </tr> <tr> <td>A8 Girls</td> <td>4.39</td> <td>3.34</td> <td>3.74</td> </tr> </tbody> </table> <p>The end of KS4 data shows that while students did not meet the targets set, there was progress made between the December data drop and the final grades awarded (Teacher Assessed Grades TAGs). The grades students left with in summer 2021, were relatively higher against targets when compared to the previous 2 years.</p> <p>Despite the challenges associated with the pandemic, all of the Year 11 PP cohort progressed onto further education/ apprenticeship / training.</p>	Measure	Target	Progress data Dec 2020	TAGs Aug 2021	A8	4.18	3.15	3.57	A8 English	4.56	3.22	3.71	A8 Maths	3.90	2.69	3.40	% E&M at grade 4	47	25.7	42.9	% E&M at grade 5	24	5.7	17.1	A8 Boys	3.68	2.74	3.28	A8 Girls	4.39	3.34	3.74
Measure	Target			Progress data Dec 2020	TAGs Aug 2021																														
A8	4.18			3.15	3.57																														
A8 English	4.56			3.22	3.71																														
A8 Maths	3.90	2.69		3.40																															
% E&M at grade 4	47	25.7		42.9																															
% E&M at grade 5	24	5.7		17.1																															
A8 Boys	3.68	2.74		3.28																															
A8 Girls	4.39	3.34	3.74																																
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.	<p>PP students are able to effectively access the curriculum in all year groups.</p> <ul style="list-style-type: none"> ● PP work scrutiny and student voice shows high levels of engagement and progress through the curriculum 	<p>The levels of engagement are represented by Attitude to learning/ Behaviour for learning average grades. The following table compares the PP cohort to the non-pp cohort which shows the biggest difference in 'engagement' is reflected in the Year 9/11 cohorts.</p> <table border="1"> <thead> <tr> <th>ATL/BFL</th> <th>PP</th> <th>Non-PP</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>2.456</td> <td>2.613</td> <td>-0.157</td> </tr> <tr> <td>Year 9</td> <td>2.4</td> <td>2.875</td> <td>-0.475</td> </tr> <tr> <td>Year 10</td> <td>1.8</td> <td>1.81</td> <td>-0.01</td> </tr> <tr> <td>Year 11</td> <td>2.07</td> <td>2.42</td> <td>-0.35</td> </tr> </tbody> </table>	ATL/BFL	PP	Non-PP	Δ	Year 8	2.456	2.613	-0.157	Year 9	2.4	2.875	-0.475	Year 10	1.8	1.81	-0.01	Year 11	2.07	2.42	-0.35												
ATL/BFL	PP	Non-PP	Δ																																
Year 8	2.456	2.613	-0.157																																
Year 9	2.4	2.875	-0.475																																
Year 10	1.8	1.81	-0.01																																
Year 11	2.07	2.42	-0.35																																

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"> PP FTEs within 5% of national average (all students) PP consequences in line with all students by 2022 	The behaviour data for 2020/21 needs to be considered in line with a period of lockdown where only key workers or vulnerable students were in school. Therefore, the figures do not give a representative view of the whole school.																								
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"> PP attendance in all years within 1% of non-PP students. 	The target has not been achieved but the gap in attendance has been reduced compared to previous years. <table border="1"> <thead> <tr> <th>% Att.</th> <th>PP</th> <th>Non-PP</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>91</td> <td>93.8</td> <td>-2.8</td> </tr> <tr> <td>Year 8</td> <td>88.3</td> <td>91.5</td> <td>-3.2</td> </tr> <tr> <td>Year 9</td> <td>83.3</td> <td>89.7</td> <td>-6.4</td> </tr> <tr> <td>Year 10</td> <td>78.5</td> <td>89.3</td> <td>-10.8</td> </tr> <tr> <td>Year 11</td> <td>87.1</td> <td>90.4</td> <td>-3.3</td> </tr> </tbody> </table>	% Att.	PP	Non-PP	Δ	Year 7	91	93.8	-2.8	Year 8	88.3	91.5	-3.2	Year 9	83.3	89.7	-6.4	Year 10	78.5	89.3	-10.8	Year 11	87.1	90.4	-3.3
% Att.	PP	Non-PP	Δ																								
Year 7	91	93.8	-2.8																								
Year 8	88.3	91.5	-3.2																								
Year 9	83.3	89.7	-6.4																								
Year 10	78.5	89.3	-10.8																								
Year 11	87.1	90.4	-3.3																								

* 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"> Recruiting a full team of E&M teachers Over staff if possible Training in the direction of the use of purposeful practice. Regular low stakes testing 	<ul style="list-style-type: none"> E&M are key subjects for students and performance measures. High quality teaching is the most effective method for raising PP attainment. Practice and testing are consistently shown to be highly effective methods of raising attainment. 	<ul style="list-style-type: none"> Recruit staff Train staff Monitor teaching in these subjects at KS4. Raising standards 'Core' group meetings focus on the PP cohort. 	Costs included within staffing budget	SCU/SMB/HYP/HCR	<p>There are 2 new Heads of Core in post. The English and Maths department have remained fully staffed between March 2020 and March 2021. New English staff have been appointed for September 2021. This additional staffing will support the launch and ongoing delivery of the accelerated reading (AR) programme.</p> <p>Approaches to effective assessment have been developed in both areas and continue to be a focus moving forward to ensure that students receive effective feedback on a regular basis.</p>
E	Literacy at KS3 improves by the implementation of targeted interventions	<ul style="list-style-type: none"> Literacy is critical in the progress of all learners at all key stages. PP students have typically lower levels of literacy than non-PP students. It is PP boys with lower literacy levels who perform least well at 	<ul style="list-style-type: none"> Reading ages and spelling ages combined with CATs data is used to target literacy interventions Lexia programme is up and running. Reading Lab is used within the timetabled curriculum sessions 	£28,900	SCU/NLB/Literacy teachers	A soft launch of the whole school reading programme was launched in Term 6 with Years 7 and 8. This programme superseded Reading Lab but Lexia continues to be used as an additional literacy intervention. An intensive 6-week intervention was delivered in Term 6 to

		Rednock.	<ul style="list-style-type: none"> • Use of PiXL Reading speed resources • Reading focus via the Tutor Programme • Promote reading via the virtual LRC provision. 			<p>support reading.</p> <p>In Sept 2021, all students have now been assessed on the Accelerated Reader Scheme and assigned a choice of appropriately challenging texts. Initial feedback from students is very positive. The assessment point in December 2021 will confirm reading progress made.</p>
D, E	<p>PP outcomes improve as a result of having the necessary equipment and learning resources to access the curriculum and study independently.</p> <p>Distance Learning is supported by students being given access to the necessary IT facilities</p>	<ul style="list-style-type: none"> • Students need to be fully equipped for lessons and have the resources that will enable them to access the curriculum e.g. Revision Guides 	<ul style="list-style-type: none"> • Set up a departmental budget to support disadvantaged students with materials/ equipment. 	£2000	SCU/HoDs	<p>The Catch up and PP budget was used to provide resources for all students as required to support preparation for the TAGs assessments, Y10 mock exams and KS3 'Recall'.</p>
F	<p>There is a reduction in non-completion of homework consequences as a result of providing a homework club at lunch times</p>	<ul style="list-style-type: none"> • Students that are struggling to complete homework out of lesson need to be provided with a safe and secure learning environment in school. 	<ul style="list-style-type: none"> • A homework club is set up within each of the Year group bubbles. 	£3,500	RSLs/TAs	<p>Due to lockdown restrictions this was not launched in 2020/21 until Term 5/6. 2 members of staff have been appointed to run these clubs. Attendance was very low initially but there has been a significant increase in numbers since September.</p>
A, C, D, E	<p>PP outcomes improve by ensuring that students receive a high-quality teaching provision that is COVID secure.</p>	<ul style="list-style-type: none"> • Features of good teaching include effective instruction and feedback which will lead to improved outcomes for PP students. • COVID-19 is likely to impact on the ability of teachers to deliver the above. 	<ul style="list-style-type: none"> • Ensure strong staffing in all areas. • Training in Rednock T&L focus 'Back to Basics' • Support and training for teachers in delivering lessons remotely. 	£0	MRM/HoDs	<p>CPD remains constrained by Covid mitigation measures relating to meetings and group sizes however we have adapted. Using webinars and virtual T&L meetings.</p> <p>CPD programme planned for the year tied to SIP priorities. Specific targeted training and support provided by digital literacy lead to support colleagues delivering lessons remotely. Blended learning policy reviewed, expectations communicated. Investment in The National College to support CPD. Staff progress groups working on Rosenshines principles of effective instruction and Whole class feedback, making it work. Department T&L briefings planned with BCH focused on PP strategies. INSET closely linked to SIP targets</p>
D, E	<p>A review of behaviour systems and reorganisation of support groups ensures that time in school is maximised as students are compliant and teachers are able to teach.</p>	<ul style="list-style-type: none"> • Internal data shows that PP students are more likely to be adversely affected by negative behaviour consequences. • Time is critical in catching up gaps caused by COVID. • The students who are most disadvantaged by a disorderly classroom are the PP cohort 	<ul style="list-style-type: none"> • Reorganisation of the pastoral staff into year group bubble support teams. • Appointing new staff into the pastoral team. • Implementation of changes to the behaviour system from Sept 2020. 	£34,300	KCO/Pastoral Roles	<p>This reorganisation took place and was implemented for September 2020. Two key new roles were implemented- Emotional and Behavioural TA support and Behaviour interventions TA. Both of them with roles to target concerns regarding behaviour at an earlier stage. Behaviour policy changes were adopted in September 2020 along with a whole school approach focused on trauma informed practice.</p>

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"> English is a key subject for students' progression routes and options later in life. PP progress and attainment is significantly below other students. 	<ul style="list-style-type: none"> If required purchase identified intervention package e.g. My Tutor Training of staff in the use of intervention materials e.g. PiXL Strive for 5 and 10 for 10 Use Horsforth grid to identify students for intervention 	£5,000	SCU / SMB	Use of PiXL materials and methodologies e.g. the HQ to develop Rednock's 'Catch Up' whole school strategy with a particular focus on RSLs working 1:1 with PP students. The Year 10 strategy was launched in March 2021 with other year groups to closely follow.	
A, C	Specific focus on Maths staffing for targeted interventions to improve outcomes in the basics, E&M	<ul style="list-style-type: none"> Maths is a key subject for students' progression routes and options later in life. PP progress and attainment is significantly below other students. 	<ul style="list-style-type: none"> If required purchase identified intervention package e.g. My Tutor Training of staff in the use of intervention materials e.g. PiXL Strive for 5 and Walking Talking Mocks Use Horsforth grid to identify students for most appropriate intervention 	£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"> One member of staff (RSL) has responsibility for overseeing the support for the PP students in each year group. Each RSL will be the students' advocate and facilitate the support needed. RSLs will lead and deliver some of the improvement interventions. 	<ul style="list-style-type: none"> An RSL is appointed for each year group. Each RSL tracks and monitors students' performance and organises support for students based on individual need 	£31,100	SCU/STW/RSLs	RSL support and intervention included - Y7 reading groups, assistance with reading age tests, Equipment checks to support back to basics, winning the week, homework club. Y8 reading groups, assistance with reading age tests, Equipment checks to support back to basics, Champions league, homework club. Y9 - targeted support during lockdown and on return. Supporting ambitious options choices for Y9 PP students. Y9 RSL reading to those that are below reading age. Y10/11 RSLs regularly met with all students to support them in their KS4 studies. Support was bespoke and aligned with student needs e.g. mentoring, academic support and support with progression routes.	
G	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"> The safeguarding caseload has increased significantly during COVID-19. Safety and well-being are critical 	<ul style="list-style-type: none"> Additional members of the SLT assigned to the role of DSL. The four CSOs maintain regular contact with the students in their 	£33,600	KCO/CSOs	CSOs monitoring and in regular contact with identified students, including home visits to support during school closure. Staffing of year group bubble support	

		to progress and attainment.	<ul style="list-style-type: none"> year group bubble/ community Staff training 			rooms to maintain CSO support during Covid restrictions. Introduced The Key Safeguarding training for staff on a termly basis. Plan to assign additional staff to DSL role when training is available.
G	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"> Students' health and wellbeing has been significantly affected during COVID-19. Safety and well-being are critical to progress and attainment. 	<ul style="list-style-type: none"> A dedicated member of staff (PSA) works with families to re-engage students and improve attendance. 	£13,600	PSA/CSOs	Member of staff fully in post and has had an excellent record of engaging some of our most vulnerable and worst attending students Excellent network created of early help for students and families to improve ongoing work
F	Whole school CPD focuses 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"> PP students are significantly more likely to be excluded from school. Exclusion is a significant barrier to life chances and progress in school. 	<ul style="list-style-type: none"> Whole school CPD focus on Trauma Informed Practice Review of the Behaviour Policy Plan interventions for students at risk of exclusion ready for a Jan 2021 start. Planning the design and set up of the 'Hope' Centre - a 're-engagement in learning' support facility. 	As part of Trauma Informed practice CPD (costed within CPD budget)	KCO/MRM	First year of the project has taken place despite having to adapt on a large scale because of the pandemic. New program and approach designed for AY 21/22
F	Regular review of attendance data and implementation of intervention strategies leads to improved PP attendance.	<ul style="list-style-type: none"> Attendance of PP students is lower to the attendance of non-PP students. Attendance is critical to progress. 	<ul style="list-style-type: none"> Fortnightly Community panel meetings to review attendance data. More accurate and focused interventions for PP students. SLT lead to provide strategic oversight and updates on a more regular basis (fortnightly) 	Costs included within staffing budget outside of PP monies	KCO / CLs	This has been revisited for September 2021. Attendance data for AY 20/21 is invalid due to lack of consistency of coding during lockdowns. However, the impact of the pandemic is concerning regarding students approach to attendance as the time moved on
iii. Other Approaches						
					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
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"> PP students are more likely to receive behaviour points for not having the correct equipment and learning resources. 	<ul style="list-style-type: none"> Buy and allocate equipment and learning resources as required. 	£1500	SCU	Art packs, Science Revision resources and English texts were purchased for students. All KS3 students were given a reading pack during lockdown 2 to promote reading for pleasure.
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"> Student leadership, sport, music and drama prodigy skills for students to engage with learning and life. PP students do not always get these opportunities. 	<ul style="list-style-type: none"> Audit PP participation in extracurricular activities. Positively discriminate to ensure PP students take part and are fully funded 	£663	SCU	All trips and visits were cancelled in 2020/21. Music lesson tuition was provided for students where lessons could take place on site.
F, G	Improve students' well-being and focus on learning by	<ul style="list-style-type: none"> Providing students with a snack 	<ul style="list-style-type: none"> Year group support teams have a 	£696	CSOs	Due to 2 lockdown periods and the Year

	providing healthy snacks for students when they have not had breakfast/lunch.	or breakfast will ensure that students are more likely to be ready and able to learn in lessons.	supply of snacks <ul style="list-style-type: none"> The morning breakfast club will be re-established once the Year group bubbles can be collapsed. 			group bubbles being in place, the planned B/Fast club never restarted in the intended format. However, students had access to breakfast snacks and drinks and lunches were provided for students as required.
			TOTAL SPEND	£147,446		

CARRY FORWARD to next Academic Year = £22,455