

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Rednock School
Number of pupils in school	1222
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	David Alexander
Pupil premium lead	Ben Cheeseman
Governor / Trustee lead	Di Caesar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,592
Recovery premium funding allocation this academic year	£20,445.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,445
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	£232,591

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' students and are committed to meeting their academic, social and pastoral needs within a caring and nurturing environment. We want each child to develop a love for learning and acquire skills and abilities they need to fulfil their potential.

Our current strategy has shifted the whole school focus to improving literacy, especially through the introduction of Accelerated Reader. This is a key tool in combating the 'Matthew effect' and central to allowing students to reach their potential.

Key Strategic overview

We will:

Carefully ring fence the funding so that it is always spent on the targeted group of pupils.

Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.

Thoroughly analyse which students are underachieving, particularly in English and Mathematics, and why.

Draw on research evidence to allocate the funding to the activities that are most likely to have significant impact on improving achievement.

Ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.

Use achievement data frequently to check whether interventions or strategies are working and adjust accordingly

Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.

Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.

Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.

Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.

Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.

Thoroughly involve governors in the decision making and evaluation process.

Challenges

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

Challenge number	Detail of challenge
1	Quality of teaching in English and Maths and engagement in these areas
2	Effective academic identification and resulting intervention for individual students. Progress at KS4 is an ongoing issue despite an upturn in results in summer 2020. The gap for our disadvantaged has not closed and continues to be c.1.5 grades less than their peers.
3	Progress of boys in English, but especially of the disadvantaged.
4	Impact of COVID-19 and national lockdown is likely to have adversely affected this group even more than other students. This is likely to be across socio-economic, wellbeing, cultural, opportunity and access to learning.
5	Unable to access the curriculum effectively. Rigorous and systematic procedures for literacy improvement are now in place and under constant review, including the use of reading age data to monitor and compare current students and interventions structured on Accelerated Reader. Access through ICT
6	Engagement with school routines and as a result receive more minor and major consequences.
7	Attendance of disadvantaged students is significantly lower than their peers.

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
<i>Progress of PP improves at least in line with non-PP across all Key Stages</i>	Improved progress and attainment in basics (E&M) with a particular focus on boys. Currently this gap widens across all key stages and year groups. A key focus is on reducing the gap from year 7 Each reporting cycle to have monitoring gaps in English and Maths.
Students are more engaged in learning and reading age improves	PP students are able to effectively access the curriculum in all year groups through improved reading ages, literacy support and scaffolding. PP work scrutiny and student voice shows high levels of engagement and progress through the curriculum. PP students see improved reading ages from interventions from AR

Behaviour in school improves to facilitate learning	Reduced PP student behaviour consequences. PP FTEs within 5% of national average (all students) PP consequences in line with all students by 2022
Improving attendance at a greater rate than national / non-PP	Improved attendance of PP students PP attendance in all years within 1% of non-PP students.

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure teaching in E&M is of the highest quality by:</p> <p>Recruiting a full team of E&M specialist teachers</p> <p>Over staff if possible</p> <p>Training on best approaches to support disadvantaged with department lead in time for implementation and development Regular low stakes testing</p> <p>Teachers know who their PP students are and what strategies are effective in enabling their success? Share with all colleagues</p> <p>PP Books/papers are marked first</p> <p>PP students put first i.e. questioning</p> <p>PP students to not be moved down sets but scaffolded up</p>	<p>Outcomes for disadvantaged and current attainment gaps are below national average and the gap with non-disadvantaged peers across the core and wider subjects has not closed in any year group.</p> <p>E&M are key subjects for students</p> <p>High quality teaching is the most effective method for raising PP attainment. (EEF)</p> <p>Practice and testing are consistently shown to be highly effective methods of raising attainment.</p> <p>Key focus on homework (SIP priority 2) and feedback (– whole school focus, and identified by EEF)</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Literacy at KS3 improves by the implementation of targeted interventions</p> <p>Small groups of 3/4 during am reg</p> <p>Accelerated reader intervention groups</p>	<p>Reading ages across KS3 identified as low for 25%(??) of each cohort.</p> <p>Continued use of Accelerated Reader to improve reading ages across KS3 (2 hours timetabled per fortnight, staffed by English teachers)</p> <p>Accelerated Reader + groups for additional intervention with RSLs (EEF Reading and comprehension) EEF states strategy had success in helping to bring weaker student up 3+ sub levels over the course of a year</p> <p>Whole school SIP Literacy (Reading and comprehension EEF)</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
<p>When PP are underachieving, teachers will have identified key barriers to success and detailed the strategies they are putting in place to ensure students</p>	<p>Internal data demonstrates that PP are underachieving on average across all year groups. This does not apply equally to all. Teachers should identify</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

<p>success in their progress and differentiation plan.</p> <p>Where multiple students are underachieving in 1 class, PP students are prioritised for interventions</p> <p>PP student detentions to be de-escalation for behaviour moving forward?</p> <p>Photo boards within English and Maths to assure recognition of targeted students</p>	<p>those within their class requiring additional support.</p> <p>Steve Burnage (Inner city consultant – Sec Ed)</p> <p>https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</p> <p>General interventions</p> <p>High quality T and L evidenced as best method for closing the gap.</p> <p>Targeted interventions</p> <p>Social and emotional learning (in class EEF)</p>	<p>6</p> <p>7</p>
<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>	<p>Students need to be fully equipped for lessons and have the resources that will enable them to access the curriculum e.g. Revision Guides.</p> <p>Evidence from 20-21 academic year demonstrates large numbers of PP requiring equipment to access learning. RSL data on equipment checks demonstrates ongoing need for this support.</p> <p>All equipment provided via LRC with PP budget and RSL checks.</p> <p>Access to Chromebook / technology to facilitate distance learning as required</p>	<p>3</p> <p>4</p> <p>6</p>
<p>There is a reduction in non-completion of homework consequences as a result of providing a homework club after school- KS3 and 4 separate provisions</p>	<p>Homework – with identified location and time in school – separate KS3 and 4 provision with TA and RSL specialist staffing – student voice with RSLs evidence space and time to complete homework as a core challenge for many disadvantaged. Homework EEF</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p>
<p>Whole school CPD on homework, supporting PP and whole class feedback with particular focus on disadvantaged</p>	<p>Priority of high-quality teaching and learning to support outcomes. Engaging disadvantaged with high quality homework as a key driver for raising attainment.</p> <p>Homework and feedback identified by EEF as key areas for maximising progress.</p>	

	PP student(s) included in every WCF sample.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
3:1 My Tutor Programme NTP English and Maths – all PP in Years 9, 10 and 11 to access across 18 months. 1 hour a week for 15 weeks	Year 11 reporting data identifies those underachieving relative to FFT estimates. EEF 1:1 / small group tuition English & Maths is a key subject for students' progression routes and options later in life. PP progress and attainment is significantly below other students.	2 3 4
1:1 My Tutor Programme NTP English and Maths – Most PP (with identified need) in Year 11 to access additional tutoring across this academic year. 1 hour a week for 15 weeks	Year 11 reporting data identifies those underachieving relative to FFT estimates. EEF 1:1 / small group tuition English is a key subject for students' progression routes and options later in life. PP progress and attainment is significantly below other students.	2 3 4
Targeted support and intervention of PP in pastoral time to support all outcomes	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. AR+, Metacognition, motivational, target setting based on need EEF - Metacognition	2 3 4 6
Availability of Chromebook and laptops to support home delivery of My Tutor programmes.	Access to high quality tutoring without impacting on current curriculum time. Many disadvantaged do not have access to sufficient high quality IT to take advantage of tutoring without supporting IT	2 3 4
Mr Bruff	Aspiration interventions and Mastery learning – EEF Engaging boys with English through an external high-quality motivational instructor. Current Year 11 data suggests a large number of students are below expected progress and boys particularly so. CPD for English staff on effective curriculum delivery.	1 2 3

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

Budgeted cost: £ 101,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of equipment and learning resources enables student's compliance with school expectations and promotes engagement with school life.	PP students are more likely to receive behaviour points for not having the correct equipment and learning resources. Requests for loan machines for students.	4 6
Funding of some extra-curricular activities to enable PP students to engage with the school community and provide greater opportunities.	Student leadership, sport, music and drama provide skills for students to engage with learning and life. PP students do not always get these opportunities.	4 6 7
Improve student's well being and focus on learning by providing healthy snacks for students when they have not had breakfast/lunch.	Many students report that they attend school having not had breakfast. Substantial amounts of PP students are eligible for FSM indicating that hunger may be a barrier to many in school. Improve student's well being and focus on learning by providing full breakfasts and healthy snacks for students when they have not had breakfast/lunch.	7 4
Outdoor activities and learning to engage our most challenging and disengage disadvantaged students	' Skylark ' – evidence base on impact on students in term of engagement, attitude and motivation EEF – outdoor activities	4 6 8
Attendance bus to bring some of our most reluctant PA students to attend more frequently. Home runs to allow disadvantaged to access homework clubs, sports clubs, events and revision.	EEF – attendance strategies. Strong evidence base linking attendance to outcomes. Attendance is a major barrier for our disadvantaged and engagement with some students and parents is not effective.	4 6 8
Counselling to support extreme cases of social, emotional and mental wellbeing	Social and emotional learning & metacognition – EEF Students' motivations and home issues are barriers to learning. We have seen a 4 fold increase in the demand for counselling support post pandemic. Many students need additional support to allow them to access the curriculum. We have increased counselling internally to 4 days per week. Additional bespoke external counselling will be supported as required to bolster this provision.	4 6

	Supporting students to engage in the classroom.	
Aspiration interventions from Fix Up to work with disengaged disadvantages in Years 10 and 11	EEF aspirations interventions Small group to raise and sustain aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	6
Increasing parental engagement to improve attendance and outcomes through priority call ups for all parental events, priority pcm booking and targeted post data follow ups.	Parental engagement is a key factor in students attending and achieving at school.	1 2 3 4 5 6 7 8

Total budgeted cost: £ 232,348

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 2020 to 2021 academic year.

Data from CAGs and TAGs have shown that while all student outcomes have shown improvement, the gap for our disadvantaged has not closed. A c.1.5 grade difference persists.

The TAG grades students left with in summer 2021, were relatively higher against targets when compared to the previous 2 years.

Despite the challenges associated with the pandemic, all of the Year 11 PP cohort progressed onto further education/ apprenticeship / training pathways.

The attendance target for 2020/21 has not been achieved but the cohort attendance gap has been reduced compared to previous years.

Given Covid, it has been very difficult to monitor and evaluate the impact of our attendance actions and the appointment of our attendance welfare Officer.

The behaviour data for 2020/21 needs to be considered in line with a period of lockdown where only key worker or vulnerable students were in school. Therefore the figures do not give a representative view of the whole school.

31.5% of all behaviour incidents are attributed to students and 44% of all exclusions in 2020-21 are from the PP cohort. However that accounts for a small number students in total

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
Ground Ed	
My Tutor	
YST	
Bridge Training - Bridge Youth Services	
Wickshelm House	

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?	Employing specialist teachers. Creating capacity for targeted interventions with groups. Resources to support learning in the classroom such as laptops, revision guides etc. Providing additional bespoke cultural capital. Music lessons. Martial arts, clubs and activities memberships.
What was the impact of that spending on service pupil premium eligible pupils?	Engagement with the curriculum and school. Strong relationships with staff building confidence and trust.

Further information (optional)

We are implementing a wide-ranging Tutoring Plan using a combination of Recovery and catch up funding. This has been based on precise identification and groupings based on need. This is a substantial gap aimed at closing the gap from Covid for all students but most specifically for our disadvantaged.

Attendance of all students, but most especially our disadvantaged, has been a significant issue and substantive resources are being deployed to challenge this barrier to learning.

All implementations follow the EEF's Putting Evidence to Work: A School Guide to Implementation template