

# Pupil Premium Strategy Statement



**Rednock School**  
Quality, Partnership, Success

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.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

<b>Detail Data</b>	
School name	Rednock School
Number of pupils in school	1255
Proportion (%) of pupil premium eligible pupils	18%
Proportion (%) of pupil premium eligible pupils with SEND	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	David Alexander Pupil premium lead Ben Cheeseman

Governor / Trustee lead Di Caesar

## Funding overview

<b>Detail Amount</b>	
Pupil premium funding allocation this academic year	£190,296
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£34,167.27
<b>Total budget for this academic year</b>	<b>£224,463.24</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## 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 every student at Rednock to develop a love for learning and to be given the opportunity to acquire the skills and abilities they need to fulfil their potential irrespective of their background or the challenges they face.

We recognise that each student will have different needs, which may well vary throughout their time in Rednock. We are committed to using our Pupil Premium funding flexibly to provide students with the best possible learning journey with tailored opportunities to broaden their development, increase their independence and extend learning. We want every student at Rednock to be well prepared for future success in education, employment or training so they have the best possible choices in adulthood.

We maximise the use of our Pupil Premium funding by utilising a long-term strategy aligned to our School Improvement Plan. This enables us to implement a blend of short, medium and long-term evidence-based interventions, and align pupil premium use with wider school improvement including improving literacy and numeracy. We will work to ensure that PP+ students receive the necessary bespoke support.

Of particular note, a key focus of our current whole school strategy is improving literacy through the introduction of Accelerated Reader. This is an effective intervention in combating the 'Matthew effect' and central to supporting students to reach their potential. Whole school work is initiated to improve numeracy.

#### Key Strategic overview

We will:

- Carefully ring fence Pupil Premium funding ensuring that it is always spent on the targeted group of students.
- Never confuse eligibility for Pupil Premium with low ability, and focus on supporting/enabling our disadvantaged pupils to achieve the highest levels and be the best they can.
- Thoroughly analyse which students are underachieving, particularly in English and Mathematics, and identify why so that effective interventions can be speedily implemented.
- Draw on research evidence to allocate Pupil Premium funding to the activities and interventions that are most likely to have significant impact on improving achievement and learner outcomes.
- Ensure that all 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 to maximise achievement for all pupil premium students
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping disadvantaged students to achieve.
- Systematically focus on giving students clear, useful feedback about their work, and ways that they could improve it.
- Ensure that class and subject teachers know which students are eligible for Pupil Premium funding so that they can take responsibility for accelerating their progress. This also applies to teaching assistants and support staff.
- 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 student's learning.

- Involve governors in the decision making and contributing to the evaluation process.

## Challenges

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

Challenge number	Detail of challenge
1	The challenge is to <b>strengthen the quality of teaching &amp; learning in English and Maths</b> and increase active student engagement in these areas. Currently the gap between disadvantaged students and their peers widens across all key stages and year groups. We need to reduce the gap from Y7.
2	The challenge is to <b>increase pupil progress at KS4</b> . Whilst there was a significant upturn in KS4 results in summer 2022 compared to 2019 for learners with PP funding, we still need to do more to accelerate progress. Despite targeted interventions the gap for our disadvantaged is not closing sufficiently and continues to be c.1.5 grades less than their peers.
3	The challenge is to <b>improve the progress of PP boys in English and reading</b> . Historically this cohort has not made sufficient progress leaving them disadvantaged across the curriculum.
4	The challenge is to <b>build the resilience of PP students</b> following the pandemic and the measures taken to control it. Evidence from (Nuffield) shows the national lockdown is likely to have adversely affected the PP group even more than other students. This is likely to be across socio-economic, wellbeing, cultural, opportunity and access to learning.
5	The challenge is to <b>increase pupil premium student engagement</b> across the curriculum. This is to ensure that every PP student has a rich, full and varied curriculum. We need to embed the use of targeted interventions and approaches for disadvantaged students which will increase their active engagement across the curriculum. This includes access through ICT.
6	The challenge is to <b>strengthen PP students' understanding and engagement with school routines and enhance their relationships for learning</b> and as a result bring behaviour in line with their non-disadvantaged peers. We expect to see improved attitude and behaviour for learning.
7	The challenge is to <b>improve attendance of PP students</b> which is significantly lower than their peers in Rednock. We want to swiftly implement a range of measures to reduce poor attendance as it is a key barrier to academic achievement. We aim to close the attendance gap so it is in line with non-disadvantaged Rednock students.

### 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
<p>1. Progress of PP students in English and Maths improves at least in line with non-PP across all Key Stages</p>	<ul style="list-style-type: none"> <li>● Quality Assurance in Maths demonstrates strong teaching and learning with no areas of concern identified</li> <li>● 100% of PP students who are not performing in English and Maths in line with their peers are assessed and interventions swiftly implemented</li> <li>● Progress continues to improve for PP students at least in line with non-disadvantaged</li> </ul>
<p>2. Improve the reading ages of PP students so they can access the curriculum effectively in all year groups through effective whole school literacy support and scaffolding of PP students</p>	<ul style="list-style-type: none"> <li>● 100% PP students increase their reading ages</li> <li>● PP student voice and staff feedback shows an improved attitude to learning</li> <li>● PP student voice shows improved responses on engagement and learning</li> <li>● PP work scrutiny and student voice shows increased levels of engagement and resilience through the curriculum. (as determined by ATL and BFL data)</li> <li>● PP student data (year on year) shows a decrease in behaviour and homework consequences compared to the non-PP cohort.</li> </ul>
<p>3. Accelerate the performance of PP boys in English and Reading through delivering the Accelerated Reader Program</p>	<ul style="list-style-type: none"> <li>● PP boys make progress in line with non-PP in Accelerated Reader and in terminal testing for English (GL assessment)</li> <li>● The reading ages of PP boys improves so that they perform at least in line with their non-PP peers across all Key Stages</li> <li>● PP boys feedback shows an increase in Reading confidence</li> </ul>
<p>4. The behaviour of PP students school improves</p>	<ul style="list-style-type: none"> <li>● Behaviour consequences for PP learners reduces across all year groups</li> <li>● Reward Points for PP learners increases across all year groups</li> <li>● By July 23 PP consequences are in line with non-PP learners across all year groups as determined by behaviour analysis</li> <li>● PP Suspensions are within 5% (for total days of suspension) of national average (all students)</li> </ul>

<p>5. Increase PP learner's attendance across all year groups to within 1% of non-PP students</p>	<ul style="list-style-type: none"> <li>● Attendance of PP learners is at a greater rate than national for PP</li> <li>● Attendance of PP boys increases moved to be in line with non -PP learners</li> </ul>
---	--

### 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 and the evidence base EEF (Education Endowment Foundation) and other sources.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure teaching in E&amp;M is of the highest quality by:</b></p> <ul style="list-style-type: none"> <li>● Recruiting a full team of E&amp;M specialist teachers</li> <li>● Building capacity in specialist English and Maths staffing if possible</li> <li>● Investing in training on best approaches to support disadvantaged students with department lead in time for implementation and development, e.g. <ul style="list-style-type: none"> <li>○ PP Books/papers are marked first</li> <li>○ PP students put first i.e. questioning</li> <li>○ PP students to not be moved down sets but scaffolded up</li> </ul> </li> <li>● Undertaking regular low stakes testing in line with SIP Priority 2 on retrieval practice to increase class interventions.</li> <li>● Teachers know who their PP students are and what strategies are effective in enabling their success.</li> <li>● Photo boards within English and Maths to assure recognition of targeted students</li> </ul>	<p>High quality teaching is the most effective method for raising PP attainment. (EEF) - SIP 2</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>Use of Rosenshine approaches also shown to have significant impact e.g. Research Ed</p>	<p>1 2 3</p>

<p>Literacy at KS3 improves by the implementation of targeted interventions and delivery of the Accelerated Reader programme.</p> <p>Small groups of students during am reg will receive Accelerated reader intervention groups</p> <p>Continued use of Accelerated Reader to improve reading ages across KS3 (2 hours timetabled per fortnight, staffed by English teachers)</p>	<p>Whole school SIP Literacy (Reading and comprehension EEF)</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>1 2 3 5</p>
<p>Target PP students that are underachieving, so that teachers will address key barriers to success through detailed strategies to ensure students success in their progress and by focussing on <b>adaptive practice</b> plans.</p>	<p>Steve Burnage (Inner city consultant – Sec Ed)</p> <p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a></p> <p>High quality T and L evidenced as the best method for closing the gap.</p> <p>Targeted interventions</p> <p>Social and emotional learning (in class EEF)</p>	<p>1 2 3 4 5 6 7</p>
<p>To support the completion of homework, with dedicated space and staffing– student voice with RSLs evidence space and time to complete homework as a core challenge for many disadvantaged.</p> <p>In addition, whole school CPD on homework, supporting PP and whole class feedback with particular focus on disadvantaged students.</p>	<p>Homework and feedback identified by EEF as key areas for maximising progress.</p> <p>Use of TLAC/Rosenshine approaches also shown to have significant impact e.g. Research Ed</p> <p>PP student(s) included in every WCF sample.</p> <p>EEf on preparation for learning <a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a></p>	<p>1 2 3 4 5 6</p>
<p>To support PP students to attend school with dedicated staff and support through specialist intervention approaches</p>	<p>Attendance-REA-protocol-21092021.pdf from the EEF</p>	<p>1,2,3,4,5,6,7</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support and intervention of PP in pastoral time to support all outcomes</p> <ul style="list-style-type: none"> <li>One member of staff (RSL) has responsibility</li> </ul>	<p>EEF – Metacognition</p> <p>EEF attendance interventions</p>	<p>2 3 4 6</p>

<p>for overseeing the support and attendance for the PP students in each year group.</p> <ul style="list-style-type: none"> <li>• Each RSL will be the students' advocate and facilitate the support needed.</li> <li>• RSLs will run interventions in AR+ (Accelerated Reader), Metacognition, motivational, target setting based on need</li> </ul>		
<p>To use external providers such as Elevate (exam preparation courses) to deliver targeted interventions</p> <ul style="list-style-type: none"> <li>• Engaging boys with memory retention external high-quality motivational instruction.</li> <li>• CPD for teaching staff on effective curriculum delivery and knowledge retention to refresh and embed for sustained impact</li> </ul>	Aspiration interventions and Mastery learning – EEF	1 2 3 5 7
<p>All PP students have equipment to support learning and as a result outcome improve as students can access the curriculum and study independently.</p> <p>PP students will have access to 'distance learning' which will be supported by students being given access to the necessary IT facilities</p>	EEf on preparation for learning <a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a>	3 4 5 6

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of some extra-curricular activities to enable PP students to engage with the school community and provide greater opportunities.	EEF - wider strategies guidance	4 6 7

<p>Improve student's wellbeing and focus on learning by providing healthy snacks for students when they have not had breakfast/lunch. Funded Breakfast club and snacks for those most in need.</p>	<p>In school evidence of impact on wellbeing and attendance / punctuality</p>	<p>7 4 5</p>
<p>To provide access to outdoor activities and learning to engage our most challenging and disengage disadvantaged students <a href="#">‘Skylark’</a> – evidence base on impact on students in term of engagement, attitude and motivation</p>	<p>EEF – outdoor activities</p>	<p>4 6 8 5</p>
<p>We will provide school trip places for core Curriculum (all paid for) and non-core curriculum (subsidized) to allow PP students to access wider learning and cultural capital</p>	<p>EEF – outdoor activities Wider curriculum</p>	<p>1 2 3 4 5 6</p>
<p>We will provide a commitment to counselling to support extreme cases of social, emotional and mental wellbeing Restorative approach introduced to school as part of pastoral CPD programme</p>	<p>Social and emotional learning &amp; metacognition – EEF 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.</p>	<p>4 5 6</p>
<p>We will provide a tailored programme to improve aspiration and engagement - this will include motivational visits across all year groups targeting all PP students. Opportunities will include:</p> <ul style="list-style-type: none"> <li>● Prospects</li> <li>● University of Gloucestershire</li> <li>● Scholars programme</li> <li>● Careers Fairs attendance for all PP</li> </ul>	<p>EEF aspirations interventions Small group to raise and sustain aspirations. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>5 6</p>



<p>We will work to improve parental engagement by priority call ups for all parental events, priority pcm booking and targeted post data follow ups. We will provide mentoring opportunities with RSLs through Mentoring days for PP students with parents invited.</p>	<p>Parental engagement is a key factor in students attending and achieving at school.</p>	<p>1 2 3 4 5 6 7 8</p>
---	---	--

**Total budgeted cost: £ 215,000**

**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.

<p>The gap has closed marginally for our disadvantaged students marginally (0.1 P8). A circa.1.5 grade difference persists. PP P8 has marginally improved compared to 2019. We continue to mirror the national picture in this regard.</p> <p>Despite the challenges associated with the pandemic, all of the Year 11 PP cohort progressed onto further education/ apprenticeship / training pathways.</p> <p>The attendance gap has been reduced compared to previous years and we continue to work to reach our attendance targets for the disadvantaged cohort.</p> <p>Behaviour data has shown a reduction in consequences overall and a clear reduction as a proportion of consequences for PP (Term 1 22 V Term 1 21).</p> <p>30% of all behaviour incidents are attributed to PP students and 44% of all exclusions in 2021-22 are from the PP cohort. However, that accounts for a small number of students in total.</p>
---

**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*

<p><b>Programme Provider</b></p>
<p>Scholars programme Pixl</p>

Skylark Private provider
Vocational work Prospects
Social, emotional, behavioural work The Door

### 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?	Using specialist professionals. Creating capacity for targeted discussions with individuals. Resources to support learning in the classroom such as laptops, revision guides etc. Students are met with and where necessary, we provide additional bespoke cultural capital opportunities, which includes; music lessons, martial arts, clubs activities and 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 Education Endowment Foundation's (EEF's) Putting Evidence to Work: A School Guide to Implementation template*

<https://educationendowmentfoundation.org.uk/>