



Rednock School

Pupil Premium Strategy Statement

This document details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium students.

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	1239 (including 6th form)
Proportion (%) of pupil premium eligible pupils	18.4% (216 yr7-11; 228 including 6th form),
Proportion (%) of pupil premium eligible pupils with SEND	4%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mike Stratford - Headteacher
Pupil premium lead	Ben Cheeseman - Assistant Headteacher
Link Governor	Di Caesar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,510
Recovery premium funding allocation this academic year	£52,440
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£275,838.74

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 very best possible opportunities when they leave our school.

We maximise the use of our Pupil Premium funding by utilising a long-term strategy aligned to our School Development Plan (SDP). 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, numeracy, as well as developing and supporting cultural opportunities.

In order to achieve this, our strategies target these specific areas:

A) Teaching – Students will receive a high quality and adaptive teaching provision through an ambitious curriculum designed to challenge and equip students with the key skills and experiences to excel in their studies and wider school life. This will benefit all students and, in particular, have the greatest impact on closing the pupil premium attainment gap (as per the EEF).

B) Targeting Literacy – Of particular note, a key focus of our current strategy is improving literacy through the introduction of Accelerated Reader across Key Stage 3. This is an effective intervention in combating the 'Matthew effect' and central to supporting students to reach their potential.

C) Wider Strategies – Our wider strategies approach will focus on attendance, careers guidance, extra-curricular activities and additional pastoral support, such as mentoring/tutoring. Students will be equipped with the relevant skills, opportunities and experiences to become ambassadors of their school, and of their local and global communities.

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 data to identify which students are underachieving, particularly in English and Mathematics, and why so that appropriate and 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 learner feedback and 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.
- Keep parents informed of their rights with regard to accessing and applying for PP status.
- 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 students:

Challenge number	Detail
1	Strengthen the quality of teaching & learning in English and Maths 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	Increase pupil progress at KS4. 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. Our aim is to close the rate further. 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	To improve the progress of PP boys in English and reading. Historically this cohort has not made progress in line with the peers leaving them disadvantaged across the curriculum.
4	Resilience of PP students following the impacts of the pandemic. Evidence suggests that 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	Increase pupil premium student engagement across the curriculum. This is to ensure that every PP student has a rich, full and varied curriculum and access to cultural opportunities to widen engagement further. 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	Understanding and engagement with school routines and enhancing relationships for learning and as a result bring behaviour in line with their non-disadvantaged peers. We expect to see and celebrate improved attitude and behaviour for learning.
7	Attendance of PP students 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.
8	Access to extracurricular enrichment. Our observations show that pupil premium students have a lower attendance rate at extra-curricular enrichment activities. Our vision is to increase participation of these students taking part in extra-curricular enrichment activities. Some barriers can include the cost of the activity, kit or equipment required or ability to stay later after school due to transport, caring responsibilities or other factors. We will provide support to ensure uptake is as high as possible and equipment is no barrier to attending extra-curricular activities

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
Progress of PP students in English and Maths improves at least in line with non-PP across all Key Stages	<ul style="list-style-type: none"> Quality Assurance in Maths demonstrates strong teaching and learning with no areas of concern identified 100% of PP students who are not performing in English and Maths in line with their peers are assessed and interventions swiftly implemented Progress continues to improve for PP students at least in line with non-disadvantaged
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	<ul style="list-style-type: none"> 100% PP students increase their reading ages PP student voice and staff feedback shows an improved attitude to learning PP student voice shows improved responses on engagement and learning PP work scrutiny and student voice shows increased levels of engagement and resilience through the curriculum (as determined by ATL and BFL data) PP student data (year on year) shows a decrease in behaviour and homework consequences compared to the non-PP cohort.

Improve the performance of PP boys in English and Reading through delivering the Accelerated Reader Program	<ul style="list-style-type: none"> ● PP boys make progress in line with non-PP in Accelerated Reader and in terminal testing for English (GL assessment) ● The reading ages of PP boys improves so that they perform at least in line with their non-PP peers across all Key Stages ● PP boys feedback shows an increase in Reading confidence
The behaviour of PP students improves	<ul style="list-style-type: none"> ● Behaviour consequences for PP learners reduces across all year groups ● Reward Points for PP learners increases across all year groups ● By July 23 PP consequences are in line with non-PP learners across all year groups as determined by behaviour analysis of incidents ● PP Suspensions are within 5% (for total days of suspension) of national average (all students)
Increase PP learner's attendance across all year groups to be at least inline with the national average	<ul style="list-style-type: none"> ● Attendance of PP learners is at a greater rate than national for PP ● Attendance of PP boys increases moved to be in line with non -PP learners
Enhance access to extracurricular enrichment	<ul style="list-style-type: none"> ● Widen the offer of our extracurricular programme and schedule of trips and visits to increase participation and improve school experience ● Evidence a % uplift in PP students attending at least one aspect of our extracurricular offer. ● Develop cultural capital amongst our PP cohort

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 £120,000

Activity	Evidence that supports this approach	Challenge) addressed
<p>Ensure teaching in E&M is of the highest quality by:</p> <ul style="list-style-type: none"> ● Recruiting a full team of E&M specialist teachers ● Building capacity in specialist English and Maths staffing if possible ● Investing in training on best approaches to support disadvantaged students with department lead in time for implementation and development, e.g: PP Books/papers are marked first ● PP students put first i.e. questioning 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their students (SDP 2)</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Practice and testing are consistently shown to be highly effective methods of raising attainment.</p>	<p>1 2 3</p>

<ul style="list-style-type: none"> ● PP students to not be moved down sets but scaffolded up ● Undertaking regular low stakes testing in line with SIP Priority 2 on retrieval practice to increase class interventions. ● Teachers know who their PP students are and what strategies are effective in enabling their success. ● Photo boards within English and Maths to assure recognition of targeted students 	<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>	
<ul style="list-style-type: none"> ● Literacy at KS3 improves by the implementation of targeted interventions and delivery of the Accelerated Reader programme ● Small groups of students during am reg will receive Accelerated reader intervention groups ● Continued use of Accelerated Reader to improve reading ages across KS3 (2 hours timetabled per fortnight, staffed by English teachers) 	<p>Whole school SDP Literacy (Reading and comprehension EEF)</p> <p>Accelerated Reader + groups for additional intervention with RSLs</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English. (EEF Blog: What do we mean by 'disciplinary literacy'? EEF (educationendowmentfoundation.org.uk) +6 learning months for Reading Comprehension Strategies</p>	<p>1 2 3 5</p>
<ul style="list-style-type: none"> ● Identify 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 adaptive practice plans. 	<p>Steve Burnage https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</p> <p>High quality T and L evidenced as the best method for closing the gap. Targeted interventions Social and emotional learning (in class EEF)</p>	<p>1 2 3 4 5 6 7</p>
<ul style="list-style-type: none"> ● 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. ● In addition, whole school CPD on homework, supporting PP and whole class feedback with particular focus on disadvantaged students. 	<p>Homework and feedback -key areas for maximising progress.</p> <p>Use of TLAC/Rosenshine also shown to have significant impact e.g. Research Ed</p> <p>EEf on preparation for learning https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>1 2 3 4 5 6</p>
<ul style="list-style-type: none"> ● To support PP students to attend school with dedicated staff and support through specialist intervention approaches 	<p>Attendance-REA-protocol-21092021.pdf from the EEF</p>	<p>1,2,3,4,5,6,7 & 8</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Targeted support and intervention of PP in pastoral time to support all outcomes</p> <ul style="list-style-type: none"> • One member of staff (RSL) has responsibility for overseeing the support and attendance for the PP students in each year group. • Each RSL will be the students' advocate and facilitate the support needed. • RSLs will run interventions in AR+ (Accelerated Reader), Metacognition, motivational, target setting based on need 	<p>EEF – Metacognition EEF attendance interventions</p>	<p>2 3 4 6 8</p>
<p>National Tutoring Programme & School-Led Tutoring, focusing on English and Maths - three-to-one tutoring in 1 or more core subjects.</p>	<p>5 learning months for 1-1 Tuition (EEF Teacher Toolkit). +4 learning months for Small Group Tuition (EEF Teacher Toolkit). (EEF Making a difference with effective tutoring).</p>	<p>1 2 3 5 7</p>
<p>All PP students have equipment to support learning and as a result the outcome improves as students can access the curriculum and study independently. PP students will have access to 'distance learning' which will be supported by students being given access to the necessary IT facilities</p>	<p>EEF on preparation for learning https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>3 4 5 6</p>
<p>A My Plan will be developed for every pupil premium student to ensure a full range of individualised strategies, including identifying student strengths and barriers to learning. This will be clear so all staff can adapt and meet the needs of every PP student.</p>	<p>Evidence from the EEF suggestions diagnosing student needs is essential if you are to build a strategy that supports pupil premium students.</p>	<p>1 2 4 7 8</p>

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge addressed
Funding of some extra-curricular activities to enable PP students to engage with the school community and provide greater opportunities.	EEF_Digital_Technology_Guidance_Report.pdf (educationendowmentfoundation.org.uk) Education Endowment Fund:Uniform	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. Funded Breakfast club and snacks for those most in need.	In school evidence of impact on wellbeing and attendance / punctuality	7 4 5
To provide access to 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 5 8
We will provide school trip places for core Curriculum (all paid for) and non-core curriculum (subsidised) to allow PP students to access wider learning and cultural capital	EEF – outdoor activities Wider curriculum	1, 2, 3, 4, 5, 6, 7, 8
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	Social and emotional learning & 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 required.	4 5 6
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: <ul style="list-style-type: none"> ● Prospects ● University of Gloucestershire ● Scholars programme ● Careers Fairs attendance for all PP 	EEF aspirations interventions Small group to raise and sustain aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5 6 8
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 for PP students with parents invited.	Parental engagement is a key factor in students attending and achieving at school.	1, 2, 3, 4, 5, 6, 7, 8

Total budgeted cost: £250,000 (this is set to underspend by £25, 838.74 - why?)

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes

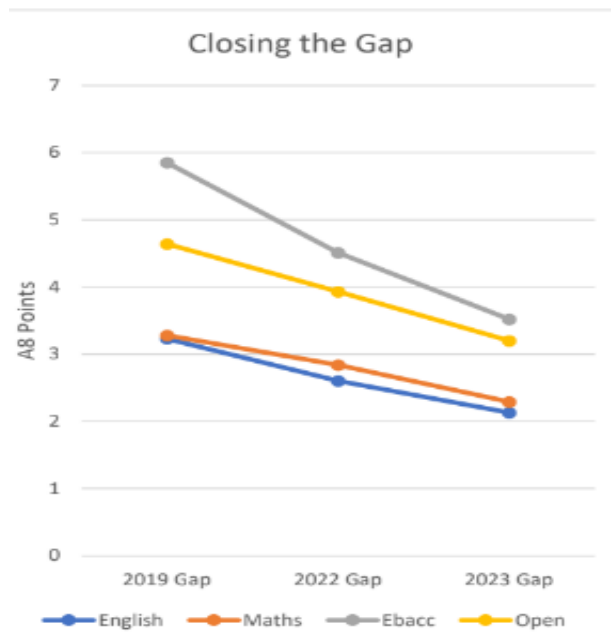
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school’s pupil premium students during the 2022/23 academic year using key stage 4 performance data, internal assessments and other progress measures.

Data from exams have shown that student outcomes have improved, the gap for our disadvantaged students has closed by c.2 A8 points. PP students continue to be an area of focus. However, progress has certainly been made. This progress should be celebrated, and presents a case for a path of improvement.

Average Attainment 8 Grade (PP)			
	Actual	Target	Gap
All (198)	4.43	4.65	-0.22
No (159)	4.65	4.83	-0.18
Yes (39)	3.54	3.94	-0.40
Gap	-1.11	-0.89	-0.22

This is in the context of improved results for all students in 2023. Therefore outcomes for PP have improved faster than non-PP students.



AR data indicates that PP students are improving in line with all students. Where required PP students receive additional intervention from RSLs in AR+ sessions. Key students receiving Fresh Start and in our Nurture groups, where at any given time (numbers shift based on need) that half of these students are PP and are making significant gains.

Quality of teaching (including CPD and Careers): We have made considerable improvements in implementing a highly ambitious and supportive curriculum that is carefully sequenced to meet the needs of all our students, which impacts those who are pupil premium. There is bespoke careers guidance with pupil premium students prioritised through focused through one-to-one discussions and work experience opportunities. Heads of department have audited the content and sequencing of the curriculum which is regularly reviewed. Staff are supported through rich CPD provision focused on pedagogical knowledge, adaptive teaching which stems from a combination of INSET days and personalised CPD hours (matched to teachers' individual needs). This ensures teachers are held to account for delivering better teaching. A wealth of materials are made available for teachers to develop their teaching: T&L newsletter, CPD library, and briefings.

Our additional QA of departments is providing deeper understanding of the level of consistency of effective teaching, allowing for intervention where inconsistent practice emerges. This includes having a team of bespoke practitioners that review the quality and consistency of teaching and learning.

We have carried out a wide range of learning walks, books scrutinies and focused HODs in this area as well.

Behaviour and attendance

	% Attendance		Average Behaviour Points	
	2022-23	2023-24	2022-23	2023-24
Non-PP	91.28	92.49	20.9	4.58
PP	85.86	86.29	41.49	7.94
Gap	-5.42	-6.2	20.59	3.36

Attendance: pupil premium student attendance is 86.3% in December 2023 which is lower than the national average figure of 86.5% (December 2023). Non-pupil premium student attendance is 92.5%. This is an increase compared to last year in December 2022. But there was a 0.8% increase in the gap. Improving on this current figure to reach 94% continues to be our target. We will continue our attendance focus and drive through teaching staff, tutors and our attendance and welfare team with individual student action plans. Letters home to parents, text reminders and offering a pupil premium breakfast.

Our data demonstrates that pupil behaviour from Pupil Premium students has significantly improved and that the gap between them has narrowed significantly. We will continue to invest significantly in our pastoral and engagement strategies to fully close this gap.

Externally provided programmes

Below are the names of non-DfE programmes that we purchased in the previous academic year to support our strategy:

Programme Provider
Scholars Programme Pixl
Skylark Private provider
Vocational work Prospects
Social, emotional, behavioural work The Door

Service pupil premium funding:

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

Our PP strategy will be supplemented by additional activity that is not being funded by PP or recovery premium. That will include:

- Embedding more effective adaptive teaching and learning strategies, with a focus on literacy, oracy, scaffolding and challenging the more able HPA students. Underpinning this is evidence-based research, such as Teaching WalkThrus (Sherrington, T and Caviligioli, O. 2020-2002). [EEF evidence](#) demonstrates this has significant benefits, particularly for PP students.
- Ensuring students understand our 'GCSE Success programme' by providing information about the support they will receive, and what is expected of them. This will help to address concerns around learning loss, particularly in yr11
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award) and other extracurricular enriching activities will focus on life skills such as confidence, resilience, and socialising. PP students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current strategy, we evaluated that progress has been made since 2022, but that we still have a gap remaining across our PP cohort.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy, which is shared with Governors and staff and will adjust our plan over time to secure better outcomes for students.

The major challenges are increasing pupil premium student attendance, literacy and reading levels and GCSE outcomes to be in-line with their peers, which will be reflected in our next review and aligned for our next 3 year strategy that will apply to 2024-2027.