



Pupil Premium Strategy

Statement 2024-25

Date of Ratification: December 2024

Next Review: December 2025

Rednock School

Where everyone matters



Introduction

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	1244 (including 6th form)
Proportion (%) of pupil premium eligible pupils	18.8% (234 yr 7-11) 19.9% 247 (including 6th form)
Proportion (%) of pupil premium eligible pupils with SEND	34.0%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mike Stratford - Headteacher
Pupil premium lead	Ben Cheeseman - Assistant Headteacher
Link Governor	Katie Norton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,410
Recovery premium funding allocation this academic year	£12,834
Pupil premium funding carried forward from previous years	£18,178
Total budget for this academic year	£245,422

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 as part of the school's 'Everyone Matters' ethos.

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

We recognise that each student will have different needs, which may well vary throughout their time in Rednock. As a result of this we will follow the FIRST principle. This means a; Focus on individual PP needs when planning lessons (adaptive practice); Intervention by considering who requires the intervention need; Relationships by getting to know their story, background and interests; Seating plan by considering where a PP student is best suited to sit based on need; and Targeted communication with parents/carers. 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). We will be targeting the whole school priorities of modelling, 'Live Feedback' (assessment) and adaptive practice.

B) Targeted academic support – Of particular note, a key focus of our current strategy is improving literacy through continuing with Accelerated Reader especially Key Stage 3. This is an effective intervention in combating the 'Matthew effect' and central to supporting students to reach their potential. Continual Professional Development (CPD) will focus on individual and collective strategies to ensure early intervention in and out of the classroom.

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, be an integral part of the school community and an active member of their local and global communities.

Key Strategic overview

We will:

- Carefully assign 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, 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 based on the 'Rednock Way.'
- 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 especially through 'Live Feedback' and Whole Class Feedback approaches.
- 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	<p>Attainment of PP students</p> <p>To close the attainment gap with non-PP students and to continue to raise the attainment of PP students overall with a particular focus on Maths and English.</p>
2	<p>Attendance of PP students</p> <p>This is significantly lower than their peers in Rednock. We will 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 and at least in line with national average.</p>
3	<p>Understanding and engagement with school routines using Relationships for Learning.</p> <p>Knowing disadvantaged students and their stories are key to improving behaviour relative to their non-disadvantaged peers. We expect to see and celebrate improved attitude and behaviour for learning so that it is in line with non-PP students.</p>
4	<p>Increase pupil premium student engagement across the curriculum.</p> <p>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 will embed the use of targeted interventions and approaches for disadvantaged students which will increase their active engagement across the curriculum. Adaptive practice and 'live' feedback are key tools to help to achieve this. This includes access through ICT.</p>
5	<p>Engaging parents/carers of disadvantaged students.</p> <p>This can have consequences including poorer attendance, lower literacy, more behaviour concerns and lower academic achievement. We will endeavour to engage all parents to be active participators in their child's education.</p>
6	<p>Access to extracurricular enrichment.</p> <p>Our pupil premium students have a lower attendance rate at extra-curricular enrichment activities. We will provide support to ensure uptake is as high as possible and equipment is no barrier to attending extra-curricular activity.</p>
7	<p>Literacy</p> <p>Our data shows for Year 7 that on entry there are some gaps in reading, literacy and numeracy amongst our pupil premium students. These range from reading ages, vocabulary, comprehension and execution of written ideas onto paper and numeric skills. We will use a range of intervention groups and reading programmes including phonics and 'Accelerated Reader.'</p>

8	<p>Access to resources</p> <p>Some pupil premium students have difficulty accessing resources that may be required to be successful in school; ranging from uniforms, stationery, IT provision, money for trips and cooking ingredients. A high proportion of our pupil premium budget is spent here supporting students by offering students a range of resources / requests to best support their needs (both direct to the family and asking teachers and support workers for their views).</p>
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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
Attainment of PP students	<p>Improved Attainment 8 scores for PP students across the curriculum with a particular focus on Maths and English</p> <p>Closing of the gap between non-pupil premium and pupil premium students</p>	<ul style="list-style-type: none"> English and Maths KS4 A8 score to be less than national (the gap indeed in '23 was 3.94 To have a smaller than national gap of students achieving 4+ and 5+ in English and Maths compared to students nationally (25% V 52% for non disadvantaged) Staff know who their pupil premium students are and adapt their teaching appropriately using the 'Rednock Way' teaching and learning strategies.
Attendance of PP students	To close the gap of average PP learner's attendance across all year groups	<ul style="list-style-type: none"> Attendance of PP learners is at least inline with that for national PP (current 84.8% V 92.6%: national 86% V 91.2 for autumn term '23) Reduce PA list for pupil premium compared to 2023/24 (PP: 109/219 = 49.77% V Non-PP: 355/ 943 = 37.65%) (Year to date PP: 84/243 = 33.87% Non-PP: 218/995 = 21.91%) Continue to use a range of interventions and put measures in place to support improved attendance. PP suspensions are within 5% (for total days of suspension) of national average (all students) (2023/24 Total Suspensions: PP: 65/219 = rate of 0.297 suspensions per student V Non-PP: 103/943 = rate of 0.109 suspensions per student. At least 1 Suspension: PP: 22/219 = 10.05% Non-PP: 29/943 = 3.08%) (National rate 0.09 2022-3) (2024/25 to date Total Suspensions: PP: 36/243 = rate of 0.148 suspensions per student V Non-PP: 33/995 = rate of 0.033 suspensions per student. At least 1 Suspension:PP: 17/243 = 7.00% V Non-PP: 16/995 = 1.61%)

<p>Understanding and engagement with school routines using Relationships for Learning.</p>	<p>PP students will actively engage in their learning and feel fully integrated into the school community</p>	<ul style="list-style-type: none"> ● PP students will have reward points in line with their non-PP peers ● PP students behaviour consequences gap will reduce V their non-PP peers
<p>Increase pupil premium student engagement across the curriculum.</p>	<p>All PP students will study a full and varied curriculum in all year groups</p>	<ul style="list-style-type: none"> ● PP students access to full curriculum range in line with non-PP ● PP in school absence is reduced as shown by internal data
<p>Engaging parents and carers of disadvantaged students.</p>	<p>PP parents fully engage with the school and in the education of their child</p>	<ul style="list-style-type: none"> ● Parent attendance at parents evenings is in line with non PP parents as evidenced from 'School Cloud' system ● take up of extra-curricular activities including clubs and trips is in line with non-PP students ● PP parent take up of parental surveys in line with non-PP parents
<p>Access to extracurricular enrichment.</p>	<p>PP students attend clubs and trips proportionately in line with their non-PP peers</p>	<ul style="list-style-type: none"> ● trip attendance data shows that PP students have a full and inclusive attendance on trips and visits ● PP students attendance at clubs in line with non-PP students
<p>Literacy</p>	<p>PP students reading age to be on average in line with non-PP students</p>	<ul style="list-style-type: none"> ● PP students make progress in line with non-PP in Accelerated Reader and in terminal testing for English ● The reading ages of PP boys improves so that they perform at least in line with their non-PP peers across all Key Stages ● Fresh Start data to show that the reading age gap from those identified from PP has closed relative to non-PP
<p>Access to resources</p>	<p>Pupil premium students have full access to resources in-line with their peers, allowing them to access the full curriculum (both in and outside of school).</p>	<ul style="list-style-type: none"> ● A reduction in homework detentions in comparison to 2023/24 using our monitoring systems to assess progress. Provide support / Homework Club for key pupil premium students ● Access to full uniform for pupil premium students. Full provision of cooking ingredients for food practical lessons. Additional music lessons for pupil premium students across all key stages

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 £110,422

Activity	Evidence that supports this approach	Challenge) addressed
<p>High quality teaching in line with the 'Rednock' Way of teaching</p> <ul style="list-style-type: none"> Recruitment and retention of a full team of E&M specialist teachers Recruitment and retention of best staff (Dedicated time will be given to staff to develop skills, collaboration through teaching and learning teams, department meetings, CPD sessions before and after school. This will be delivered through a comprehensive CPD programme to meet career path needs and expectations for staff to best meet the needs of learners. Staff will continue to be encouraged to enrol on NPQs. Whole school CPD on Modelling, Adaptive Practice and 'Live' marking & Feedback 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their students (EEF)</p> <p>The EEF states supporting and developing staff through extensive CPD opportunities equips and supports teacher development. (EEF: Effective Professional Development)</p> <p>Modelling and high quality feedback are key to student progress (EEF)</p>	<p>1, 2, 3</p>
<p>Improve levels of literacy by:</p> <ul style="list-style-type: none"> Improving literacy vocabulary and oracy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. 	<p>Reading and comprehension EEF</p> <p>Acquiring disciplinary literacy (EEF: Disciplinary Literacy) is key for students as they learn new, more complex concepts in each subject: EEF: Improving Literacy in Secondary Schools 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</p> <p>+6 learning months for Reading Comprehension Strategies (EEF Blog: What do we mean by 'disciplinary literacy'? EEF</p>	<p>1, 7</p>
<ul style="list-style-type: none"> Focus high quality teaching on individual pupil needs when planning lessons. <ul style="list-style-type: none"> (FIRST - Focussing on adaptive practice, modelling and 'live' feedback) 	<p>High quality T and L evidenced as the best method for closing the gap. EEF</p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> ● Interrogation of data (i.e. know their backgrounds). Data, Seating plans. ● Identify barriers and adapt practice. Checking in. ● High expectations for all Inspiring students (relationships for learning) 		
<p>Live marking and assessment</p> <ul style="list-style-type: none"> ● PP students put first i.e. questioning and oracy ● prioritising PP students for 'live marking' and modelling. ● Teachers know who their PP students are and what strategies are effective in enabling their success. 	<p>+6 learning months for Feedback (EEF Teacher Toolkit and Guidance Report).</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge
<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, the Assistant Head of Community has responsibility for overseeing the support and attendance for the PP students in each year group. Each Assistant Head of Community will be the students' advocate and facilitate support. Each Assistant Head of Community will coordinate interventions in Metacognition, motivation, target setting based on need Chance is Change brought in for 2 days per week 	<p>EEF – Metacognition EEF attendance interventions</p>	<p>1, 2, 3, 4, 5</p>
<p>National Tutoring Programme & School-Led Tutoring, focusing on English and Maths for Year 11- 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 (Teacher Toolkit). (EEF Making a difference with effective tutoring).</p>	<p>1</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' using Google Classroom and Satchel One which will be supported by students being given access to the necessary IT facilities</p>	<p>EEF on preparation for learning</p>	<p>1, 8</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, 3, 4</p>
<p>Delivery of the Accelerated Reader programme via English teachers and increased English curriculum time</p> <p>Fresh Start phonics programme for identified students</p>	<p>Increased levels of literacy skills in KS3. Standardised reading tests (AR) will show an improvement in reading scores more inline with reading ages. Standardised tests. Assessing and Monitoring Pupil Progress EEF Using Accelerated Reader to help facilitate and monitor reading for pleasure</p>	<p>7, 1</p>
<p>To support the completion of homework, with dedicated space and staffing after school</p>	<p>Homework and feedback identified by EEF as key areas for maximising progress.</p>	<p>1, 3, 4</p>
<p>TA / intervention support Deploying dept staff / effective TA support to our pupil premium / SEND students.)</p>	<p>+4 learning months for Teaching Assistant Interventions (EEF).</p>	<p>1, 3, 4</p>

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

Budgeted cost: £ 70,982

Activity	Evidence that supports this approach	Challenge addressed
Support funding for identified extra-curricular activities to enable PP students to engage with the school community and provide greater opportunities and a sense of belonging.	Ensuring financial barriers don't stop students have the same opportunities at school Enrichment Opportunities EEF EEF Uniform	6, 2, 4
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 Breakfast Club trials	1, 4
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 EEF trips boost writing	4, 2
We will provide a commitment to counselling/mentoring to support extreme cases of social, emotional and mental wellbeing.	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.	1, 2
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.	1, 2, 4, 5
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 key staff and Assistant Heads of Community for PP students with parents invited.	Parental engagement is a key factor in students attending and achieving at school. +4 months	5
<ul style="list-style-type: none"> ● Delivery of the Accelerated Reader programme via English teachers and increased English curriculum time ● Fresh Start phonics programme for identified students 	EEF reading interventions	1, 2, 7
<ul style="list-style-type: none"> ● To support PP students to attend school with dedicated staff and support through specialist intervention approaches 	EEF Attendance interventions	1, 2, 4

Part B: Review of outcomes in the previous academic year

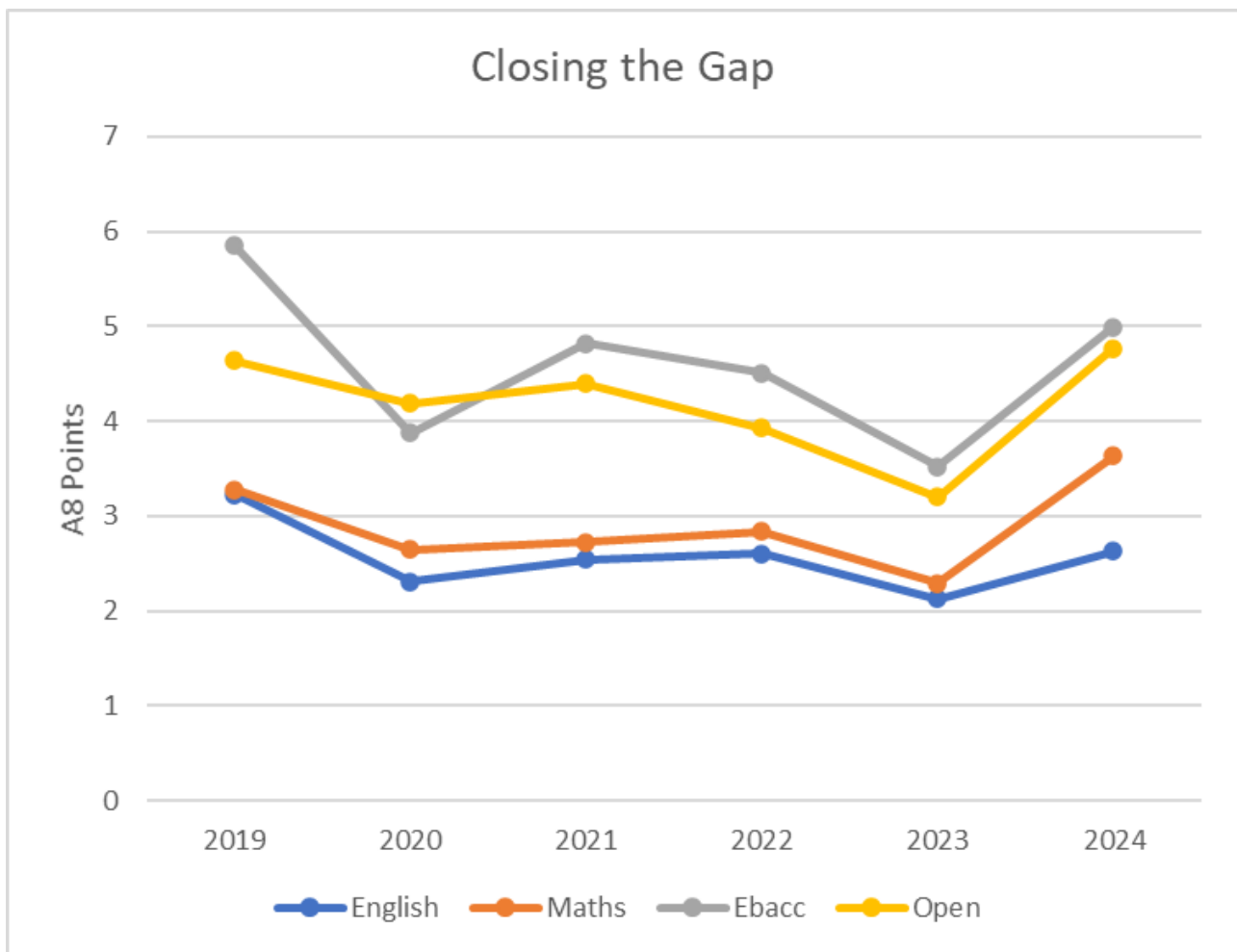
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's pupil premium students during the 2023/24 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 across the previous 3 year cycle, but this gap is now plateauing. 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.

Results in 2023 improved for all students while national outcomes decreased. Therefore outcomes for PP have improved faster than non-PP students both nationally and within the school.



Data for 2024 shows that a gap still persists and has slightly widened:

Progress 8 (Sisra Analytics data from Summer exams results)	Non PP	PP	Difference
2023	-0.06	-0.48	-0.42
2024	+0.1	-0.6	-0.7

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 Year 7 additional English classes, where at any given time (numbers shift based on need) that half of these students are PP and are making significant gains.

NTP tutoring in English Language; of 18 students in this programme 7.3 grades of additional value were added averaging 0.4 grades per student. Of the 20 students in Maths they performed overall 8 grades lower than their average at -0.4 grades per student. This is broadly in line with the gap in Maths and English across the cohort. It is likely this gap would have been wider without this intervention.

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.

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, book 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 has improved over the previous academic year, but the gap has slightly widened to non PP students. As shown from the PA and attendance data above, as well as the suspensions data, this is a significant contribution

to this 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
Vocational work Prospects
Social, emotional, behavioural work The Door
Chance is Change

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 2023, but that we still have a gap remaining across our PP cohort.

We have taken reference for evidence and actions from the [national guidance](#) where it states 'Using evidence to inform decision-making throughout pupil premium strategy planning is vital in order to achieve the biggest impact on pupil outcomes. To support schools to make best use of their pupil premium, we have introduced a 'menu of approaches', based on the evidence of how best to improve attainment. Using pupil premium in line with the menu will help you to develop your pupil premium strategies.' We have used this 'menu' to drive our range of interventions and actions.

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.