



Pupil Premium Ethos and Values at Redmoor Academy

Disadvantage can manifest in a range of ways. It can be financial or it can be linked to family breakdown, social mobility or mental health. However, whatever the cause, the barrier to academic progress caused by disadvantage is well-researched and proven. Morally, all schools have a duty to ensure disadvantaged students are supported to meet the same progress expectations as their non-disadvantaged peers. This should be a core objective for anyone involved in academic or pastoral provision for young people.

Nationally there is a distinct achievement gap between disadvantaged students and their non-disadvantaged peers. In 2018 the Progress 8 national gap was -0.57* for disadvantaged students meaning those eligible for Pupil Premium funding achieved, on average, over half a grade lower across their spread of GCSE subjects than students from non-disadvantaged backgrounds. We await the 2019 figure which is expected in January 2020. In 2018 Redmoor Academy's GCSE results showed Pupil Premium students recorded a Progress 8 figure of approximately -0.6. This was a significant improvement on 2017's -1.12 and indicates the disadvantage gap had halved under the school's new leadership team. The PP (unvalidated) Progress 8 figure for 2019 is -0.43 which, with a non-PP figure of 0.1, which gives a gap of -0.54; slightly narrower than the national gap and with PP progress improving year on year. We continue to make every effort to close the gap further until disadvantaged students make progress equal to their peers.

Details of the priorities and strategies identified for 2019 onwards can be found in the following action plan. In line with DfE guidelines, we have taken a longer-term view in improvement planning rather than a restricting annual cycle. Disadvantage is deep-rooted and not easily addressed in a single academic year, so strategies are split into two phases indicating the different levels of urgency involved and the breadth of the tasks to be undertaken. Phase 1 and 2 actions are indicated in brackets. At the heart of the action plan is the quality of teaching and learning. Extensive research carried out on behalf of the Department for Education has found that routinely excellent classroom learning is the single most influential factor in raising the achievement of disadvantaged young people. Excellent teaching must be supported by quality professional development and the best possible professionals must be recruited and retained.

Schools receive £935 for each PP child (£300 for forces children) which is to be spent by the school to make redress for the achievement gap. Leaders have an obligation to demonstrate effective use of this funding. In addition to supporting the overarching priority of attracting, keeping and training the best teachers available, a proportion of each child's PP allocation is ring-fenced for individual provision tailored to their own academic needs. It must be understood, however, that 'one size does not fit all' - a strategy that works with one student may not work with another. Ultimately, a judgement of success will be that the *majority* of students have experienced a positive impact from the *majority* of strategies, within a culture that enables experimentation in an attempt to come closer to finding what works. An explanation of the school's funding approach can be supplied on request.

*Figure obtained from DfE as recorded by Education Policy Institute in January 2019:

<https://epi.org.uk/publications-and-research/secondary-school-performance-tables-2018-disadvantage-gap-widens-in-english-and-maths/>

NOTE: FOR RESOURCES AND COSTS SEE PUPIL PREMIUM FUNDING DOCUMENTATION FOR 2019-20

Main Success Criteria

PP students achieve or exceed their minimum expected grades and the achievement gap is reduced and, in time, eradicated. All students leave Redmoor Academy with qualifications that bring opportunity rather than restrictions, fully prepared to enter working life and equipped to participate in intelligent adult culture.

Objective	Actions (including staff/role initials)	Success Criteria (how will we know there has been a positive impact)
<p>1. Routines and Culture for Learning</p> <p>to ensure the best possible learning experience for PP students through quality first teaching, calm and focused lessons, high challenge and rigorous support</p>	<ul style="list-style-type: none"> Where QA highlights that teaching and learning does not meet expectations, leaders take appropriate action to support rapid and sustained improvement Communicate an improved focus on what behaviours and standards constitute 'good enough' to all staff and students early in the Autumn term. This will be part of KN's Redmoor DNA strategy. Support Redmoor DNA with posters for classroom display Encourage use of Class Charts to support classroom routines in terms of seating plans, consequence/reward points, communications to parents, logging HW etc. Ensure Class Charts is used to make PP students known and supported. Report on 2019 PP gap in results and the strategies for closing this further at subject level Through internal tracking of pupil progress, identify underachieving PP students and put strategies in place to support them at KS3 and KS4 Remind staff of student passports and how these can give a reference point for bespoke strategies which address students' individual barriers to learning PP Mentor(s) effectively support students in class and through bespoke programmes of mentoring 	<ul style="list-style-type: none"> ❖ The majority of lessons meet Redmoor standards (Ofsted 'good' or 'outstanding' under quality of education). Class Charts enables staff to focus easily on the experience of PP students. ❖ GCSE results continue to improve for all students and the attainment and progress of PP students is in line with national results and draws closer or matches that of non-disadvantaged students at Redmoor. ❖ Teachers judge PP students to be making the progress expected of them in each year of study. ❖ Attendance, behaviour and progress data for PP students is as good or better than the national data for PP students and closer to or better than non-PP. ❖ The individual academic and emotional needs of PP students are met wherever possible by the school, with funds directed to proven strategies of support, some of them bespoke. ❖ Parental questionnaires continue to demonstrate satisfaction with the school. ❖ Attendance at parental events is as good for PP families as it is for non-PP and close to 100%. Non-attending families are at least aware and follow-up communications are made. ❖ Fewer PP students end up in alternative

	<ul style="list-style-type: none"> Track and encourage attendance at parents' evenings and follow up non-attendance with round robins / meetings Make regular and supportive contact with parents of high-need PP students to pre-empt as well as react to learning/behaviour issues. Establish a programme of coffee mornings/afternoons to improve school-home relations Track and respond to various forms of data in order to swiftly address areas of concern, communicating with students, staff and parents as appropriate: <ul style="list-style-type: none"> Attendance Behaviour Attitude to learning and homework Academic progress 	provision.
2. Literacy / Oracy to support students' vocabulary development, oracy skills, academic reading and extended writing	<ul style="list-style-type: none"> All departments: support students in their development of 'tier 3' specialist subject terminology, but also the 'tier 2' academic vocabulary needed to fully participate in adult cultural circles Include opportunities to develop oracy skills in units of work across the curriculum. Develop an improved programme of enrichment activities which support oracy skills to which PP students are invited/steered. (2) Expose students (and support their approach) to quality non-fiction reading materials as part of their homework and classwork. All teachers: model the reading techniques needed to gather gist, assess legitimacy, retrieve specific information, summarise and question academic articles and texts. Guide students to steadily increase and improve their extended writing, which is at first scaffolded but later independently completed (see Rosenshine) 	<ul style="list-style-type: none"> ❖ Students speak and write with an increasingly wide vocabulary ❖ Students approach difficult reading texts with confidence, well-practised in the strategies to access these ❖ PP involvement in oracy-rich extra-curricular activities is as good or better than that of their peers. ❖ PP students make good progress in their extended writing ❖ GCSE results continue to improve for all students and the attainment and progress of PP students is in line with national results and draws closer or matches that of non-disadvantaged students at Redmoor. ❖ Teachers judge PP students to be making the progress expected of them in each year of study.
3. Enrichment Opportunities to relentlessly	<ul style="list-style-type: none"> Conduct an audit of current enrichment opportunities both within subject areas and across the school Collect any available information on PP involvement in 	<ul style="list-style-type: none"> ❖ A full programme of enrichment exists across music, the arts, sport, STEM and language development, student welfare etc

<p>encourage and strive for parity in enrichment opportunities to help build cultural capital</p>	<p>these</p> <ul style="list-style-type: none"> ● Identify gaps - particularly relating to cultural capital. What activities do we need more of in order to raise aspirations and foster a love of learning and cultural engagement? ● Encourage and support the continuation and expansion of the following and encourage PP involvement:: <ul style="list-style-type: none"> ○ REC ○ Year 7 team building ○ Brilliant Club ○ STEM / Big Bang / robotics ○ Lego League ○ Enterprise Day ○ Works Experience Programme ○ Peer mentoring / coaching ○ Student council ○ Duke of Edinburgh scheme ○ Sports clubs and teams ○ Study Space ○ Orchestra, choir, steel pan drums, rock school, peripatetic music lessons ○ Book clubs ○ LGBT support group ● Seek out opportunities for university visits to broaden horizons / Business mentors from local employers (eg after Works Experience with employers who have been particularly proactive - Phase 2) <p>Debating society? Speakers for Schools? Local business community engagement?</p>	<ul style="list-style-type: none"> ❖ The percentage of PP students participating in enrichment opportunities is equal to or higher than the whole-school PP percentage.
<p>PHASE 2 4. Transition to ensure a smooth transition from primary into Year 7, and from Y11 into Post 16 for PP students vulnerable to the</p>	<ul style="list-style-type: none"> ● Instigate meetings with PP leads in feeder primaries to exchange information on individuals (barriers and strategies) prior to the start of Year 7 ● Communicate known issues to teaching and support staff before the start of the autumn term ● Use this information to form part of the pastoral process 	<ul style="list-style-type: none"> ❖ All families eligible for the PP grant are aware and make successful applications ❖ Transition for Y7 pupils is smooth and Redmoor is aware of existing issues and successful strategies as part of induction process ❖ PP students in Years 9-11 participate well in

negative effects of change	<p>in assigning tutors and tutor group mix</p> <ul style="list-style-type: none"> ● Include essential PP information in induction packs ● Give PP students priority regarding business and college interviews, careers trips and visits, works experience placements etc. As far as possible, fund all Post 16-related activities for PP students. ● Track PP Post 16 choices and counsel against low aspirations ● Contact PP families to discuss the range of Post 16 choices available ● Where destinations are known, contact college staff with welfare responsibilities to ensure a smooth transition process and adequate support 	<p>careers activities.</p> <ul style="list-style-type: none"> ❖ Older PP students make informed Post-16 choices and are well-represented in Level 3 courses. ❖ No PP students become NEET. ❖ Transition for Y11 students into Post 16 is smooth and successful.
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AVP: Assistant Vice Principal with oversight of Pupil Premium spending and impact (currently Kate Grocock)

Ass AVP: Associated Assistant Vice Principal with responsibility for coordinating PP strategy and provision (currently Rebecca Wilson)

PPM: Pupil Premium Mentor with operational responsibility for delivery of the PP Action Plan (role currently shared by Hayley Thomson for 4 days and Melissa Stevens for 1 day)

PP Gov Link: Link governor with responsibility for monitoring Pupil Premium provision (currently Chris Kealey)