

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Redborne Upper School
Number of pupils in school	1173
Proportion (%) of pupil premium eligible pupils	12.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Olly Button, Headteacher
Pupil premium lead	Nikki Brennan, Assistant headteacher
Governor / Trustee lead	Elaine Tebbutt Beth Woodward.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110 780
Recovery premium funding allocation this academic year	£21 750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£132 530

Part A: Pupil premium strategy plan

Statement of intent

We believe all students should have equal chances to make progress in school; develop the skills needed to achieve success in the workplace; have high aspirations of themselves and be able to experience a wide range of opportunities for growth and development out of the classroom.

Nationally, students from disadvantaged backgrounds do not achieve as well as those from non-disadvantaged backgrounds and this had led to a 'gap' in attainment between these groups of students. Our aim is to close this gap.

Our key principles:

To support high quality teaching and learning for disadvantaged students

To ensure disadvantaged students receive regular support and interventions

To equip students for school and provide opportunities for disadvantaged students to experience a range of culturally enriching activities.

To choose strategies, we have used guidance predominantly from the current EEF *tiered approach* to supporting disadvantaged students, alongside the DfE (2015) document, 'supporting the attainment of disadvantaged students.....'

Challenges

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

Challenge number	Detail of challenge
1	Providing high quality teaching and learning, ensuring each student has access to a consistently high standard of education across the school.
2	Gaining parent/carer confidence and improving communication between the school and parent/carer.
3	Improving teacher understanding of the individual needs of our disadvantaged students and removing unconscious bias.
4	Improving the ability of students to work independently out of lessons using meta-cognition, spaced learning and retrieval practice.
5	Improving the attendance and engagement of disadvantaged students.
6	Ensuring students have access to high quality support enabling informed choices post-16.

7	Significant increase in SEMH challenges for students post Covid.
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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.

All references are for disadvantaged students.

Intended outcome	Success criteria
Close the gaps relative to national averages in English and maths.	Progress score in maths and English will increase for students.
Remove barriers to students attending extra-curricular activities.	Increase in proportion of students taking part in extra-curricular activities.
Develop students' ability to work outside of lessons, using meta-cognition, spaced learning and retrieval practice.	Increased numbers of students regularly attending study club. These strategies feature in SOW and lessons. Progress gap between disadvantaged and non-disadvantaged students is reduced.
Improve parent attendance at events such as parents evenings; intervention/information evenings.	All parent/carers have greater access to information on their child's progress and attainment; how to support their child at home; the extra-curricular activities available to them and their child and how to access pastoral support.
Improve the average attendance figures of disadvantaged students.	The gap between attendance figures of disadvantaged and non-disadvantaged students will narrow.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18 972

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	<i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key...</i> (EEF 2021)	1,3,4
Employ a seconded assistant head teacher to improve confidence and communication between parents and the school	Named personnel with specific remit increases accountability and effectiveness	2,3,5,7
Employ a seconded assistant head teacher to improve the quality of teaching and learning across the school	<i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key...</i> (EEF 2021) Named teacher with specific remit increases accountability and effectiveness	1,3,4
Employ a seconded assistant head teacher to improve the quality of the CPD offer in school, and thus improve quality of T and L	<i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key...</i> (EEF 2021) Named teacher with specific remit increases accountability and effectiveness	1,3,4
Recruit teacher to oversee study club for students and improve extra-curricular uptake for disadvantaged students	Named English teacher with specific remit increases accountability and effectiveness. Also, is able to advise on effective tutoring in study club.	2,4

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

Budgeted cost: £ 105 840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/student events to support progress in maths/English	EEF OCT 2021-tiered approach wider strategies	2,4,5
Study skills sessions	EEF OCT 2021-tiered approach wider strategies	2,4,5
Targeted support-small group and one to one	<i>Evidence consistently shows the positive impact that targeted academic support can have:</i> EEF OCT 2021-tiered approach wider strategies	1,2,4,5
Literacy support-Lexoniks programme for year 9.	EEF OCT 2021-tiered approach wider strategies	1,2,4,5
Introduction of additional 1 hour lesson in supporting oracy and literacy in year 9. Planned and delivered by English faculty teachers.	EEF OCT 2021-tiered approach wider strategies	1,2,4,5
Resources, uniform and extra-curricular activities, music lessons and trips	Having the correct resources and additional cultural experiences benefits learning and self-esteem.	3,4,5
Alternative provision for PP students	Meeting bespoke needs allows students a greater opportunity to succeed.	1,4,5
Study club	Providing mentoring and additional one to one has impact: EEF 2021	1,2,4,5
From 2021-low ability students at KS4 and those with SEND offered additional 2 hours maths and 3 hours English as an option block. Entry level qualification offered in both subjects.	EEF OCT 2021-tiered approach wider strategies. Use of specialist high performing teachers improves student progress. <i>For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning: Sutton Trust, 2011</i>	1,2,4,5
Assistant headteacher to co-ordinate and oversee disadvantaged student progress	EEF OCT 2021-tiered approach wider strategies. Co-ordinated approach essential (allocated 1 day out of salary to account for this).	

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

Budgeted cost: £ 7 718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin support to improve communications with students/parent/carer	EEF OCT 2021-tiered approach wider strategies	2,4,5
Development of a pastoral hub building and additional staff	Providing effective pastoral support greatly benefits learning. Improve attendance to lessons.	2,5,7
Pilot scheme selected year 10 students to engage with proven programme 'Level Best' including parent events.	Providing effective pastoral support greatly benefits learning.	2,5,7
Tutor focus fortnight year 9 to contact parents to offer bespoke support and identify barriers to learning	Engaging parents is key: EEF Oct 2021	2,5,7
Priority careers advice and access to mentoring support using sixth form study club tutors	Mentoring: EEF toolkit	7

Total budgeted cost: £ 132 530

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2020-21 funding was focused on teaching and interventions in maths and English at grade 4/5 for disadvantaged students and students with SEND.

% achieving grade 4 maths and English:

Disadvantaged students =65% (+4% pupil progress)

SEND support =42% (+4% pupil progress)

EHCP = 38% (-4% pupil progress)

Analysis using mostly internal tests for students on the one to one tutoring programme which we ran in house. PP has been used to denote a student in receipt of pupil premium

Year 9 Maths:

- Yr 9 average maths rank for PP students increased by 47 places (from 210 to 163).
- (whilst the non PP students average rank decreased by 3 places over the same time).

Year 10 PP students on programme

- 58% improved their results in Maths.
- 63% in English improved results (from the October base test to their Yr 10 mock in June).

Year 11 Maths GCSE results

- Yr 11 average maths rank for PP students increased by 50 places (from 137 to 87).
- (whilst the non PP students average rank decreased by 3 places over the same time).
- LAC student achieved a final grade 5, going up 24 ranks.

Year 11 English GCSE results:

- Yr 11 average maths rank for PP students increased by 4 places.
- (whilst the non PP students average rank decreased by 1 places over the same time).

English intervention needs to start much earlier (middle schools/year 9) to have impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Personal tutoring using graduate tutors, trained by us	Redborne Upper school, funded by Connolly Foundation
Improving reading age	Lexoniks

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We employ 3 full time graduate tutors who offer mainly one to one English and maths tuition to our disadvantaged students. They also run small group sessions (max 3 students) in maths.

In addition, the tutors run our after school study club for students and train/monitor the sixth formers we employ to act as one to one tutors in the club. Tutors are able to call parents frequently allowing more bespoke support, including pre-booking parent evening appointments for core subjects. Also, they call all parents to offer support and advice when students in year 9 are selecting their KS4 option choices. We are able to offer parents opportunities to visit us in situ and see how best to support their child.

This programme will run for the year and students receive this tuition for the academic year.

We actively encourage disadvantaged students to apply for places on extra-curricular activities and reserve a set number of spaces for these students.