

Pupil premium strategy statement (2019-2020)

School overview

Metric	Data
School name	Rastrick High School
Pupils in school	1535
Proportion of disadvantaged pupils	26.7%
Pupil premium allocation this academic year	£331925
Academic year or years covered by statement	2018/19 – 2019/20
Publish date	October 2019
Review date	September 2020
Statement authorised by	Steve Evans
Pupil premium lead	Oliver Winterbottom
Governor lead	Duncan Brundell

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.36
Ebacc entry	22%
Attainment 8	39.53
% Grade 5+ in English and maths	27% (of PP)

Rastrick High Schools Expectations

A	Have high expectation of all, regardless of background.
B	Promote high standards of literacy.
C	Be aware of who you disadvantaged students are, particularly those who are 'working below'
D	Provide high quality feedback to all disadvantaged students, with clear steps on how to improve.

Teaching priorities for current academic year			
Expectation	Intent (What issue are we intending to address)	Implementation (What actions will we take to address this issue)	EEF Toolkit Focus
A, B, C, D	Recruitment of high-quality staff, including the appointment of Lead Teachers in Core Subjects to deliver CPD to staff and enable staff to deliver high quality Teaching and Learning to Disadvantaged Students.	A rigorous recruitment process has been established, including members of SLG and subject staff, which includes observations and a rigorous interview procedure. This will be overseen by the Headteacher to ensure the rigour is consistent across all processes.	1.Feedback 18. Within-class Attainment Grouping
A, D	Reduction in group sizes to allow more bespoke, personalised teaching approaches to better meet the needs of our Disadvantaged Cohort.	Subject Leaders will meet regularly with their SLG Improvement Partners to review data in all year groups, with a focus on Disadvantaged Students to ensure that group dynamics and quality of teaching in each class is effective and will ensure rapid intervention if this is not the case.	1.Feedback 13. Small group tuition 20. Reduced Class Sizes
B, D	Whole school literacy programme that intends to expose students to a rich vocabulary to support study across the curriculum and to encourage wider reading for pleasure outside the classroom	Literacy lead will develop a programme of study that will support staff to: <ul style="list-style-type: none"> Carry out modelled reading for one session per week Read fluently, ask questions, contextualise vocabulary and use reading strategies to aid students' comprehension. Promote reading for pleasure 	3. Reading Comprehension Strategies

Targeted academic support for current academic year			
Expectation	Intent (What issue are we intending to address)	Implementation (What actions will we take to address this issue)	EEF Toolkit Focus
A, B, C, D	Wave One Strategies Class Teachers will target and address underperformance within their class through the delivery of the schools 'Subject Learning Conversations'	After each assessment point, teachers will be given time to reflect on the progress of their groups and identify students who require additional support. Teachers will then be able to plan wave one interventions with the intention of address students' specific needs or barriers to learning. Teachers will be given additional meeting time after each assessment point to discuss these strategies with their head of department.	18. Within-class Attainment Grouping
A, B, C, D	Wave Two Strategies Targeted small group intervention programme for Y11 students, focussing on	The Year 11 Achievement Leader and her team will ensure the Year 11 intervention programme is well attended by students by	13. Small Group Tuition

	<p>exam ready, as well as small group interventions for Y7-10 students, including strategies such as:</p> <ul style="list-style-type: none"> • Reading groups • University/aspiration interventions • Accelerated Reading programme for targeted students • 'Hub' provision 	<p>engaging parents and regularly reviewing the data from internal assessments and Assessment Period data to monitor these interventions and adapt where necessary.</p>	
A, C, D	<p>Wave Three Strategies 'Individual Support Plans' In instances where students are underperforming in multiple areas, additional support will be put in place by the Achievement and Support Teams across school</p>	<p>Where required, additional support will be given to those who are underperforming in multiple areas, this will include:</p> <ul style="list-style-type: none"> • Additional parental contact to discuss performance. • Mentoring from a member of the Achievement and Support Team. • Priority in interventions and additional academic support. • Additional resources and equipment where necessary. 	<p>8. One-to-One Support 16. Behaviour Interventions 17. Parental Engagement 19. individual instruction</p>
Wider strategies for current academic year			
Expectation	Intent (What issue are we intending to address)	Implementation (What actions will we take to address this issue)	EEF Toolkit Focus
A, C	<p>Attendance officer with responsibility for the attendance of Disadvantaged Students has been employed to monitor pupils and follow up quickly on trancies and absences. First day response provision has been established to focus on these students first, as has a bespoke Attendance Strategy for Disadvantaged Students</p>	<p>Attendance and punctuality procedure have been reviewed to give clear roles and accountability to the Attendance Officer and Achievement Teams to ensure students are in school. This revised procedure incorporates same day calls/intervention, as well as provision for those who are PA, or are below 92% attendance.</p>	<p>16. Behaviour Interventions 17. Parental Engagement 19. individual instruction</p>
A, C	<p>Alternative Curriculum Pathways Where appropriate, students who are struggling to meet the demands of mainstream education, will be given alternative curriculum pathways that are more tailored to their needs.</p>	<p>A range of provision and resources will be developed to enable alternative curriculum routes for students who require it. This will include the development of the learning lodge as well as the increased capacity within the learning centre. This will enable students to access a range of qualifications including BTECs, COPE and additional overlearning.</p>	<p>8. One-to-One. 15. Social and Emotional Learning 16. Behaviour intervention 26. Teaching assistants</p>
A	<p>Enrichment Programme An enrichment programme will be developed to support students in accessing a range of experiences therefore developing students cultural capitol.</p>	<p>A range of activities will be offered to meet the wants and needs of a range of students from different dispositions. In some instances, these will be facilitated by staff within school, in other the sessions will be delivered by external providers of individuals. Where required DS students will be provided the financial support required to access these activities.</p>	<p>12. Outdoor adventure learning 22. Sports participation 23. Arts participation</p>

Sutton Trust Teaching and Learning Toolkit

EEF Toolkit Focus	Cost	Evidence Strength	Impact	Summary
1. Feedback	£		+8	High impact for very low costs, based on moderate evidence.
2. Metacognition and Self-Regulation	£		+7	High impact for very low cost based on extensive evidence.
3. Reading Comprehension Strategies	£		+6	High impact for very low cost based on extensive evidence.
4. Homework (Secondary)	£		+5	Moderate impact for very low cost, based on limited evidence.
5. Mastery Learning	£		+5	Moderate impact for very low cost, based on moderate evidence.
6. Collaborative Learning	£		+5	Moderate impact for very low cost, based on extensive evidence.
7. Early Years Intervention	£££££		+5	Moderate impact for very high cost, based on extensive evidence.
8. One to One Tuition	££££		+5	Moderate impact for high cost, based on extensive evidence.
9. Oral Language Interventions	£		+5	Moderate impact for very low cost, based on extensive evidence.
10. Peer Tutoring	£		+5	Moderate impact for very low cost, based on extensive evidence.
11. Phonics	£		+4	Moderate impact for very low cost, based on very extensive evidence.
12. Outdoor Adventure Learning	£££		+4	Moderate impact for moderate cost, based on moderate evidence.
13. Small Group Tuition	£££		+4	Moderate impact for moderate cost, based on limited evidence.
14. Digital Technology	£££		+4	Moderate impact for moderate cost, based on extensive evidence.
15. Social & Emotional Learning	£££		+4	Moderate impact for moderate cost, based in extensive evidence.
16. Behaviour Interventions	£££		+3	Moderate impact for moderate cost, based in extensive evidence.
17. Parental Engagement	£££		+3	Moderate impact for moderate cost, based in moderate evidence.
18. Within-class Attainment Grouping	£		+3	Moderate impact for very low cost, based on limited evidence.
19. Individual Instruction	£		+3	Moderate impact for very low cost, based on moderate evidence.
20. Reduce Class Size	££££		+3	Moderate impact for high cost, based on moderate evidence.
21. Summer Schools	£££		+2	Low impact for moderate cost, based on limited evidence.
22. Sports Participation	£££		+2	Low impact for moderate cost, based on limited evidence.
23. Arts Participation	££		+2	Low impact for low cost, based on moderate evidence.
24. Learning Styles	£		+2	Low impact for very low cost, based on limited evidence.
25. Extended School Time	£££		+2	Low impact for moderate cost, based on moderate evidence.
26. Teaching Assistants	££££		+2	Low impact for high cost, based on limited evidence.

2018-19 Review

2018-19 Desired Outcome	Success Criteria
Literacy skills show significant improvement for Disadvantaged Students across all year groups.	Pupils eligible for PP make more progress by the end of each academic year than 'other' pupils, so that at least 80% are 'Working Towards' and 65% are 'Working Above' their target grades across the curriculum.
Exam outcomes demonstrate a significant closure of the gap between Disadvantaged Students and their Non-DV peers, in terms of overall outcomes, by Progress 8 'pot' and by individual subject areas.	2019 GCSE results indicate a significant improvement in the progress of pupils eligible for PP, across all subjects, as they move towards linear examinations.
Attendance rates for pupils eligible for PP improve to being in line with their non-DV peers.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves to 96%, in line with 'other' pupils.

Analysis of PP Spending 2018-19	
Quality of Teaching	Impact
Recruitment of high-quality staff, including the appointment of Lead Teachers in Core Subjects to deliver CPD to staff and enable staff to deliver high quality Teaching and Learning to Disadvantaged Students.	Although there was some movement of staff in year, these positions were swiftly replaced and Rastrick entered 2019-2020 with a full teaching staff. This included a number of appointments at Teacher, Lead Teacher, Achievement Leader and Assistant Head level.
Reduction in group sizes to allow more bespoke, personalised teaching approaches to better meet the needs of our Disadvantaged Cohort.	Rastrick continued to offer reduced class sizes in a number of subjects including core. We also provided a number of bespoke small group and One to One sessions for DV, SEN and LAP students.
Bespoke CPD programme for all staff focussing on Disadvantaged Students, specifically on how to improve literacy skills.	Throughout the year, all staff were provided a full suite of CPD including whole school, departmental and aspirational CPD.
Targeted Support	
Targeted small group intervention programme for Y11 students, focussing on exam ready, as well as small group interventions for Y7-10 students, including strategies such as: Reading groups, University/aspiration interventions, Accelerated Reading programme for targeted students, 'Hub' provision	Small group intervention was put in place for year 11 throughout the year to support them in preparing for their exams. In addition to this there was a number of other interventions that took place for students throughout school who that targeted a range of areas including reading comprehension, careers and SEN.
Other Approaches	
Attendance officer with responsibility for the attendance of Disadvantaged Students has been employed to monitor pupils and follow up quickly on trancies and absences. First day response provision has been established to focus on these students first, as has a bespoke Attendance Strategy for Disadvantaged Students.	An attendance officer was appointed to provide additional support in challenge students who were not consistently attending school.
Employment of three Academic Mentors who focus on a specific cohort of Disadvantaged Students and ensure bespoke, specific interventions are implemented for each student, which may include: Individual Support Plans (ISPs), Attendance intervention, Raising aspirations, Behaviour support, Positive reinforcement, Engagement of parents	Academic mentors have continued to support all students in school with a particular focus on those who are underperforming and those who are disadvantaged.