

# Pupil premium strategy statement (2020-2021)



**Rastrick**  
High School

## School overview

<b>Metric</b>	<b>Data</b>
School name	<b>Rastrick High School</b>
Pupils in school	1616
Proportion of disadvantaged pupils	25.8%
Pupil premium allocation this academic year	£368,630
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	January 2021
Review date	September 2021
Statement authorised by	Steve Evans
Pupil premium lead	Oliver Winterbottom
Governor lead	Duncan Brundell

## Disadvantaged pupil performance overview for last academic year

Progress 8	0.09
Ebacc entry	25%
Attainment 8	46.8
% Grade 5+ in English and maths	40.8 (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 Towards'
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"> <li>Carry out modelled reading for one session per week</li> <li>Read fluently, ask questions, contextualise vocabulary and use reading strategies to aid students' comprehension.</li> <li>Promote reading for pleasure</li> </ul>	3. Reading Comprehension Strategies
<b>Covid-19 Addendum</b>	All priorities will continue as described above		

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	<b>Wave One Strategies</b> 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	<p><b>Wave Two Strategies</b> 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:</p> <ul style="list-style-type: none"> <li>• Reading groups</li> <li>• University/aspiration interventions</li> <li>• Accelerated Reading programme for targeted students</li> <li>• 'Hub' provision</li> </ul>	The Year 11 Achievement Leader and her team will ensure the Year 11 intervention programme is well attended by students by engaging parents and regularly reviewing the data from internal assessments and Assessment Period data to monitor these interventions and adapt where necessary.	13. Small Group Tuition
A, C, D	<p><b>Wave Three Strategies</b> '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>	Where required, additional support will be given to those who are underperforming in multiple areas, this will include: <ul style="list-style-type: none"> <li>• Additional parental contact to discuss performance.</li> <li>• Mentoring from a member of the Achievement and Support Team.</li> <li>• Priority in interventions and additional academic support.</li> <li>• Additional resources and equipment where necessary.</li> </ul>	8. One-to-One Support 16. Behaviour Interventions 17. Parental Engagement 19. individual instruction
Covid-19 Addendum	<p><b>Wave One</b> Teachers will continue to support targeted support to Disadvantaged students during Home Learning lessons.</p> <p><b>Wave Two</b> Accelerated Reader and Hub provision will continue as described above.</p> <p><b>Wave Three</b> Achievement Teams will endeavour to remove barriers to home learning by supporting students in access home learning through the distribution and maintenance of electronic devices and other appropriate equipment.</p> <p><b>Wave Three</b> 'Individual Support Plans' will continue to be implemented to support students who are struggling to access online learning.</p>	<p><b>Wave One</b> Teachers will continue to be aware of the Disadvantaged students who are accessing and plan appropriate interventions</p> <p>Wave Two</p> <p><b>Wave Three</b> Achievement Teams will maintain regular contact with students accessing learning off-site and, where required, issue government laptops of use PP funding to provide any resources required.</p> <p><b>Wave Three</b> Achievement Teams will monitor to the engagement and attendance of Disadvantaged students during periods of Home Learning. Where required Achievement Managers will provide targeted support.</p>	18. Within-class Attainment Grouping 13. Small Group Tuition 8. One-to-One Support 16. Behaviour Interventions 17. Parental Engagement 19. individual instruction
<b>Wider strategies for current academic year</b>			
<b>Expectation</b>	<b>Intent</b> (What issue are we intending to address)	<b>Implementation</b> (What actions will we take to address this issue)	EEF Toolkit Focus
A, C	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	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	16. Behaviour Interventions 17. Parental Engagement

	response provision has been established to focus on these students first, as has a bespoke Attendance Strategy for Disadvantaged Students	revised procedure incorporates same day calls/intervention, as well as provision for those who are PA, or are below 92% attendance.	19. individual instruction
<b>A, C</b>	<b>Alternative Curriculum Pathways</b> 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.	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.	8. One-to-One. 15. Social and Emotional Learning 16. Behaviour intervention 26. Teaching assistants
<b>Covid-19 Addendum</b>	Attendance support and Alternative Curriculum Pathways will continue as described above.		
<b>A</b>	<b>Enrichment Programme</b> An enrichment programme will be developed to support students in accessing a range of experiences therefore developing student's cultural capital.	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.	12. Outdoor adventure learning 22. Sports participation 23. Arts participation

## 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.

## 2019-20 Review

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 Towards'
D	Provide high quality feedback to all disadvantaged students, with clear steps on how to improve.

<b>Teaching priorities for current academic year</b>	
<b>Intent</b> (What issue are we intending to address)	
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.	Rastrick maintain a full staff body throughout the academic year and staff retention was extremely positive.
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 subjected including core. We also provided a number of bespoke small group and One to One session for DV, SEN and LAP students.
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.	Read Aloud was launched in term 1 of 2019/20. Staff were given a full package of CPD to support its implementation. The initiative was quality assured by senior leadership and the SIP prior to the national lockdown in March 2020.
<b>Targeted academic support for current academic year</b>	
<b>Intent</b> (What issue are we intending to address)	
<b>Wave One Strategies</b> Class Teachers will target and address underperformance within their class through the delivery of the schools 'Subject Learning Conversations'	The SLC process was consistently delivered throughout the 2019/20 prior to the national lockdown in March 2020. This was quality assured by senior leadership.
<b>Wave Two Strategies</b> Targeted small group intervention programme for Y11 students, focussing on exam ready, as well as small group interventions for Y7-10 students.	All the initiatives mentioned were run until the national lockdown in March 2020.
<b>Wave Three Strategies</b> '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	ISP were consistently delivered throughout the year by Achievement Teams. This was quality assured by the Senior Leadership Group.
<b>Wider strategies for current academic year</b>	
<b>Intent</b> (What issue are we intending to address)	
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	Attendance systems and interventions were developed throughout 2019/20. During the national lockdown in March 2020, the Attendance Officer prioritised the support of vulnerable students through targeted home contact.
<b>Alternative Curriculum Pathways</b> 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.	A number of new initiatives were put in place to support students who struggled to access mainstream education. These included; short term initiatives, curriculum adjustments and Early College Transfers.
<b>Enrichment Programme</b> An enrichment programme will be developed to support students in accessing a range of experiences therefore developing student's cultural capitol.	The Enrichment programme was planned and initiated. Implementation of the Enrichment Programme was interrupted by the national lockdown in March 2020.