



Pupil premium strategy statement



Pupil premium strategy statement

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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	Rastrick High School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current plan covers year 2 of 3-year plan
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	M Williams
Pupil premium lead	O Winterbottom
Governor / Trustee lead	D Brundell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£397,364.00
Recovery premium funding allocation this academic year	£57,564.00
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	£454,928.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Disadvantaged Students (DS)

Our intention is to ensure that pupil premium students are not given a different experience of Rastrick High School, but rather that they are supported to ensure they can fully access all the support and opportunities that are available at Rastrick High School for all students.

Disadvantaged Students (DS) are considered in all school initiatives at every level of our organisation. Where appropriate and necessary, pupil premium students are prioritised for wave 1,2 and 3 intervention. This is all delivered with the intention of removing potential barriers to them accessing Rastrick High Schools inclusive approach to curriculum.

Whole school intent

Our ambitious curriculum shapes a wonderful education for our children, going beyond the standards set by the National Curriculum and statutory guidance. Our students are provided with the opportunity to succeed and enjoy a high-quality education, both inside and outside the classroom. We pride ourselves on a curriculum that provides a broad and inclusive education that drives students' ambition and love of learning.

Inside the classroom, all students are guided through a coherently planned learning journey that is designed and delivered by passionate, knowledgeable, and dedicated staff. All our students and staff have a shared understanding of that five-year learning journey using 'Way-points'. Our curriculum design at Rastrick is 'never finished'. We always seek to refine and improve the educational experience for our students, ensuring that they learn more and remember more. The use of formative and summative assessment in all subjects provides students with ongoing opportunities to test their memory recall and track their progress.

Our curriculum ensures that all students are supported in their character and personal development, equipping them with the cultural capital required for life both inside and beyond their education. This is built into everything we do at Rastrick, including the subjects we teach, values (PSHE), an extensive tutorial programme and our careers advice service.

Outside the classroom, we provide an inclusive, high quality and extensive enrichment programme, which ensures that all students, regardless of background, have access to a wide variety of opportunities. Our students play a key role in improving the quality of education and experience for all at Rastrick. Our Student Leadership programme offers all students the opportunity to grow and develop their leadership skill set, which is complemented by student voice which provides feedback on all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Students who are DS are more likely to start Rastrick High School with lower literacy levels than that of their peers.
2	DS are less likely to participate in extracurricular activities.
3	A small proportion of disadvantaged students' attendance is historically lower than that of their peers. These students are also more likely to be a Persistent Absentee (PA)
4	DS' attainment is lower than that of their peers. A small proportion of these students fail to make the same levels of progress as those students who are not disadvantaged. This is especially true of students who are within the Higher Ability Banding.
5	A small proportion of DS are more likely fall short of meeting the expectations of Rastrick High Schools behaviour policy and are more likely to be placed in isolation or suspended.
6	Historically, DS at Rastrick High School have not accessed the same number of qualifications as their peers. This is particularly true with DS who have Special Educational Needs.

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
Staff at Rastrick High School maintain high expectations for all regardless of background.	<ul style="list-style-type: none"> • Rastricks curriculum programs are designed to facilitate students of all backgrounds. • Educational opportunities are provided to those who struggle to access mainstream education. • Students are supported in ensuring that they are on appropriately aspirational qualifications in Key Stage 4
DS are supported in improving their literacy levels and provided opportunities to foster a love of reading.	<ul style="list-style-type: none"> • Literacy is promoted and supported by all practitioners in every classroom. • Curriculum sequencing reflects the planning that has gone into supporting literacy. • The Personal Development curriculum fosters a love of ready through 'Read Aloud'
Staff are aware of who the DS are in their classrooms and support them in making exceptional progress	<ul style="list-style-type: none"> • Staff use ClassCharts and Provision map to be fully aware of individual student's needs. Where required, they adjust their teaching appropriately.

	<ul style="list-style-type: none"> • Staff reflect on the progress of students regularly and deliver wave 1 intervention to those who are underperforming.
DS receive high quality feedback that provides clear steps on how to improve	<ul style="list-style-type: none"> • DS receive regular feedback as close to the point of learning as possible. • Within lessons DS students are provided high quality verbal feedback.
DS have excellent levels of attendance punctuality	<ul style="list-style-type: none"> • DS attendance meets the academy target of 96% • There is a reduction in the gap between the attendance of DS and non-DS • The number of DS who are PA is less than 10%
DS engage with the personal development opportunities at Rastrick High School and regularly attend enrichment activities beyond the classroom.	<ul style="list-style-type: none"> • DS are disproportionately positively represented in the personal development opportunities at Rastrick High School including: <ul style="list-style-type: none"> ○ Student Leadership ○ Trips and Visits ○ Enrichment Clubs ○ Rewards Events

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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD package that includes: <ul style="list-style-type: none"> • Dedicated whole school training on how to support DS students. • An extensive package of other pedagogy that includes reference to DS. • Dedicated time in departments to develop approaches to supporting DS in their context of individual curriculum areas. 	EEF states that teaching practice has the highest impact on student progress. The whole school CPD package has been designed to facilitate a joined-up approach to supporting all students with a particular focus on DS. In addition to this work, in line with the EEF Rastrick adopts a whole school approach to promoting and supporting the development of literacy within the school.	1,4,5
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 DS.		3,4,5,6
Reduction in group sizes to allow more bespoke, personalised teaching approaches to better meet the needs of our Disadvantaged Cohort.		4,5,6
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		1,4,6

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

Budgeted cost: £154,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wave One Strategies Class Teachers will target and address underperformance within their class through the delivery of the schools 'Subject Learning Conversations'</p>	<p>Student who are underperforming will receive additional support with the teacher within lessons. In line with the EEF toolkit, this may include:</p> <ul style="list-style-type: none"> • Individualised instruction • Withing class attainment groups • Parental engagement • Additional Homework • Additional feedback • Metacognitive strategies 	<p>1,2,3,4,6</p>
<p>Wave Two Strategies 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"> • Reading groups • University/aspiration interventions • Accelerated Reading programme for targeted students <p>'Hub' provision</p>	<p>Student who are underperforming in KS4 may be given the opportunity to participate in departmental intervention with their classroom teacher to support their learning</p> <ul style="list-style-type: none"> • One to one tuition • Small group tuition • Extended school time 	<p>1,4,6</p>
<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>For those who are underperforming across multiple disciplines, a whole school package of support will be put in place by their students Achievement Team. This will include interventions from the boxes above.</p> <ul style="list-style-type: none"> • Social & Emotional learning • Parental Engagement • Behaviour intervention • Mentoring 	<p>2,3,4,5,6</p>

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer with responsibility for the attendance of DS has been employed to monitor pupils and follow up quickly on truancies and absences. First day response provision has been established to focus on these students first, as has a bespoke Attendance Strategy for DS	The attendance office will be able to foster and develop parental engagement through regular contact with families who children are not meeting attendance expectations	3,5
Student welfare team that provides support to students with mental health, safeguarding, personal problems. This includes a tiered approach to support ranging from in school mentoring to external counselling	Bespoke support will be provided to those DS who need it. Support will be distributed based on historical and emerging need.	2,3,5
Behaviour support worker appointed to support students in regulating and changing their behaviours.	Behaviour support worker provides intervention such as: <ul style="list-style-type: none"> • One to one intervention • Group work with students who are failing to regulate their behaviour • External sessions run by another provider • Parental engagement 	3,4,5
<p>Alternative Curriculum Pathways</p> <p>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>	Student who struggles to access mainstream education and/or have problems regulating their behaviour may be given alternative curriculum options withing school. This could include <ul style="list-style-type: none"> • Creative crafts • NCFE Food • COPE 	3,4,5,6
<p>Enrichment Programme</p> <p>An enrichment programme will be developed to support students in accessing a range of experiences therefore developing student's cultural capitol.</p>	Where needed, support will be given to ensure that DS are able to access all opportunities at Rastrick High School. This may include but is not exclusive to: <ul style="list-style-type: none"> • Support in paying for school trips. 	2,4

	<ul style="list-style-type: none">• Travel to access afterschool clubs• Equipment required for participating in school events.	
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Total budgeted cost:£454,928

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.

The results at Rastrick High School during the summer of 2021 would indicate that DS have made positive progress in relation to the previous years results. However, due to TAG this is hard to validate with previous data sets.

Of the 2021 DS cohort 72.6 of students received at least a standard pass in English, 64.3% received at standard pass in Maths.

DS attendance was strong against national; however, DS attendance was not as strong at that of their peers at Rastrick High School.

Covid Catch up premium

Last years covid catch up premium was used to support DS through a range of different avenues including:

- Additional support staff
- Equipment and software to support home learning for DS students
- Additional wellbeing staff in school
- Additional access to counselling