

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	Rainford High
Number of pupils in school	1627
Proportion (%) of pupil premium eligible pupils	17% (278)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ian Young
Pupil premium lead	Laura Cross
Trustee lead	John Southern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,325
Recovery premium funding allocation this academic year	£33350
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	£238675

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy will focus on developing quality first teaching and strong curriculum development to address the most common learning needs that students entitled to pupil premium funding face. These include the need to develop reading fluency and be exposed to rich text and challenging ideas to develop their own learning and thinking as well as the need to develop academic vocabulary. The final strand is the development of quality first teaching by improving the quality of collaborative planning linked to rich professional discussions about how to teach the subject and how to scaffold the learning for all learners appropriately. These long-term strategic approaches will support the development of pupil premium students' progress and attainment moving forward.

The school has also invested in additional staffing to allow for additional small group tuition. A CPD focus to develop reading fluency and comprehension strategies, as well as academic mentoring and feedback to improve DA students progress and outcomes across the school

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy/reading
2	Low levels of progress compared to non PP students
3	Less well developed levels of cultural capital
4	Lack of engagement showing as lower levels of attendance, increased behaviour issues and lower levels of access to enrichment activities
5	Home learning environment
6	Low levels of parental engagement

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
Identification of increase in reading and use of strategies via QA	Improvement in reading fluency and reading ages for DA students
Reduced exclusion figures and Alt Prov costs for DA students	DA exclusions in line with whole school non-DA and better than national figures
Increase in merits/e-postcards for DA students	DA engagement figures come closer to whole school non-DA engagement figures
Improving attendance and PA for DA students	DA attendance and PA in line with whole school non-DA
Improving home learning experience by supporting DA families with specialised equipment/devices to support with completion of homework/independent study	DA homework completion gap narrows to come closer to whole school non-DA homework figures
Improved engagement figures for DA students at school events and enrichment experiences	DA figures come closer to whole school none DA engagement in school events and enrichment experience.

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: £ 121102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of Curriculum Design and Delivery (modelling, scaffolding and feedback) CPD</i>	Education inspection framework: overview of research :January 2019 EEF Guidance Reports and T+L Toolkit	1,2,3
<i>Development of Reading Strategies in all areas.</i>	EEF Guidance Reports on Literacy and Reading Education inspection framework: overview of research :January 2019	2
<i>CPD development of enriched curriculum to build cultural capital</i>	Education inspection framework: overview of research :January 2019	3
<i>Appointment of additional teachers to create additional planning capacity and reduce teacher workload and allow small group tuition.</i>	Education inspection framework: overview of research :January 2019 EEF Guidance Reports and T+L Toolkit	1.2.3

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

Budgeted cost: £114350

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition for PLAC students	EEF research on one to one tuition Progress gap comes closer to whole school non DA	1,2,4
One to one targeted support by academic coaches	EEF research on one to one tuition Audits decreased and the gap closes between DA and whole school non DA	1,2,4

	Merits increase and the gap closes between DA and whole school non DA Improved attainment scores across subjects with gaps narrowed to non PP students	
National Tutoring Programme – Tuition partners	EEF Research on one to one tuition	1,2

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

Budgeted cost: £152108

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and engagement of DA students	EEF Guidance Report working with Parents to Support Children's Learning	2, 4
Reduce the number of DA exclusions and behaviour issues	EEF Guidance Report Improving Behaviour in Schools	2,4
Support Mental Health and Well Being of DA students	Education inspection framework: overview of research :January 2019	2,4
Improve stakeholder engagement of parents and DA students in school events	EEF Guidance Report working with Parents to Support Children's Learning	2,4

Total budgeted cost: £ 387560

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The Teacher Assessed Grades and internal data showed improvement in academic performance compared to non DA students over the last 12 months within the school setting. Suggesting that DA students were performing within national expectations for non DA students based on 2019 national outcomes and progress rates.

This is due to the significant support that has been placed around the DA cohort whilst in school and during lockdown to address issues such as attendance, engagement and well being.

The continuation of strategic approaches to improving teaching and learning, developing reading and building cultural capital and subject schema will support DA students in being able to narrow the gap further when compared to their non DA colleagues.

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
National Tutoring Programme	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

The development of quality first teachers by high quality professional development supported by increased staffing levels to manage teacher workload effectively are central to improving all pupils outcomes at Rainford High and this investment and strategy operates hand in hand with the schools approach to pupil premium.