

Pupil premium strategy statement – Rainford High

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1726 (including 6 th form) 1470 (7-11)
Proportion (%) of pupil premium eligible pupils	272 – 18.5% 7-11 15.8% - including 6 th form
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24, 2024/25, 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Ian Young
Pupil premium lead	Fiona Begley
Governor / Trustee lead	John Southern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 212,175

Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£60,996
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£273,171

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective at Rainford High is to minimise the barriers to learning that disadvantaged students face in order for them to achieve as well as non-disadvantaged students nationally.

The pupil premium strategy outlines the activities that the school are committed to in supporting the learning needs of our disadvantaged students through quality first teaching, whilst also meeting the pastoral and social needs of our disadvantaged young people.

High-quality teaching is at the heart of our approach; it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will be of benefit to all of our pupils. We will ensure that a whole school approach is adopted in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. All pupils will be challenged in the work that they are set.

The key principles of the plan will address the challenges of improving the attendance, parental engagement, self-esteem, confidence and readiness to learn as well as overcoming the lack of academic support and technology at home for disadvantaged students. The strategy aims to reduce barriers to attainment through a focus on attendance, behaviour, living well and cultural capital. Evidence based interventions will enable us to overcome these

barriers and ensure that disadvantaged students can develop a love for learning and be successful.

Challenges

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

Challenge number	Detail of challenge
1	Attendance (those that are persistently absent)
2	Low aspirations leading to low levels of motivation and engagement
3	Literacy skills a barrier to the progress of disadvantaged students
4	Low levels of progress compared to non PP students
5	Less well-developed levels of capital culture
6	Maintain consistency of Quality First Teaching
7	Lack of academic support and technology at home – home learning environment
8	Lack of engagement showing as lower levels of attendance, increased behaviour issues and lower levels of access to enrichment activities
9	Parental engagement leading to lower participation

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
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Attendance in line with non-disadvantaged students	Improved attendance to ensure reduced gaps in knowledge
Increase engagement with exam preparation for Yr11 students through opportunities to explore future career paths.	Engagement with range of opportunities provided. Motivation and access to after school application sessions increased.
Improved reading, vocabulary and comprehension amongst disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Continue to close the attainment gap for pupils in maths and English	Strategies are employed to reduce the gap.
Increased exposure to cultural capital	Opportunities for students to engage with different experiences.
All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.	Relevant research used to inform whole school CPD sessions. Staff given training to ensure that pupils receive high quality learning and best practice is shared. All pupils are challenged and PP students improve attainment.
Support provided in school where it is lacking at home. Gaps in technology supplied by school so that learners are not disadvantaged.	Engagement with range of interventions provided. Subject knowledge improved and cultural capital gained.
Increase levels of confidence to positively impact on behaviour for learning and aspirations.	Higher uptake of extra-curricular activities including trips and visits. High quality and appropriate destinations ensured for disadvantaged students.
Increased parental engagement to enhance home-school partnership	Increased attendance at school led events- Parents' Evening, Everyone Succeeds etc. Attendance at meetings to discuss progress. Positive and supportive interactions with parents when necessary.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Curriculum Design and Delivery (modelling, scaffolding and feedback) CPD	EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy. EEF Guidance Reports and T+L Toolkit EEF Cognitive Science in the classroom: A Review of the Evidence	3,4,6,7
Development of Reading Strategies in all areas	EEF Guidance Reports on Literacy and Reading Education inspection framework: overview of research: January 2019	3,4,6
CPD development of enriched curriculum to build cultural capital	Education inspection framework: overview of research: January 2019	5,8,2
Personalised approach to individual students	EEF Guide to the Pupil Premium: How to plan, implement, monitor, and sustain an effective strategy. EEF Guidance Reports and T+L Toolkit	1,2,3,4,7,8,9

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
16-19 small group tuition for students eligible	EEF research on one to one tuition Improved attainment scores across subjects with gaps narrowed to non PP students	3,4,8

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

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	1,7,8,9
Reduce the number of DA exclusions and behaviour issues	EEF Guidance Report Improving Behaviour in Schools	2,8,9
Support Mental Health and Well Being of DA students	Education inspection framework: overview of research: January 2019	2,8,9
Improve stakeholder engagement of parents and DA students in school events	EEF Guidance Report working with Parents to Support Children's Learning	1,2,7,8,9

Total budgeted cost: £ 273,171

Part B: Review of the previous academic year.

This details the impact our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	2023		2022		2021	
	All students	PP	All students	PP	All students	PP

Number of pupils	288	40	289	51	289	44
P8 score	0.06	-0.13	0.22	-0.39	0.41	-0.81
A8 score	50.4	42.19	53.42	40.46	56.08	46.97
Eng + Maths 5+	56%	33%	65.74	39.22	60.55	38.64
Eng + Maths 4+	80%	60%	80.62	56.86	85.47	70.45
Entering Ebacc	43%	23%	33.56%	17.65%	27.34	27.27

Our review of pupil premium expenditure shows that our overall strategy has yielded positive outcomes. When comparing the last 2 years' results, the total A8 score for our PP students has increased to 42.19 narrowing the gap significantly between PP students and non-PP students from 13 points to 8.2. The P8 score for PP students has also improved and currently sits at -0.14, +.25 higher than 2022 showing that PP students are achieving more in line with their non-PP counterparts. Although data is showing an improvement, and our pupils are making more progress than similar students from other schools in the local area and nationally, they are not yet reaching our ambitious target of achieving in line with the minimum expected standard. 4+ Maths and English will continue to be a focus for next year.

Rainford introduced mixed ability teaching groups across KS3 in September 2020. Although this has had a huge impact on outcomes for all students, our PP students have benefitted to a greater degree. Internal assessment data shows that prior to the introduction of mixed ability groupings, at the end of year 9, 85% of all students were making expected or better than expected progress where only 81% of PP students were achieving similar outcomes. The successful implementation of the mixed ability classes has shown that by summer 2023, the gap between PP and non-PP has narrowed significantly with 91% of PP students making expected or better than expected progress compared to 92% of non-PP students.

Whole school CPD that has focussed on Quality First teaching has included Teaching and Learning strategies centred around making sure that all of our students are supported to reach their full potential. Scaffolding has been embedded to ensure all students can access the higher level of content and skills required in

mixed ability classes, live marking has been developed so that students are getting regular and timely feedback, to ensure that misconceptions are addressed early on and cold calling has been reinforced to make sure that no students can opt out of taking part in the learning. As staff have completed detailed planning for progression documents, they are aware of the students that they need to focus on in the first instance for live marking and to engage and motivate with cold calling. For the next academic year, we will continue to embed SLOP – shed loads of practice, which gives students the opportunity to work hard independently in every lesson and deliberate practice, to ensure consistent and effective implementation of teaching and learning across departments.

Every class teacher completes a planning for progression document for each class they teach which is updated regularly throughout the year, which includes wave 1, 2 and 3 interventions that are taking place to support underperforming students. School has identified the importance of involving teaching staff and subject leaders in monitoring the progress of PP students and this has been achieved through the use of planning for progression documents. All PP students are identified for each class and their learning needs, potential barriers to progress and current interventions are all regularly updated here and monitored by Faculty Leaders as part of the whole school QA process. Wave intervention documents were produced to ensure that a wide range of strategies were identified to help support teaching staff to address barriers to learning that have been identified.

Academic coaches provided one to one support for PP students identified by Learning Leaders. They engaged regularly with parents, ran workshops on revision techniques and study skills and supervised homework club which provided resources and support.

PP students were provided with revision guides and workbooks for all subjects and were prioritised for form intervention particularly in maths and English. Additional support was put in place in the lead up to the GCSE examinations with period 6 lessons delivered across 8 weeks for all subjects. These lessons were small group sessions, planned and delivered by subject teachers and designed to provide bespoke support to those students invited to attend.

Year	Overall attendance		Punctuality (Late marks)		Exclusions		Behaviour		ASDs	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
2022/23	90.03	94.82	3.14 %	1.94 %	54 (18.56%)	68 (5.66%)	31.52	18.41	12.73	6.61

The data from wider strategies implemented show that overall PP attendance has risen from 84.95 in 2021 to 90.03 by the end of the last academic year. Despite this increase, disadvantaged pupils have poorer attendance than non-PP students, something we are continuing to focus on in our overall strategy. The overall number of behaviour incidents, including exclusions and ASDs has increased for all students, with the increase being more pronounced for our disadvantaged students. We are continuing to work on improving outcomes for our PP students through our targeted pupil premium intervention strategies and our wider school improvement and development.