



Reddish Vale High School Pupil Premium Strategy 2020-21

Pupil Premium is an additional grant given to students who:

- Have been eligible for free school meals (FSM) at any time in the last six years
- Have been in the care of the local authority
- Have parents/carers in the armed services, who face particular challenges

At Reddish Vale High School we have many robust intervention strategies, many of which are based on the latest research carried out by the EEF, Sutton Trust and successful strategies from previous years, all are designed to support each individual student to achieve their full potential. Last year, the attainment gap between our pupil premium students and non-PP students was broadly in line with the national average. This year we aim to fulfil one of our core school development objectives 'To close the gap in attainment between pupils and disadvantaged pupils' (RVHS School Development Plan 2020). Historically, our outcomes for disadvantaged students placed us in the top 20th percentile of schools nationally and we aspire to be one of the highest performing schools nationally for disadvantaged students.

Though we anticipate that the pupil premium funding will have a significant impact on closing the gap in attainment, progress, attendance and the aspirations between our disadvantaged students and the rest of the school, the strategies funded by the grant are no substitute for **strong leadership at all levels; high quality teaching and learning; a broad, balanced and fit for purpose curriculum, and effective pastoral care**. These aspects of highly effective and successful schools are what will ultimately determine the success of all students, particularly our disadvantaged cohort and are at the core of our pupil premium agenda.

Leadership – A designated pupil premium lead in school will hold all staff to account for their pupil premium outcomes. All staff have an outcomes target, the extent to which this target is met will be heavily determined by outcomes for pupil premium students.

Teaching and Learning – To this end we will promote and share excellence whilst addressing any unacceptable variability, because the quality of teaching a student receives impacts upon the quality of their education. Central to this is to ensure that our leaders are skilled in judging the quality of teaching and its impact on learning, providing detailed constructive feedback which pinpoints strengths, and effectively identifies the necessary developments and approaches to enhance practice.

Curriculum - To facilitate the delivery of knowledge at the highest standard possible, our curriculum will be: **specific, inclusive, cumulative, well-rounded, preparatory and rigorous** to facilitate learners to go beyond the restrictions of the national curriculum. Literacy and numeracy provision will be enhanced to ensure that all children have the core knowledge which enables success within those subjects and enables them to access the remaining curriculum.

Support - All students, and all particular groups of students, will be supported to the best of our ability and we will continue to seek to provide exceptionally high attainment scores for these students at all levels so that they have the best chance of not being 'vulnerable' for life.

Pupil Premium – Above and Beyond



The total amount we received for pupil premium students in 2020/21 is approximately £376,700. A large proportion of funding is apportioned to salaries and staffing as we recognize the importance of staff in raising standards, aspirations and improving the outcomes of our PP students. However, we also recognize that pupil progress can often be a challenge due to other factors which may inhibit the progress of students.

Therefore in addition to staffing salaries, at Reddish Vale High School we also commission bespoke interventions and programmes which are deliberately targeted for our disadvantaged cohort. The intervention strategies we provide at Reddish Vale exceed by far the total amount we receive for the Pupil Premium, showing that we go above and beyond for these students and do not limit ourselves if support is needed. The Pupil Premium is used to support all of these strategies, interventions and programmes:

Investing in the new student futures curriculum: Finance, Travel and Tourism, Animal Care, Entry Level Science YipiYap 121 tuition in Maths YipiYap 121 tuition in Science 121 Intervention in English Literacy Assessments and Provision Maps Intervention before, during and after school booster sessions /holiday interventions Digital Learning Technologies: Century Tech, Langaug Nut, GCSE Pod, Mathswatch, SENeca Respect and Heart Programme University Outreach Scheme for HA PP students Music Peripatetic Teachers Catering funding to purchase ingredients	City in the Community Behaviour for Learning Training for Staff Mentor Support (Counsellors) Psychology Service Ethnic Diversity Service Careers Advisory Service Scientific calculators for Maths exams School Uniform and kit for extra-curricular activities PE Kit funding Extra-Curricular funding Exam support – Revision guides
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Key Priorities for Pupil Premium

Desired Outcome A: Reduced progress and attainment gap between PP and non-PP students following the impact of Covid-19 on progress.	Desired Outcome B: Attendance for Pupil Premium students will be in line with the national average	Desired Outcome C: Improved engagement and aspirations of PP students
<ul style="list-style-type: none"> • SDP target to close the gap in attainment reflected in all faculty development plans with middle leaders held to account for outcome, including those of disadvantaged students. • Implement and embed a broad and balanced curriculum that reflects the schools context: one that promotes high aspirations and success for all, supports personal growth and prepares and equips all pupils for success in adult life. • Ensure high quality planning and delivery impacts on pupils’ ability to learn and retain new knowledge and equips them with the skills to transfer knowledge across the curriculum and beyond. • Ensure assessment is used effectively to determine what students know, understand are able to retain and supporting teachers and leaders in producing clear next steps and interventions to secure improvements for students. • Implement effective strategies to further improve whole school attendance and reduce persistent absence for all groups, particularly vulnerable groups. 	<ul style="list-style-type: none"> • Implement and embed a broad and balanced curriculum that reflects the schools context: one that promotes high aspirations and success for all, supports personal growth and prepares and equips all pupils for success in adult life. • Ensure high quality planning and delivery impacts on pupils’ ability to learn and retain new knowledge and equips them with the skills to transfer knowledge across the curriculum and beyond. • Implement effective strategies to further improve whole school attendance and reduce persistent absence for all groups, particularly vulnerable groups, including: • More robust monitoring and issuing of Penalty Notice warnings and fines once support has been put in place • Parental meetings and engagement at different levels • Links with external agencies: HYMS, LA, Early Help • Work with SENCO to support pupils with medical needs • Improved promotion of rewards for attendance. • Greater accountability of tutors through protocols, BAR meetings - early intervention 	<ul style="list-style-type: none"> • Implement and embed a broad and balanced curriculum that reflects the schools context: one that promotes high aspirations and success for all, supports personal growth and prepares and equips all pupils for success in adult life. • Ensure high quality planning and delivery impacts on pupils’ ability to learn and retain new knowledge and equips them with the skills to transfer knowledge across the curriculum and beyond. • Review implementation of the Behaviour Policy and modify to ensure effective and consistent strategies that positively impact on behaviour and attitudes to learning, including: • Establish behaviour working party • Further development on reducing repeat PP FTE via behaviour modification strategies and employment of a Inclusion Manager. • Accountability of all staff, teaching, tutors and support in consistently applying behaviour policy and systems • Tutors- via Protocol/BAR) target setting for tutees and intervening and monitoring HOF-buddy system in place • Development of Class Charts to improve ease of behaviour monitoring and strategy development. • Provision map to identify groups of pupils, refer for intervention and monitor impact; Mentor, counselling, anger management, SEN assessment referrals.



Pupil Premium Lead: Mr M Whoriskey

Pupil Premium Governor: Mr S. Hall

Summary Information						
School	Reddish Vale High School					
Academic Year	2020/21	Total PP Budget	£376,700	Date of last PP Review	September 2019	
Total number of pupils	948	Number of pupils eligible for PP	418 (44.09%)	Date for next review	September 2021	
Attainment and Progress						
	Pupil Premium Students			Non-PP Students		
Progress 8	-0.39			-0.08		
%9-5 in both English and Maths	22.4%			51.9%		
%9-4 in both English and Maths	70.1%			40.8%		
Attainment 8	37.8			51.45		
Barriers to future attainment for pupils eligible for PP						
A	Historical culture of low aspirations					
B	Historical culture of poor attendance and punctuality					
C	Assessment procedures to be revisited and brought in line with T&L strategy					
Desired Outcomes			Success Criteria			
A.	Reduced progress and attainment gap between PP and non-PP students			Eliminate the progress and attainment gap between PP and non-PP		
B.	Attendance for Pupil Premium students will be in line with the national average			PP attendance has a positive impact on student outcomes		
C.	Improved engagement and aspirations of PP students			The percentage of PP students taking part in wider school activities will reflect the proportion of disadvantaged students we have in the school		
D.	To address academic and pastoral gaps that have emerged due to Covid Lockdown			Close the gap that has emerged from Covid in both academic and pastoral terms.		

Desired Outcome A: Reduced progress and attainment gap between PP and non-PP students

	Action	Rationale	Expected Impact*
1	Embed the new Student Futures curriculum to address the needs of all pupils with new courses in: Finance; Enterprise; Cultural Capital; Animal Care; Travel and Tourism; Spanish; Entry level courses	The school's curriculum should provide students with the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it will powerfully address social disadvantage.	P8 figures including impact?
2	Embed the new tutor time curriculum to allow extra time for literacy, numeracy, PSHE and Study Skills.	Literacy and numeracy will help develop the key skills required across the curriculum. The PSHE provision will help ensure students are prepared for life in modern Britain. The study skills programme aims to provide students with the self-directed learning attributes they need to thrive in their external exams.	Reading Comprehension EEF - +6 months Metacognition EEF - +7 months Maths Programs, Hattie – +0.40 Study Skills, Hattie – 0.63
3	To improve accuracy of prediction in Maths, develop the curriculum and improve assessment procedures and reliability of predictions.	Building leadership capacity to bridge attainment gaps in maths through providing additional support with a focus on developing reliability of predictions.	Maths P8
4	Supporting disadvantaged pupils with a team of learning behaviour mentors	Raise the attainment, attitude and attendance of disadvantaged students.	Disadvantaged P8 to improve PP Attendance to improve Proportionate rate of exclusions for PP against non-pp. Teaching Assistants, EEF +1 month
5	Literacy Coordinator	Reading ages raised to expected national levels and raised attainment from KS3. To develop the usage of writing ages, to complement reading ages and to build bespoke literacy intervention to address gaps exacerbated by Covid.	Increased percentage of students with reading ages above their chronological age.
6	Additional leadership role within English to focus on the development of reading comprehension	This will facilitate the literacy catch-up process and help those who did not meet reading 100 access and thrive in our more demanding secondary curriculum.	Reading comprehension EEF - +6 months
7	Yipiyap – One to One tutoring in Science	Positive feedback from students regarding last year's provision and one to one continues to have a positive impact on progress nationally.	One to one EEF +5 months
8	Yipiyap – One to One tutoring in Maths	Positive feedback from students regarding last year's provision and one to one continues to have a positive impact on progress nationally.	One to one EEF +5 months

9	Use Edukey literacy assessments to establish accurate reading ages to inform interventions	Identifying students will facilitate the literacy catch-up process and inform interventions so that all students can thrive in the new curriculum and access the content of the new, more challenging GCSEs papers.	Vocabulary programs, Hattie 0.67
10	Use Edukey provision maps to target students with additional needs quickly and make rapid interventions	Identifying students will help inform the intervention process and ensure that all students can thrive in the new curriculum and access the content of the new, more challenging GCSEs papers.	Interventions for students with SEND, Hattie 0.77
11	Intervention with primary school and Y7 nurture group	Primary students targeted for literacy intervention to enable consistent approach and benchmarking of literacy abilities. Profile of incoming students to Y7 increased. Greater support given to disadvantaged students furthest behind in year 7	Interventions for students with SEND, Hattie 0.77 Acceleration, Hattie 0.68
11	Year 8 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 7.	Social and emotional learning, EEF +4 months
12	Year 7 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 6.	Social and emotional learning, EEF +4 months
13	Booster sessions and Lunchtime Interventions	To raise aspirations for disadvantaged students and to ensure they attend extra classes.	Students who attend extra sessions regularly to have +0.5 on their peers.
14	Targeted tutor time Maths tuition	Close the gap in attainment in maths and help all students achieve their full potential. Support students in catch-up numeracy.	Maths P8 to improve
15	To ensure Geography students will not miss out on essential fieldwork because of their background.	To provide opportunities for students To improve aspirations and outcomes for GCSE Geography students	PP P8 for Geography to remain positive.
16	CPD – whole staff training	To improve PP outcomes across all year groups	P8 to improve
17	Multiplication initiative and the Daily Rigour	To improve performance of PP students in maths by teaching numeracy through literacy	Maths P8 to improve
18	Prioritise the assessment of PP student work and a quicker turnaround for feedback	Feedback has one of the most significant impacts on pupil progress and attainment – a quicker turnaround on this gives PP students more time to understand and respond to feedback – consequently improving their outcomes	Feedback, EEF +8 months
19	Develop metacognitive skills through the new whole school marking policy and assessment procedures	Prioritising self-assessment to develop students understanding of how they learn and are assessed. Data drops will include a SCWA to compare with the teacher’s assessment so that self-regulation can be evaluated	Metacognition, EEF +7 months

20	Use digital technologies such as GCSE Pod; SENECA and Show My Homework to address gaps in knowledge and alleviate the impact of absence	Impact reports show that students who used these digital technologies regularly performed better in their external exams.	Digital Technologies, EEF +4 months
21	Students are provided with revision guides across the core curriculum	To develop their independence and fill knowledge gaps.	Metacognition, EEF +7 months
22	Ethnic Diversity Service (EAL)	A specialist service which provides a wide range of support for our English as an additional language (EAL) pupils and schools, and strengthen EAL provision across the school. The service also provides strategic advice alongside practical teaching and learning strategies.	
23	After school booster sessions	After school sessions to support pupils in addressing gaps as a result of COVID19. Based on targeted analysis of skills gaps, sessions are delivered to meet pupils' identified misconceptions.	Extending school time +2 months
24	Development of low-stakes testing software to complement teaching and learning.	Usage of Century Tech, Language Nut, Seneca and GCSE Pod to assess via low-stakes testing to identify skills gaps and inform T&L. (Research, Daisy Christodoulou – Making Good Progress)	Homework (Secondary) +5 months Metacognition, EEF +7 MONTHS Digital technology +4 months
25	Investment in digital text books	Investment in digital text books in key subjects to ensure that pupils have access to course material at home.	Digital technology +4 months
26	To ensure investment in hardware (laptops/dongles) to minimise impact of lost learning due to Covid.	Investment in laptops/dongles to ensure that pupils can access Google Classroom resources from home.	Digital technology +4 months
27	MossPam – to develop teaching and learning and to ensure assessment is more closely aligned.	Moss Pam is a platform to focus on quality first teaching and ensure its triangulation with pupil data to ensure that PP pupils are being identified and supported in lesson. This will result in much more rapid gathering of information, identification of gaps and planning to address developments in T&L and pupil outcomes.	Digital technology +4 months Feedback +8 months
28	Walkthrus CPD – to develop research based pedagogy	Extensive CPD to support PP pupils to develop key research based strands – <ul style="list-style-type: none"> • Explaining and Modelling • Questioning and Feedback • Practice and Retrieval 	Digital technology +4 months Feedback +8 months
29	Google Classroom/Blended learning/Screencastify	Investment in Google Classroom platform to ensure education continues through lockdown , that blended learning training opportunities are available to support.	Digital technology +4 months Parental engagement +3 months

		Investment in Screencastify to allow teachers to record over resources to improve quality of provision.	
30	Webcam investment and Screencastify	Investment in hardware to ensure that live lessons can occur, and where this is not possible, that screen cast software can ensure that teachers can record voice-overs on their presentation to ensure that content delivered is explained by experts to ensure pupils do not fall behind.	Digital technology +4 months Feedback +8 months
31	Visualizers	To ensure that live formative assessment, modelling and explanation can occur to maximize immediate feedback opportunities.	Digital technology +4 months Feedback +8 months
32	Supply	Ensuring that we are able to remain open as a school in times of uncertainty is a major priority for the school. We have developed close relationships with reputable supply companies, who are sending high-quality members of staff to ensure continuity. Staff are trained in our approaches and have access to technology to ensure they can deliver high quality lessons, which are QAd.	
33	Implementation of web-based software to help in assessing gaps in knowledge to complement formative assessment.	Usage of Century Tech, Language Nut, Seneca and GCSE Pod to assess via low-stakes testing to identify skills gaps and inform T&L. (Research, Daisy Christodoulou – Making Good Progress)	Digital technology +4 months Feedback +8 months
34	Investment in digital text books	Investment in digital text books in key subjects to ensure that pupils have access to course material at home.	Digital technology +4 months

Desired Outcome B: Attendance for Pupil Premium students will be in line with the national average

	Action	Rationale	Expected Impact*
1	Embed the new Student Futures curriculum to address the needs of all pupils with new courses in: Finance; Enterprise; Cultural Capital; Animal Care; Travel and Tourism; Spanish; Entry level courses	The school's curriculum should provide students with the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it will powerfully address social disadvantage.	EBACC P8 to improve by +0.5 on 2018/19 Open P8 to improve by +0.3 on 2018/19
2	SLT role linked to attendance	To improve the attendance of PP students and reduce persistent absence rate	PP attendance to improve by 1% on 2018/19
3	Supporting disadvantaged pupils with a team of assistant heads of year	Raise the attainment, attitude and attendance of disadvantaged students.	Disadvantaged P8 to improve by +0.5 on 2018/19 PP Attendance to improve by 1% on 2018/19 Proportionate rate of exclusions for PP against non-pp.
4	Rewards for good attendance (96%)	To improve PP attendance through positive reinforcement and rewards	Students who received awards for attendance last year continued to attend school regularly and will do so this year.
5	Family support to help ensure students have the correct school uniform	To support and improve attendance and punctuality	Parental Engagement, EEF +3 months
6	Transport – ensure students on the periphery of the catchment have private transport to take them to and from school	To improve students attendance, attitude and participation in extracurricular activities	Students provided with transport will continue to attend school regularly.
7	Breakfast Club	Improve attendance by helping to ensure students have the best possible start to the day – a good breakfast.	Students in the Breakfast Club will continue to attend school regularly.
8	An appropriate, fit for purpose curriculum for the most vulnerable students with additional needs.	Ensures our most vulnerable students feel safe, happy and confident in coming into school by learning in an alternative environment which meets their needs.	Reading comprehension, EEF +6 months One to one, EEF +5 months Small group tuition, EEF +4 months Social and emotional learning, EEF +4 months

9	Attendance officer to focus on home visits and close parental communication regarding PP students whose attendance is lower than expected.	Increased attendance will improve the outcomes of PP students	PP attendance to improve by 1% on 2018/19 Home visits, Hattie 0.29
10	Clear monitoring of punctuality with increased numbers of staff on duties from the start of the day to the end	Students who are late to school/lessons will miss out on learning opportunities – increasing their ability to improve their outcomes	Reduced number of students late to school/lessons on last 2018/19.
11	Respect and Heart Programme	Help students develop their levels of compassion, mutual respect and challenge stereotypes	Social and emotional learning, EEF +4 months

Desired Outcome C: Improved engagement and aspirations of PP students

	Action	Rationale with reference to research	Expected Impact*
1	Ensure the proportion of students involved in trips, events and extra-curricular activities reflects the percentage of PP students in the school.	This will ensure that students will be given the same opportunities as others regardless of their background.	Enrichment, Hattie 0.39 Sports Participation, EEF +2 months Arts Participation, EEF +2 months
2	Improve the CEIAG provision to give students more work experiences and contact with employers	A continued integrated approach to Careers provision will help meet the GATSBY Benchmarks.	Career interventions, Hattie 0.38
3	Improvements to the safety, structure and design of the school building and environment	Ensures all students feel safe in the school environment and are enthused by engaging and stimulating learning environments	Built environment, EEF +0
4	A new positive behaviour for learning approach focussing on restorative justice and the 'choice – consequence' system.	Ensuring behaviour management is consistent throughout the school will enable students to remain in lessons – accessing high quality teaching.	Classroom management, Hattie 0.52 Behaviour Interventions, EEF +3 months
5	University outreach scheme.	To provide PP students with opportunities and new experiences from KS3 going into KS4. MFL department co-ordinating opportunities for HAP pupils to remotely attend Cambridge University sessions to broaden horizons.	Career interventions, Hattie 0.38
6	Sports enrichment – The Holland Trip	To ensure student will not miss out on essential sporting opportunities because of their background.	Sports Participation, EEF +2 months
7	To provide catering funding to ensure students will not miss out on essential opportunities because of their background.	To provide similar opportunities for students To improve aspirations and for all catering students	PP P8 to improve by +0.3 on 2018/19

8	Music Peripatetic Teachers	Provide PP students with the opportunity to learn how to play a musical instrument should they wish to.	Music P8 to improve by +0.6 on 2018/19 Arts Participation, EEF +2 months
9	Pedagogy CPD development– looking at improving teaching practice for all staff, specifically looking at feedback.	To develop an outstanding T&L culture that focuses on research based pedagogy to ensure that high quality feedback will engage students in the learning process, help them understand their progress, improve assessment to improve progress.	Feedback, EEF +8 months
10	Strengthen our alternative provision for our most vulnerable students and those at risk of FTE/Permanent exclusion	Alternative provision will reduce fixed term and permanent exclusions and provide students with qualifications that will positively change lives	Reading comprehension, EEF +6 months One to one, EEF +5 months Small group tuition, EEF +4 months Social and emotional learning, EEF +4 months
11	Support Transition events to develop our relationship with the community and increase student numbers year on year	Transition events help build on our positive rapport within the community; help parents make the right choice for their child and facilitate the transition process in ensuring students feel safe and happy at Reddish Vale.	Increased intake year on year.
12	Students are involved in the Power2 programmes: Teens and Toddlers; Be Active	Students develop “skills for life” in an employment based context and achieve level 1 qualifications.	Social and emotional learning, EEF +4 months Collaborative learning, EEF +5 months Sports Participation, EEF +2 months
13	Appointment of new student ambassadors and a student leadership team	Ambassadors across the school will promote our core values and help students develop leadership competencies required for life beyond Reddish Vale High School	Career interventions, Hattie 0.38
14	Develop the City in the Community Programme in Y10 and Y9	Develop skills for life in a sporting context which enhances students’ understanding of teamwork, leadership and mutual respect	Social and emotional learning, EEF +4 months Collaborative learning, EEF +5 months Sports Participation, EEF +2 months

17	Mentor Support – (Counsellors)	To support some of our vulnerable students with the effects of PTSD, stress and anxiety.	Social and emotional learning, EEF +4 months
18	Psychology Service	To support students by assessing their social and emotional needs to facilitate necessary interventions to support learning and engagement	Social and emotional learning, EEF +4 months
19	Careers Advisory Service	To support our developing CEIAG programme by offering bespoke guidance and support to individual students on post-16 options and career pathways.	
20	Online Safeguarding Training	Self-directed training for staff on safeguarding legislation – focussing on the changes to KCSIE	
21	Pastoral provision map to identify pastoral needs and implement an effective support plan.	To reduce repeated FTE, ensuring pupils learn from previous mistakes and have fewer FTEs and PEX, resulting in better life chances.	Social and emotional learning, EEF +4 months Reduced repeated FTE

*Expected impact is based on: historical evidence of impact from previous impact reports; the latest research according to the EEF and other reputable research.