Reddish Vale High School Pupil Premium Strategy 2021/22
**Respect Aspiration Determination Independence**

**Updated on 13/12/21**

## School overview

| Detail | Data |
|---|---|
| School name | Reddish Vale High School |
| Number of pupils in school | 966 |
| Proportion (%) of pupil premium eligible pupils | 44.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Linda Hanson |
| Pupil premium lead | Mathew Whoriskey |
| Governor / Trustee lead | Steven Hall |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £403,200 |
| Recovery premium funding allocation this academic year | £61,263 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year<br><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £464,463 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our school vision is to **"positively change lives**, through **personal growth** and **academic excellence. This is** underpinned by our core values of **respect, aspiration, determination and independence**.

As an inclusive academy, our intention is to provide an aspirational learning environment with outstanding teaching and learning. We aim to ensure that every child progresses socially and academically and is not left behind because of disadvantage. We strive to ensure high expectations raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan addresses the main challenges our students face and through; the highest standards of teaching; rigorous assessment and tracking; detailed planning; targeted support and intervention; provides all students with access to the best opportunities for a well-rounded education with academic success.

**Our objectives for the Year 2021/24 are:**

1. To raise achievement for all pupils, ensuring there is a curriculum that engages, supports and inspires all learners, and that there is high quality of teaching that challenges, supports and inspires.
2. Raising whole school attendance and reducing persistent absence for all pupils, particularly those from a disadvantaged background.
3. To ensure that the school's climate for learning reflects the school values as a result of a consistent approach to behaviour management and a culture of high expectations.

### Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | The Attainment gap has widened in all year groups due to COVID-19. Levels of attendance, reading, self-regulation, independent working and wellbeing have reduced, particularly for disadvantaged learners. |
| 2 | To improve the attendance of all pupils and particularly those that are disadvantaged. Poor attendance is a challenge to pupils' progress, attainment and opportunities. |
| 3 | Meeting the needs of pupils with a high degree of multi-exceptionality; disadvantaged plus safeguarding concerns, SEND, social challenges. |
| 4 | Students' emotional health and wellbeing – the impact of Covid has meant that students lack confidence, have increased anxiety levels and this impacts on their progress at school. |
| 5 | Engagement and Aspirations: PP students historically have lower engagement in extra-curricular activities, Cultural Capital and trips than their NPP peers. |
| 6 | Low levels of Literacy and Numeracy on entry, preventing full access to the curriculum. |
| 7 | The need for consistently aspirational teaching and learning in all subjects and an assessment process that is robust enough to explicitly identify key cohorts and learning gaps. |

**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 |
|---|---|
| To raise standards for all pupils, ensuring there is a curriculum that engages, supports and inspires all learners, and that there is high quality of teaching that challenges supports and inspires | • Increased P8/A8 for all pupils, particularly PP pupils<br>• Increased 4/5/7+ for all pupils, particularly PP pupils<br>• Learning walks /deep dives indicate that teaching and learning is consistently of high quality. |
| Raising whole school attendance and reduced persistent absentee figures for all pupils, particularly those from a disadvantaged background. | • Increased attendance for all pupils<br>• Reduced PA figures for all pupils<br>• Increase in successful interventions for pupils with attendance issues. |
| To ensure that the school's climate for learning reflects the school values as a result of a consistent approach to behaviour management and a culture of high expectations and standards | • Decreased Suspensions for all pupils<br>• Reduced PEX figures for all<br>• Increase in successful interventions for pupils with behavioural concerns |
| Improved assessment practices lead to the sharper identification of students requiring intervention. | • Increase in successful interventions for pupils with progress concerns |
| Pupils with social, emotional and mental health needs receive effective and sustained support | • Reduction in lost learning time out of lessons |

**Activity in this academic year**

# Whole school teaching and learning and quality of education

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: £ *[insert amount]  £403,200*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Quality First Teaching**<br>**Curriculum**<br>• A whole school curriculum which enables students to fully realise their potential and be happy well-rounded members of society.<br>• A curriculum designed to have breadth, depth, rigour, progression, enjoyment, fellowship, relevance and spirituality.<br>• A whole school curriculum under-pinned by consistent language and strategies for developing literacy, increased vocabulary and metacognition<br><br>**Monitoring**<br>• Regular learning Walks (TLAC) for all pupils (particularly PP that are underachieving)<br>   o Focus on Questioning<br>   o Focus on Priority Marking<br>• **Deep Dives**<br>   o Focus on Questioning<br>   o Focus on Priority Marking<br>   o Quality First Teaching<br>**Reporting**<br>• Mosspam to be monitored to ensure that regular LWs, coupled with Deep Dives lead to a focus for all pupils on questioning, challenge and progress.<br>• Feeds into half termly PP report | *Metacognition and Self-Regulation EEF Toolkit +7 Months*<br><br>*Reading Comprehension EEF Toolkit +6 Months*<br><br><br>*Priority Marking and Feedback EEF Toolkit +6 Months*<br><br>*Questioning*<br>*Rosenshine's Principles in Action* **Ambition Institute**, *Key research Findings on Questioning* | 1,3,4,5,7 |
| **Marking and Feedback**<br>• Disadvantaged students prioritised for verbal feed-back in lesson.<br>• Disadvantaged students' books to be marked first. Class teachers to ensure that:<br>  Feedback is clear and specific Priority marking by all | *Metacognition and Self-Regulation EEF Toolkit +7 Months*<br><br>*Marking and Feedback EEF Toolkit +6 Months* | 1,3,4,5,7 |

| | | |
|---|---|---|
| <ul><li>CPD in the marking and feedback with a focus awarding detailed feedback with assessment words to improve progress.</li><li>CPD carried out using Rosenshine's Principles to support.</li><li>Ensuring that regular book looks focus on improving quality of work for all pupils (with a focus on PP pupils), using the RVHS marking policy ensuring adherence.</li></ul>**Reporting**<ul><li>Mosspam to be monitored to ensure regular LWs, coupled with Deep Dives with a PP focus on questioning, challenge and progress.</li><li>Feeds into half termly PP report</li></ul> | | |
| **Learning and Progress**<ul><li>Robust tracking and monitoring systems to ensure that all students make strong progress and that effective interventions are in place where necessary.</li><li>Investment in new technologies such as Power Bi and MossPam to assist with analysis and next steps.</li><li>**R**aising **A**chievement **M**eetings have a clear PP focus for every data drop.</li><li>T&L meetings have a clear agenda looking at T&L, moderation, marking with a PP focus</li></ul>**Reporting**<ul><li>Effective monitoring of pupils' attainment throughout the year.</li><li>T&L meetings have a clear agenda looking at T&L, moderation, marking with a PP focus.</li></ul> | *Data Driven and responding to evidence:*<br><br>**D of E and NFER -** 7 common building blocks for successful schools in raising disadvantaged pupils' attainment. | 1,4,7 |
| **Whole School Literacy**<ul><li>A Whole School Literacy plan is place to prioritise reading, intervention and writing/reading across the curriculum.</li><li>Tutor time reading initiatives to boost reading in school is in place (Y7/8 bring a book to school/Book fairs etc.)</li></ul>**Reading**<ul><li>Bridge the gap between reading ages and chronological ages, particularly for vulnerable groups. To embed reading and literacy into SOW development across departments</li></ul>**Writing**<ul><li>To embed writing strategies across the curriculum through the use of 'The Literacy Box' and other interventions that are subject specific.</li><li>That pupils' handwriting needs are quickly identified and supported, with the view of ensuring they take ownership/care of their writing and where this is a concern, that there is a clear support plan to help them.</li></ul> | ***Reading Comprehension EEF Toolkit +6 Months*** | 1,3,4,5, 7 |

| **Vocabulary** | | |
|---|---|---|
| • To ensure that pupils are using high quality language, aided by 'Read Like A' to develop understanding of key language across the curriculum.<br><br>• To ensure that pupils are explicitly taught Tier 1,2 and 3 vocabulary and that departments include this explicitly in scheme of work development. | | |

# Targeted academic support

Budgeted cost: £ *£61,263 (recovery premium)*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Tutor time Reading/Numeracy**<br><br>Tutor time Reading/Numeracy intervention will be in place, regularly reviewed, targeting pupils with reading ages/numeracy skills lower than their chronological expectations.<br><br>Focus on<br><br>• 73 pupils in wave 1 (whose CATs are significantly lower than average) receiving tutor time reading intervention in HT1 (58% of these are PP)<br>• All students will have a post reading score and an attendance to sessions mark to gauge impact. This will be available in our HT2 report.<br>• 99 pupils in wave 1 with CATS Quantitative scores that are significantly below average are undertaking numeracy intervention sessions. This will be reviewed after a 6-7 week period, with a pre-test and post-test comparison test indicating progress.<br>• MathsWatch used to support numeracy in tutor intervention time.<br>• Investment in Literacy Assessments/Literacy Planet to support lower reading ages | Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include:<br><br>• Reading books aloud and discussing them.<br>• Activities that extend pupils' expressive and receptive vocabulary<br>• Collaborative learning where pupils can share their thought processes<br>• Structured questioning to develop reading comprehension<br><br>**EEF,** Toolkit– Improving Literacy (+6 months)<br><br>**EEF Toolkit – Social and Emotional Learning** (+2 months) | 1,3,4,5,6 |
| **Bespoke small group 1:1 Interventions**<br><br>Effective intervention at all levels to ensure catch up in place and gaps identified.<br><br>Tutor Trust, Core Specialist Intervention Teachers. Academic Mentors and LBMs used for staged intervention.<br><br>Literacy/numeracy interventions across KS3 for low attaining disadvantaged pupils<br><br>English, Maths and Science intervention at GCSE<br><br>• 90 pupils (of which 75% are PP will be completing a 15 week programme of intervention.<br><br>A baseline will be carried out with a test at the end to gauge progress.<br><br>Period 6 in place for all pupils to ensure catch up is prioritised. | **EEF Toolkit - PP Interventions** (+8 months)<br><br>**EEF Toolkit – One to One Tuition** (+5 months)<br><br>*Children who received tutoring from Tutor Trust made three months' additional progress compared to children in control schools.-* **Tutor Trust** | 1,4,5,6 |

# Wider strategies

Budgeted cost: £ *tbc*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Attendance**<br>Implement effective measures to more closely monitor and improve the attendance of all pupils, particularly disadvantaged pupils.<br><br>• Recruitment of additional assistant attendance officer<br>• A comprehensive support package of pastoral interventions to help ensure pupils are supported in school. | *Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.*<br>*Suggested Interventions Include:*<br>• *Parental engagement workshops*<br>• *Additional staff support*<br>• *Peer tutoring*<br>***EEF Toolkit – Attendance***<br><br>***EEF Toolkit – Parental Engagement*** (+4 months) | 1,2,3,4,5 |
| **Behaviour**<br><br>Whole school behaviour policy consistently implemented with high standards and expectations of all students.<br><br>Recognition and rewards policy which acknowledges the hard work and excellent conduct of students.<br><br>Implementing effective measures to reduce Suspensions and PEX for all pupils, particularly PP in line with national average. | **EEF Toolkit – Parental Engagement** (+4 months)<br>**EEF Toolkit – Arts Participation** (+3 months)<br>**EEF Toolkit – Physical Activity** (+1 months) | 1,2,3,4,5 |
| **Pastoral Care**<br>Co-ordination of a staged, personalised intervention programme that supports pupils that have a high degree of multi-exceptionalities.<br><br>• Learning Mentor Support.<br>• Referral(s) to external agencies.<br>• Mentoring/academic support.<br>• Nurture Group for pupils | **EEF Toolkit – Peer Mentoring** (+4 months)<br>**EEF Toolkit – mentoring** (+5 months)<br>**EEF Toolkit – Social and Emotional Learning** (+2 months) | 2,3,4 |

| | | |
|---|---|---|
| • 1:1 support from learning mentors, pastoral support, tutors<br>• Additional staffing appointed to increase to the focus on student wellbeing. | | |
| **Department bidding process**<br>In order to ensure that departments are running more personalised interventions to support disadvantaged pupils, £30,000 is available for them to bid for specific projects that link to T+L, wider strategies and targeted academic support. | | 1,7 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

| 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. |
|---|---|---|

**Desired Outcome A:**
**Reduced Progress and Attainment gap between PP and non-PP students following the impact of Covid-19 on children's education.**

Due to COVID-19, performance measures have not been published for 2021 outcomes and any comparison of outcomes and gaps to previous years has to be treated with great caution.. However, robust procedures were implemented for collecting and quality assuring GCSE grades, which were fully validated by all examination boards. .

There are significant gaps in PP vs NPP achievement across almost all curriculum areas and all key benchmarks, with the gap widening for Basics 4+ and Attainment 8. The widening gap, particularly in contrast to earlier data drops, can be attributed to differences in attendance during and post lockdown.

The school actively worked towards promoting engagement in lockdown, providing quality live lessons via Google Meet/Classroom, together with a blend of pre-recorded lessons via Screencastify and Mote. This ensured that the school was able to replicate the classroom in the best possible way. In addition, we implemented an effective Blended Learning policy, with hybrid learning in lessons, meaning that pupils at home were often educated in live lessons that were taking place in school. Due to the impact of these strategies overall engagement in remote learning was good.

The school has maintained relatively high Ebacc entry numbers, in comparison to schools with a similar context, however a significant gap remains for e-bacc standard and strong passes. E-Bacc entry and pass rates are further targeted for improvement through the appointment of a new MFL Head of Department and the introduction of Spanish to the curriculum.

Subject strengths were most notable in Languages, Health and Social, Art, Citizenship, Music, PE RE.

An engagement tracker was instantly set up during both lockdowns, which closely monitored the attendance *and engagement* of pupils during remote learning, together with a wellbeing survey analysing mental health concerns. Phone calls and home visits were conducted 'Covid safely' to ensure that full engagement was prioritised and we worked diligently with the local authority and external agencies. Virtual careers talks were held during the year and also parents' evenings were run remotely, with over 80% of Year 11 parents attending, much higher than pre-Covid attendance.

Staff received additional training to improve the quality of delivery/marking online – Screencastify / live lessons

Additional tutoring was employed to ensure that pupils with gaps were supported. In addition to this, an Academic Mentor was appointed via Teach First and used to assist in Science, working on evidence gathering for the TAGs process. Impact report available.

Technology support, 100+ laptops, wifi access was provided to many disadvantaged students to enable access to learning, alongside the distribution of FSM vouchers and food parcels to vulnerable families, all impacting on engagement in learning.

| An Ofsted remote visit in November 2020, acknowledged the quality of the schools Covid response. |
|---|

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

Due to the fact that attendance was significantly impacted by Covid 19, extensive efforts were put in place to ensure that the attendance of pupils (in school provision for SEND/key worker pupils) and also engagement at home were prioritised.  Although attendance overall for 20-21 was understandably significantly lower than previous years (at 90.6%), it has remained either on or above the weekly attendance statistics published by the DFE. Given that Covid infection rates in the North West Region were amongst the highest in the country, this provides evidence of the success of our attendance strategies.

Attendance analysis by year group shows an increasing gap for PP students, in comparison to pre-Covid years. In KS3 the gap is approx. 5%, but increases to an alarming 15% at KS4. This is a huge priority issue for 21-22.

Strategies that have impacted positively on attendance and engagement include;

- Attendance and Engagement Tracker
- First day contact for non-engagement
- Holiday Activity Clubs
- Technology Support – provision of laptops / wifi
- School Meal vouchers and food parcels
- Multi Agency PASS Meetings
- Continuation of Alternative Provision
- Breakfast rewards, badges, cinema rewards, sweets and vouchers
- Individual attendance plans for pupils with bespoke arrangements and interventions depending on need
- Increased form tutor involvement and responsibilities such as weekly attendance and punctuality tracking, collection of absence notes and return to school conversations for all pupils on return from an absence.
- Increase in the number of home visits, specifically for the more vulnerable and at risk pupils
- Re-instated fixed penalty notices for unauthorised absences
- Continued with the attendance panel meeting mornings.

**Desired Outcome C:**
**Improved engagement and Aspirations of PP students.**

| <u>Action</u> | <u>Impact</u> |
|---|---|
| Ensure the proportion of students involved in trips, events and extra-curricular activities reflects the percentage of PP students in the school. | Cancelled due to COVID-19 |
| A new positive behaviour for learning approach focussing on restorative practices and the implementation of Class charts<br><br>Including;<br>Respect campaign<br>Pastoral provision map | The number of PP students receiving an FTE showed a proportional rise compared to the number of overall incidents (+8) |

| | |
|---|---|
| Trauma attachment<br>Positive lang | |
| To provide catering funding to ensure students will not miss out on essential opportunities because of their background. | Pupils were supported to ensure they didn't need to purchase additional materials.<br><br>Positive APS score of 5.44 in dept. – increase from 4.42 on the previous year. |
| Music Peripatetic Teachers provide tuition for GCSE students | 69% of PP pupils achieved On or Above their target grade. 31% of PP pupils achieved above their Target grade. With the funding targeted towards 30% of the overall grade this funding gave a significant added value to progress for KS3 and 4 PP pupils.<br><br>APS of 5.49 higher than target range |
| CPD focus on quality of feedback | Due to Covid a full school QA process was not fully completed.<br><br>QA of online work and book looks show a real improvement in the quality of teacher targets set for further learning, along with pupil time in lessons to respond.<br><br>Increased use of on-line software that incorporates instant feedback eg. Seneca, math swatch etc. |
| Strengthen our alternative provision for our most vulnerable students and those at risk of FTE/Permanent exclusion | All 11 students on alternative provision completed the year, with no permanent exclusions.<br><br>Reduction in FTE's amongst pupils on AP |
| Engage with the City in the Community Programme | The main purpose of this programme was to engage 14 PP students through physical activity, reduce overall behavioural points and incidents across core subjects.<br><br>Approximately 52- 90% positive improvement in behaviour points. |
| Mentor Support – (Counsellors) | Students attended sessions regularly and expressed they feel that sessions help them cope with the effects of PTSD.<br><br>Pupils, particularly those from vulnerable backgrounds, are prioritised in the PASS meetings to ensure their needs are met as a matter of priority. Where initial mentors are not available, there is a contingency in place with a network of Year Team/tutor support. |

| | |
|---|---|
| Careers Advisory Service | Gatsby Benchmark 8 - Personal Guidance Score 100% |
| | 89% received a 1 to 1 Careers Meeting |

## 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 |
|---|---|
| Behaviour management/Aspirations programme | City in the Community |
| Tutoring | YIPIYAP |
| | Prince's Trust |

## Service pupil premium funding (optional)

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

| Measure | Details |
|---|---|
| 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 (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

**Culture and Climate**

RVHS have developed a new campaign to improve the culture and climate of the school through our school and trust core values of;

**Trust** – Positively changing lives

**School** - Respect, Aspiration, Determination, Independence


**Parental Engagement**

Parent forums enable more positive communications and more strategies for parental engagement and education is being developed through workshops and online tutorials.


**Pastoral Interventions**

A comprehensive suite of interventions is in place, ranging from bespoke personal mentoring, to emotional wellbeing sessions, anger management sessions to external programmes such as City in the Community and the Prince's Trust.

In addition to this, there are interventions throughout the school day from Art therapy and the chill out room to Extracurricular clubs such as catering, games and Eco club developing social engagement, a meaningful purpose and further learning to enhance the curriculum.

Additional info on: https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements