



Reddish Vale High School Pupil Premium Strategy 2022/23
Respect Aspiration Determination Independence

Updated on 14/12/22

School overview

Detail	Data
School name	Reddish Vale High School
Number of pupils in school	1040
Proportion (%) of pupil premium eligible pupils	43.3% (451 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Linda Hanson (Headteacher)
Pupil premium lead	Carolyn Forsyth (Deputy Headteacher)
Governor / Trustee lead	Steven Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£432,000
Recovery premium funding allocation this academic year	£119,784
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	£551,784

Part A: Pupil premium strategy plan

Statement of intent

At Reddish Vale High School our school 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 cohort has a diverse range of aspirations, prior attainment and levels of progress, and some of our highest prior attainers form part of this group.

The proposed spend for 2022-23 is based around three core principles.

Supporting and Developing Teaching

High quality teaching and learning is our key priority; we prioritise quality first teaching. A significant part of our budget is aimed at ensuring we have an effective teacher in front of every class. Spending on improving teaching includes professional development for all staff roles, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient of a successful school and is a priority for our Pupil Premium spending. The work we do is underpinned by robust diagnostic data to identify improvement priorities and address the root causes of underachievement.

Assessment, not assumption, drives our strategy. High quality evidence informs our decision-making, alongside the expert knowledge we have of the pupils in our care. A significant proportion of our work centres around monitoring progress and our ability to act quickly to address emerging needs.

Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Where our strategy focuses on activities outside of the classroom, there is a clear rationale for doing so. Interventions are strategically selected to target pupil need and are supplementary to high-quality teaching.

Wider Strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. We understand that barriers to learning are not just academic. We employ wider strategies to ensure pupils can overcome challenges to achievement, and that the needs of vulnerable pupils are supported, regardless of socio-economic status. Early interventions focused on need enable our pupils to thrive.

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

Our objectives for the Years 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	Ensuring a consistency of classroom engagement: high expectations and ambition for all pupils, especially those from disadvantaged background; consistently aspirational teaching and learning in all subjects with a high level of challenge; greater success for pupils in knowing more and retaining more; an assessment process that is robust enough to explicitly identify key cohorts for intervention and learning gaps.
2	Narrowing the attainment gap: there is a widening attainment gap in exam results for our disadvantaged pupils when compared to our non-disadvantaged cohort. In all year groups due to COVID-19, levels of attendance, reading, self-regulation, independent working and wellbeing have reduced, particularly for disadvantaged learners. Specific focus on EBACC subjects
3	Raising levels of literacy including weak reading comprehension. Weak levels of literacy and weak reading comprehension is preventing full access to the curriculum.
4	Raising levels of numeracy. Weak levels of numeracy is preventing full access to the curriculum.
5	Improving attendance: a high priority is to improve the attendance of all pupils and particularly those that are disadvantaged. Poor attendance is a barrier to pupil progress, attainment and wider opportunities.
6	Reduce suspensions and exclusions for disadvantaged pupils: a high priority is to reduce figures for suspension, exclusion and increase time spent in lessons.
7	Increasing numbers of pupils with social, emotional and mental health issues: pupils' emotional health and wellbeing, impacted by the pandemic, has meant that pupils lack confidence, have increased anxiety levels and this impacts on their progress at school.
8	Improving levels of engagement beyond the classroom and enhancing personal development: PP pupils are less likely to engage with extra-curricular activities and trips than their NPP peers meaning fewer opportunities to build cultural capital.

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.

Challenge	Intended outcome	Success criteria
1	Improved engagement in lessons and a higher standard of work produced by pupils across the curriculum. Improvement in the quality of education for all pupils with a curriculum that engages, supports and inspires all learners, and high quality of teaching that challenges supports and inspires including teaching of vocabulary and of reading skills in class.	<ul style="list-style-type: none"> Learning walks /deep dives indicate that teaching and learning is consistently of high quality. Learning walks and observations indicate consistent teaching of disciplinary literacy
2	Improved attainment and progress scores for disadvantaged pupils, especially in English and maths. Improved assessment practices lead to the sharper identification of pupils requiring intervention.	<ul style="list-style-type: none"> Increased P8/A8 for all pupils, particularly PP pupils Increased 4/5/7+ for all pupils, particularly PP pupils Gap narrowed between National and school results, particularly for PP
3	Improved decoding, fluency and comprehension among disadvantaged pupils across KS3 & KS4.	<ul style="list-style-type: none"> Reading assessments demonstrate a higher proportion of pupils with reading ages in line with their chronological ages. 100% of pupils improve their reading age by a minimum of 12 months (based on the NGRT) between autumn and autumn 2. There is a significant reduction in the percentage of pupils with a reading age of 9:00 or below across all year groups. The reading age progress gap between disadvantaged and non-disadvantaged pupils will be reduced year on year. Increase in number of successful interventions for pupils with progress concerns
4	Improvements in standards of numeracy across the whole school.	<ul style="list-style-type: none"> Increased progress and attainment in maths, particularly for disadvantaged pupils. Expansion and success of numeracy interventions
5	To achieve and sustain improved attendance and a reduction in persistent absentee figures for all pupils, particularly those from a disadvantaged background.	<ul style="list-style-type: none"> Increased attendance for all pupils and groups of pupils Reduced PA figures for all groups of pupils Increase in successful interventions for pupils with attendance issues.
6	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	<ul style="list-style-type: none"> Decreased suspensions for all pupils Reduced PEX figures for all Increase in successful interventions for pupils with behavioural concerns High profile celebration culture Continued improvement GATSBY BENCHMARKS
7	Pupils with social, emotional and mental health needs receive effective and sustained support	<ul style="list-style-type: none"> Reduction in lost learning time out of lessons/school – reduction in suspensions and exclusions Increased number of effective interventions to address SEMH needs in a timely manner Qualitative data from pupil voice, pupil and parent surveys. Wellbeing Award MHST secured and in place
8	To improve and sustain participation rates in trips and extra-curricular activities for all pupils and in particular disadvantaged pupils.	<ul style="list-style-type: none"> From 2024/25 a significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be evident enrichment activities for all pupils, particularly our disadvantaged pupils. The aim is for 100% of our disadvantaged pupils to have taken part in an enrichment activity. External validations: ARTSMARK, GAMES MARK achieved

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.

Whole school teaching and learning and quality of education

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £432,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritisation of quality staff CPD through:</p> <p>‘Leading Together’ Coaching for senior leaders (TeachFirst)</p> <p>NPQ: Behaviour and Culture NPQ: NPQH NPQ: Leading Literacy NPQ: Leading Teaching</p> <p>External CPD/standardisation for all teaching staff as part of performance management</p> <p>Adaptive Teaching – Train the Trainer Stockport LA</p> <p>Owned by: MW & CF</p>	<p>Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf</p>	1,3,4,5,7
<p>In house CPD focused on removing barriers to learning through:</p> <ul style="list-style-type: none"> • Reading and vocabulary instruction • Formative assessment and feedback • Clarity of learning objectives and success criteria 	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Priority Marking and Feedback EEF Toolkit +6 Months</p>	

<ul style="list-style-type: none"> Adaptive teaching including re-establishing classroom expectations 	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The have very high impact for very low cost based on extensive evidence.</p> <p>Metacognition and Self-Regulation EEF Toolkit +7 Months</p>	
<p>Marking and Feedback Class teachers to ensure that feedback is clear and specific</p> <ul style="list-style-type: none"> CPD in the marking and feedback with a focus awarding detailed feedback with assessment words to improve progress. (December 2022) CPD carried out using Rosenshine’s Principles to support effective marking and feedback 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. <p>Owned by: MW</p>	<p>Metacognition and Self-Regulation EEF Toolkit +7 Months</p> <p>Marking and Feedback EEF Toolkit +6 Months</p>	1,3,4,5,7
<p>Embedding Formative Assessment SSAT programme (part funded by EEF) Two year programme of monthly workshops (Teacher Learner Communities, TLCs) focussing on key formative assessment strategies for use in the classroom.</p> <p>Owned by: MW</p>	<p>EEF report July 2018:</p> <ul style="list-style-type: none"> Students in the Embedding Formative Assessment schools made the equivalent of two additional months’ progress in their Attainment 8 GCSE score. The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third. 	1,3,4,5,7
<p>English Mastery (Accelerator Fund) EEF trial</p> <p>English Mastery is a two-year intervention aiming to support KS3 English teachers to be more effective by implementing a coherent and cumulative approach to curriculum design including bespoke assessments.</p> <p>Protected planning time for all KS3 English teachers; 1 per fortnight</p> <p>Owned by MW & TC</p>	<p>EEF project- an efficacy trial of English Mastery A short report focusing on implementation and process evaluation activities undertaken will be published in Spring 2022.</p> <p>English Mastery has been independently evaluated by the Brilliant Club using a matched design involving 14 schools (1,700 pupils). After three years of the intervention, pupils in the intervention schools made greater progress than those in the control schools (around +4 months’ additional progress) on a standardised measure of reading. There was also evidence that English Mastery was particularly effective for pupils with low prior attainment. This impact is based on the first few years of the programme during which time it was still being developed.</p>	1,2,3,
<p>Ark Science Mastery Curriculum The science mastery curriculum is delivered to the whole of KS3. It is based on the mastery principles,</p>	<p>Mastery learning EEF toolkit + 5 months</p>	1,2,3,

<p>which aims to engage pupils by developing their knowledge and skills as an optimum pace.</p> <p>Owned by MW & BC</p>		
<p>Using technology focussed on supporting high quality teaching and learning</p> <ul style="list-style-type: none"> Progress Teaching: an efficient and robust tracking and monitoring system to track pupil progress and ensure that opportunities for effective interventions are swiftly highlighted. Progress Teaching is adaptive to the school improvement foci and teaching and learning priorities <p>Owned by: MW</p>	<p><i>Data Driven and responding to evidence:</i></p> <p>DfE and NFER - 7 common building blocks for successful schools in raising disadvantaged pupils' attainment.</p>	1, 2,3,4
<p>Whole School Literacy</p> <p>Focus 1: Targeted vocabulary instruction in every subject</p> <ul style="list-style-type: none"> Whole school CPD on the teaching of tier 2 and tier vocabulary Embed the teaching of vocabulary into schemes of work <p>Focus 2: Develop students' ability to read complex academic texts</p> <ul style="list-style-type: none"> Whole school CPD on the teaching of reading and reading strategies to use with pupils in the classroom. Embed the teaching of reading into schemes of work <p>Owned by CF & TC</p>	<p><i>Reading Comprehension</i> <i>EEF Toolkit +6 Months</i></p> <p><i>EEF Guidance report</i> <i>Improving Literacy in Secondary Schools</i></p>	1,3,4,5
<p>Online reading diagnostic tests. (NGRTs) GL assessment.</p> <p>Termly NGRTs to provide data on reading skills for disadvantaged pupils. Will be tracked each term.</p> <p>Owned by: TC, AMP, CF</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The current data from KS2 is limited in depth and detail to be used effectively to gauge student skill level. The data provided by the NGRTs has layers of diagnostic detail and creates reliable reading ages for staff to work with.</p> <p>EEF Teaching & Learning Toolkit. Reading comprehension strategies (+ 6 months) (educationendowmentfoundation.org.uk)</p>	2,3

<p>Extension of the school day:</p> <p>Period 6 intervention: targeted intervention 5 x week throughout Year 11 – open to all pupils</p> <p>Targeted lesson zero –before school intervention in Year 10 / 11</p> <p>Owned by: TH, MW</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p> <p>Most of the evidence relates to literacy and mathematics with similar effects on both subjects. Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
<p>Department bidding process</p> <p>In order to ensure that departments are running more personalised interventions, £30,000 is available for staff to bid for specific projects that link to wider strategies and targeted academic support. (Same pot as wider strategies bids)</p> <p>Owned by: CF &JB</p>		1, 2,3,4,5,6,7
<p>(Making a Difference to Disadvantaged Learners – Stockport Partnership)</p> <p>Leadership of the pupil premium strategy are working with the Local Authority to develop effective data led strategies for improving outcomes. (In conjunction with MCA Academy)</p> <p>Owned by CF</p>	<p><i>EEF toolkit</i></p>	

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

Budgeted cost: £119,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutor time literacy interventions</p> <p>Reading Miles Club: tutor time reading intervention groups will be in place, regularly reviewed, targeting pupils with reading ages/numeracy skills lower than their chronological expectations but < RA 11:00</p> <p>Handwriting intervention</p> <p>Ensure 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 including access to laptops</p> <p>Owned by: TC & AMP</p>	<p>EEF, Toolkit– Improving Literacy (+6 months)</p>	<p>1,2,3,4</p>
<p>Tutor time literacy numeracy</p> <p>MathsWatch used to support numeracy in tutor intervention time.</p> <p>Owned by: SH</p>		
<p>High Quality Professional Development for Staff Delivering intervention</p> <p>Training on delivery of</p> <ul style="list-style-type: none"> • Boosting Reading (EY2P) • Inference Training (EY2P) • Phonics – That Reading Thing • Speech and Language Therapy (NHS) • Lego Therapy (Education Psychology Service) LA • Closing the Empathy Gap Andrew Earl LA Inclusion team • Creative Wellbeing (British Institute of Art Therapists) • ELKLAN training (ELKLAN) • Lesson avoidance training – Stockport LA <p>Owned by CF & TC & RB</p>	<p><i>Reading Comprehension</i> <i>EEF Toolkit +6 Months</i></p> <p><i>Teaching Assistant Interventions</i> <i>EEF toolkit +4 months</i></p> <p><i>Social and Emotional Learning</i> <i>EEF toolkit +4 months</i></p>	<p>1,2,3,4,5,7</p>

<p>Reading Interventions in place to close gaps in reading ability between reading age and chronological age.</p> <p>A range of targeted interventions, both 1:1 and small group in place.</p> <p>Literacy Focus 3: Provide high quality literacy interventions for struggling students to bridge the gap between reading ages and chronological ages (see section on targeted academic support)</p> <ul style="list-style-type: none"> • Toe by Toe • Inference Training • Boosting Reading <p>Owned by CF, RB & AMP</p>	<p>EEF Teaching & Learning Toolkit. Reading comprehension strategies (+ 6 months) (educationendowmentfoundation.org.uk)</p>	1,2,3,4
<p>Bespoke small group and 1:1 Interventions</p> <p>Effective intervention at all levels to ensure catch up in place and gaps identified.</p> <p>Core Specialist Intervention Teachers appointed in both English and maths to ensure quality delivery in both areas</p> <p>Owned by: COS, TE, CF, SH</p>	<p>EEF Toolkit - PP Interventions (+8 months)</p> <p>EEF Toolkit – One to One Tuition (+5 months)</p>	1,4,5,6
<p>Tutor Trust maths and science intervention</p> <p>Program set up for groups of 3 pupils to receive a 14 hour intervention to boost achievement in maths and science</p> <p>Owned by: BC, SH, & CF</p>	<p>EEF evidence suggests small group tuition can have a positive impact.</p> <p>Small group tuition is most likely to be effective if it is targeted at students' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>EEF Teaching & Learning Toolkit. Small group tuition (+ 4 months) (educationendowmentfoundation.org.uk)</p> <p><i>Children who received tutoring from Tutor Trust made three months' additional progress compared to children in control schools.-</i></p> <p>Tutor Trust</p>	2.3.4
<p>Access the National Tutoring Programme.</p> <p>KS3 Literacy intervention in place to address gaps in achievement in reading and writing.</p> <p>Delivery of reading and writing interventions</p> <p>Owned by: RFA, ACB & CF</p>	<p>EEF Teaching & Learning Toolkit. Small group tuition (+ 4 months) (educationendowmentfoundation.org.uk)</p>	2,3,4,
<p>Music Tuition</p> <p>Free music tuition for PP students Musical instruments purchased for GCSE music students 50% of music tuition reserved for PP students</p> <p>Owned by: VG</p>	<p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. It has moderate impact for very low cost based on moderate evidence (3+ months). Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on</p>	

	<p>writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ *Part of PP budget and Recovery Premium*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Implement effective measures to more closely monitor and improve the attendance of all pupils, particularly disadvantaged pupils.</p> <p>Owned by AP & EH</p>	<p><i>Activities will focus around</i></p> <ul style="list-style-type: none"> • Mentoring – • Parental engagement – • Responsive and targeted approaches – • Teaching of social and emotional skills – • Behaviour interventions – • Meal provision – • Incentives and disincentives – • Extracurricular activities <p>EEF Toolkit – Attendance</p> <p>EEF Toolkit – Parental Engagement (+4 months)</p>	1,2,3,4,5,6,7
<p>Development of team capacity to improve both attendance of pupils at risk of PA through pre-emptive and reactive approaches and reduce the number of suspensions and exclusions. Pastoral staffing, such as strategic key stage leaders and additional attendance officer.</p> <p>Owned by AP & CEV</p>	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	
<p>Academy 21 / My Tutor</p> <p>On- line tutoring for key vulnerable pupils to ensure engagement with education</p> <p>Owned by: CF / AP</p>	EEF Teaching & Learning Toolkit. Small group tuition (+ 4 months)	
<p>Behaviour and Attitude to Learning including establishment of in school Inclusion Unit</p> <p>Whole school behaviour policy consistently implemented with high standards and expectations of all pupils.</p> <p>Implementing effective measures to reduce suspensions and PEX for all pupils, particularly PP in line with national average.</p>	EEF Toolkit – Parental Engagement (+4 months)	1,2,3,4,5,6,7

<p>Development of in-school inclusion unit – in school alternative provision</p> <p>Owned by: CEV, Key stage leads, SENDCo, AP</p>		
<p>Rewards to support a praise culture</p> <p>Recognition and rewards policy which acknowledges the hard work and excellent conduct of pupils</p> <p>Proud Thursdays</p> <p>Owned by: CEV, Key stage leads</p>	<p>Government published report on impact of praise on behaviour in schools. Department for Education (publishing.service.gov.uk)</p>	xxx
<p>Mental Health and well-being support</p> <p>Co-ordination of a staged, personalised intervention programme that supports pupils that have a high degree of multi-exceptionalities.</p> <ul style="list-style-type: none"> • Appointment of mental health lead • Referral(s) to external agencies. • Additional staffing appointed to increase to the focus on student wellbeing. • REACH programme • HEART programme <p>Owned by: CEV, Key stage leads, SENDCo</p>	<p>EEF Toolkit – Peer Mentoring (+4 months)</p> <p>EEF Toolkit – mentoring (+5 months)</p> <p>EEF Toolkit – Social and Emotional Learning (+2 months)</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</p>	2,3,4,5,6,7
<p>Bespoke small group and 1:1 pastoral Interventions</p> <p>Effective intervention at all levels to address SEND / SEMH needs. A comprehensive support package of pastoral interventions to help ensure pupils are supported in school.</p> <p>Counselling</p> <p>Art therapy</p> <p>‘Lego’ therapy</p> <p>Precision teaching</p> <p>Speech and Language Therapy</p> <p>ELKLAN – speech and language intervention</p> <p>ELSA emotional literacy</p> <p>Prince’s Trust</p> <p>EAL intervention</p>	<p>EEF Teaching & Learning Toolkit. Small group tuition (+ 4 months)</p>	2,3,4,5,6,7

Owned by: RB & AMP & CR		
City in the Community – City Inspires Targeted intervention for Year 9 & 10 who are at risk of not reaching their potential and not engaging with school Owned by: TH	EEF Teaching & Learning Toolkit. Small group tuition (+ 4 months)	
Teens and Toddlers Targeted intervention for Year 9 to improve their wellbeing and school engagement through the experience of mentoring in a nursery. Owned by: CR		
Daily breakfast club From 8- 8.30am daily vulnerable pupils can access the school site and join us for a free breakfast. Staffed by LBM Owned by: AP	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk) Government published report on the impact of breakfast clubs on students in school with high instances of deprivation. Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk)	4,5,6,7
Providing enrichment opportunities on an individual basis. Tracking the attendance of PP students who access these opportunities will allow us to identify those who are reluctant to engage, and individual experiences can be arranged for them <ul style="list-style-type: none"> • Achieve the Artsmark Award • Achieve the School Games Mark • Improve Gatsby Benchmarks Owned by LM & SF & GM & CM	Reddish Vale High School offers many enrichment opportunities that can increase confidence and student aspirations. This includes financial assistance with trips and visits. Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money 4.4 times more likely to miss out on social activities. EEF Toolkit – Arts Participation (+3 months) EEF Toolkit – Physical Activity (+1 months)	4,5,6,7
CEIAG Carefully structured careers provision and programme - universal and bespoke models Independent Careers Advisor, one full day per week.	Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. Good Career Guidance Education Gatsby	

5 appointments per week. Priority given to PP and those at risk of being NEET Careers advice and guidance built into the personal development and social studies curriculum	https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	
Scholar's Programme Introduction of the Scholar's Programme to increase the aspirations of the most able PP students. Owned by: AK	Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 4.5 times more likely to have not eaten or not eaten enough when they were hungry, 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes 5.2 times more likely to have pretended to their family not to need something	2,3,4,5,6
Department bidding process In order to ensure that departments are running more personalised interventions and to give disadvantaged pupils access to opportunities beyond the classroom , £30,000 is available for staff to bid for specific projects that link to wider strategies and targeted academic support. (Same pot as QofE bids) Owned by: CF &JB		1, 2,3,4,5,6,7

Total budgeted cost: £ 551,784

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2021-2022

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.12. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 3.55. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.36, and the Attainment 8 score was 4.35. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 26.1%, which is above 2021 (21.3%) and only 1.5% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils 6.1% higher than their peers in 2021/22 and persistent absence 11.6% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results currently reflect the national picture that schools with a higher proportion of disadvantaged pupils have been more greatly affected by the pandemic. We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Scholar's Programme	The Brilliant Club
Duke of Edinburgh Award	Reddish Vale High School
Face to Face Tutoring	Tutor Trust
Face to Face Tutoring	National Tutoring Programme
Behaviour intervention	Prince's Trust
Teens and Toddlers / Aspiration Programme	Power by 2

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.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- hosting termly parents' forums to strengthen communication.
- working closely with feeder primary schools to make more effective use of academic and pastoral information shared. Starting secondary school can present a range of challenges as students have to adapt to a larger school setting with different academic structures and expectations both socially and academically; a smooth transition is essential for student wellbeing.
- expanding our curriculum offer and to add breadth to the art and technology curriculum and wider opportunities for pupils e.g investing in a laser cutter.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We are also in the process of commissioning a pupil premium review to get an external perspective on our strategy.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We are also working with the local authority (Making a Difference to Disadvantaged Learners – Stockport Partnership) to develop effective data led strategies for improving outcomes.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

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