



## School overview

Detail	Data
School name	Reddish Vale High School
Number of pupils in school	1022
Proportion (%) of pupil premium eligible pupils	40% (409 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Mr D Moroney (Headteacher)
Pupil premium lead	Mr C Woan (Assistant Headteacher)
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£444,150
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	£444,150

## 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 2024-27 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 2024/27 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	<b>Achievement:</b> Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.
2	<b>Attendance:</b> Average attendance rates for disadvantaged pupils is lower than that of other pupils, and school target for all children of at least 92% or above national average, whichever is higher. This reduces their learning time and diminishes progress.
3	<b>Behaviour &amp; Attitudes:</b> Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.
4	<b>Literacy &amp; Reading:</b> Some disadvantaged pupils have weak levels of literacy and weak levels of reading comprehension which prevents full access to the curriculum.
5	<b>Social, Emotional and Mental Health Issues:</b> Pupils' mental health and wellbeing can result in lack of confidence and increased anxiety levels and this impacts progress at school.
6	<b>Parental Engagement:</b> Some parents/carers need additional information, support and guidance to help their child to learn and make progress.



## 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
<p><b>Achievement:</b> Consistent high standards in every classroom and adaptive teaching with appropriate challenge in every lesson. Quality assurance and leadership at all levels improves confidence, attainment and progress.</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils in line with non-disadvantaged. Disadvantaged pupils' attainment is improving in each year group with interventions showing impact.</p>
<p><b>Attendance:</b> Strategies are embedded to improve Pupil Premium attendance and punctuality to narrow gaps between Pupil Premium and non-Pupil Premium.</p>	<p>Disadvantaged pupils' attendance is in line with the national average for all pupils. Attendance figures show that gaps between PP and non-PP students are diminishing.</p>
<p><b>Behaviour &amp; Attitudes:</b> For all students to demonstrate respectful behaviour and the values of the school. Classroom Cultures embedded to promote and ensure positive attitudes and behaviour.</p>	<p>Behaviour and attitudes of disadvantaged pupils is in line with other pupils or shows improving trends across all year groups. Reduced numbers of disadvantaged students being suspended and receiving sanctions for poor behaviour.</p>
<p><b>Literacy &amp; Reading:</b> Improved levels of decoding, fluency and comprehension of reading.</p>	<p>Reading assessments demonstrate a higher proportion of pupils with reading ages in line with chronological age. The reading age gap between disadvantaged and non-disadvantaged pupils will be reduced.</p>
<p><b>SEMH Issues:</b> To achieve and maintain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Effective Counselling Service and Pastoral Care. Pupil Surveys show improved pupil wellbeing. Wellbeing Award achieved.</p>
<p><b>Parental Engagement:</b> Proactive and persistent parental engagement creates and maintains relationships assists in supporting parents and carers with their child's learning.</p>	<p>Parents/carers voice is positive about the school. Attendance and engagement of parents/carers of disadvantaged students is in line with other students.</p>



### 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: £347,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritisation of quality staff through CPD	<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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712 - PD standard.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712 - PD Expert Group Guidance.pdf</a></p>	<b>1, 2, 3, 4, 6</b>
Marking & Feedback	<p><b>Metacognition and Self-Regulation EEF Toolkit +7 Months</b></p> <p><b>Marking and Feedback EEF Toolkit +6 Months</b></p>	<b>1, 3, 4, 6</b>
English Mastery (Accelerator Fund)	<p><b>EEF project- an efficacy trial of English Mastery</b></p> <p>A short report focusing on implementation and process evaluation activities undertaken will be published in Spring 2022. 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>	<b>1, 3, 4, 6</b>



Geography & Science Ark Mastery Curriculum	<b>Mastery learning</b> <b>EEF toolkit + 5 months</b>	<b>1, 3, 4, 6</b>
Whole School Literacy	<b>Reading Comprehension</b> <b>EEF Toolkit +6 Months</b>  <b>EEF Guidance report</b> <b>Improving Literacy in Secondary Schools</b>	<b>1, 3, 4, 6</b>
Online reading diagnostic tests (NRGTs) GL Assessment YARC Reading Assessment	<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 NRGTs has layers of diagnostic detail and creates reliable reading ages for staff to work with.</p> <p>EEF Teaching &amp; Learning Toolkit. Reading comprehension strategies (+ 6 months) (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<b>1, 4, 5, 6</b>
Extension of the Day: Period 6	<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 (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<b>1, 2, 3, 4, 6</b>



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

Budgeted cost: £56,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Tutor Time Reading &amp; Reading Intervention</b>	EEF, Toolkit– Improving Literacy (+6 months)	<b>1, 3, 4, 6</b>
<b>Professional Development for Staff – That Reading Thing Reading Plus</b>	<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>	<b>1, 3, 4, 6</b>
<b>Reading – That Reading Thing Reading Plus</b>	EEF Teaching & Learning Toolkit. Reading comprehension strategies (+ 6 months) (educationendowmentfoundation.org.uk)	<b>1, 3, 4, 6</b>
<b>Tutor Trust Intervention Axiom Maths Circles</b>	<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 &amp; Learning Toolkit. Small group tuition (+ 4 months) (educationendowmentfoundation.org.uk)</p> <p><b><i>Children who received tutoring from Tutor Trust made three months’ additional progress compared to children in control schools.- Tutor Trust</i></b></p>	<b>1, 3, 4, 6</b>
<b>Music Tuition</b>	<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 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<b>1, 3, 5, 6</b>



## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b>	<p>Research from Education Endowment Foundation (EEF) indicates that each additional week of school attended can lead to improved academic outcomes. For instance, students with higher attendance rates typically achieve better.</p> <p>A study by the National Children’s Bureau found that students who attend school regularly have better relationships with peers and higher levels of self-esteem.</p> <p>The EEF has reported that students with poor attendance are more likely to become disengaged and disinterested in their education. Targeted interventions to improve attendance, especially for those students who are disadvantaged, can help reengage these students and motivate them to participate actively in their learning.</p>	<b>1, 2, 3, 4, 5, 6</b>
<b>Rewards</b>	<p>Government published report on impact of praise on behaviour in schools. Department for Education (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>	<b>1, 2, 3, 4, 5, 6</b>
<b>Mental Health &amp; Wellbeing support</b>	<p>The Educational Endowment Foundation (EEF) found that social and emotional interventions can lead to an average improvement of four months’ progress in academic outcomes. When students feel secure and supported emotionally, they are more likely to focus on learning and perform better in their studies. The EEF reported that social and emotional learning programs improve students’ behaviour leading to fewer disruptions in the classroom. This not only benefits the individual students but also creates a more conducive learning environment for all.</p>	<b>1, 2, 3, 5, 6</b>
<b>Bespoke small group and 1:1 intervention</b>	<p><b>EEF Teaching &amp; Learning Toolkit. Small group tuition (+ 4 months)</b></p>	<b>1, 2, 3, 4, 5, 6</b>
<b>Daily Breakfast Club</b>	<p>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 (<a href="http://www.gov.uk">www.gov.uk</a>) 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 (<a href="http://www.gov.uk">www.gov.uk</a>)</p>	<b>1, 2, 3, 4, 5, 6</b>
<b>Enrichment Opportunities</b>	<p>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</p>	<b>1, 2, 3, 4, 5, 6</b>



	<p>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.</p> <p>EEF Toolkit – Arts Participation (+3 months)</p> <p>EEF Toolkit – Physical Activity (+1 months)</p>	
<b>CEIAG carefully structured careers provision and programme</b>	<p>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.</p> <p>Good Career Guidance   Education   Gatsby</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p>	<b>1, 2, 3, 5, 6</b>
<b>Scholar's Programme</b>	<p>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</p>	<b>1, 2, 3, 5, 6</b>
<b>Extracurricular Activities</b>	<p>Research shows a positive correlation between participation in extracurricular activities and academic performance. A study by the Education Endowment Foundation (EEF) found that students involved in sports, clubs and other activities often demonstrate better time management and organisational skills which can enhance their academic outcomes.</p> <p>According to a study by the National Foundation for Educational Research (NFER) students who participate in their activities report improved relationships with peers and a stronger sense of belonging in school.</p> <p>A study published in the Journal of Adolescent Research found that participation in such activities positively impacts on students' self-concept and self-worth leading to greater confidence.</p>	<b>1, 2, 3, 4, 5, 6</b>
<b>Department Bidding Process</b>	<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>	<b>1, 2, 3, 4, 5, 6</b>



## Part B:

# Review of outcomes in the previous academic year

### Outcomes for Disadvantaged pupils

#### PP Whole School data – P8 and A8 v 2023.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, there was an improvement from 2023 in the Progress 8 score of PP pupils. In 2023, 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 -1.08, however in 2024 it improved to -0.59. National Average Progress 8 scores for disadvantaged was a Progress 8 score of -0.57.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects), it was 34.5 in 2024 increasing from 33.1 in 2023. See [DfE guidance](#) for more information about KS4 performance measures. The non-disadvantaged Progress 8 was -0.25 and Attainment 8 was 4.46.

Nationally, the KS4 disadvantage gap index has narrowed slightly compared to 2022/23, from 3.94 to 3.92. Before the pandemic, the gap index had widened going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used.

EBacc entry for disadvantaged pupils was 39% in 2024 (2023=15.6%, 2022=26.1%, 2021 =21.3%).

English results for disadvantaged pupils in 2024 were 49.4% at level 4+ and in Maths 48.1% level 4+ which is a slight increase from 2023 with English +4 at 49.4% and Maths +4 at 44.2%. 36.4% of disadvantaged pupils achieved 4+ in English and Maths which was slightly lower than 2023.

The gap between the attendance of Pupil Premium pupils and non-Pupil Premium pupils has improved slightly from 2023 to 2024 from 8.1% to 7.8%. PP attendance is 84.8% in 2023/24 which is slight increase from 2022/23 which was 84.6%. An extensive range of interventions have been put in place and continues to be put in place. We recognise raising the attendance of our disadvantaged pupils is a focus of our current plan.

Y7 (23-24) cohort shows significant gaps in reading on entry to RVHS with the average reading age of the lowest quartile at 7 years 8 months (Sept 23). In January 2024, the lowest quartile's average reading age was at 8 years and 4 months and the average reading age of Year 7 pupils was 12 years and 5 months (6 months above expectations).

Improvements continue to be made to the proportion of students reading at expected levels. The profile of our school meant that students in KS3 were more likely than KS4 students to be behind age related expectations for reading although this gap is narrowing, as seen in the reading data for January 2024.