

Pupil Premium Strategy 2018/19



Summary Information					
School	Reddish Vale High School				
Academic Year	2018/19	Total PP Budget	£365,856	Date of last PP Review	September 2018
Total number of pupils	852	Number of pupils eligible for PP	372	Date for next review	September 2019
Attainment and Progress					
		Pupil Premium Students		Non-PP Students	
Progress 8		-0.2		0.079	
%9-5 in both English and Maths		11		27.4	
%9-4 in both English and Maths		39.7		47.8	
Attainment 8		35.4		41.9	
Barriers to future attainment for pupils eligible for PP					
A	Historical culture of low aspirations				
B	A consistent approach to evaluating interventions to be embedded				
C	Consistent approach to challenging poor behaviour to be embedded				
D	Future barriers to be identified through the regular data drops				
External barriers					
F	Attendance				
G	Punctuality				
Desired Outcomes			Success Criteria		
1. Reduced progress and attainment gap between PP and non-PP students			Data drops will show the gaps are closing		
2. Increased attendance rates for PP students			PP attendance will be in line with the school target		
3. Improved engagement and aspirations of PP students			Reward to consequence ratio will be at least 3:1		

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Desired Outcome: A – Reduced progress and attainment gap between PP and non-PP students		
	Intervention	Rationale
1	Additional Leadership roles in maths and science	To improve outcomes for students within English and Literacy across all Key Stages through increased leadership capacity.
2	Supporting disadvantaged pupils with a team of learning behaviour mentors	Raise the attainment, attitude and attendance of disadvantaged students.
3	Literacy Coordinator	Reading ages raised to expected national levels and raised attainment from KS3 using the STAR and Accelerated Reader programme.
4	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.
5	Easter revision programme – additional days in the Easter holidays for booster sessions and study support	Additional teaching sessions for targeted students to increase opportunities of success at Key Stage 4.
6	Period 6 – an additional period scheduled at the end of the school day in the weeks prior and during the external examination period	To raise aspirations for disadvantaged students and to ensure they attend extra classes.
7	Achieve 3000 Reading Programme	To enable Pupil Premium Students to improve independent reading skills of non-fiction texts. To reduce the gap in student outcomes between PP and non-PP students over time in English.
8	To ensure all PP students have revision guides in science	To improve outcomes for year 11 Science PP students and develop more self-directed learners.
9	To ensure all PP students have revision guides in MFL	To improve outcomes for year 11 and 10 PP MFL students and develop more self-directed learners.
10	To ensure all PP students have revision guides in English	Workbooks and revisions guides to improve outcomes for year 11 English PP students and develop more self-directed learning capabilities.
11	To ensure all PP students have revision guides in H+S	To improve outcomes for all students, including PP and develop a more independent learning culture.
12	To buy key equipment to support learning for GCSE art students	To improve aspirations and outcomes for GCSE Art students by providing disadvantaged students with essential equipment they otherwise could not access.
13	Geography: Field work study trip to Bowness	Without attendance on these visits there are 33 marks on exam paper 3 that cannot be accessed.
14	CPD – whole staff training	To improve PP outcomes across all year groups
15	Numeracy Ninjas intervention during tutor time	To improve performance of PP students in maths
16	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
17	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.

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18	Nominate PP Champions within each faculty to monitor the progress and attainment of PP students	Having a specific member of staff to focus on supporting this group of students and their parents, feeding back information to the department and sharing good practice with other departments will help improve PP outcomes.
19	Teacher CPD, professional theatre makers workshops, performance sharing and learning resource pack for Drama	Students need to develop their devising skills in order to achieve success at GCSE Drama. The C2 Devising component is worth in total 40% of the GCSE. There are also a number of disadvantaged students in the cohort that would benefit from being exposed to artistic venues, jobs and opportunities that they would otherwise not have access to.
20	Edexcel GCSE (9-1) History: Anglo-Saxon and Norman England student webinar. Exam revision guides for all modules to be loaned out to PP students who have not been able to purchase their own.	Anglo-Saxon and Norman England was the weakest performing area in last year's GCSE cohort and due to changes in classes for the current cohort this trend is likely to continue with groups of students missing sections of the course unless a more targeted intervention is put in place.
21	Rock climbing intervention for GCSE PE (Year 11)	By attending the rock climbing days' (4 and 11 th December 2018) pupils will be able access higher marks for the practical aspect of the GCSE which accounts for 30%.
22	Rock climbing intervention for GCSE PE (Year 10)	By attending the rock climbing days' (4 and 11 th December 2018) pupils will be able access higher marks for the practical aspect of the GCSE which accounts for 30%.
23	Yipiyap one-to-one tutoring	Yipiyap tutoring is a program built on the ethos that children often benefit hugely from a relatively small amount of individual attention and that lack of confidence is often the basis for underachievement. This programme has supported other schools and they have achieved positive outcomes.

Desired Outcome: B – Increased attendance and punctuality rates for PP students

	Intervention	Rationale
1	SLT role linked to attendance	To improve the attendance of PP students and reduce persistent absence rate
2	Supporting disadvantaged pupils with a team of learning behaviour mentors	Raise the attainment, attitude and attendance of disadvantaged students.
3	Commando Joe	To increase attendance, confidence and attainment of disadvantaged pupils
4	Rewards for good attendance (96%)	PP student attendance was lower than non-PP student attendance last year
5	Forest Schools	To improve student attendance.
6	Garden Project	To improve student attendance
7	Art therapy	To improve the attendance of PP students
8	Uniform	To support and improve attendance and punctuality
9	Transport	To improve students attendance, attitude and participation in extracurricular activities
10	Breakfast Club	Improve attendance by helping to ensure students have the best possible start to the day – a good breakfast.

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11	Period 6 Refreshments	Improve attendance for students learning beyond the normal school day by offering refreshments.
12	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
13	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
14	Online Digital Learning Resource	To ensure student will not miss out on essential sporting opportunities because of their background. Improve E-Safety and digital awareness.
15	Assistant HOY role linked to attendance	To help improve the attendance of our most vulnerable students and narrow the gap between PP and non-PP in terms of attendance.
16	Attendance Club – Year 7	Targeting students with attendance that is considered poor and persistent absentees.

Desired Outcome: C – Improved engagement and aspirations of PP students		
	Intervention	Rationale
1	University outreach scheme.	To provide PP students with opportunities and new experiences from KS3 going into KS4.
2	Sports enrichment	To ensure student will not miss out on essential sporting opportunities because of their background.
3	Elevate Project	To increase confidence and ambition of disadvantaged students. Ensuring that they have access to a wide range of opportunities and raising achievement initiatives.
4	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
5	Music Peripatetic Teachers	Provide PP students with the opportunity to learn how to play a musical instrument should they wish to.
6	One-to-one mentoring	To improve students' attainment, behaviour, attendance and attitude
7	Appointment of a new Deputy Headteacher (CE) CPD – looking at improving teaching practice for all staff, specifically looking at feedback.	High quality feedback will engage students in the learning process, help them understand their progress and develop their self-regulation.
8	Appointment of a new Assistant Headteacher to lead on improving behaviour.	Ensuring behaviour management is consistent throughout the school will enable students to remain in lessons – accessing high quality teaching.
9	Appointment of a new Careers lead	Lead and coordinated a more integrated approach to Careers provision and meet the GATSBY Benchmarks by 2020.
10	Develop a new alternative provision facility within the school for students with BESD	The alternative provision facility will provide an environment where students with BESD can access the curriculum in an environment which compliments their additional needs.

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11	University outreach scheme	To provide PP students with opportunities and new experiences from KS3 going into KS4.
12	Year 8 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 7.
13	Year 7 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 6.
14	Aspirations Show at University of Manchester	Aimed at students from years 9 and 10 who may be lacking in confidence or aspiration, the event sets out to equip young people to make better choices and decisions, particularly at important transition stages.
15	Hospitality and Catering Funding for ingredients	PP students often find Food / Catering a subject that limits them due to cost. Across all year groups even providing small contributions can be challenging for some students. In Upper school choosing food as an option has always come with the question “does it cost a lot?” and we have always been able to answer that we will minimise costs by bulk buying and can offer support to students with ingredients for assessments etc. The Hospitality and Catering course requires students to experiment with a range of produce and the higher skills often come associated with ingredients that may cost more. Eg, needing to fillet a suitable fish native to a locality. The PP funding we have been able to offer for the last 4 years has meant that no student is limited based on ingredients
16	Trip to the People’s History Museum	Through attending the trip, students should gain further knowledge from specialists that will help academically through their GCSE course. In addition to this, trips enhance engagement and should therefore help to combat disengagement in the long term due to changing perceptions of the GCSE Citizenship.
18	Harry Potter Studio Trip	The trip will enhance pupils’ knowledge and understanding of the books and films in the Harry Potter series, see how films are made and experience the sets and interactive activities with their peers.
19	Scholars Programme provided by Brilliant Club at Sheffield University	Brilliant club data shows that 54% of ever6FSM students who completed the programme progressed to a highly-selective University compared to 12% national average.
20	French Theatre Production	Encourage higher uptake in KS4 (increasing Ebacc potential). Encourage pupils who become disaffected due to lack of portrayed importance for MFL.
21	GL PASS Assessments	These assessments help students come to terms with their attitudes towards themselves and school. They help identify barriers to learning for the pastoral team to inform further support.
22	Respect 100 – a nine week healthy relationships coaching programme for boys.	The programme helps improve peer relationships and has proven impact of reducing behavior points and attitude to learning.

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