

## Pupil premium strategy statement – Redhill

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1216
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	March 2023
Statement authorised by	Mr J Clayton
Pupil premium lead	Mr G Scott
Governor / Trustee lead	Mr D Wyatt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,925
Recovery premium funding allocation this academic year	£73,968
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£377,893</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide excellent teaching and high expectations resulting in every child thriving and succeeding irrespective of their starting points and barriers to learning.

We aim to raise aspirations for all, ensuring that Redhill students leave school as confident, caring and academically successful individuals. Our Pupil Premium strategy aims to address the main barriers that our disadvantaged children face, through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success. Implicit in the intended outcomes detailed below, is the intention that none-disadvantaged pupils' attainment will be sustained and improve alongside progress for their disadvantaged peers.

To ensure that all of our students achieve success we have focused our plan on:

- Disadvantaged students are more likely to be absent from school than other students. Our records show that this has a significant detrimental impact on their academic progress.
- Delivering high quality teaching – we know that this has the greatest impact on students' outcomes. We will deliver consistent, high quality CPD for staff to develop and embed our PP first strategies as good practice within the classroom.
- Ensure that support is in place for those students who arrive at Redhill with low literacy skills. We know that reading skills have a high impact on student progress and we are committed to ensuring that every student can access the full breadth of the curriculum.
- Developing a culture of high expectations across the school and explicitly teaching students to be resilient learners who can self-regulate.
- Having a clear, strategic oversight of student progress so that we can intervene swiftly to support students and ensure that they are challenged to make the best progress they can.
- Supporting the emotional and mental health of every student. It is vital that our students feel happy and safe at school as well as being challenged to succeed.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance data indicates an attendance gap which has existed for a number of years. Our disadvantaged average attendance over the last 3 years is 88.3%. This is 5.2% below none disadvantaged and 3.3% below total attendance for this period.  Disadvantaged pupils are more likely to miss days off school or to arrive late to school. Attendance is closely linked to achievement and so it is important to reduce this gap and to educate PP pupils about the importance of achieving at least 95% attendance.
2 Reading & Comprehension	Reading assessments in year 7 indicate that our disadvantaged students account for 45% of all our students with low literacy levels. Research suggests that lower reading ages will have a negative impact on the academic progress across all areas of the curriculum.
3 Quality first teaching	Assessments, observations, and forensic analysis demonstrates that disadvantaged pupils (when measured as a group) are lower attaining than their non-disadvantaged peers. The challenge for all teachers is to close the attainment gap at Redhill School. CPDL will continue to focus on our Pupils Premium First strategy to ensure quality first teaching strategies are impactful.
4 Targeted academic support	Outcomes for our disadvantaged students at KS4 were below national. Our progress 8 in 2023 for PP was -0.78. In addition to this 51% of our PP students achieved a standard pass in English and Maths, 13% below the national figure and 26% below none-PP students at Redhill.
5 Wider curriculum opportunities	Engagement data which records participation in extra-curricular activities has identified that disadvantaged children have been more affected by limited experiences when compared with their non-disadvantaged peers. They have less experience and are more reticent to try new things. As a result, they are less able to engage with our enrichment and extracurricular offer.
6 Mental wellbeing	Our analysis demonstrates that an increasing number of Pupil Premium students find managing their own behaviour and emotion increasingly challenging. Our response is constantly adapting to provide targeted support and resources to develop students' resilience, coping mechanisms, and self-regulation. We are working with teachers, parents, and students to create a supportive framework that encourages self-awareness and a sense of responsibility, allowing them to access learning and develop academically.

## 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for disadvantaged will be in line with national figures for all students.  The percentage disadvantaged pupils who are persistently absent will be below

	national average and the gap between disadvantaged students and all students to have narrowed when compared to previous years.
Using a combination of SATs Reading scores and GL assessments data for our year 7 & 8 students, we have identified 28 PP students with below average reading skills. We will use a combination of Phoenix, LEXIA and Paired reading strategies to improve reading fluency & comprehension by the end of year 8.	Termly GL assessments will demonstrate an increase in reading scores and comprehension. Students supported with LEXIA will make progress by the end of the 6-week session. Phoenix interventions will demonstrate progress at the end of each intervention session.
CPLD focus on quality first teaching strategies will have a positive impact on the progress of our disadvantaged students.	Subject reviews will monitor the impact of our CPDL and ensure high quality teaching for all students with a focus on our most disadvantaged. Book looks will quality assure the impact of strategies in PP books compared with all students.
Additional academic support will assist in closing gaps that have been identified after termly assessment and monitoring review cycles.	Additional academic interventions focused on specific gaps in subject knowledge will demonstrate impact on a termly basis.
To increase and sustain the numbers of disadvantaged students taking part in extracurricular activities.	Demonstrate an increase in disadvantaged participation numbers.
Provide targeted support and resources to develop students' resilience, coping mechanisms, and self-regulation that encourages self-awareness and a sense of responsibility, allowing them to access learning and develop academically.	We will see improved self-regulation in social situations through a reduction in suspensions for disadvantaged students. Reduction in mutual support figures for targeted student after support. Termly monitoring will demonstrate an overall improvement in attitude to learning grades.

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £94.800

Activity	Evidence that supports this approach	Challenge number
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		(s) addressed
Staff to develop their knowledge and skills through high quality CPLD to ensure quality first teaching for every class.	Supporting high quality teaching is pivotal in improving children's outcomes EEF. Examples of the impact of our CPD include: <ul style="list-style-type: none"> <li>• Feedback +6 months.</li> <li>• Meta cognition and self-regulation +7 months.</li> <li>• Individualised instruction +4 months</li> <li>• Reading Comprehension Strategies +6 months.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=high%20quality%20teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=high%20quality%20teaching</a>	2,3,6
Retain key members of the English department and strengthen the maths team	The best available evidence indicates that great teaching is the most important lever schools have to improve attainment. EEF. Academic mentoring support strategies and Reading and Comprehension interventions + 6months EEF	2,3,4

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

Budgeted cost: £ 114,760

Activity	Evidence that supports this approach	Challenge number (s) addressed
Academic mentor support to focus on students with significant gaps in learning.	Individualised instruction has demonstrated 4+ months of progress during EEF research projects	2,3

<p>Use of the catch-up reading intervention (Teaching and Learning Toolkit EEF) Focus on year 7 and 8 students who are identified as having below average reading and comprehension skills.</p>	<p>Reading comprehension strategies are high impact on average +6 months EEF. Alongside phonics it is a crucial component in early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20%20compri">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20%20compri</a></p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £134.700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a diagnostic system to tackling students with attendance issues. Focus on disadvantaged students at risk of persistent absence. Use of attendance officer and pastoral staff to implement identified support needed such as increased home visits and support meetings with parents.</p>	<p>We will use the DfE's supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>1</p>
<p>We will use our funding to ensure that cost is no longer a barrier to disadvantaged students accessing curriculum and wider curricula opportunities, including sport, outdoor activities, arts and culture, music lessons and school trips, etc.</p>	<p>The DfE's Research Report to understand successful approaches to supporting the most academically able disadvantaged pupils identifies a suite of activities that, individually and together, made a positive impact.</p> <ul style="list-style-type: none"> <li>• Cultural extension activity ('widening horizons', 'raising aspirations', 'opening eyes/minds to opportunities')</li> <li>• Personal development activity (e.g. support/opportunities around raising confidence, addressing emotional and/or social issues, leadership opportunities, community involvement)</li> </ul>	<p>5</p>

	<ul style="list-style-type: none"> <li>• Addressing material poverty directly, if necessary (e.g. paying for equipment, lending uniform, paying for/contributing to cost of trips)</li> </ul>	
<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>EEF research suggests that social and emotional learning approaches have a positive impact on average, of 4 months additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20emo">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20emo</a></p>	6

**Total budgeted cost: £ 344.260**

**Part B: Review of the previous academic year Outcomes for disadvantaged pupils**

Progress scores for Pupil Premium students improved in 2023 and were broadly in line with pre-pandemic figures achieved in 2019. We saw an 18% increase in the percentage of disadvantaged students achieving 5+ in English and maths. The use of the National Tutoring funding, targeted towards our Pupil Premium students was key to the progress we made in 2023.

Having identified maths as a significant area of focus in 2019 we used the funding to address the gap in maths progress. Disadvantaged student achieving 5+ in maths was one of our objectives having identified this as a barrier for our disadvantaged cohort in 2019. Retention and recruitment in maths teachers was outlined in our strategy planning. This enabled us to embed additional specialist teaching into both curriculum and extra-curricular interventions. Based on 2023 outcomes and internal assessment data from Autumn 2023, the evidence would suggest that we are making continued progress with our disadvantaged students in maths. Disadvantaged students achieving grade 5+ in maths increased by 25% since 2019.

Progress of disadvantaged in the open element subject was a focus that we identified in 2019 and we have made continued progress in this area. This is demonstrated in 2023 outcomes and this Autumn's internal assessment data. We can see a consistent improvement in outcomes linked to the quality first teaching strategies that are embedded across the school through the CPLD programme.

We have seen a significant increase in the outcomes achieved by our disadvantaged students in the Ebacc element. 2023 outcomes demonstrate a 19% increase in disadvantaged students achieving grade 4+ in the Ebacc and 18% of students achieving a grade 5 or above. We offer all our students a broad, balanced and ambitious curriculum, with high levels of disadvantaged students following the Ebacc. The increasing outcomes demonstrated improving progress in this area.

Fixed term exclusions data for our disadvantaged has decreased by 13% since 2021. This is a strong indication of the impact of our CPLD, quality first teaching & wider pastoral support strategies that are starting to demonstrate an improvement in our student's self-regulation. We will continue to embed these strategies in our future plans.

One of the main barriers for our disadvantaged students is their attendance. In 2023 disadvantaged students with 92% attendance or above achieved an average progress 8 score of +0.22. Whilst disadvantaged students with attendance of 92% and below achieved made significantly less progress -1.18. This was mirrored in 2022 with disadvantaged students with above 92% attendance achieving +0.16 compared to -1.10 for disadvantaged students with below 92% attendance. This demonstrates that students who receive high quality teaching on a regular basis make strong progress and achieve well at Redhill School. This is our highest priority going into 2024.

## Externally provided programmes

Programme	Provider
Lexia Reading Programme	Lexia learning Systems LLC
Small group maths tutoring	School based tutoring
GL Reading assessments	GL Assessments
Catch up numeracy	School based Tutoring

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We provide regular support meeting between our service children and our pastoral support workers to identify any concerns or additional support that the students may require. The pastoral support team make regular contact with parents to share information about support strategies or to gather background information that might be relevant.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Currently we have one service child in school. We have supported the student in the following ways:</p> <ul style="list-style-type: none"><li>• Attendance support</li><li>• Academic support</li><li>• Social emotional support</li></ul>