

# Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Redborne Upper School
Number of pupils in school	1177
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Olly Button: Headteacher
Pupil premium lead	Nikki Brennan: Assistant headteacher
Governor / Trustee lead	Elaine Tebbutt Beth Woodward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123125
Recovery premium funding allocation this academic year	£21870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£144995

# Part A: Pupil premium strategy plan

## Statement of intent

We believe all students should have equal chances to make progress in school; develop the skills needed to achieve success in the workplace; have high aspirations of themselves and be able to experience a wide range of opportunities for growth and development out of the classroom. Nationally, students from disadvantaged backgrounds do not achieve as well as those from non-disadvantaged backgrounds and this has led to a 'gap' in attainment between these groups of students. Our aim is to close this gap.

Our key principles:

- To support high quality teaching and learning for disadvantaged students.
- To ensure disadvantaged students receive regular support and interventions.
- To equip students for school and provide opportunities for disadvantaged students to experience a range of culturally enriching activities.
- In choosing our strategies, we have used guidance predominantly from the current EEF guide and the tiered approach to supporting disadvantaged students, alongside the DfE (2015) document, 'supporting the attainment of disadvantaged students.....'

## Challenges

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

Challenge number	Detail of challenge
1	Providing high quality teaching and learning, ensuring each student has access to a consistently high standard of education across the school.
2	Gaining parent/carer confidence and improving communication between the school and parent/carer.
3	Improving teacher understanding of the individual needs of our disadvantaged students and removing unconscious bias.
4	Improving the ability of students to work independently out of lessons using meta-cognition, spaced learning and retrieval practice.
5	Improving the attendance and engagement of disadvantaged students.
6	Ensuring students have access to high quality support enabling informed choices post-16.
7	Significant increase in SEMH challenges for students and a lack of places with external agencies to support these needs.

8	Providing a high quality provision for increasing numbers of students with SEND
9	Increased numbers of students with low reading scores means accessing the curriculum is more challenging.
10	Increase the uptake and attendance of disadvantaged students at extra-curricular activities.

## 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
Close the gaps relative to national averages in English and maths.	Progress scores in maths and English will increase for disadvantaged students and the gap narrows.
Remove barriers to students attending extracurricular activities.	Increase in proportion of disadvantaged students taking part in extracurricular activities.
Develop students' ability to work outside of lessons, using meta-cognition, spaced learning and retrieval practice.	Increased numbers of students regularly attending study club. Progress gap between disadvantaged and non-disadvantaged students is reduced.
Improve parent attendance at events such as parents evenings; intervention/information evenings.	All parent/carers have greater access to information on their child's progress and attainment; how to support their child at home; the extra-curricular activities available to them and their child and how to access pastoral support.
Improve the average attendance figures of disadvantaged students both in school and in lessons.	The gap between attendance figures of disadvantaged and non-disadvantaged students will narrow.

## 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: £ 81800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. <b><i>'Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting'</i></b> . (EEF: 2022-23)	1,3,4
Employ a full-time attendance officer to target and support disadvantaged students' attendance	All teachers understand how important it is for children to be in the classroom, where we know they learn best. However, attendance continues to be an area of difficulty for school. <b><i>"There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance."</i></b> Attendance Interventions Rapid Evidence Assessment (EEF: 2022-23)	2,5
One additional hour of oracy and literacy support per fortnight for all year 9 students (Overstaffing in English by one teacher)	<b><i>'Recent evidence suggests some promising 'best bets' when it comes to developing, planning, and sustaining high quality teaching. These include: • high quality daily teaching; improving outcomes in reading'</i></b> . (EEF: 2022-23)	1,9

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

Budgeted cost: £ 63708

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one or small group graduate tutoring in maths and English	For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.	1,2,3,4,5,9
One to one or small group tutoring after school in maths and English		
Small group sessions to walk through English language paper, delivered to SEND students on a regular timetabled basis		
Curriculum support lessons-an additional 2 hours maths and 3 hours English delivered by faculty teachers to identified students who need extra support		
All year 9 sit SPARCs test and students with low standardised scores are identified. Selected students receive small group/one to one provision of one hour per week for a set period of time to support their literacy.	Essential skills such as reading can unlock access to the entire school curriculum. For instance, reading fluency can support increased comprehension when reading historical sources, tackling local case studies in geography, or reading poetry in English.	9

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	<i>'While mentoring is not generally as effective in raising attainment</i>	7

	<b><i>outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs'. EEF 2022</i></b>	
Additional careers support	There is little to no evidence that links raising aspirations with increased success or progress. However, careers guidance is added to support parents with their children.	6
Targeted encouragement to attend extra-curricular activities such as DofE and music lessons	This increases a student's cultural capital and therefore gives "sufficient knowledge and skills for future learning and employment" - Ofsted framework.	2,5,7
Removal of barriers to learning, such as providing appropriate study resources/uniform	Used to ensure we remove barriers to attending school.	4
Supporting students with SEMH challenges.	The pastoral teams have received additional CPD to support SEMH. The hub team has been expanded to include a triage system to ensure the correct students get support. A full time assistant headteacher has been employed to support raising aspirations and developing values and culture within school.	10

### **Total budgeted cost: £159508**

The over budgeting reflects the importance we place on supporting disadvantaged students and includes £14500 of funding from the LA to support disadvantaged students' progress.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium strategies had on pupils in the 2021 to 2022 academic year.

#### Overall target difference data

This was a challenging year with our disadvantaged students: attendance figures were a concern owing primarily to the aftermath of the Covid pandemic and ongoing SEMH challenges for certain students.

Average attendance figures were lower than in past years, meaning that the majority of our disadvantaged students were not in school enough. This impacted their average grades significantly.  $\frac{2}{3}$  of our disadvantaged students have attendance at less than 90%.

However, it can be seen below that where students were in school, the gap narrowed and the positive impact of a focused approach, including interventions can be clearly seen, with disadvantaged students having a smaller target difference than their peers.

Attendance band	Proportion all (%)	Proportion disadvantaged (%)	All target difference	Disadvantaged target difference
95%+	22	8	-0.23	-0.02
90%-95%	30	10	-0.52	-0.44
85%-90%	21	24	-0.75	-1.19
85%-	27	58	-1.58	-1.71

This data informs our strategy for 2022-23. Employing a full time attendance office for disadvantaged students aims to improve attendance figures: it can be seen that once students are in school, the gap narrows.

### **Impact of focus on maths, English and science teaching:**

Disadvantaged students and LAC still underperformed against target, but did better against target in maths than their other subjects and much better in combined science than their other subjects.

### **Impact of the graduate tutoring programme**

From October to May, our 3 graduate tutors worked with over 60 disadvantaged students offering one hour of one to one or small group tuition per week in maths and English. The total hours of tuition offered was approximately 54 hours per week. Year 11 disadvantaged students' attendance to maths and English was on average 20% lower than the rest of the cohort.

However, despite this lower attendance, external data shows the graduate intervention programme ensured these students managed to keep up with their peers and not fall even further behind. With such challenging attendance and SEMH concerns following COVID, it was likely that disadvantaged students would fall even further behind in maths and English. Whilst the gap did not narrow in English and maths, the students' ranking over year 11 did not fall.

This allows us to conclude that interventions that students undertook when they were in school had an impact.

### **The study club programme**

This runs after school every day allowing disadvantaged students to work on core subjects one to one with a trained sixth former. The sessions are staffed by a newly appointed teacher and our graduate tutors. Uptake for the study club increased hugely, allowing us to provide 2 sessions per week for students. Approximately 55 students attended regularly throughout the year, allowing us to provide an additional 50-60 hours of tutoring per student (depending on their year group) in 2021-22.

The benefits of the club are hard to measure. Student and parent feedback is very positive and our expansion to include Friday was well received. This year to make the club more cost effective, sixth formers will work with groups of two, not one. Students report increased confidence and this means attendance at school and lessons is more likely. We will continue to fund a TLR to pay for a teacher to oversee training of sixth formers and develop the efficacy of the tutoring. This year we plan to train sixth formers in supporting study techniques, organisation and dual coding. This can then be used with our study club students, affording them an opportunity to develop study skills they can use themselves at home (where possible).

### **Trial of Century Learning-an online package to support core subjects, using artificial intelligence. Gold award winner, 2021 for learning technologies award, amongst others.**

This was bought in April 2022 for 60 students to support students not accessing the curriculum through absence. It was also used to support learning at home for targeted disadvantaged students. The package was not used for long enough to measure

impact, but anecdotally, impact could be seen and we have increased our licences for 2022-23 to cover up to 200 students. The package was well received last year by students and their parents, at a time when the student's attendance was very low and thus accessing some quality learning for the core subjects outside of school was important.

### **Improved parent engagement and communication**

Employing an Assistant headteacher to trial strategies to engage parents allowed us to identify barriers to learning and work to support or overcome these. Following feedback from parents regarding a lack of quiet space to work at home and an inability to collect students from the study club we expanded the provision to ensure more students could attend and are trialling taking students home after study club in the school car.

### **Extra-curricular activities**

We funded disadvantaged students to attend various curriculum based trips and activities. Funds to pay for extra-curricular activities are limited and this year we will look at buying equipment for loan for the DofE programme to increase disadvantaged students' participation.

Peripatetic music lessons were funded for 10 students and we have increased uptake of these lessons. They are an expensive resource but the increased cultural awareness and link between taking music lessons and improved progress means we continue to fund. Additionally music lessons provide an additional interest in school and improve student confidence.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Graduate tutoring, Bedfordshire	Funded by Connolly Foundation and managed and developed by Redborne upper school

## Further support offered to disadvantaged students

The Connolly Foundation has allowed us to develop a graduate tutoring programme bespoke to Bedfordshire that we started in March 2020. In 2021-22, it covered 11 schools across the county. The programme is planned, implemented, delivered and evaluated by Nikki Brennan and Vicki Walsh at Redborne upper school.

In Redborne, we had access to 3 high calibre graduate tutors to support our disadvantaged students by providing one to one tuition once per week in English and maths. After school, they led a team of fully trained sixth formers to run a study club for maths, English and science. Graduate tutors also provided support and guidance for parents of disadvantaged students in choosing GCSE options; booking parent evening appointments and providing online lessons for students unable to attend school. They led school sessions for parents on how to support their child at home and ran mentoring sessions for students before school.

This has been a highly successful scheme although we are not expecting this to be funded after May 2023. The impact of this programme for 2021-22 is discussed above.