

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of the pupil premium had within our school.

School overview

Detail	Data
School name	Redborne Upper School
Total number of pupils in school (years 9-13)	1593
Number of pupils in school (years 9-11)	1193
Proportion (%) of pupil premium eligible pupils	14.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£155 400

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	£155 400

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 stubborn 'gap' in attainment between these groups of students, with disadvantaged students performing lower than their non-disadvantaged peers.

We are concerned about students achieving grade 4+ and 5+ in both English and Maths as these qualifications are the most important for securing future pathways. This gap is particularly large in Central Beds.

Our key principles for our disadvantaged students:

- To support attendance to school and then to lessons.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged students both within school and nationally, with a focus on all achieving a minimum grade 4 in English and maths.
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Meet pupils' SEMH and behavioural needs and support them to develop independence and resilience.
- To provide disadvantaged students with equivalent cultural capital and access to opportunities; to ensure they are aspirational for themselves and their progression, and to facilitate this.

In order to select effective strategies, we have used guidance predominantly from the current EEF guide and the [various EEF guidance reports](#) which advocate a tiered

approach to supporting disadvantaged students, alongside the DfE (2015) document, 'supporting the attainment of disadvantaged students.....'

Challenges and how our current strategy works towards achieving those objectives

Challenge number	Detail of challenge
<p>1 Attendance</p>	<p>School attendance is a powerful predictor of student outcomes. Attendance at our school for disadvantaged students (83% 2023) is considerably lower than that of their non-disadvantaged peers (93% 2023).</p> <p>We aim to decrease the barriers to attendance both to school and in lessons in particular for disadvantaged students who also have an identified SEND.</p> <p>The in-school variation is a concern and this is having a direct impact upon attainment and final outcomes for a significant number of students where persistent absenteeism is a concern.</p>
<p>2 Teaching and learning and curriculum</p>	<p>Our curriculum approach to disadvantaged pupils is primarily intended to address the significant attainment gap on entry. Firstly, the curriculum is designed to identify and address knowledge gaps. In addition, we have identified a need for a coherent, meaningful course offer for students with the very lowest prior attainment and specific SEND, in order to meet their needs and facilitate next steps.</p> <p>We are working to enhance our offer of appropriate KS4 courses for 2025/7, including Entry Level, as it is clear from data, this will benefit some disadvantaged students.</p> <p>Teachers' CPD will focus upon QFT to include strategies to avoid attainment gaps opening further – this includes a focus on teaching students how to learn. Long-term memory, homework and revision strategies form part of this. Research repeatedly emphasises that disadvantaged children are disproportionately positively affected by good teaching and that the inverse is also true. Metacognitive strategies are embedded within teaching to support long-term retention of knowledge, with opportunities to further staff development where needed.</p>

	<p>There is an additional challenge when disadvantaged students attend alternative provisions.</p> <p>CPD also supports teachers' understanding of the individual needs of our disadvantaged students thus removing unconscious bias.</p>
3 Appropriate Alternative Provision	<p>There are additional challenges in consistency when disadvantaged students attend alternative provisions. Roles have been created to oversee Alternative Provisions and ensure students' needs are being met and their progress is being monitored.</p>
4 Literacy	<p>Reading data indicates that there is a higher proportion of disadvantaged students with below standardised scores than the average for the year group. These students will need extra support to increase their reading fluency and comprehension in order to access the full curriculum and make progress. There is continuing support needed at both KS3 and KS4.</p>
5 Academic catch up	<p>We aim to provide one to one tuition for the majority of our disadvantaged students at some stage during KS3 or 4 in English and/or maths. An additional challenge is ensuring the student fully engages with this bespoke opportunity and this is where building stronger parent/carer links pays off.</p>
6 Careers and post-16 pathways	<p>We ensure students have access to high quality support enabling informed choices post-16 with a fully qualified Careers Leader. She is Level 6 qualified in Career Guidance and Development Professional with a Postgraduate Award in Careers Leadership and meets regularly with the lead for disadvantaged students.</p>
7 Belonging and aspiration	<p>Observations and behaviour data alongside student, parent and teacher voice suggest that some students, particularly those with lower prior attainment lack the metacognitive/self-regulation strategies when faced with challenging tasks. This is partly responsible for disadvantaged students receiving a disproportionately higher number of consequences than other groups. Student voice from disadvantaged groups also suggests that some lack a sense of 'belonging' and agency within the school community.</p> <p>There has been a significant increase in SEMH challenges for students and a lack of places with external agencies to support these needs.</p>
8 Cultural capital	<p>We continually create, monitor and evaluate opportunities to give disadvantaged students the cultural experiences and knowledge that they lack compared to their advantaged peers.</p>

<p>9</p> <p>Parental engagement</p>	<p>Internal data shows that families of disadvantaged students are less likely to attend parent/carer events to discuss student progress, their option choices and other information evenings. With the engagement of the disadvantaged students team, we have seen an impact on increasing attendance at parent/carer evenings. We need to continue this work to foster stronger relationships through regular contact with families to celebrate success and offer further bespoke support.</p>
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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 for the average attendance of disadvantaged students.	The gap between attendance figures of disadvantaged students (school) and disadvantaged students (national) will narrow.
Close the in school (and in lesson) attendance gaps of disadvantaged students compared to non-disadvantaged students.	The gap between attendance figures of disadvantaged and non-disadvantaged students will narrow.
Close the gaps relative to national averages in English and maths.	Progress scores in maths and English will increase for disadvantaged students and gap narrows year on year.
The percentage of disadvantaged students who achieve a grade 4 in both English and maths increases from 2024	Close the gaps relative to national averages of achieving greater than or equal to grade 4 in English and maths.
Literacy and oracy support programme is expanded	Reading test data improves so the gap between disadvantaged and non-disadvantaged students narrows significantly
EET figures remain high following ongoing careers and 'next steps' support	EET figure will increase to 95% or higher for 2024-25

<p>Develop students' ability to work outside of lessons, using meta-cognition, spaced learning and retrieval practice.</p>	<p>Increased numbers of students regularly attending study club indicates motivation and a belief that additional support for learning can make a difference.</p>
<p>Improve parent/carer attendance at events such as parents' evenings; intervention/information evenings.</p>	<p>Attendance at events for parents/carers of disadvantaged students increases year on year.</p> <p>All parents/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 their child and how to access pastoral support.</p>
<p>Remove barriers to students attending extra-curricular activities.</p>	<p>Increase in proportion of disadvantaged students taking part in extracurricular activities.</p>

Activity in this academic year

This details how we intend to spend our pupil premium in the **2024 to 2025** academic year to address the challenges listed above.

Teaching

Budgeted cost: £51 428

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	<p>The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils.</p> <p>Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting (EEF: 2022-23). The great teaching toolkit is used to guide our CPD agenda.</p> <p>Ensuring teachers can support students to build self-regulation and metacognition skills is crucial as the EEF toolkit on this shows it to have the highest impact on student outcomes.</p>	2,4,5,6,8,9
Provide an additional provision in school, to support students who do not attend lessons (emotionally based school avoidance)	<p>Guidance has been taken from <i>Mental health issues affecting a pupil's attendance: guidance for schools</i>-DFE, Feb 2023.</p> <p>Aiming to keep students in school and then to reintegrate back into lessons is always our long term plan. This provision can be used where it is essential to remove a student from a lesson(s) as a temporary supportive measure.</p> <p>For some students, we need to offer a more nurturing provision where they can</p>	1,2,5

	study for short periods away from the mainstream school.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one/small group graduate tutoring in maths and English	<p>For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers discernible benefits.</p> <p>The programme will follow the principles of the EEF Guide ‘Making a difference with effective tutoring’.</p> <p>The publication on the efficacy of small group tuition states it can have an impact of up to 4 months progress.</p>	1,2,4,
Study club for one to one support after school		
Small group sessions to walk through English language paper, delivered to SEND students on a regular timetabled basis		
Curriculum support lessons at KS4. The model provides 5 hours of additional English support in year 10 through the Prince’s Trust award. In year 11, we deliver an additional 2 hours maths and 3 hours English using skilled faculty teachers. This is offered to identified students who need extra support		

<p>All year 9 sit a reading test and students with low standardised scores are identified.</p> <p>Selected students receive one to one reading time with a mentor, several times per week.</p>	<p>Essential skills such as reading with fluency can unlock access to the entire school curriculum. <i>EEF reading fluency report (2022)</i></p> <p>EEF improving literacy in secondary schools offers core principles to which we aim to adhere.</p>	<p>4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £105 040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a full-time attendance officer to target and support PP attendance</p>	<p>Students who attend school and lessons make more progress than those who do not.</p> <p>Improving attendance continues to be a challenge for the school. "There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance."</p> <p>Attendance Interventions Rapid Evidence Assessment (EEF: 2022-23).</p> <p>We use the EEF supporting school attendance toolkit to guide our practice.</p>	<p>1,3</p>
<p>Mentoring</p>	<p>Offering timetabled time with trained sixth form students provides another avenue of support for a student.</p>	<p>1,7</p>

Additional careers support	Providing guidance and clear advice on what is needed to progress to a certain career actively supports aspirations and goals. This is even more important for disadvantaged students with SEND who are more motivated when they understand the point of learning certain topics and skills.	6
Targeted encouragement to attend extra-curricular activities such as DofE and music lessons	Music and attending extra-curricular clubs has been shown to support social contact, making friends and mental health, as well as providing new experiences for a student.	7,8
Workshops to support oracy, presentations skills and confidence	EEF report on oracy, Nov 2024 highlights the importance of developing good oracy skills, in particular for disadvantaged students. <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	6
Removal of barriers to learning, such as providing appropriate study resources	Students need resources to support their learning and allow them to work independently out of lessons.	5,7
Parent/carer events to develop communication and support learning in and out of school	Parental engagement when carefully managed and strategically planned can positively impact student progress (EEF toolkit).	9
Breakfast and brunch club	Providing students with food means they are more able to engage in learning and focus.	1,7
There are clubs and spaces open to students to support learning and pastoral care. Students signposted to relevant opportunities by the PP team. Priority for	Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months.	

school counselling service.		
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Total budgeted cost: £ 168 468

The overspend reflects the importance placed on supporting disadvantaged students.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our support for disadvantaged students had on those students in the 2023 to 2024 academic year.

Attendance of disadvantaged students

Average attendance figures show that some disadvantaged students were not in school enough. This impacted their average grades significantly. Our year 10/11 figures were skewed by students who did not attend school owing to emotionally based absence.

All figures for disadvantaged students	Year 9 %	Year 10 %	Year 11 %
Average attendance over 2023-24	87.3	80.6	78.9
Gap compared to national	+2.8	-2.8	-3.9

It is worth noting that the attendance gap narrowed for year 9 owing to a strong focus on working with year 9 as they transitioned to our school from their middle school.

Reading programme

As a school we recognise how important reading is for our students. Not only does it aid academic progress but it is a necessary life skill. Becoming a fluent reader will arm our students with the confidence to reach their full potential outside of school. To support our students becoming confident readers, a morning reading intervention was held. Year 9 students were invited to read one to one, 3 times per week, with a trained sixth former. The intervention aims to strengthen their vocabulary, comprehension, inference and confidence.

Data was not recorded last year. However, for this academic year, in the first term of some key students have improved their reading age by as much as 4 years: a remarkable level of progress. The average improvement across all students retested in January was just under 2 years. This is a strong foundation on which to continue the programme.

Comments on English and maths GCSE scores

Using the FFT contextual value added model

- In 2024, disadvantaged students had a positive CVA progress 8 score of +0.06 (all things taken into account, they did better in our school than average)

- In 2024, disadvantaged students had a positive CVA % 4+ En&Ma of 6% (all things taken into account, more disadvantaged students achieved their 4+in English and maths than average)

2023-24 GCSE	% grade 4 and above		% grade 5 and above	
	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged
English language	74.6	39.6	55.0	15.0
English literature	77.4	37.0	53.0	17.5
Maths	81.1	56.3	62.3	29.1

Students with attendance greater than or equal to 95%

- For these students with high attendance, the disadvantage gap in maths for Redborne is approx: -0.3 with a target of +1. This group performed as well, on average, as any other typical student nationally. This shows our focus on maths for disadvantaged students is working, when students are in school. The challenge is for those who do not attend regularly.

Students with average attendance lower than 50% 2023-24

- We had 7/50 students in year 11 who were disadvantaged and had attendance lower than 50%.
- We currently have 8/40 students in year 11 (2024-25) who are disadvantaged and have attendance lower than 50%.
- We continue to have a significant number of disadvantaged students who do not attend school. In year 11 currently, 1/5 of the disadvantaged cohort are not in school, but instead have a bespoke provision to support their needs. This is often school based anxiety and it results in a refusal to come to school. This skews the average progress of our disadvantaged students.

Special mentions

Our disadvantaged students outperformed their non-disadvantaged peers in Child development, agriculture and hospitality and catering.

EET figures

Our EET for 2023-24 was 93%, which is higher than national.

The number of disadvantaged students who stayed onto Redborne sixth form this year increased significantly.

Parents' evening appointments

Sheila Grove, our PP support officer, is able to pre-book appointment slots for our PP parents/carers before the rest of the booking system opens.

This meant attendance of our Y11 parents/carers of disadvantaged students increased by approximately 11% compared to when they started with us in year 9. Parental engagement is one of the key strands on which we have been focusing.

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
Graduate tutoring, Bedfordshire	Funded by The Connolly Foundation and led by Redborne Upper School, so free to the school.

Further support offered to disadvantaged students

For the fifth year running, The Connolly Foundation has allowed us to develop a graduate tutoring programme bespoke to Bedfordshire that we started in January 2021. In 2023-24, it covered 8 schools across the county and the programme is planned, implemented, delivered and evaluated by Nikki Brennan and Vicki Walsh at Redborne Upper School.

For 2023-24 at 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. In addition, they led a team of fully trained sixth formers to run an after school study club for maths and English. Graduate tutors also provided support and guidance for parents/carers of disadvantaged students in choosing GCSE options; booking parents' evening appointments and providing online lessons for students unable to attend school. They led school sessions for parents/carers on how to support their child at home and ran mentoring sessions for students before school.

This has been a highly successful scheme and we have been fortunate enough to secure funding for the academic year 2025-26. We intend to expand the provision offered by the graduate tutors for this academic year and at time of writing, impact is already tangible. Tutors are able to offer online provision to those who cannot access school at all. We also provide a nurturing space where students who cannot access the full mainstream curriculum Support attend supervised study sessions. This allows students to gain support to catch up on work missed owing to absence or an inability to attend the lesson (usually anxiety) and/or to follow a slightly reduced offer of 3 option choices instead of 4.