

# Pupil premium strategy statement 2023-24

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 pupil premium had within our school.

## School overview

Detail	Data
School name	Redborne Upper School
Total number of pupils in school (years 9-13)	1585
Number of pupils in school (years 9-11)	1189
Proportion (%) of pupil premium eligible pupils	13.2
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 2023
Date on which it will be reviewed	September 2024
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	£124 200
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	£124 200

# 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 for our disadvantaged students:

- To support attendance to school and then to lessons.
- To support high quality teaching and learning.
- To ensure they receive regular support and appropriate interventions.
- To minimise barriers to attendance at school and learning.
- To equip students for school and provide opportunities for disadvantaged students to experience a range of culturally enriching activities.
- In order to select effective strategies, we have used guidance predominantly from the current EEF guide which advocates a 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	Removing the barriers to attendance both to school and in lessons of disadvantaged students, in particular those who also have an identified SEND.
2	Providing high quality teaching and learning, ensuring each student has access to a consistently high standard of education across the school.
3	Gaining parent/carer confidence and improving communication between the school and parent/carer.
4	Improving teacher understanding of the individual needs of our disadvantaged students and removing unconscious bias.
5	Improving the ability of students to work independently out of lessons using meta-cognition, spaced learning and retrieval practice.

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 disadvantaged students with SEND.
9	Increased numbers of students with low reading scores means accessing the curriculum is more challenging.

## 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.
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.
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.
Close the gaps relative to national averages of achieving greater than or equal to grade 5 in English and maths.	Gap narrows relative to national averages of achieving greater than or equal to grade 5 in English and maths.
Improve our average target difference across the school for disadvantaged students.	Gap in average target difference narrows for disadvantaged students compared to non-disadvantaged students.
Reduce barriers to students attending extracurricular activities.	Increase in proportion of disadvantaged students taking part in extra-curricular 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 indicates motivation and a belief that additional support for learning can make a difference.
Improve parent/carer attendance at events such as parents evenings; intervention/information evenings.	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 them and their child and how to access pastoral support.
Remove barriers to students attending extra-curricular activities.	Increase in proportion of disadvantaged students taking part in extracurricular activities.

## Activity in this academic year

This details how we intend to spend our pupil premium in the **2023 to 24** academic year to address the challenges listed above.

### Teaching

Budgeted cost: £105 000

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. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting (EEF: 2022-23).	2,4,5,6,8,9
Provide an additional provision to support students who do not attend lessons (emotionally based school avoidance)	Guidance has been taken from <i>Mental health issues affecting a pupil's attendance: guidance for schools</i> -DFE, Feb 2023. 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.	1,3,7
One additional hour of oracy and literacy support per fortnight for all year 9 students	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 (EEF: 2022-23).	2,5,8,9

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

Budgeted cost: £11650

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one/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.	1,2,5,8,9
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 KS4-an additional 2 hours maths and 3 hours English delivered by faculty teachers to identified students who need extra support		
All year 9 sit a reading 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: £44 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full-time attendance officer to target and support PP attendance	Students who attend school make more progress than those who do not. 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." Attendance Interventions Rapid Evidence Assessment (EEF: 2022-23).	1,3
Mentoring	Offering timetabled time with trained sixth form students provides another avenue of support for a student.	1,7
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
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
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).	3
Breakfast and brunch club	Providing students with food means they are more able to engage in learning and focus.	8

**Total budgeted cost: £ 160650**

**The overspend reflects the importance placed on supporting disadvantaged students. Much of the funding is absorbed in the additional core teacher and PP support officer.**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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

	Year 9 %	Year 10 %	Year 11 %
Average attendance over 2022-23	81.6	80.0	77.1
Gap compared to national	-2.6	-3.0	-5.8

It is worth noting that at the time of writing (Nov 2023), the attendance gap is narrowing for last year's year 9 and 10 owing to a strong focus on keeping students in school.

#### The impact of being in school

Where students were in school, the gap narrowed and the positive impact of a focused approach, including interventions can be seen.

Attendance band	Proportion all (%)	Proportion disadvantaged (%)	All target difference	Disadvantaged target difference
95%+	47	13	0.51	0.37
90%-95%	26	30	0.13	-0.12
85%-90%	14	7	-0.09	-0.81
85%-	14	50	-0.65	-0.93

### **Attendance greater than or equal to 90%**

Maths gap is approx: +0.7

English gap is approx: =0.25

Our disadvantaged students with attendance greater than 90% do as well as any other typical student nationally.

### **Students with average attendance lower than 50%**

We had 10 students in year 11 who were disadvantaged and had attendance at lower than 50%.

We had 13 students in year 11 who were not disadvantaged and had attendance lower than 50%.

There was no gap in attainment between these groups-our disadvantaged students here did as well as others. We provided a very bespoke arrangement for these students to take their exams away from the main school. In some cases, parents/carers remained on site working to allow their child to have the confidence to come into school, after never having set foot in the building for all of year 11 and sometimes year 10 and sit exams. These arrangements involved multiple visits to the school before the real exams, time to practise exams in our 'bespoke' room and a TLC approach. We are very proud of this arrangement and the students' subsequent achievements.

### **English and maths at grade 5 and above**

Our interventions focus mainly on English and maths, and ensuring students achieve at least a grade 4 and where possible a 5. This is to ensure doors remain open for their chosen pathways.

We had a significant increase in students achieving greater than or equal to grade 5 or above in both English and maths compared to last year-where national grades were also inflated for the first set of exams after Covid.

Redborne 2021-22		Redborne 2022-23	
Students achieving greater than or equal to grade 5 in both English and maths	18.5%		36%

### Special mentions

Our disadvantaged students performed particularly well in Child development, combined science and philosophy and ethics.

### 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 parents/carers of disadvantaged students increased by about 10% on average compared to last year. Parental engagement is one of the key strands on which we have been focusing.

## Catch up premium outcomes

DfE allocation spent: £14284.80

This covered 1984 hours of tutoring by teaching staff in maths and English in 2022-23.

Students targeted were predominantly disadvantaged students in year 10, who were not currently on course to achieve a 5 or above in maths/English. Obviously, outcomes will be seen in the summer exam series 2024.

Anecdotally, the scheme was very popular with parents/carers. It ran for one hour after school, in small groups, for invited targeted students. Regular attendance for some students was a challenge and the scheme has not been repeated by the DfE for this year.

## 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 fourth year running, The Connolly Foundation has allowed us to develop a graduate tutoring programme bespoke to Bedfordshire that we started in January 2021. In 2022-23, it covered 12 schools across the county and the programme is planned, implemented, delivered and evaluated by Nikki Brennan and Vicki Walsh at Redborne Upper School.

For 2022-23 at Redborne, we had access to 2 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, English and science. 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 2023-24. 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. Support is also offered by provisioning supervised study for those where they follow a reduced curriculum, usually to manage and support the additional needs of a student.