

Pupil Premium Strategy Statement

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	1,213
Proportion (%) of pupil premium eligible pupils	33.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	K Taylor
Pupil premium lead	M McCurdy
Governor / Trustee lead	R Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£445,050
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£91,203
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£536,253

Part A: Pupil premium strategy plan

Statement of intent

At Raynes Park High School our intention is that pupils irrespective of background make good progress and achieve high attainment across the Key Stages in particular in the EBacc subjects at GCSE and go on to access Higher and Further Education.

To achieve this, the aim and focus of our pupil premium strategy is to support disadvantaged pupils of all ability profiles. We will acknowledge the challenges faced by disadvantaged pupils and their families who face daily, weekly, monthly and annual difficulties, supporting these needs with activities that support their requirements.

High quality pastoral care, high quality teaching and a high quality reading programme will underpin everything we do to support our disadvantaged pupils. Research has shown that this is proven to have the greatest impact on closing the disadvantage attainment and progress gap. Therefore, reading programmes will be fundamental to supporting our disadvantaged pupils.

Our strategy for our disadvantaged pupils is integral to our wider school educational recovery and wellbeing considering enforced school closures and limited face to face time with class teachers and lack of pastoral support. We will aim to create more capacity to ensure pastoral support with key students supported through inclusion and mentoring.

We will approach our strategy in response to the needs of our pupils based on diagnostic assessment and our knowledge of our pupils based on both prior and current data sets. Our aim is to ensure disadvantaged pupils are offered the same challenging curriculum as their non-disadvantaged peers, along with early targeted intervention and opportunities for personal growth and enrichment. Staff within the school at every level will share the responsibility in ensuring disadvantaged pupils make good progress, have high expectations of themselves and celebrate the same outcomes as their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>One of the biggest challenges facing our disadvantaged pupils is the impact of COVID-19 and subsequent school closure on pupil progress, attainment and well-being. Disadvantaged pupils disproportionately suffered from lockdown. Disadvantaged pupils had insufficient or inadequate environments to work effectively in periods of lockdown. This is apparent in higher levels of mental health challenges and a wider attainment gap.</p> <p>Year 7 pupils on entry to RPHS have missed a significant amount of teaching time as well as personal growth. At Key Stage 4 and 5 our students had little to no experience</p>

	<p>of sitting formal examinations prior to 2022 and missed key assessments along with huge gaps in learning caused by missed components especially in practical subjects such as Science, Design and Technology and the Arts.</p> <p>For our High Prior Attaining disadvantaged students this has proven to be a significant challenge due to limitations at home in terms of space or equipment and the enforced teaching in group bubbles.</p> <p>In September 2023 we welcomed a new cohort of Year 7 students who had completed Year 6 but faced disruption in their earlier years. In July 2023 our Year 11 cohort sat formal exams with a P8 score gap widening between PP students and Non-PP students. High Prior Attaining PP students are still behind their Non-PP peers.</p>																																												
2	<p>The reading ages of RPHS pupils continues to be significantly below national average in most year groups in the school. The impact of low reading ages and a lack of opportunities to read for pleasure means that students are unable to unlock key parts of the curriculum.</p>																																												
3	<p>At Raynes Park High School there is a high proportion of Lower Prior Attaining “double-disadvantaged” pupils in most year groups. Therefore, the challenge for the school is to ensure high-quality teaching that enables disadvantaged pupils to have the same access to the curriculum as their more able peers</p>																																												
4	<p>The attendance of disadvantaged pupils at Raynes Park High school is significantly lower than that of their non-disadvantaged peers –particular for persistent absentees. For the academic year 2022-23, attendance for PP pupils was 91.66% compared to 95.56% for non PP pupils. This currently stands at:</p> <table border="1" data-bbox="363 1055 1283 1503"> <thead> <tr> <th rowspan="2">Whole School</th> <th colspan="2">Autumn 1</th> <th colspan="2">Autumn 2</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td></td> <td>89.6%</td> <td>95.1%</td> <td>87%</td> <td>92.8%</td> </tr> <tr> <th>Year group</th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> <tr> <td>YR7</td> <td>92.7</td> <td>97.4</td> <td>90.3</td> <td>94.7</td> </tr> <tr> <td>YR8</td> <td>89.3</td> <td>96.0</td> <td>87</td> <td>93.6</td> </tr> <tr> <td>YR9</td> <td>88.2</td> <td>93.5</td> <td>82.8</td> <td>91.1</td> </tr> <tr> <td>YR10</td> <td>88.8</td> <td>94.1</td> <td>85.1</td> <td>92.1</td> </tr> <tr> <td>YR11</td> <td>89.6</td> <td>94.7</td> <td>90.3</td> <td>92.9</td> </tr> </tbody> </table> <p>88.5% attendance for PP students compared to 94% for non PP students during Autumn 2023. Our challenge is to support these pupils as the data suggests there is a direct correlation between low attendance and a low level of literacy.</p>	Whole School	Autumn 1		Autumn 2		PP	NPP	PP	NPP		89.6%	95.1%	87%	92.8%	Year group	PP	NPP	PP	NPP	YR7	92.7	97.4	90.3	94.7	YR8	89.3	96.0	87	93.6	YR9	88.2	93.5	82.8	91.1	YR10	88.8	94.1	85.1	92.1	YR11	89.6	94.7	90.3	92.9
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5	<p>At Raynes Park High School it has proved historically more difficult to engage the parents of our disadvantaged cohort-the challenge remains to engage these families and foster positive working relationships through support and partnerships.</p>																																												
6	<p>Disadvantaged pupils at Raynes Park High School have historically been less motivated to engage and participate in enrichment and extra-curricular activities and these experiences have proven a challenge during lock-down and once pupils initially returned to school.</p>																																												

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 ensure that disadvantaged pupils in all key stages achieve the same levels of progress and attainment as their non-disadvantaged peers.	<ul style="list-style-type: none"> ▪ At KS3 for all subjects to have an average progress gap of less than 10% between the attainment of disadvantaged and non-disadvantaged pupils ▪ At KS4 for the P8 of disadvantaged pupils to be within 0.25 progress points of their non-disadvantaged peers ▪ For the proportion of disadvantaged pupils attaining 5+ English and mathematics to exceed 30% ▪ For our HPA PP students to be in line with their Non-PP HPA peers
To increase the uptake of disadvantaged (and non-disadvantaged) pupils doing the EBacc at KS4.	<ul style="list-style-type: none"> ▪ To increase the number of disadvantaged pupils (and all pupils) choosing the EBacc in 2021-22 and for this to increase each year thereafter. Ultimately our ambition is for more of our disadvantaged pupils to do the EBacc ▪ Offer interviews to all PP pupils and liaise with parents/carers to explain the options for KS4
To motivate and inspire our disadvantaged pupils to engage fully in our extra-curricular and enrichment programme – including residential and overseas trips. By doing so we aim to expand the cultural capital of our more disadvantaged pupils to enable them to develop a wider appreciation of the world around them.	<ul style="list-style-type: none"> ▪ To aim for at least 80% of disadvantaged pupils (in each year group) to take part in extra-curricular activities. ▪ For all disadvantaged pupils to take part fully in our enrichment programme ▪ For every disadvantaged pupil to have the opportunity to go on at least one residential trip during their school life at RPHS ▪ We are increasing the subsidy for uniform for new students and also for existing students to allow them to replace their uniform, as required.
To ensure that parents and carers are fully engaged and supportive of the school. To make sure that the parents/carers of our disadvantaged pupils (and particularly of our ‘double disadvantaged’ cohort) support and encourage the learning, progress and engagement of their children.	<ul style="list-style-type: none"> ▪ To ensure we track and monitor the attendance of disadvantaged families at Parents’ Evenings and Information Evenings ▪ To use this information to make sure that we meet every parent/carer of our disadvantaged (and ‘double disadvantaged’ pupils) at least once a year

To improve the attendance of all disadvantaged pupils – particularly those who are persistent absentees.	<ul style="list-style-type: none"> ▪ For the attendance of disadvantaged pupils to be close to the national average, both for overall attendance and for persistent absence 5 ▪ For average PP attendance across all year groups to exceed 95%
To ensure gaps in learning following Covid-19 and school closures are met and students are able to get back on track by working towards and meeting their target grades.	<ul style="list-style-type: none"> ▪ Students to meet their set target grades
To foster a love of reading to thereby enhance accessibility to all aspects of the curriculum.	<ul style="list-style-type: none"> ▪ Reading ages of students show significant improvement over time
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> ▪ Sustained high levels of wellbeing from within the next 3 years demonstrated by qualitative data from student voice, student and parent surveys and teacher observations

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: £213,891 (Teaching Staff), £30,000 (teaching and learning)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD to support the learning and progress of disadvantaged pupils with regular high-quality teacher feedback. The aim being to enable pupils to fully engage with the curriculum – so that they know more and remember more.	<p>Research has shown that high quality feedback is one of the biggest single factors contributing to improving outcomes for disadvantaged pupils.</p> <p>Research and guidance from Ofsted clearly indicates that robust tracking, monitoring and evaluation of strategies is an effective way to support disadvantaged pupils.</p>	1,3
For all teachers to identify their disadvantaged pupils on Satchel:One and on their class context sheets. This will enable them to direct effective questioning at disadvantaged pupils –to ensure that they can	<p>With the correct questioning pupils can make approximately 5 months of progress over the course of the year.</p> <p>Many of our disadvantaged pupils often lack the confidence or motivation to engage in the class; targeted questioning removes this barrier.</p>	1,3

check and develop pupils' knowledge and understanding of the curriculum-CPD will be offered to staff to facilitate this in the Autumn terms.		
<p>We annually audit our curriculum in all subject areas with a clear focus on Intent, Implementation and Impact.</p> <p>There is a clear focus on disadvantaged pupils and how these pupils share in the success of the curriculum. This will be through our robust Quality Assurance programme where the progress of disadvantaged students will be monitored through extensive analysis and scrutiny of their books.</p>	The Sutton Trust has highlighted curriculum design as a critical factor in enabling disadvantaged pupils to access their learning - and to know and remember more.	1,3
Laptops offered to disadvantaged students in all Year groups including Bursary students in 6th form.	Research carried out in 2018 by Leeds University refers to the real-life poverty faced by some. It suggests that ambition is there from parents but the means to support their children is severely lacking.	5

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

Budgeted cost: £149,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Research carried out at University College London and Institute For Education in 2017 supports the belief that reading for pleasure can close the gap between Disadvantaged and non-disadvantaged students.	2,3

Employment of a Deputy Heads of Year to support Year 7, 8, 9 and 10 and to support current PSOs.	The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,4,5
Individual mentoring by members of the wider Pastoral Team.	Research also shows that one to one and small group tutoring is highly effective in promoting learning, enabling pupils to know and remember more; providing them with the equivalent of up to five months additional progress.	1,5
Homework clubs set up with disadvantaged students invited first. Low level literacy H/W club to continue from September 2023	Research carried out in 2018 by Leeds University refers to the real-life poverty faced by some. It suggests that ambition is there from parents but the means to support their children are severely lacking.	1
Purchase of subject specific revision guides for PP students		1,5
Targeted reading programme to support higher levels of literacy. "Bedrock" to continue as a timetabled intervention at Key Stage 3 for targeted students.	In-house testing of reading ages using Star Reader tests indicates low levels of literacy within this cohort of students	2

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

Budgeted cost: £30,000 (Inclusion), £15,000 (Enrichment), £40,000 (Equipment), £30,000 (LAC)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled Inclusion Meeting focused on inclusion for our disadvantaged cohort.	Discussions can be centred around attitudes to learning, attendance and other key areas that are a challenge for our disadvantaged students	1, 4, 5
Family Engagement Lead/Safeguarding Officer to work with the attendance officer to improve attendance. Senior Teacher to oversee attendance	The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5,4
Extra- curricular timetables will be created	Enrichment activities support pupils' personal development and helps build their	5

<p>to ensure disadvantaged students participate in wider diverse aspects of school life including enrichment trips and visits that are offered to our disadvantaged cohorts first.</p>	<p>cultural capital. This in turn fosters a greater appreciation of the world around them – which bolsters their knowledge and understanding of the wider curriculum. Research also shows that participation in extra-curricular activities supports pupils’ personal development, sense of wellbeing, motivation for learning and attendance.</p>	
<p>We will ensure targeted disadvantaged students are offered extensive support from the following groups where needed:</p> <p>St Giles trust: offer counselling and mentoring</p> <p>Jigsaw4U: offer 3 different projects</p> <p>Headlight project - for young victims of crime- this can include sexual abuse, domestic violence, and bullying.</p> <p>Glasshouse project - young people and their families who have been affected by a parent, carer or older sibling being sent to prison.</p> <p>Bereavement Early support e.g. diagnosis of cancer. Pre and Post bereavement support. Sessions around loss e.g. child going into care.</p> <p>Off the Record: offer 1-1's and workshops</p> <p>Catch 22: offer 2 different projects for issues relating to drugs and substance abuse</p> <p>School nurse</p>	<p>Integrity Coaching offers research into diversity and understanding the complex needs of many of our disadvantaged students especially those from Ethnic Minority backgrounds.</p> <p>Ofsted best practice highlights the value of robust tracking and early intervention in effectively supporting disadvantaged pupils.</p> <p>Targeted and appropriate support helps remove barriers for disadvantaged pupils.</p>	<p>4,5</p>

<p>Spectra: offer counselling and mentoring</p> <p>LAC Support worker</p> <p>Therapeutic support worker: 1-1's and workshops</p> <p>My Futures offering support for future careers and pathways</p> <p>Merton Wellbeing Service offering extra support around mental health</p> <p>Educational Wellbeing Practitioners: 1-1's and workshops</p> <p>Mental Health school nurse</p>		
<p>Contingency fund for other rising issues is also set aside</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £516,630 (additional funding available to top up budgets above)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

In the Academic Year 2022-2023, external examinations were sat by our students with a negative Progress 8 score achieved overall. The gap between non-disadvantaged pupils and disadvantaged students at Key Stage 4 widened but nonetheless the impact of sitting Public Examinations since 2019 has an impact on the attainment of our Higher Prior Attaining Students.

Robust monitoring of students' books and lesson observations clearly indicated positive engagement and high standards. Termly reviews of students' Attitudes to Learning indicated that Pupil Premium students were engaged in lessons and maintained good effort throughout the academic year.

The outcomes for our high ability students has now become a key challenge for the school.

One of our key priorities for our PP students was to ensure engagement in extra-curricular activities. Through close monitoring by Assistant Headteacher: Personal Development we were able to offer high quality extracurricular activities with over 80% of PP students attending at least 1 extra-curricular club. We also offered a variety of enrichment trips from a broad section of our curriculum where PP students were invited first along with a subsidy in costs.

Student feedback and parent feedback was positive. Attendance at Raynes Park was at above the National Average in 2022-2023, however the gap between Pupil Premium students and their peers remains an area of focus.

Data from the previous academic year's national assessments and qualifications, indicate that PP students did not perform as well as their counterparts with a average progress score of -0.75 compared to their non-PP counterparts at -0.22.

The EBacc entry for 2022-23 was 35% with an increase of 21 entries compared to the previous year.

The aim to close the gap in outcomes between PP and non-PP students is a continued challenge. The gap widened in the last academic year and continues to be a whole-school priority. Factors which have affected progress in this area include lower attendance of PP students and less parental engagement. Although attendance remains above national average, more progress can made in ensuring that persistent absenteeism is reduced in the upcoming year.

There is a positive trend in the increase in EBacc uptake at KS4. There is progress in the range of subject being up taken by students. Reading ages of students has increased across all year groups and this was facilitated by a pilot conducted by the inclusion department.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

One of the key aspects of our strategy over the next year will be an emphasis on reading. We have used funding to implement reading strategies that will support our disadvantaged students at all prior attainment entry levels. Bespoke reading groups have already started with a trial of the “Bedrock” reading programme aimed at pupil premium students. All students take part in tutor time reading of challenging novels along with 1:1 reading sessions. We have employed staff specifically to support our reading initiatives and created reading specific learning spaces alongside our regular library. This has now been extended to all of Key Stage 3 with students targeted across Years 7-9 showing “Bedrock” lessons on their timetables as an active part of their curriculum.

Teaching staff have been asked to mark the books of Disadvantaged students first to ensure high quality feedback with “book looks” carried out termly by Heads of department with Support from SLT. Disadvantaged pupils are also offered reduced rates for Enrichment activities and are targeted first in terms of exposure to cultural capital. At RPHS we offer a wide range of Enrichment activities to cater for all interests as well as creating a diverse variety of opportunity.

We also support disadvantaged pupils with uniform, equipment, and cooking ingredients for catering lessons. This reduces potential disruptions to learning caused by lack of equipment. A uniform fund removes the stigma of not having full school uniform or PE kit – which could impact negatively on the behaviour and engagement of disadvantaged pupils.

We believe that our relentless focus on improving feedback for all pupils (including those who are disadvantaged) has had a significant impact on pupil progress in all key stages.