

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Raynes Park High School
Number of pupils in school	1137
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021--2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	K Heard
Pupil premium lead	R Liyanage
Governor / Trustee lead	R.Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 422,185
Recovery premium funding allocation this academic year	£ 58,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 34,340
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	£ 471,193

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 well-being in light of enforced school closures and limited face to face time with class teachers and lack of pastoral support.

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	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. 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 of sitting formal examinations 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. For our High Prior Attaining disadvantaged students this has proven to be a significant challenge due to lack of limitations at home in terms of space or equipment and the enforced teaching in group bubbles.
2	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.
3	At Raynes Park High School there is a high proportion of Lower Prior Attaining disadvantaged pupils in most year groups. In Year 11 50% of disadvantaged pupils are Low Prior Attainers. Therefore the challenge for the school is to ensure high quality teaching that enables disadvantaged pupils to have the same access to the curriculum and their more able peers.
4	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 2019-20, attendance for PP pupils was 91.66% compared to 95.56% for non PP pupils. 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.
5	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.
6	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.

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
<p>To ensure that disadvantaged pupils in all key stages achieve the same levels of progress and attainment as their non – disadvantaged peers.</p>	<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, across the majority of subjects ▪ 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%
<p>To increase the uptake of disadvantaged (and non-disadvantaged) pupils doing the EBacc at KS4.</p>	<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 pupil to do the EBacc ▪ We plan to interview all PP pupils and parents/carers to explain the options
<p>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.</p>	<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.
<p>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.</p>	<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
<p>To improve the attendance of all disadvantaged pupils – particularly those who are persistent absentees.</p>	<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 ▪ 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 meet their target grades	<ul style="list-style-type: none"> ▪ Students 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: £171,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued CPD to support the learning and progress of disadvantaged pupils with high quality, regular teacher feedback. The aim being to enable pupils to fully engage with the curriculum – so that they know more and remember more.</p>	<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>	<p>3,1</p>
<p>For all teachers to identify their disadvantaged pupils on Satchel 1 and on their class context sheets. This will enable them to direct effective questioning at disadvantaged pupils – to ensure that they can check and develop pupils’ knowledge and understanding of the curriculum-CPD will be offered to staff to facilitate this</p>	<p>With the correct questioning pupils can make approximately 5 months of progress over the course of the year. Many of our disadvantaged pupils often lack the confidence or motivation to engage in the class; targeted questioning removes this barrier.</p>	<p>3,1</p>
<p>We have redesigned our curriculum in all subject areas with a clear focus on Intent, Implementation and Impact. There is a clear focus on disadvantaged pupils and how these pupils share in the success of the curriculum.</p> <p>This will be through our robust Quality Assurance programme where the progress of disadvantaged</p>	<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.</p>	<p>3,1</p>

students will be monitored through extensive analysis and scrutiny of their books.		
Lap tops and technology offered to disadvantaged students in all Year groups including Bursary students in 6 th form. Staff will receive training in on-line lessons to ensure students benefit.	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: £ 86,541

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 Pastoral Support Officer to support Year 8 and 9 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
We intend to provide tutoring across all year groups for PP pupils – in addition to that provided by the government in the National tutoring Program in response to the COVID 19 pandemic.	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.	1,3
Individual mentoring by members of the Pastoral Team	As above	1,5

Homework clubs set up with disadvantaged students invited first. Low level literacy H/W club to begin January 2022	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

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

Budgeted cost: £ 167,847

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 Liaison Officers appointed to work with the attendance officer to improve 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 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.	Enrichment activities support pupils' personal development and helps build their 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.	6
We will ensure targeted disadvantaged students are offered extensive support from the following groups where needed: <ul style="list-style-type: none"> ▪ St Giles trust: offer counselling and mentoring ▪ Jigsaw4U: offer 3 different projects- Headlight project - for young victims 	Integrity Coaching offers research into diversity and understanding the complex needs of many of our disadvantaged students especially those from Ethnic Minority backgrounds. Ofsted best practice highlights the value of robust tracking and early intervention in effectively supporting disadvantaged pupils. Also targeted and appropriate support helps remove barriers for disadvantaged pupils.	4,5

<p>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> <ul style="list-style-type: none"> ▪ Off the Record: offer 1-1's and workshops for ▪ Catch 22: offer 2 different projects for issues relating to drugs and substance abuse ▪ School nurse ▪ Spectra: offer counselling and mentoring ▪ LAC Support worker ▪ Therapeutic support worker: 1-1's and workshops ▪ My Futures offering support for future careers and pathways ▪ Merton Wellbeing Service offering extra support around mental Health ▪ Educational Wellbeing Practitioners: 1-1's and workshops 		
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<ul style="list-style-type: none"> ▪ Mental Health school nurse 		
<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: £ £426,268

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 2020 to 2021 academic year.

With the lack of external assessment, internal assessments were key in establishing the progress and attainment of disadvantaged students. This was carried out through robust testing, tracking and moderation.

The gap between non-disadvantaged pupils and disadvantaged students at Key Stage 4 was reduced based on the Centre Assessed Grades but nonetheless the impact of school closure on disadvantaged pupils was evident throughout the school in all year groups especially where practical lessons could not take place and this was evident across the country. Our disadvantaged pupils were unable to access the full range of teaching and targeted interventions to the degree that we intended although we were able to maintain a high quality curriculum, including during periods of partial closure, aided by use of online resources such as those provided by Oak National Academy and our own in house CPD for staff and training for pupils. The issue remained for our disadvantaged pupils of accessibility to technology despite our best efforts to supply families with laptops and internet support.

On-line attendance was low due to the above limitations although our Pastoral Team made daily calls to our disadvantaged students when it was seen they had not logged on. Attendance improved greatly once school opened in September 2020 and attendance was monitored and chased with whole school attendance sitting at 94% in The Autumn Term before another enforced lockdown in January 2021.

Student surveys around well-being were carried out upon full school opening in September 2020 and March 2021 and it was clear that the school closures had had an impact on pupil mental health and well-being of our disadvantaged cohort despite constant monitoring by the Pastoral Team.

Student well- being and mental health became a clear focus for us upon the re-opening of school.

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was 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 3 years 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.

Teaching staff have been asked to mark the books of Disadvantaged students first to ensure high quality feedback.

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.

For example, in the 2019 exam series P8 increased from -0.11 in 2017-18 to $+0.03$. For disadvantaged pupils this also increased from -0.48 to -0.21 .

In Spring 2020 and Autumn 2021 we carried out a series of curriculum reviews – focusing on whole departments. These were modelled on Ofsted ‘deep dives’ and had a very clear focus on all aspects of the curriculum, particularly in terms of Pupil Premium and SEND pupils.

In the curriculum reviews carried out independently by SLT in the EBacc subjects highlighted that a consistent theme was the ambition of staff and the curriculum for disadvantaged and SEND pupils. Also the work of disadvantaged pupils consistently outshone that of non-disadvantaged pupils and showed strong evidence of curriculum challenge and progress.