

# Pupil premium strategy statement – Raynes Park High School

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	Raynes Park High School
Proportion (%) of pupil premium eligible pupils	36.3% (425 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	31 <sup>st</sup> December 2025
Statement authorised by	K Taylor Headteacher
Pupil premium lead	M McCurdy Assistant Headteacher
Governor / Trustee lead	R Patel

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£449,400
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>	£58,857
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£508,257

## 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

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. 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.
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 “double-disadvantaged” pupils in most year groups. The challenge for the school is to ensure high-quality teaching that enables disadvantaged pupils to have the same access to the curriculum.
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 2023-24, attendance for PP pupils was 88.1% compared to 93.4% 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 to 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.

## Intended outcomes

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"> <li>▪ At KS3 for all subjects to have an average progress/attainment gap of less than 10% between the attainment of disadvantaged and non-disadvantaged pupils</li> <li>▪ At KS4 for the average attainment of disadvantaged pupils to be within 0.25 attainment points of their non-disadvantaged peers</li> </ul>

	<ul style="list-style-type: none"> <li>▪ For the proportion of disadvantaged pupils attaining 5+ English and mathematics to exceed 30%</li> <li>▪ For our HPA PP students to be in line with their Non-PP HPA peers</li> </ul>
To increase the uptake of disadvantaged (and non-disadvantaged) pupils doing the EBacc at KS4.	<ul style="list-style-type: none"> <li>▪ To increase the number of disadvantaged pupils (and all pupils) choosing the EBacc in 2024-25 and for this to increase each year thereafter. Ultimately our ambition is for more of our disadvantaged pupils to do the EBacc</li> <li>▪ Offer personal guidance interviews to all PP pupils and liaise with parents/carers to explain the options at KS4</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>▪ Sustained, improving attendance by 2024/25 demonstrated by:</li> <li>▪ The percentage of disadvantaged pupils who are persistently absent being below 19.2% current national average</li> <li>▪ Unauthorised disadvantaged attendance in line with the current national data 2024 - 25 of 1.1%</li> <li>▪ For average PP attendance across all year groups to exceed 95%</li> </ul>
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 disadvantaged pupils to enable them to develop a wider appreciation of the world around them.	<ul style="list-style-type: none"> <li>▪ To aim for at least 80% of disadvantaged pupils (in each year group) to take part in extra-curricular activities.</li> <li>▪ For all disadvantaged pupils to take part fully in our fully funded enrichment week programme</li> <li>▪ For every disadvantaged pupil to have the opportunity to go on at least one residential trip during their school life at RPHS</li> <li>▪</li> </ul>
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"> <li>▪ To ensure we track and monitor the attendance of disadvantaged families at Parents’ Evenings, Information Evenings and Academic Target Setting days</li> <li>▪ To use this this information to make sure that we meet every parent/carers of our disadvantaged (and ‘double</li> </ul>

	disadvantaged' pupils) at least once a year
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"> <li>Students to meet their set target grades</li> </ul>
To foster a love of reading to thereby enhance accessibility to all aspects of the curriculum.	<ul style="list-style-type: none"> <li>Reading ages of students show significant improvement over time</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>Sustained high levels of wellbeing from within the next 3 years demonstrated by qualitative data from student voice, student (PASS) and parent surveys and teacher observations</li> <li>We are increasing the subsidy for uniform for new students and also for existing students to allow them to replace their uniform, as required.</li> </ul>

## Activity in this academic year

### Teaching

Budgeted cost: £163,930 (Teaching Staff), £30,000 (teaching and learning)

The Education Endowment Foundation (EEF): The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher development programme (CPD)	<p>There is much evidence to show that teacher CPD can have a strong impact on pupil outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017). These gains have been shown to be even greater for pupils from disadvantaged backgrounds (William and Timperley et al 2016) thus having the potential to improve the life chances of all student.</p> <p>EEF Quality First: Research has shown that high quality feedback is one of the biggest single factors contributing to improving outcomes for disadvantaged pupils.</p>	1,3

Teaching	<p>Targeted teaching and learning supports the academic performance of all pupils - School performance indicators 2024 – 25</p> <p>Provision of additional teaching and support staff to enable reduced classes sizes in key subjects and targeted ability groups, 'class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps' Baker, B. D., Farrie, D. and Sciarra, D. G. (2016).</p>	1, 2, 3
Curriculum Design	<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. 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 systems where the progress of disadvantaged students will be monitored through analysis and scrutiny of their books.</p>	1,3

## Targeted academic support

Budgeted cost: £209,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & Literacy Programmes (Bedrock)	<p>In-house testing of reading ages using Star Reader tests indicates low levels of literacy within this cohort of students.</p> <p>Dedicated long term literacy and tutoring delivered on an individual and small group basis. Small group tuition has an average impact of four months' additional progress over the course of a year (EEF).</p> <p>Research carried out at University College London and Institute For Education in 2017 supports the belief that reading for pleasure can</p>	2

	close the gap between Disadvantaged and non-disadvantaged students.	
GCSE Interventions	Apply 'Diagnosis, Therapy & Testing' model to raise achievement in small group sessions. Historical data generated by the school shows that over time the pupils improve attainment between Year 10 and GCSE exams.	1, 2, 3
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	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
Resources		1,5

## Wider strategies

Budgeted cost: £30,000 (Inclusion), £25,000 (Enrichment), £37,000 (Equipment), £5,140 (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  Senior Teacher to oversee attendance	The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5,4
Enrichment and Extracurricular	Enrichment and extracurricular activities support pupils' personal development and helps build their cultural capital. This in turn fosters a greater appreciation of the world	5

	<p>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>	
Student Wellbeing	<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. Targeted and appropriate support helps remove barriers for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• St Giles trust: Counselling and Mentoring</li> <li>• Jigsaw4U: <ul style="list-style-type: none"> <li>○ Headlight project</li> <li>○ Glasshouse project</li> <li>○ Bereavement Early</li> </ul> </li> <li>• Off the Record: offer 1-1's and workshops</li> <li>• Catch 22: substance abuse</li> <li>• School nurse</li> <li>• Spectra: Counselling and Mentoring</li> <li>• LAC Support worker</li> <li>• Therapeutic support worker: 1-1's and workshops</li> <li>• My Futures offering support for future careers and pathways</li> <li>• Merton Wellbeing Service offering extra support around mental health</li> <li>• Educational Wellbeing Practitioners: 1-1's and workshops</li> <li>• Mental Health school nurse</li> </ul>	4,5
Behaviour Support	Year 9 behaviour support officer employed to support disadvantages students	1
Contingency fund for other rising issues is also set aside	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.	1,2,3,4,5,6

**Total budgeted cost: £500,860**



## Part B: Review of the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In the Academic Year 2023-2024, external examinations were sat by our students with a positive Progress 8 score achieved overall (0.23). Pupil Premium achieved a positive Progress 8 score (0.06); the gap between non-disadvantaged pupils and disadvantaged students at Key Stage 4 became narrower compared to the previous year.

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.

Progress 8 score for English element	0.19
Progress 8 score for maths element	0.4
Progress 8 score for Ebacc element	-0.03
Progress 8 score for Open element	0.38
Average attainment 8 score per pupil	43.56
% of pupils entering the English Baccalaureate	24
Average EBacc APS score per pupil	3.63
% achieving grade 5 or above in the English Baccalaureate	7.5
% achieving grade 5 or above in English and maths	42.5

Progress 8 score for disadvantaged - English element	-0.11
Progress 8 score for disadvantaged - Maths element	0.24
Progress 8 score for disadvantaged - Ebacc element	-0.08
Progress 8 score for disadvantaged - open element	0.16
Average Attainment 8 score per disadvantaged pupil	40.67
% of disadvantaged pupils entering the English Baccalaureate	21.1
Average EBacc APS score per disadvantaged pupil	3.37
% of disadvantaged pupils achieving grade 5 or above in the English Baccalaureate	3.9
% of disadvantaged pupils achieving grade 5 or above in English and maths	36.8

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 an 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 be 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.

Whole School	Autumn (%)		Spring (%)		Summer (%)	
	PP	NPP	PP	NPP	PP	NPP
	88.5	94.0	88.9	94.0	86.9	92.3
Year group	PP	NPP	PP	NPP	PP	NPP
YR7	91.7	95.9	91.6	95.5	90.5	94.6
YR8	88.5	94.9	87.7	94.9	87.4	94.7
YR9	85.5	92.2	85.7	93.1	84.2	92.2
YR10	86.6	93.0	87.6	93.1	86.9	92.4
YR11	90.4	93.9	92.5	93.5	85.0	86.8

## Externally provided programmes

Programme	Provider
Satchel One: Show My Homework platform	Satchel One
Employee wellbeing programme	Health Assured
The Key	The Key Support Services
Parents' Evening	School Cloud
Cashless school payments platform	SCo Pay
CPOMS – Safeguarding Software for Schools	Raptor Group
EVERY Compliance/HR	EVERY Compliance
Sparx Maths	Sparx Learning
Kerboodle Oxford University Press	

