



Rastrick
High School

**Pupil Premium
Strategy Statement**

School overview

Detail	Data
School name	Rastrick High School
Number of pupils in school	1792
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers (4 year plans are recommended)	Current plan covers year 4 of 4-year plan
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr M Williams
Pupil premium lead	Mr O Winterbottom
Governor / Trustee lead	Mr D Brundell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£403,650
Recovery premium funding allocation this academic year	£112,608
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	£516,258

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Disadvantaged Students (DS)

Our intention is to ensure that pupil premium students are not given a different experience of Rastrick High School, but rather that they are supported to ensure they can fully access all the support and opportunities that are available at Rastrick High School for all students.

Disadvantaged Students (DS) are considered in all school initiatives at every level of our organisation. Where appropriate and necessary, pupil premium students are prioritised for wave 1,2 and 3 intervention. This is all delivered with the intention of removing potential barriers to them accessing Rastrick High Schools inclusive approach to curriculum.

Whole school intent

Our ambitious curriculum shapes a wonderful education for our children, going beyond the standards set by the National Curriculum and statutory guidance. Our students are provided with the opportunity to succeed and enjoy a high-quality education, both inside and outside the classroom. We pride ourselves on a curriculum that provides a broad and inclusive education that drives students' ambition and love of learning.

Inside the classroom, all students are guided through a coherently planned learning journey that is designed and delivered by passionate, knowledgeable, and dedicated staff. All our students and staff have a shared understanding of that five-year learning journey using 'Way-points'. Our curriculum design at Rastrick is 'never finished'. We always seek to refine and improve the educational experience for our students, ensuring that they learn more and remember more. The use of formative and summative assessment in all subjects provides students with ongoing opportunities to test their memory recall and track their progress.

Our curriculum ensures that all students are supported in their character and personal development, equipping them with the cultural capital required for life both inside and beyond their education. This is built into everything we do at Rastrick, including the subjects we teach, values (PSHE), an extensive tutorial programme and our careers advice service.

Outside the classroom, we provide an inclusive, high quality and extensive enrichment programme, which ensures that all students, regardless of background, have access to a wide variety of opportunities. Our students play a key role in improving the quality of education and experience for all at Rastrick. Our Student Leadership programme offers all students the opportunity to grow and develop their leadership skill set, which is complemented by student voice which provides feedback on all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Students who are DS are more likely to start Rastrick High School with lower literacy levels than that of their peers.
2	DS are less likely to participate in extracurricular activities.
3	A small proportion of disadvantaged students' attendance is historically lower than that of their peers. These students are also more likely to be a Persistent Absentee (PA)
4	DS' attainment is lower than that of their peers. A small proportion of these students fail to make the same levels of progress as those students who are not disadvantaged. This is especially true of students who are within the Higher Ability Banding.
5	A small proportion of DS are more likely fall short of meeting the expectations of Rastrick High Schools behaviour policy and are more likely to be placed in isolation or suspended.
6	There are a small number of DS who are unable to access a full suite of qualifications due to Medical Needs or being on Alternative Provision placements.

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
Staff at Rastrick High School maintain high expectations for all regardless of background.	<ul style="list-style-type: none"> • Rastricks curriculum programs are designed to facilitate students of all backgrounds. • Educational opportunities are provided to those who struggle to access mainstream education. • Students are supported in ensuring that they are on appropriately aspirational qualifications in Key Stage 4
DS are supported in improving their literacy levels and provided opportunities to foster a love of reading.	<ul style="list-style-type: none"> • Literacy is promoted and supported by all practitioners in every classroom. • Curriculum sequencing reflects the planning that has gone into supporting literacy.

	<ul style="list-style-type: none"> • The Personal Development curriculum fosters a love of reading through 'Read Aloud' • Weaker readers are identified upon arrival at Rastrick and support is put in place. This includes wave one support from subject teachers
Staff are aware of who the DS are in their classrooms and support them in making exceptional progress	<ul style="list-style-type: none"> • Staff use ClassCharts and Provision map to be fully aware of individual student's needs. Where required, they adjust their teaching appropriately. • Staff reflect on the progress of students regularly and deliver wave 1 intervention to those who are underperforming.
DS receive high quality feedback that provides clear steps on how to improve	<ul style="list-style-type: none"> • DS receive regular feedback as close to the point of learning as possible. • Within lessons DS students are provided high quality verbal feedback.
DS have excellent levels of attendance punctuality	<ul style="list-style-type: none"> • DS attendance meets the academy target of 96% • There is a reduction in the gap between the attendance of DS and non-DS • The number of DS who are PA is less than 10%
DS engage with the personal development opportunities at Rastrick High School and regularly attend enrichment activities beyond the classroom.	<ul style="list-style-type: none"> • DS are disproportionately positively represented in the personal development opportunities at Rastrick High School including: <ul style="list-style-type: none"> ○ Student Leadership ○ Trips and Visits ○ Enrichment Clubs ○ Rewards Events
DS students who do not attend school due to Medical Needs or Alternative Provision still achieve qualifications and are able to progress to KS5 education.	<ul style="list-style-type: none"> • DS unable to attend school due to medical reasons or behaviour receive appropriate provision with appropriate qualifications • DS who are educated in other settings are able to achieve standard passes in English and Maths along with additional qualifications that allow them to progress to Key Stage 5

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: £ 199258

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD package that includes: <ul style="list-style-type: none"> • Dedicated whole school training on how to support DS students. • An extensive package of other pedagogy that includes reference to DS. • Dedicated time in departments to develop approaches to supporting DS in their context of individual curriculum areas. 	EEF states that teaching practice has the highest impact on student progress. The whole school CPD package has been designed to facilitate a joined-up approach to supporting all students with a particular focus on DS. In addition to this work, in line with the EEF Rastrick adopts a whole school approach to promoting and supporting the development of literacy within the school.	1,4,5
Recruitment of high-quality staff, including the appointment of Lead Teachers in Core Subjects to deliver CPD to staff and enable staff to deliver high quality Teaching and Learning to DS.		3,4,5
Reduction in group sizes to allow more bespoke, personalised teaching approaches to better meet the needs of our Disadvantaged Cohort.		4,5
Whole school literacy programme that intends to expose students to a rich vocabulary to support study across the curriculum and to encourage wider reading for pleasure outside the classroom		1,4
Lower ability readers are identified and highlighted to staff. High quality CPD is delivered to ensure staff have the appropriate knowledge on how to support these students within their curriculums.		1,4

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

Budgeted cost: £ 153000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wave One Strategies Class Teachers will target and address underperformance within their class through the delivery of the schools 'Subject Learning Conversations'</p>	<p>Student who are underperforming will receive additional support with the teacher within lessons. In line with the EEF toolkit, this may include:</p> <ul style="list-style-type: none"> • Individualised instruction • Withing class attainment groups • Parental engagement • Additional Homework • Additional feedback • Metacognitive strategies 	1,2,3,4
<p>Wave Two Strategies Targeted small group intervention programme for Y11 students, focussing on exam ready, as well as small group interventions for Y7-10 students. These interventions include support for the weakest readers.</p>	<p>Student who are underperforming in KS4 may be given the opportunity to participate in departmental intervention with their classroom teacher to support their learning</p> <ul style="list-style-type: none"> • Small group tuition • Extended school time 	1,4
<p>Wave Three Strategies 'Individual Support Plans' In instances where students are underperforming in multiple areas, additional support will be put in place by the Achievement and Support Teams across school</p>	<p>For those who are underperforming across multiple disciplines, a whole school package of support will be put in place by their students Achievement Team. This will include interventions from the boxes above.</p> <ul style="list-style-type: none"> • Social & Emotional learning • Parental Engagement • Behaviour intervention • Mentoring 	2,3,4,5

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

Budgeted cost: £ 16400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer with responsibility for the attendance of DS has been employed to monitor pupils and follow up quickly on truancies and absences. First day response provision has been established to focus on these students first, as has a bespoke Attendance Strategy for DS	The attendance office will be able to foster and develop parental engagement through regular contact with families who children are not meeting attendance expectations	3,5
Student welfare team that provides support to students with mental health, safeguarding, personal problems. This includes a tiered approach to support ranging from in school mentoring to external counselling	Bespoke support will be provided to those DS who need it. Support will be distributed based on historical and emerging need.	2,3,5
Behaviour support worker appointed to support students in regulating and changing their behaviours.	Behaviour support worker provides intervention such as: <ul style="list-style-type: none"> • One to one intervention • Group work with students who are failing to regulate their behaviour • External sessions run by another provider • Parental engagement 	3,4,5
Alternative Curriculum Pathways Where appropriate, students who are struggling to meet the demands of mainstream education, will be given alternative curriculum pathways that are more tailored to their needs.	Student who struggles to access mainstream education and/or have problems regulating their behaviour may be given alternative curriculum options within school. This could include <ul style="list-style-type: none"> • Creative crafts • NCFE Food • COPE 	3,4,5
Students who are educated off-site. An additional member of staff has been given a responsibility for supporting the needs of those students who are unable to attend school due to medical needs.	This member of staff ensures that the students who are supported by external agencies have the appropriate level of work and support from the school. In addition to this, behaviour support workers hold regular sessions with students who are accessing Alternative Provision to ensure that the	6

	students who are not in mainstream have access to appropriate support in preparation for their GCSEs	
<p>Enrichment Programme An enrichment programme will be developed to support students in accessing a range of experiences therefore developing student's cultural capital.</p>	<p>Where needed, support will be given to ensure that DS are able to access all opportunities at Rastrick High School. This may include but is not exclusive to:</p> <ul style="list-style-type: none"> • Support in paying for school trips. • Travel to access afterschool clubs • Equipment required for participating in school events. 	2,4

Total budgeted cost: £ 516,258

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.

2022 – 2023 outcomes

The school has continued to prioritise the education of all students from a disadvantaged background. The key areas of need identified over the previous academic years and a profound understanding of the needs of all our pupils have led to the implementation of three key strategies. The strategies implemented are all research based and include the delivery of the highest standard of Teaching to all our DS pupils Targeted academic support Wider Strategies that remove the barriers to access school and learning. The combination of which, has led to strong academic outcomes for the vast majority of DS pupils and significantly more opportunities to access life enriching activities.

Progress

DS at Rastrick Achieved a progress 8 residual of -0.7 in 2022-23. This figure is significantly lower than the previous year, however with outliers* removed the progress residual is -0.23.

There were 8 students in the year 11 cohort that didn't attend school due to Medical Needs, Alternative Provision, or school refusal

66.2% of the DS cohort achieved a standard pass in English and 54.4% achieved a standard pass in Maths

47.1% of the DS cohort achieved a strong pass in English and 33.8% achieved a strong pass in Maths.

5 Year trend

	2019	2020	2021	2022	2023
Progress 8 PP	-0.36	-0.04	0.05	0.15	-0.7
Progress 8 Non PP (Rastrick)	-0.07	0.32	0.51	0.38	-0.1
Attainment 8 PP	39.5	45.7	43.2	45.8	35

Attainment 8 All (Rastrick)	48.8	53.9	54.1	51.9	46
------------------------------------	------	------	------	------	----

Progress across other year groups

Internal data demonstrates that DS in years 7 – 10 are performing well in relation to their peers. This is especially the case in the current year 11 cohort where internal indicators suggest that these students are in line with their peers.

Attendance

Rastrick’s DS attendance strategy has driven whole school and targeted initiatives over the last 12 months. This has prioritised DS whose attendance is not in line with their peers. One of the strategies included is the development of staff capacity, leading to the additional time to work with our key pupils. DS attendance during 2022 – 2023 has been significantly above national and local averages.

Key Groups Whole School	RHS 2023	National 2023
Whole School	90.7%	85.3%
DS %	84.6%	82%
SEN-E %	86.1%	81%

Behaviour

Rastrick supports DS in regulating their behaviour and has reduced the number of DS that have received a suspension during the academic year. The percentage on roll of DS who have received a suspension is significantly below the 2019 national average of 28% and marginally lower than Rastrick DS suspension rate for 2021 - 2022.

	RHS 2023	National 2019
% DS on roll who have received at least 1 Suspension	10.75%	28%

