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**Strategic Lead**

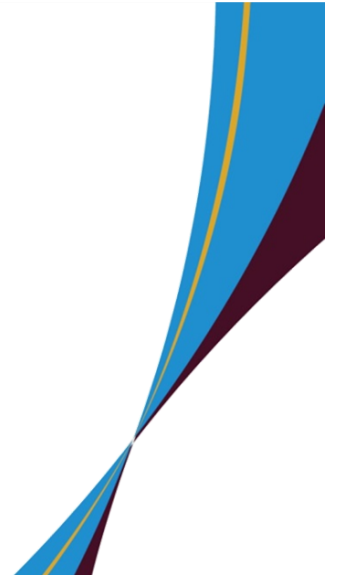
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# **Pupil Premium Impact of Spend**

**2018 | 2019**



***NOVEMBER 2019***

## 1. Attainment and progress:

In 2018-19, 141 (14%) students were disadvantaged and RHS was allocated a total PP funding of £121,075. In Year 11, 17 students were disadvantaged (9% of the year group).

### Progress 8

<b>2019 2018</b>	<b>P8 Score</b>	<b>P8 English</b>	<b>P8 Maths</b>	<b>P8 EBacc</b>	<b>P8 Open</b>
<b>All Students</b>	<b>+0.1</b> <b>-0.02</b>	<b>-0.14</b> <b>-0.31</b>	<b>+0.19</b> <b>+0.21</b>	<b>+0.08</b> <b>-0.13</b>	<b>+0.17</b> <b>0.00</b>
<b>Disadvantaged</b>	<b>-0.81</b> <b>-1.05</b>	<b>-1.12</b> <b>-0.42</b>	<b>+0.21</b> <b>-0.75</b>	<b>-0.77</b> <b>-1.29</b>	<b>-0.78</b> <b>-1.25</b>
<b>Gap</b>	<b>-0.91</b> <b>-1.03</b>	<b>-0.98</b> <b>-0.11</b>	<b>+0.02</b> <b>-0.96</b>	<b>-0.85</b> <b>-1.16</b>	<b>-0.95</b> <b>-1.25</b>

### Progress of Disadvantaged Students

The progress 8 scores of disadvantaged students in 2019 improved across all areas except in English. The overall gap with their peers, however, improved only slightly due to an overall P8 improvement for all students in 2019.

In Maths, the gap between disadvantaged students and their peers has closed.

The progress 8 score of -1.12 with a gap of -0.98 to their peers for English, however, represents progress that is well below average. Raising attainment and improving the progress of all students in English continues to be an improvement target, with a particular focus and targeted intervention for all disadvantaged students.

It is worth noting that this was a relatively small cohort (17 students), with two extreme outliers having a marked effect on the overall P8 score (see below).

### Attainment

The table, below, illustrates the attainment of disadvantaged students compared to the attainment of all students in GCSE Maths and English.

<b>2019 2018</b>	<b>Students achieving 9-5 grades in both Maths &amp; English</b>	<b>Students achieving 9-4 grades in both Maths &amp; English</b>
<b>All Students</b>	<b>51%</b> <b>58%</b>	<b>76%</b> <b>80%</b>
<b>Disadvantaged</b>	<b>13%</b> <b>35%</b>	<b>53%</b> <b>65%</b>
<b>Gap</b>	<b>-38%</b> <b>-23%</b>	<b>-23%</b> <b>-15%</b>

The gap between the attainment of disadvantaged students and all students at Range, increased in relation to the percentage of students achieving a GCSE grade 5+ and 4+ in both Maths and English combined. This can be explained by the higher prior attainment on entry of the relative cohorts and groups within them.

## High, Middle and Low Prior Attaining Students

Students in the upper prior attainment band (5), made good progress on average. They scored a P8 of 0.00, making as much progress as non-disadvantaged students nationally.

Students in the middle prior attainment band (7), made progress which was well below average. They scored a P8 of -1.44. It should be noted, however, that the two outliers noted below were in this group and without them, the average progress was -0.21. One student in this group achieved a P8 score of +1.85.

Students in the lower prior attainment band (3), made progress which was well below average. They scored a P8 of -0.98.

### Impact of Outliers

At Range High School, we continually strive to remove barriers to learning to ensure the best possible outcomes for all our students. We use PP funding to engage with parents and to provide alternative provision where mainstream education proves difficult. In 2019, two students with complex mental health issues who did not attend the school or the alternative provision that was provided for the entirety of key stage 4 had a disproportionate effect on our overall attainment and progress scores for disadvantaged students. This is illustrated by adjusting the P8 score to exclude them. All disadvantaged students P8: -0.81; with 2 outliers removed P8: -0.25.

## The effectiveness of Pupil Premium Expenditure

### Ofsted

The schools' November 2018 Ofsted inspection found that "The provision for disadvantaged pupils is high on the school's improvement agenda. Staff have undergone training, and this has been effective in making teachers reflect on their practice. Teachers are using a diverse range of strategies to help disadvantaged pupils to catch up with their peers. Although there is evidence of some small improvement in the progress of disadvantaged pupils, this is not sufficient to say that the additional funding the school is receiving for these pupils is being well spent. The school also receives additional funding to help Year 7 pupils, who joined this school with low prior attainment, catch up in literacy and numeracy. While there have been improvements for some of these pupils, others have not made good enough progress."

With this in mind, the school commissioned an external pupil premium review and our development plan was fully updated based upon the review recommendations and agreed by the Governing Body. A full spending review has taken place and new spending plans for 2019-20 are in place.

### Maths

Pupil Premium funding was used to provide disadvantaged students with additional one to one, small group and in-class HLTA tuition, which has led to a significant improvement in the progress of disadvantaged students in Maths.

- Overall improvement of P8 scores in Maths and a full closing of the gap.
- The P8 score of +0.21 for disadvantaged students in Maths was better than the non-disadvantaged cohort (+0.19) and is a +0.98 Improvement on the 2018 score.

### English

60% of disadvantaged students achieved at least a standard pass (4+) in English Language with two students achieving very strong positive scores. One higher ability student achieved a grade 7 in both language and Literature and a progress 8 score of +0.71. Another student achieved a grade 6 with a P8 score of +1.59.

Pupil Premium funding was used to provide disadvantaged students with additional one to one and small group tuition in English delivered by a specialist English HLTA.

Much of this was structured support delivered through the 'Thinking Reading' scheme. This was particularly targeted at Catch-Up Premium Year 7 students but students benefitted across all year groups, making an average improvement in their reading age of +4.48 years.

Thinking Reading is a whole-school strategy with an intensive, one-to-one intervention at its heart.

Students in Year 7, who are not secondary school ready and eligible, are prioritised alongside any student in all year groups in receipt of the Pupil premium.

	Catch Up Premium	Disadvantaged	NC Year in 2018-19	Progress in years and months
STUDENT A		Y	10	4.1
STUDENT B	Y		7	4.1
STUDENT C	Y	Y	7	3.1
STUDENT D		Y	9	7.1
STUDENT E			8	4.6
STUDENT F			9	1
STUDENT G		Y	10	5
STUDENT H		Y	11	7
STUDENT I	Y	Y	7	5.9
STUDENT J			9	6.9
STUDENT K	Y		7	6.9
STUDENT L	Y		7	3.2
STUDENT M	Y	Y	7	1.9
STUDENT N	Y	Y	7	2.9
STUDENT O			8	3.5
			Average TR Progress	4.48

Despite some strong progress and outcomes, the school acknowledges the work that needs to be done to further narrow the gap and secure better outcomes for disadvantaged students in English.

### Attendance

Pupil premium funding was targeted at improving the attendance of disadvantaged students.

- Initiatives included:
- An attendance lottery so that all students who had attendance over 93% had the opportunity to be entered into the lottery. 100% attenders were entered into the final year £100 raffle.
- Students received Range Ready points for every lesson attended which they could use towards a prize or the end of year trip.
- PPG students with attendance issues received one to one mentoring focussing on positive mind set and stress management.

In Year 11, overall attendance for disadvantaged students was worse than that of their peers (there was a gap of -3%). This was heavily impacted by the attendance of the students referenced earlier in the section 'impact of outliers' and remains a school priority.