

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Range High School
Pupils in school	926
Proportion of disadvantaged pupils	139 (15%)
Pupil premium allocation this academic year	£119,375
Academic year or years covered by statement	Year 7 to Year 11
Publish date	October 2021
Review date	September 2022
Statement authorised by	Mr M McGarry and School Trustees
Pupil premium lead	Mr T Dolly (Deputy Headteacher)
Trustee lead	Mr Ian Burton

## Disadvantaged pupil performance overview for last academic year

Progress 8	2021 0.03 (TAGs) 2020 -0.21 (CAGs) 2019 -0.83
Ebacc entry	10%
Attainment 8	2021 47.63 (TAGs) 2020 41.26 (CAGs) 2019 33.50
Percentage of Grade 5+ in English and maths	2021 50% (TAGs) 2020 34% (CAGs) 2019 13%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve at least the second quartile for progress made by disadvantaged pupils amongst similar schools	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22

Other	Improve attendance to at least the national average.	Sept 22
Ebacc entry	Increase percentage of disadvantaged students entered for the Ebacc to 25% in 2021/2 and close the gap to equal that of their peers in future years.	Sept

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Quality first teaching – delivery of metacognition, reading comprehension and feedback strategies through staff training, sharing best practice and effective quality assurance procedures.
Priority 2	Deployment of HLTAs for small group interventions and classroom support of identified students.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Some disadvantaged students underperform academically</li> <li>• Quality of teaching was found to be variable (Ofsted 2018, PP Review 2019)</li> <li>• Whilst reading age on entry is above national averages, our reading catch up programme was not able to be implemented as usual due to periods of school lockdowns</li> </ul>
Projected spending	£21,500

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Employment of full-time SENCo to enable more rapid identification of SEN and effective provision adding considerably to SEND expertise and capacity at a strategic and leadership level.
Priority 2	Study, Homework & Learning Support provision for students
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Ensuring students are making academic progress following the lockdown period</li> <li>• Closing identified gaps and 'lost learning' during lockdowns</li> <li>• Slow identification of student needs</li> <li>• Need for better student information to underpin classroom teaching.</li> <li>• Better home-school communication re SEND</li> </ul>
Projected spending	£30,950

## Wider strategies for current academic year

Measure	Activity
Priority 1	Increase the leadership capacity for closing the gap following our PP Review by: 1. SLT leadership - DHT 2. Creating and training PP Champions (AHOY) for each year group.
Priority 2	Improve the attendance of disadvantaged students and reduce persistent absence (new attendance SLA and appointment of a dedicated attendance officer within school).
Priority 3	Improve home-school communication for disadvantaged students including ongoing use of Class Charts
Priority 4	Continue development and implementation of new behaviour policy and enhanced pastoral TLR structure (DfE Behaviour Hub) including additional capacity on SLT
Priority 5	Targeted counselling and mentoring sessions for students delivered by a dedicated team. Redeployed to new year group structure from 2021 onwards.
Priority 6	Increased motivation and engagement through extra-curricular participation (led by new AHT with responsibility for personal development) and enrolment in the Brilliant Club
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attendance gap between disadvantaged students and their peers</li> <li>• Ensuring students are making social, emotional and academic progress following the lockdown period</li> <li>• Concerns around anxiety and safeguarding issues following the lockdown period</li> <li>• Some disadvantaged students suffer with mental health or wellbeing concerns</li> <li>• Students adjusting to the new school routines and structures</li> <li>• Ensuring parental engagement levels are maintained</li> <li>• Deficiencies in House system in meeting year group academic and pastoral needs</li> <li>• Building the cultural capital of disadvantaged students through wider attendance at extra-curricular clubs, visits.</li> <li>• Raising aspirations and enabling access to the most competitive universities and helping students succeed when they get there</li> </ul>
Projected spending	£76,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development and opportunities exist for meaningful sharing of best practice</p> <p>Reducing variability in the quality of teaching</p>	<p>Engagement with local research school – delivering research based EEF training in twilights and online sessions.</p> <p>Joint INSET with local high school on Reading Comprehension.</p> <p>Disaggregated twilights to allow best practice groups to take place after school throughout the year.</p> <p>Use of National College subscription to provide online CPD.</p> <p>Provide leadership training (National Professional Qualifications).</p> <p>Use school deep dives to quality assure and train subject leaders.</p>
Targeted support	<p>Identify gaps in learning and students in need of support.</p> <p>Access to appropriately skilled local tutors.</p>	<p>Roll out of PP Tracker across KS4.</p> <p>Use AHoY as PP champions and train in use of data led decision making and EEF implementation strategy.</p> <p>Train staff in use of Class Charts.</p> <p>Use CATs tests and Accelerated Reader.</p> <p>Create bank of local quality assured current and past teachers to deliver programme. Use national resources and tutoring to fill identified gaps if necessary.</p>
Wider strategies	<p>New TLR holders do not have the capacity or strategic focus</p>	<p>Provide training (EEF based through National Research School modules).</p>

	<p>to close gaps in their year group.</p> <p>Lockdown periods have stalled progress of embedding new behaviour policy and students have forgotten routines and expectations</p>	<p>Constitute PPG Champions group to share practice and focus strategic aims on students.</p> <p>September 2021 – back to basics. Re-launch behaviour policy with staff and students. Relentless focus on Ready, respectful, Safe and 5 pillars of practice.</p>
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### Review: last year's aims and outcomes

Aim	Outcome
Overall progress for disadvantaged students is in or above the middle quartile of all schools	National exams did not take place and national averages are unavailable but progress was positive (0.03) for our disadvantaged students in 2021 (TAGs). The gap between our disadvantaged students and their peers has narrowed and we aim to continue this trend.
Improve attendance to national average for all pupils and remove in school gap.	It is not possible to draw conclusions from last year's data by comparing to previous years outside the coronavirus pandemic.