

2021/22 Pupil Premium Report

Range High School



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School URN	137612

Report Context and Introduction

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Range is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM)(£935 per child)
- Those who have been continuously looked after for the past six months (LAC) (£1900 per child)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC)(£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)



2021/22 Key Pupil Premium Information

Pupil Premium Coordinator	Mr Thomas Dolly (Deputy Headteacher)	Date of last Pupil Premium Review	20/03/2019			
Pupil Premium Link Governor	Mr Ian Burton	Date of next Pupil Premium Strategy Review	11/11/2022			
Is the website up to date?	Yes	Date of when the website was last updated	14/01/2022			
Pupil Premium Summary		Current Pupils		Number of pupils funding is based on		Difference
Number of Ever6 Pupils		137		106		-31
% of cohort and FSM level		12.1%	LOW	11.7%	LOW	-0.4%

Pupil Premium (PP) Learners By Year Group

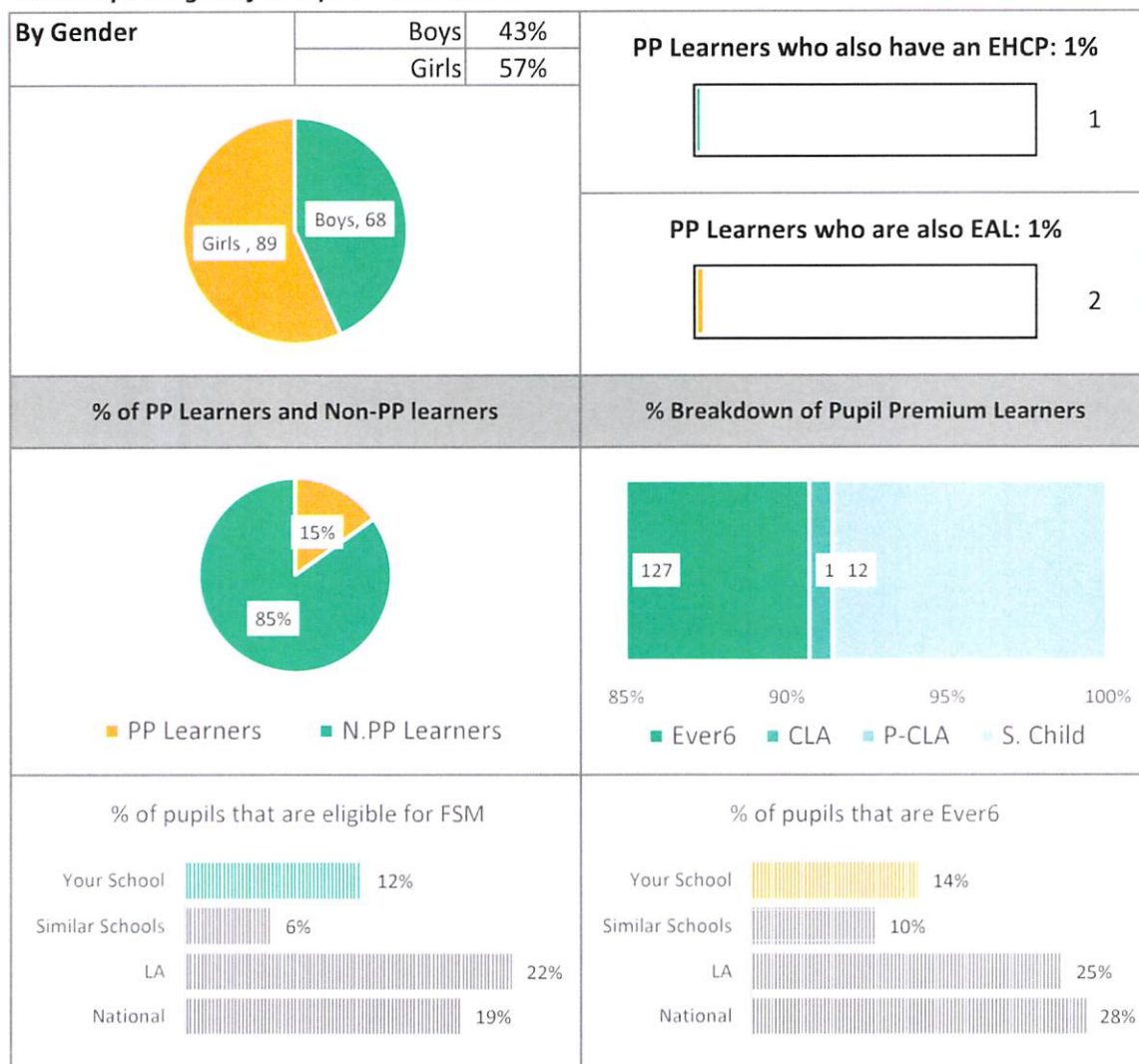
	All Pupils	Total Pupils eligible for PP	% of pupils eligible for PP	Breakdown of PP learners				
				FSM Pupils	Ever6 Pupils	CLA Pupils	Post CLA Pupils	Service Children
Year 7	179	34	19%	28	32			1
Year 8	170	26	15%	28	30			1
Year 9	194	29	15%	20	24			4
Year 10	195	27	14%	20	23	1		2
Year 11	191	24	13%	17	18			4
TOTAL	929	140	15%	113	127	1	0	12

1 Disadv. pupil is equivalent to 0.1%

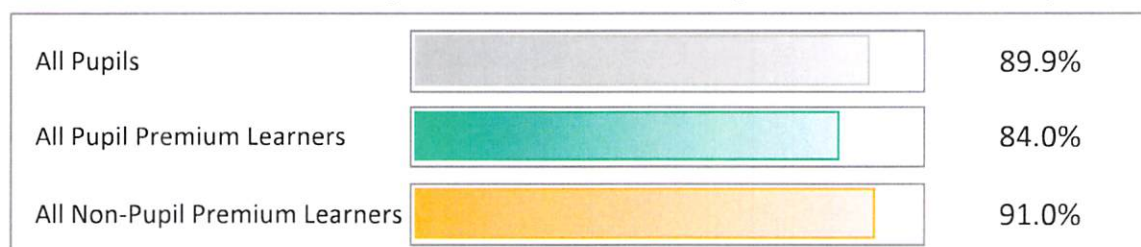


Pupil Premium Learners By Characteristics

Total Pupils eligible for Pupil Premium: 140



Attendance Data for Pupil Premium Learners (Autumn Term 2021)



Historic Pupil Premium Data (Deprivation element)

	Number of pupils that were funded for	Eligible Pupils as a % of the cohort	Total Funding
2021/22	107	11.7%	£101,708
2020/21	117	12.1%	£109,395
2019/20	114	11.8%	£106,590

2021-22 Identified Barriers to Learning

2021/22		
6	Internal	5
	External	1

Summary of the Barriers to Learning

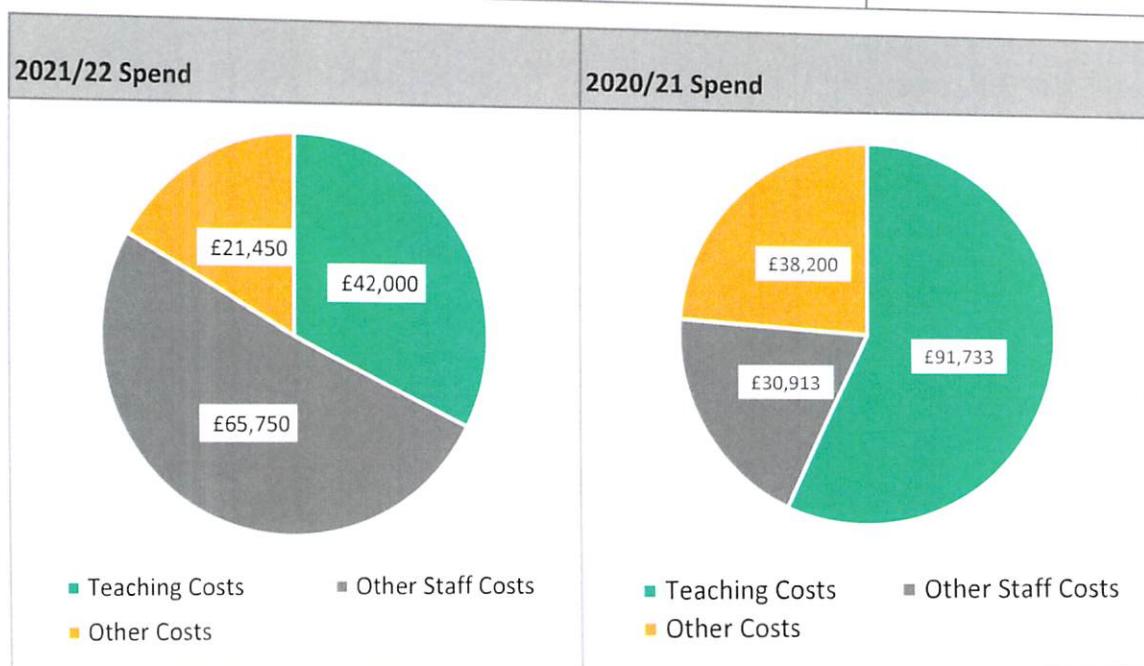
A	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
B	Attendance gap between disadvantaged students and their peers. Persistent absence for pupils in receipt of FSM was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
C	Our assessments, observations and discussions with pupils and families, alongside interrogation of school data on behaviour, suggest our disadvantaged students are having greater difficulty adjusting to the new school routines and structures after lockdown.
D	Interrogation of Class Charts data and parental evening attendance shows lower levels of engagement for parents/carers of students who are disadvantaged.
E	Our assessments, observations and discussions with pupils and families, alongside interrogation of school data on extra-curricular clubs and visits show that we need to build the cultural capital of disadvantaged students through wider attendance at extra-curricular clubs and on visits.
F	Information regarding student destinations and discussions with disadvantaged students show that we need to further raise aspirations and enable access to the most competitive universities and helping students succeed when they get there.

2021/22 Pupil Premium Report for Range High School



2021/22 and 2020/21 Financial Summary

	2021/22	2020/21
Total Pupil Premium Allocation	£101,708	£109,395
Total Pupil Premium Expenditure	£129,200	£91,733
Surplus / Deficit	-£27,493	£17,662



KS4 Outcomes Trends, Forecasts and Targets

Benchmarking data is the most recent from the DfE compare schools in England website

	Pupils eligible for Pupil Premium (PP) in school		Pupils not eligible for Pupil Premium (PP)	
	2020/21 PP Results	2021/22 PP Forecast	School Non-PP Results	National Non-PP Average
Progress 8 Score	0.12	-0.72	0.31	0.13
Attainment 8 Score	49.00	44.00	54.00	50.30
% of Pupils Entering the EBacc	10.5%	25.0%	48.0%	44.5%
EBacc Average Point Score	4.59	4.17	5.72	4.43
% achieving Grade 5+ in English & Maths	53.0%	55.0%	70.0%	49.9%
% Staying in Education or entering Employment	86.0%		86.0%	96.0%
Progress 8 Score PP Results 0.12 PP Forecast -0.72 School Non-PP 0.31 National Non-PP 0.13		Attainment 8 Score 2020/21 PP Results 49.00 2021/22 PP Forecast 44.00 School Non-PP Results 54.00 National Non-PP Average 50.30		
% of Pupils Entering the EBacc 2020/21 PP Results 11% 2021/22 PP Forecast 25% School Non-PP Results 48% National Non-PP Average 45%		EBacc Average Point Score 2020/21 PP Results 4.59 2021/22 PP Forecast 4.17 School Non-PP Results 5.72 National Non-PP Average 4.43		
% achieving Grade 5+ in English & Maths 2020/21 PP Results 53% 2021/22 PP Forecast 55% School Non-PP Results 70% National Non-PP Average 50%		% Staying in Education or entering Employment 2020/21 PP Results 86% 2021/22 PP Forecast 0% School Non-PP Results 86% National Non-PP Average 96%		



2021/22 Key Headlines and Actions

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Ensuring 'quality first teaching' in all classrooms. Our 3 year CPD Plan focusses on areas of pedagogy that EEF evidence demonstrates has the highest impact for pupils, particularly disadvantaged pupils. Key areas of pedagogy include embedding more effective practice around feedback, self-regulation and metacognition and reading comprehension strategies.
- Engaging in joint CPD with our neighbouring Secondary School on Reading Comprehension and working closely to provide high quality CPD with our local National Research School focussing on EEF strategies including implementation strategies, making a difference with disadvantaged learners and behaviour.
- Enrolling in the DfE Behaviour Hubs programme.
- Continuing to utilise support from our in house Mentoring Team to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review (2019) to get an external perspective. All of the recommendations made have now been implemented as a result of our three year implementation planning.

We also looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. This is a continuous process with all of our new PP Champions enrolled on courses with the local Research School looking at effective interventions to make the difference for disadvantaged students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

