



Range High School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our

School overview

Detail	Data
School name	Range High School
Number of pupils in school	929
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	Oct-22
Statement authorised by	Headteacher and Trustees
Pupil premium lead	Mr Thomas Dolly (Deputy Headteacher)
Governor / Trustee lead	Mr Ian Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	101707.5
Recovery premium funding allocation this academic year	22765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	17662
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	124472.5



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	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.
4	Interrogation of Class Charts data and parental evening attendance shows lower levels of engagement for parents/carers of students who are disadvantaged.
5	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.
6	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.



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
Improve progress measures for our disadvantaged cohort	Achieve at least the second quartile for progress made by disadvantaged pupils amongst similar schools
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve national average for attainment for all pupils Achieve average English and maths 5+ scores for similar schools
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improve attendance to at least the national average.
Raise the % of disadvantaged students entered for Ebacc	Increase the % of disadvantaged learners entered for the Ebacc to 25% in 2021/2 and close the gap to equal that of their peers in future years in keeping with the whole school focus on increased Ebacc access for
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by qualitative data from surveys and teacher observations. We will also expect to see a significant increase in participation in enrichment activities.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Class observations suggest disadvantaged pupils are more able to monitor /regulate their own learning. Supported by student responses to teacher feedback and self-improvement on work.
Improved reading comprehension among disadvantaged pupils across KS3.	Whilst the accelerated reading programme was disrupted by periods of lockdown, reading comprehension tests demonstrate improved com-prehension skills among disadvantaged pupils.
Improved parental engagement with key school communication channels including 'School Cloud' and 'Class Charts'.	Parents attend virtual parent evenings and interact regularly with Class Charts - accessing announcements and monitoring student achievement, behaviour and homework.



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: £ £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – delivery of metacognition, reading comprehension and feedback strategies through staff training, sharing best practice and effective quality assurance procedures.	Some disadvantaged students underperform academically Quality of teaching was found to be variable (Ofsted 2018, PP Review 2019) EEF toolkit Metacognition (+7 months), Reading Comprehension (+6).	1
Deployment of HLTAs for small group interventions and classroom support of identified students.	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 EEF toolkit Reading Comprehension (+6)	1



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

Budgeted cost: £ £30,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase SEN capacity to target academic support and effective provision for disadvantaged students with special educational needs.	Slow identification of student needs due to lack of capacity. Need for better student information to underpin classroom teaching. Better home-school communication re SEND	1
Study, Homework & Learning Support provision for students	Ensuring students are making academic progress following the lockdown period Closing identified gaps and 'lost learning' during lockdowns	1



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

Budgeted cost: £ £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	PP Review 2019: "The PP Plan and targeted spending has not been focussed enough on actions that directly influence the outcomes for disadvantaged students. Senior staff and Governors need timely and detailed information regarding the progress of Pupil Premium students in order to monitor and evaluate the targeted strategies ."	1,2,3,4,5,6
Improve the attendance of disadvantaged students and reduce persistent absence (new attendance SLA and appointment of a dedicated attendance officer within school).	Attendance gap between disadvantaged students and their peers	2
Improve home-school communication for disadvantaged students including ongoing use of Class Charts	Ensuring parental engagement levels are maintained	1, 4
Continue development and implementation of new behaviour policy and enhanced pastoral TLR structure (DfE Behaviour Hub) including additional capacity on SLT	Deficiencies in House system in meeting year group academic and pastoral needs	1,2,3,4,5,6



Targeted counselling and mentoring sessions for students delivered by a dedicated team. Redeployed to new year group structure from 2021 onwards.	Concerns around anxiety and safeguarding issues following the lockdown period Some disadvantaged students suffer with mental health or wellbeing concerns	1
Increased motivation and engagement through extra-curricular participation (led by new AHT with responsibility for personal development) and enrolment in the Brilliant Club	Building the cultural capital of disadvantaged students through wider attendance at extra-curricular clubs, visits. Raising aspirations and enabling access to the most competitive universities and helping students succeed when they get there	5,6

Total budgeted cost £128,450

Impact and Spend of the 2021/22 Pupil Premium Fund

Identified Barrier to learning	How we intend to overcome the Barrier	Our measure of Success
Disadvantaged students do not make as much progress as their peers	Improve progress measures for our disadvantaged cohort	Achieve at least the second quartile for progress made by disadvantaged pupils amongst similar schools
Disadvantaged students do not achieve the same attainment levels as their peers	Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve national average for attainment for all pupils Achieve average English and maths 5+ scores for similar schools
Disadvantaged students have worse attendance rates than their peers	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improve attendance to at least the national average.
There is a gap between the rate of entry of disadvantaged students and their peers to Ebacc subjects	Raise the % of disadvantaged students entered for Ebacc	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.
Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period.	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from surveys and teacher observations and a significant increase in participation in
Our disadvantaged learners are less aware of their strengths and weaknesses and are less likely to understand how they learn and possess strategies for self improvement.	Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Class observations suggest disadvantaged pupils are more able to monitor /regulate their own learning. Supported by student responses to teacher feedback and self-
Literacy skills (reading ages are above national average in all year groups but tutor reading has not been taking place to the full extent since March 2020) and there is a gap between	Improved reading comprehension among disadvantaged pupils across KS3.	Whilst the accelerated reading programme was disrupted by periods of lockdown, reading comprehension tests demonstrate improved com-prehension skills among disadvantaged

Parental engagement	Improved parental engagement with key school communication channels including 'School Cloud' and 'Class Charts'.	Parents attend virtual parent evenings and interact regularly with Class Charts - accessing announcements and monitoring student achievement, behaviour and homework.
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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 2020 to 2021 academic year.

National exams did not take place and national averages are unavailable but progress was positive (0.03) for our disadvantaged students in 2021 (Teacher Assessed Grades). The gap between our disadvantaged students and their peers has narrowed and we aim to continue this trend.

Progress 8

2021 0.5 (TAGs)

2020 -0.21 (CAGs)

2019 -0.83

Attainment 8

2021 44.3 (TAGs)

2020 41.26 (CAGs)

2019 31.60

Percentage of Grade 5+ in English and maths

2021 50% (TAGs)

2020 34% (CAGs)

2019 13%

Disadvantaged students EBacc average point score increased from 2.39 in 2019 to 3.82 in 2022.

The number of disadvantaged students achieving Grade 5 or above in English or Maths GCSEs rose from 6% in 2019 to 53% in 2022.

It is not possible to draw conclusions from last year's attendance data by comparing to previous years outside the coronavirus pandemic.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. In preparation for the impact of this in 2021-22, we completed key changes to our School Leadership Team providing additional pastoral and attendance leadership capacity. We also completed the implementation of a new pastoral structure (house system to year groups) to create 5 new 'pupil premium champions' - one per year.

In addition, last year we joined the DfE's Behaviour Hubs, added key modules to Class Charts and finished implementing our new Behaviour policy. These are developments that we are continuing to embed in our new plan.



Evaluation of 2020/21 Pupil Premium Spend and Actions

Barrier to learning that we targeted	How we intended to overcome the barrier	Were we successful and how was this measured
Variabilities in the quality of teaching have prevented disadvantaged students from making desired progress	Variability is removed and all students have access to quality first teaching across the curriculum	Key performance indicators show that attainment has risen significantly at the same time as gaps have narrowed for both attainment and progress.
Reading age of disadvantaged students lags behind that of their peers	Narrowed gap between disadvantaged students and their peers.	Thinking Reading (our previous reading comprehension scheme) has been successfully replaced by the Accelerated Reader programme.
Disadvantaged students have higher rates of absence and persistent absence.	Attendance rates improve for disadvantaged students	It is not possible to draw conclusions from last year's attendance data by comparing to previous years outside the coronavirus pandemic.
Some disadvantaged students have higher levels of disengagement than their peers as evidenced by class charts behaviour logs	Students are engaged as demonstrated by Class Charts data.	When looking at comparable data (taking into account lockdowns) pupil behaviour and engagement was significantly better (ratio of positive : negative behaviour points on Class
Disadvantaged students have less access to resources to support home learning as evidenced by pupil surveys and contact with home.	All disadvantaged students have internet access and a laptop/chromebook on which to work during periods of remote learning and access to homework and study support in	During periods of lockdown we had regular contact with disadvantaged students identifying needs. Students were either invited to attend school alongside key workers
Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted	All disadvantaged students have access to the school mentoring team and their wellbeing needs are identified and addressed.	We adopted the Perma model and introduced the facility for group mentoring to create extra capacity into a well established existing team.