



2023/24 Pupil Premium Report

Range High School

Key Pupil Premium Information

Pupil Premium Coordinator	Mr T Dolly FCCT Senior Deputy Headteacher	Date of the last Pupil Premium Review	20/03/2019
Pupil Premium Link Governor	Mrs C Gaskell	Date of the next Pupil Premium Strategy Review	N/A
Does the school website include all required pupil premium documents?			Yes
Date of when the website was last reviewed			20/11/2023

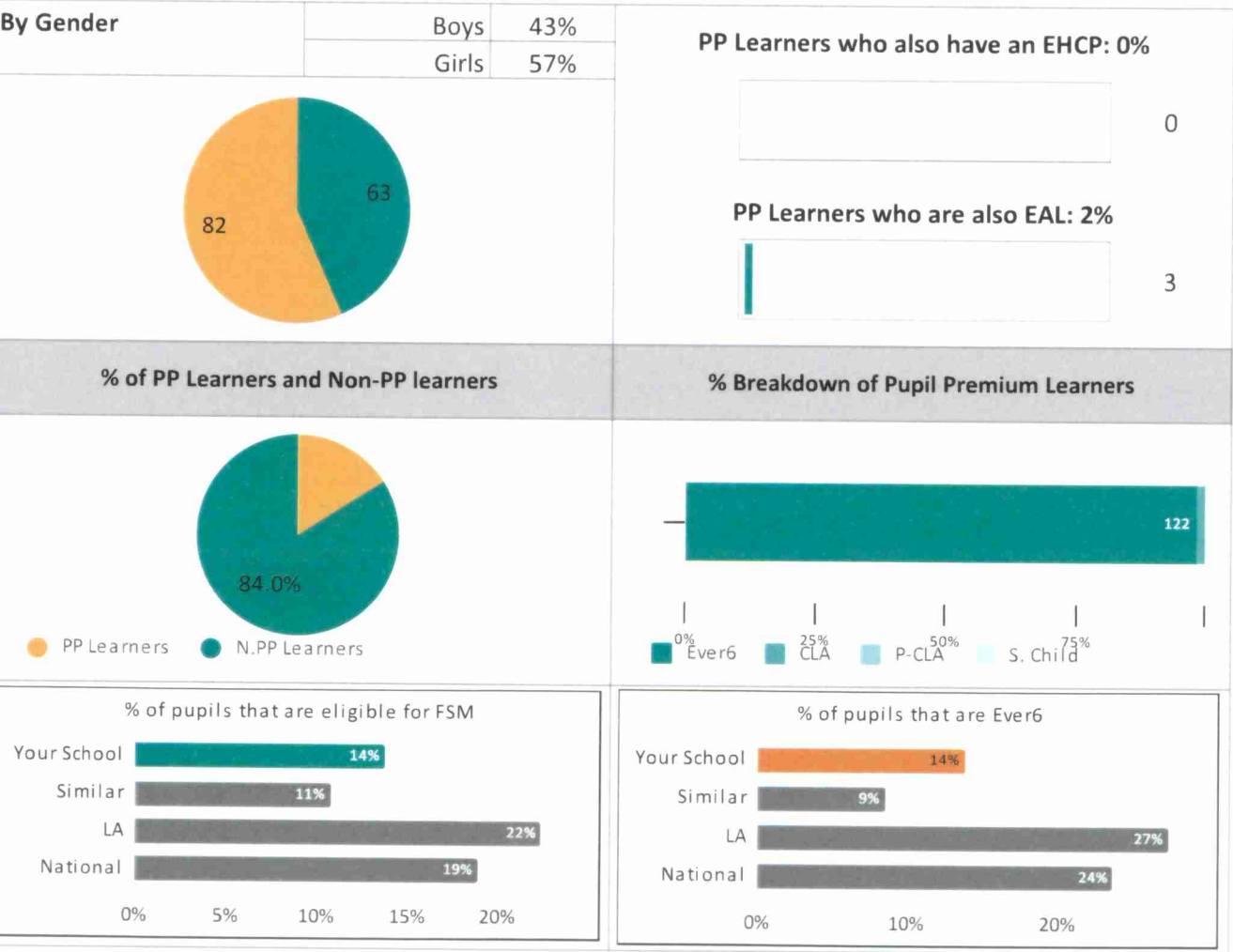
Pupil Premium Summary	Number of Pupil Premium pupils	Percentage of cohort	FSM level	Number of pupils funding is based on
2023/24 Data	141	0.1598639456	HIGH	146
2022/23 Data	141			

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	160	33	21%	26	26	0	0	3
Year 8	170	26	15%	26	26	0	0	3
Year 9	187	28	15%	25	25	0	0	1
Year 10	168	26	15%	23	23	0	0	2
Year 11	197	28	14%	21	22	2	0	4
TOTAL	882	141	16%	121	122	2	0	13

1 Disadv. pupil is equivalent to 0.1%

Pupil Premium Learners By Characteristics



Attendance Data for Pupil Premium Learners

Reporting dates:

Start:

7 Sep 23

End:

7 Dec 23

All Pupils



90.7%

All Pupil Premium Learners



84.0%

All Non-Pupil Premium Learners



91.8%

Attendance by year group

	Overall Attendance		Persistent Absence (Greater than 10%)		Severe Absence (Greater than 50%)	
	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils
Year 7	95.5%	90.1%	11.0%	18.2%		3.0%
Year 8	91.9%	77.3%	24.3%	57.7%		15.4%
Year 9	91.7%	79.5%	27.7%	42.9%		17.9%
Year 10	92.4%	83.8%	26.1%	57.7%		3.8%
Year 11	91.7%	88.0%	22.5%	42.9%		7.1%

Attendance by year group and pupil characteristics

	Boys Attendance		Girls Attendance		Pupils with any SEND needs	
	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils
Year 7	95.1%	85.9%	95.8%	94.1%	92.7%	86.1%
Year 8	91.4%	91.8%	92.4%	66.6%	88.1%	68.0%
Year 9	92.0%	66.6%	91.4%	84.8%	85.8%	66.0%
Year 10	94.3%	86.7%	90.9%	81.6%	89.0%	83.5%
Year 11	94.3%	86.3%	89.1%	89.9%	85.8%	81.0%

Summary of behaviour incidents recorded that relate to Pupil Premium Pupils			
Number of suspensions	31	Race Incidents	21
Number of exclusions	0	Homophobic	25
Bullying Incidents	18	Other Hate Related Incidents	
Physical Interventions	0	Sexual Harassment	15
Child-on-Child Abuse	9		

Identified barriers to learning

2023/24			2022/23		
7	Internal	4	7	Internal	4
	External	3		External	3

Summary of the barriers to learning

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

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 and the ongoing effects of the Covid pandemic and economic climate 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 is a current issue for the school with a significant gap between them and their peers we are working hard to narrow..
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.

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.

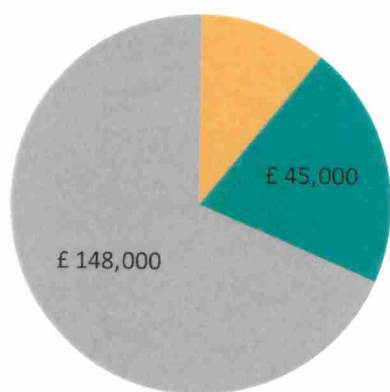
Intended outcome	Success criteria
Improve progress measures for our disadvantaged cohort Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve the second quartile for progress made by disadvantaged pupils amongst similar schools Achieve national average for attainment 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 percentage of disadvantaged students entered
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demo

Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Class observations suggest disadvantaged pupils are mo
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved c
Improved parental engagement with key school communication channels including 'School Cloud' and 'Class Charts'.	Parents attend virtual parent evenings and interact reg

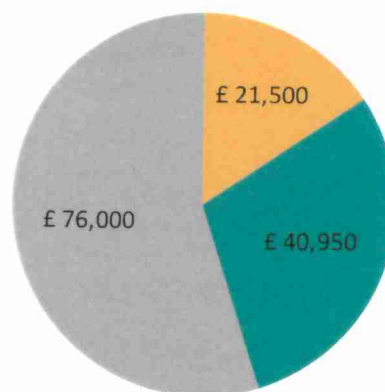
2023/24 and 2022/23 Financial Summary

	2023/24	2022/23
Total Pupil Premium Allocation	£147,328	£127,065
Total teaching expenditure	£23,000	£21,500
Total other staffing expenditure	£45,000	£40,950
Total other spend	£148,000	£76,000
Total Pupil Premium Expenditure	£216,000	£138,450
Surplus / Deficit	-£68,672	-£11,385

2023/24 Spend	2022/23 Spend
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● Teaching Costs
 ● Other Staff Costs
 ● Other Costs



● Teaching Costs
 ● Other Staff Costs
 ● Other Costs

Further information on the key areas of spend

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.

School overview

Detail	Data
School name	Range High School
Number of pupils in school	882
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/3 - 2024/5
Date this statement was published	November 30 2023
Date on which it will be reviewed	N/A
Statement authorised by	Headteacher and Trustees
Pupil premium lead	T Dolly FCCT Sr Deputy Headteacher
Governor / Trustee lead	Mrs C Gaskell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	147328
Recovery premium funding allocation this academic year	35600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-14935
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	68000

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 and the ongoing effects of the Covid pandemic and economic climate 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 is a current issue for the school with a significant gap between them and their peers we are working hard to narrow..

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 Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve the second quartile for progress made by disadvantaged pupils amongst similar schools 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 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.
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 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.	Reading comprehension tests demonstrate improved comprehension 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: £ £23,000

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 EEF toolkit: Metacognition (+7 months), Reading Comprehension (+6), Feedback strategies (+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
Joint INSET with local Secondary School on high impact teaching strategies.	EEF Toolkit - metacognition, self regulation, reading comprehension, feedback.	1

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

Budgeted cost: £ £45,000

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
Provide academic tutoring to students based on identified gaps in English, Maths, Science and the Humanities through the National Tutoring Programme and School Led Tutoring	One to one tuition EEF +5 months. High Impact.	1

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

Budgeted cost: £ £80,000

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. One PP Champion (AHOY) for each year group. 3. EEF training with local Research School.	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 £148,000

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.

Range has significantly narrowed the gap between disadvantaged students and their peers in 2022/23. The gap which had stubbornly remained around a full grade when compared to their peers, narrowed in 2023 to a difference of -0.27 (2022 -0.85 gap).

Progress 8

In 2022, the P8 score for disadvantaged students was -0.93 which was similar to pre-covid TAG and CAG grades (2019 -0.83). This year our P8 score improved to -0.54 compared to the whole school score of -0.27. This was the third best ranked progress score for disadvantaged pupils in the Sefton local authority, but remains a gap we are working hard to close.

Attainment 8

In 2022, disadvantaged pupils achieved a score of 41.2 (compared to 31.6 pre-covid and TAGS / CAGS). This improvement was sustained in 2023 with a score of 37.8. This was the third best ranked attainment 8 score for disadvantaged pupils in the Sefton local authority, but is, again, a gap we are committed to further narrowing.

Disadvantaged students EBacc average point score of 2.95 is a significant increase from 2.39 in 2019 but has fallen from 3.49 in 2022.

Percentage of Grade 5+ in English and maths

2023 38% / 2022 42% / 2021 50% (TAGs) / 2020 34% (CAGs) / 2019 13%

The number of disadvantaged students achieving Grade 5 or above in English or Maths GCSEs rose from 13% in 2019 to 38% in 2023.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted over the course of the pandemic and afterwards, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. In preparation for the impact of this, 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 2023, we introduced a staff mentor programme for Year 11 students ("P.R.I.M.E Mentoring ensuring all disadvantaged students received the support they needed in the run up to exams.

NTP funding was used to target underachieving disadvantaged students with attendance issues and gaps in their progress.

Funding was targeted on providing access to digital platforms and ensuring students were maximising opportunities and had home access.

In addition, in 2022 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.

Attendance continues to be an issue for disadvantaged students when compared to their peers, particularly for boys.

Externally provided programmes

Programme	Provider
LFC Liverpool Foundation - Premier League Inspires programme for cohort of students Using the power of the Premier League & LFC Crest to support students who are marginalised or at risk of not reaching their potential.	Liverpool Foundation (LFC)

Evaluation of 2022/23 Pupil Premium Spend and Actions

Barrier to learning that we targeted	Intended Outcome	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. All students have access to quality first teaching across the curriculum	This year the P8 score for disadvantaged students improved to -0.54 compared to the whole school P8 score of -0.27. This was the third best ranked progress score for disadvantaged pupils in the Sefton local authority. This represents a significant narrowing of previous gaps. In 2022, the P8 score for disadvantaged students was -0.93 which was similar to our pre-covid TAG and CAG grades (2019 -0.83). This compared unfavourably with their peers (2022 - 0.08).
Reading age of disadvantaged students lags behind that of their peers	Narrowed gap between disadvantaged students and their peers.	OFSTED, 2022, found that, "Reading is a priority for leaders."
Disadvantaged students have higher rates of absence and persistent absence.	Attendance rates improve for disadvantaged students	Attendance data continues to show a significant attendance gap. This is particularly true of disadvantaged boys and their peers.
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.	OFSTED, 2022, said, "Staff and pupils share the view that behaviour has improved... Pupils reported that lessons are rarely disrupted Pupils behaviour in corridors is generally calm."
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.	Ongoing checking of access shows improved engagement with learning platforms.
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.	All disadvantaged students have access to the school mentoring team and their wellbeing needs are identified and addressed.	The number of students exhibiting mental health issues and higher levels of anxiety continues to be an issue.



Closing the Gaps Disadvantaged & Boys

Know Your Students



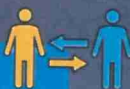
- **PRIORITY SEATS**
- Class Charts - annotated seated plans
- Log behaviours and track - engagement (cc) / out of lesson time
- Year 11 Tracker

QFTeaching



- 'Great Teaching' Framework
- **RESPONSIVE TEACHING**
- **Differentiation**
- **Teach metacognition** - revision skills, model processes, scaffold
- **Priority feedback** - adapt teaching
- **Reading** comprehension, literacy strategies

Better behaviour by building relationships



INCLUSIVE CLASSROOMS



1. ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES
2. COMMUNICATE KINDNESS
3. LEARN NAMES AND USE THEM
4. COMBINE ASSERTIVENESS WITH WARMTH
5. ALWAYS BE THE ADULT

Intervention



- **MENTORING TO SUPPORT**
- AHoY - PP Champions
- FTs - check CC, be proactive
- Work with home
- Remove RANGE READY barriers - organisation, equipment, ICT
- Academic mentoring
- Targeted School-led and National Tutoring
- Inclusion - teams, clubs, extra-curricular, trips

EXPECTATION OF SUCCESS



P.R.I.M.E.

PRIORITY ATTENTION, RESPONSIVE TEACHING, INCLUSIVE CLASSROOMS,
MENTORING TO SUPPORT, EXPECTATIONS OF SUCCESS

