

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	838
Proportion (%) of pupil premium eligible pupils	15.87%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/3 - 2025/6
Date this statement was published	30-Nov-24
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	136060
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	136060

# 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. To do so, we will:

- Make regular use of a range of data to identify all children who are at risk of underachievement
- Use relevant and effective diagnostic and standardised assessment tools to pinpoint areas of difficulty.

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 for high quality teaching is based on:

- A whole-school culture of challenge and high expectations
- A determined focus on oracy and vocabulary acquisition
- Encouraging disadvantaged more able (MA) learners to believe in themselves and know that they are truly capable.
- Teachers providing good feedback to students and monitoring their work systematically (Sutton Trust, 2015).
- Supporting MA learners to develop regular work patterns
- Develop metacognition and self-regulated learning strategies
- Providing curriculum breadth and choice.

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
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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. We have introduced a 'Scholar's Programme' from 2024/5 to address aspirations and provide opportunities to develop cultural capital.

## 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 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 percentage of disadvantaged students entered for the Ebacc 2024/5 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.	Whilst the accelerated reading programme was disrupted by periods of lockdown, 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: £ £25,000

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. Cohort of 10 colleagues undertaking Chartered College courses in evidence informed teaching and PP lead completing CTeach leadership qualification.	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 within our MAT on high impact teaching strategies and MAGT disadvantaged students.	EEF Toolkit - metacognition, self regulation, reading comprehension, feedback.	1

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

Budgeted cost: £ £47,000

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
More able disadvantaged students offered structured 'scholars' programme to raise aspirations and increase opportunities. This will include Latin Excellence Programme and visits to HEIs.	Studies show that aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. For this reason the Latin Excellence programme and building high expectations into quality first teaching are at the forefront of the 'Scholar's Programme'.	1

Identified disadvantaged KS4 students to receive 'PRIME' Mentoring support and mentoring with a Range member of staff.	EEF +2 Months. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1

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

Budgeted cost: £ £64,060

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 and beyond. 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 and similar initiatives such as the Scholar's Programme.	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    £136,060**

## **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 2023 to 2024 academic year.

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In 2022/23, Range significantly narrowed the gap between disadvantaged students and their peers, however, the gap widened in 2024. The size of the gap was greatly impacted a range of issues specific to a large percentage of what is a relatively small cohort. The cohort last year was particularly affected by high levels of anxiety and mental health issues resulting in poor school attendance for a small but significant number of disadvantaged students. Many of these students were in year transfers, involved in managed moves between schools or in alternative provision for large parts of their time at Range.

Despite these issues being identified as barriers and a wide range of interventions / support implemented their final progress and attainment was adversely affected.

#### Progress 8

In 2023, our P8 score for disadvantaged students was -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. In 2024, however, the score widened again to -1.2.

#### 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. In 2024, the score dropped to 31.8 (compared to all pupils 46.3).

#### Percentage of Grade 5+ in English and maths

The trends, above, were mirrored in this measure as follows: 2022: 42% / 2023: 38% / 2024: 23%

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 has been used to target underachieving disadvantaged students with attendance issues and gaps in their progress. This made a difference to students who participated but these interventions did not have significant engagement for the small but significant cohort of those who were at alternative education providers.

Funding was also 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
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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)

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Due to the relatively small size of the cohort, support is targeted on an individual level and included subsidised access to school trips and extra-curricular activities, provision of chromebooks and school led tutoring in addition to wider strategies that SP students would benefit from such as mentoring.
What was the impact of that spending on service pupil premium eligible pupils?	In 2024, the 4 Service Premium children performed well with a positive P8 score of 0.69 (school -0.15) and an average Attainment 8 APS of 52.5 (school 46.43). 50% (school 49%) of them achieved Level 5+ in both English and Maths and 3 out of the 4 students achieved Level 4+ in both (school 64%).

## Further information (optional)

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