

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	Rayner Stephens
Number of pupils in school	533
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Melanie Wicks Executive Principal
Pupil premium lead	Graeme Munro Deputy Headteacher
Governor / Trustee lead	Ruksana Rasul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268, 413
Recovery premium funding allocation this academic year	£75, 210
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	£343, 623

Part A: Pupil premium strategy plan

Statement of intent

The intention of our pupil premium strategy is to ensure that all students who experience the negative impact of deprivation on their education, receive high-quality teaching, curriculum, intervention and wider strategies to minimise this impact. Both those who qualify for Pupil Premium funding and those who sit just above the threshold, but who still experience the impact of disadvantage will be supported to achieve in line with non-disadvantaged students nationally.

The initial aim of the pupil premium strategy will be to secure a significantly higher percentage of disadvantaged students who pass the basics of English, maths with a pass (4+) and a strong pass (5+) which will enable a greater percentage of students to have the option of going on to further education, training and employment and to have the opportunity to access level 3 qualifications post 16. In addition to the aim of improving attainment for disadvantaged students the strategy will also tackle the concerns around the progress of DA students which has historically been at a level significantly below that of disadvantaged students nationally and some way off 'other' students nationally.

Alongside this initial aim of improved attainment at the end of key stage 4, it is our intention to rapidly close the gaps in reading ages and improve disciplinary literacy across the school, which are significant areas of concern amongst our cohort of students and is of particular concern for our disadvantaged students. This challenge is one that has been exaggerated even further by the disruption to education caused by the pandemic and is a significant part of our wider recovery strategy.

The development of high-quality teaching, rooted in the approaches effective in teaching self-regulated learning and metacognition is key to our longer-term strategy. This approach to teaching and learning is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Diagnostic assessments, inside and out of the classroom, will be used frequently and thoroughly to accurately identify the areas of need and will allow us to continue to shape the pupil premium strategy based on the needs of our students and not on presumptions about the impact of disadvantage and enable the school to move away from a label led approach and instead, embed a learning led approach to improving outcomes for our disadvantaged students.

Targeted interventions will be used to more rapidly close some of the gaps that have been left by periods of lockdown, historic instability in staffing and a lack of curriculum

coherence which has now been addressed, but has had a detrimental impact on some students, particularly our key stage 4 disadvantaged students.

Alongside these developments, our strategy will also ensure we secure high levels of attendance from our disadvantaged students, and provide comprehensive pastoral support for social, emotional and mental health concerns that disproportionately affect disadvantaged students at Rayner Stephens.

Although our main intention is to secure high levels of achievement for our disadvantaged students, we are keen to also ensure that through the wider curriculum offer, that disadvantaged students have the opportunity to access experiences that they may not get the chance to outside of school. Many of these experiences, non-disadvantaged students will often have access to and will provide them with an experiential and cultural advantage in future life. We intend to provide our disadvantaged students with these same opportunities, through links with external partners, business leaders, universities and cultural organisations.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged students in English and maths is lower than non-disadvantaged students with only 31% of disadvantaged students achieving a 4+ in English and maths in 2021 compared to 55% of non-disadvantaged students. This gap is even greater for those students who are SEND/PP</p> <p>Progress 8 scores for disadvantaged students has also historically been significantly below that of disadvantaged students nationally and an even greater gap has been seen to 'other' students nationally.</p>
2	<p>Internal reading assessments carried out with KS3 students identified significant percentages of students and particularly those who are disadvantaged, who are significantly below their age-related expectations. This percentage increases greatly in year 7, potentially having been affected by the disruption to years 5 and 6 for these students due to the pandemic.</p>

3	Our assessments show that in KS3 across the majority of subjects in years 7, 8 and 9 there are a greater percentage of disadvantaged students who are reported as working below their expected working at grade when compared to non-disadvantaged cohorts. This gap is even greater for those students who are SEND/PP
4	Teacher assessments of student's 'Excellence for Learning' gradings identifies that a significant area of challenge comes from the Attitude to Homework section with only 63% of PP students grades being Pleasing or Exceptional compared to 74% of grades in this area for non-PP students across the school. This gap is of even greater concern in KS4 where only 52% of Yr10 and 44% of Yr11 PP students are receiving positive grades for their engagement with homework
5	Attendance data for disadvantaged students over the last 2 years has shown a negative gap of between 6% - 8% below that of our non-disadvantage cohort. KS4 attendance for FSM and PP cohorts are of the greatest concern with Yr10 and 11 both historically ending below 80% each year.
6.	Behaviour data and assessments in school identify that disadvantaged students regularly receive fewer positive behaviour points when compared to their non-disadvantaged peers and are more likely to receive more negative behaviour points. The gap in behaviour data between disadvantaged and non-disadvantaged is further highlighted through the Behaviour for Learning data with PP students receiving a lower percentage of positive behaviour for learning grades compared to non-disadvantaged students in all year groups.
7.	Our suspension data shows that disadvantaged students are negatively impacted on with suspensions when compared to their peers, a consistent trend which has been seen over the last three years. The number of days for suspension has the most significant negative gap when compared to non-disadvantaged students.
8.	Our assessments, which included a parent survey highlighted the issue of digital disadvantage amongst our PP cohort with a significant number of students only having access to a shared device compared to non-disadvantaged students and a number of PP students not having access to a device or internet at all.

9.	Our internal tracking indicates that only around 50% of our disadvantaged parents regularly engage in school events such as parents evening and this decreases further the older their child becomes in school. There is also a lower percentage of disadvantaged parents who are signed up to use the School Gateway communications App and the Class Charts App which provides regular updates on their child's attendance, behaviour and achievements in school
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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
<p>Improved attainment at the end of KS4 for disadvantaged students with a focus on a pass (4+) and strong pass (5+) in English and maths</p> <p>Improved Progress 8 score for disadvantaged students</p>	<p>By 2024/25, disadvantaged students will achieve 4+ and 5+ English and maths percentages that are in line with 'all students' nationally and exceed the percentages of disadvantage students nationally.</p> <p>Progress 8 for disadvantaged students exceeds that of the disadvantaged cohort P8 score nationally</p>
Improved reading ages and comprehension levels for disadvantaged students in KS3	By 2024/25 the reading age and reading comprehension tests show an eradication of any disadvantaged student being classed as significantly below their chronological reading age by the time they move into KS4
Increased percentage of students in KS3 hitting or exceeding their target grades in all subjects	75% - 85% of disadvantaged students equalling or exceeding their target grades through the assessment and data collection cycle. Data collected and analysed at three points throughout the year by 2024/25
Achieve and sustain improved attendance for all students but particularly our disadvantaged cohort.	<p>By 2024/25 consistently high attendance for disadvantaged students in line with the national average for other students</p> <p>A reduction in the number of PP students who are classed as persistent absentees with this figure being below 8% by 2024/25</p>

To reduce the number of internal and external suspensions and the number of days lost through suspension for disadvantage students	<p>A continuous reduction in the number of suspensions required when compared year on year and term on term as a result of:</p> <ul style="list-style-type: none"> • effective behaviour and pastoral support mechanisms • increase in self-regulated behaviours for learning among the disadvantaged cohort
	<ul style="list-style-type: none"> • increased engagement with the curriculum due to improved reading and literacy levels <p>Resulting in suspension figures that are consistently below those for disadvantaged students nationally by 2024/25.</p>
To increase the number of disadvantaged students who take part in extra-curricular activities and have access to the wider curriculum experiences.	All disadvantaged students to be involved in at least one extra-curricular activity/club each half term and to have the opportunity to experience a range of wider curriculum experiences
All disadvantaged students to have the technological barrier removed.	All disadvantaged students have access to a suitable device to complete their school studies from.
Improved attendance at parents evening for disadvantaged students and all parents of disadvantaged students to have access and be regularly using the school information apps.	<p>At least 80% of disadvantaged parents engaging with parents evening and other parental events.</p> <p>All disadvantaged parents to be signed up to the school apps</p>

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: £ [100,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and embedding of the feedback policy through CPD with a focus on effective feedback methods including verbal feedback, live marking, whole class feedback and marking for literacy.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Teacher Feedback to Improve Pupil Learning	1, 3
NGRT Reading age tests used to identify gaps in reading and comprehension and comparative judgement writing assessments in place to provide and accurate profile of need.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. GL Assessment Reading and Literacy	2

Reading intervention programme expanded to support KS3 students currently significantly below expected reading age with a particular focus in disadvantaged students	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p>	2
CPD programme for teaching staff using the Walkthru developmental approaches to ensure high quality teaching in every classroom. Subscription and resources to support the Walkthru programme to be purchased	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Effective Professional Development</p> <p>Walkthrus CPD Programme</p>	1, 3
Literacy and Reading development plan implemented including a comprehensive programme of literacy and reading development across the school	<p>A culture of shared leadership can be nurtured by explicitly creating opportunities for staff to take on implementation leadership responsibilities.</p> <p>Putting Evidence to Work: A School's Guide to Implementation</p>	2
Curriculum developments. In KS3 identify the powerful knowledge required for mastery in each topic within a subject.	<p>Knowledge, or more specifically prior knowledge, is one of the most crucial factors influencing a person's ability to learn. When pupils are introduced to new ideas and concepts, they try to make sense of them by relating back to what they already know. The</p>	1, 3

<p>Supporting documentation including Topic Overviews, Learning Journeys and Knowledge Organisers will provide students with all the key information.</p> <p>Disadvantaged students to be provided with printed copies of Knowledge Organisers</p>	<p>ability to recall previously learnt facts from memory assists the acquisition of new knowledge, allowing pupils to connect more complex ideas with their existing understanding.</p> <p>EEF Blog: ECF– Exploring the Evidence: Prior knowledge and Pupil Misconceptions</p> <p>High Quality Teaching – EEF</p>	
<p>Year 7 and 8 maths curriculum to develop a mastery approach in partnership with the White Rose maths Hub</p>	<p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>White Rose Maths</p>	1, 3
<p>Teaching and learning CPD programmes for this academic year will be developed along two strands, one of which will focus on subject specific CPD and will be delivered by curriculum leaders. The second strand has a strong focus on effective pedagogy strategies.</p> <p>Both strands will continue to improve the quality of curriculum delivery and teaching within the classroom designed to accelerate the progress of disadvantaged students</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>The EEF Effective Professional Development Guidance Report states <i>'Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.'</i></p> <p>Effective Professional Development</p>	1,3

Purchase of the 'Teacher Toolkit' which provides all teachers with access to computer-based teaching support tools such as timers and random name generators. This will support particular teaching	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,3
strategies such as Targeted questioning with a greater weighting towards disadvantaged students.	Teacher Feedback to Improve Pupil Learning	

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

Budgeted cost: £ [110,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-subscription to Hegarty maths to support maths teaching and intervention across all year groups</p> <p>During this academic year Hegarty Maths will switch to Sparx Maths</p>	<p>Improving Mathematics in Key Stages 2 and 3</p> <p>Recommendation 7 Use structured interventions to provide additional support</p> <p>https://hegartymaths.com/ https://sparxmaths.com/</p>	1, 3
<p>Engagement with the National Tutoring Programme and Clear Steps tutoring to provide small group tuition for additional English and maths across all year groups</p> <p>Year 9 & Year 10 Intervention programme to begin in the spring term of 2023. The programme will target DA students and be conducted after school by our own staff.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>In-class teacher led interventions to be identified following each data collection focussed on disadvantaged students who are working below their target grade Priority seating plans in place that ensure DA</p>	<p>High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers.</p>	1, 2, 3

students are sat near the front or in easy reach of the teacher to allow for immediate and regular teacher support and feedback where required	SELECTING INTERVENTIONS Evidence insights	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [£75,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of an Attendance Improvement Strategy to be produced with the expanded attendance team. Priority focus on disadvantaged students for attendance interventions and mentoring. SOL attendance support service purchased to provide additional attendance support	Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. School attendance Guidance Improving School Attendance School attendance, exclusion and persistent absence https://www.solattendance.co.uk/	5
Behaviour interventions in place to support those students at risk of exclusion and to reduce the number of negative behaviour incidents.	Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	6, 7
Year group experiences guide to be produced listing all of the wider curriculum opportunities available to each year group – engagement from disadvantaged students to be tracked.	By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is	

	growing evidence that these skills are important to children's later outcomes. Life skills and enrichment	
External providers to be used to provide additional extracurricular experiences.	The report, ' An Unequal Playing Field ', shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. Children aged 10 to 15 from wealthier families are much more likely to take part in every type of activity especially music and sport. Extra-curricular activities, soft skills and social mobility	
City Year UK mentoring scheme purchased to provide 5 additional mentors on school fulltime to support students with academic and behaviour mentoring.	City Year UK Scheme City Year UK	6, 7
Laptop loan scheme established to support disadvantaged students and their families	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	8.
Mentoring of identified year 11 disadvantaged students to ensure clear targets for development are in place where needed and students have all of the support and resources needed.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring	1,4,5,6,7
Forest School programme purchased and provides targeted intervention around SEMH support and school engagement with a focus on DA students.	Forest school is a long-term programme delivered ideally in a woodland setting or natural space. It provides regular sessions/opportunities for emotional development with a holistic approach that builds on child-led achievable experiences and sense of community. https://www.insideoutforestschool.com/	6,7

Total budgeted cost: £ 285,000

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 2021 to 2022 academic year.

Challenge 1

		% English & Maths (7+)	% English & Maths (5+)	% English & Maths (4+)
DA	47	0%	14%	38%
Non-DA	81	6%	30%	51%
GAP		6%	13%	8%

The class of 2022 contained forty-seven DA students equating to 37% of the cohort in total.

38% of these students achieved English and math's at grade 4+.

The 4+ in English and maths saw a significant increase from 31% in 2019 to 38% in 2022.

Challenge 2

Effective reading intervention was established during 2021/22 and results are showing a positive impact on students involved in intervention.

NGRT reading assessments used at the start of the year and have identified immediately students in new year 7 who require reading support and interventions.

Challenge 3

The gap has started to close at the end of 2021/22 with a 15% increase in the number of DA students reported as working at either on or above their KS3 target.

Challenge 4

Approach to homework has changed for the start of the 2021/22 academic year to have a clear focus on retrieval and recovering of powerful knowledge. Successful engagement and impact of homework will be tracked through in-class retrieval activities success moving forwards.

Challenge 5

Attendance data for all students has improved in comparison to the same point last year and this overall improvement has also been reflected in the disadvantaged student cohort.

Challenge 6

The behaviour data still shows a gap between the positive behaviour points being issued to disadvantaged students compared to non-disadvantaged students. The gap has closed slightly in years 9 and 11. A greater percentage of negative behaviour grades recorded as

part of the 'attitude to learning' data collections are still issued to disadvantaged students compared to non-disadvantaged students.

Challenge 7

A significant reduction in suspensions overall has resulted positively in the drop in disadvantaged student suspensions. Disadvantaged students still receive a greater percentage of suspensions when compared to non-disadvantaged students but that gap is closing in line with the overall reduction in suspensions.

Challenge 8

All disadvantaged students without access to a suitable digital device were provided with a school issue laptop. All laptops were installed with appropriate monitoring and filtering software and full technical support was provided to families to support the setup of each device.

Challenge 9

An increase in the attendance of disadvantaged parents/carers has been seen at parents evening last year. Higher attendances were seen at face-to-face parents evenings compared to virtual events.

86% of disadvantaged parents/carers are now signed up to the school communication apps.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
City in the Community	Manchester City FC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)