

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	598
Proportion (%) of pupil premium eligible pupils	44%
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 2022
Statement authorised by	Melanie Wicks Executive Principal
Pupil premium lead	Martin Davies Head of School
Governor / Trustee lead	Ruksana Rasul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,208
Recovery premium funding allocation this academic year	£39,948
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£294,156

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£
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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.

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> <table border="1"> <thead> <tr> <th></th> <th>No.</th> <th>% English & Maths (5+)</th> <th>% English & Maths (4+)</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>120</td> <td>30%</td> <td>47%</td> </tr> <tr> <td>PP</td> <td>42</td> <td>21%</td> <td>31%</td> </tr> <tr> <td>Non PP</td> <td>78</td> <td>35%</td> <td>55%</td> </tr> <tr> <td>PP Gap</td> <td></td> <td>-13%</td> <td>-24%</td> </tr> </tbody> </table>		No.	% English & Maths (5+)	% English & Maths (4+)	Cohort	120	30%	47%	PP	42	21%	31%	Non PP	78	35%	55%	PP Gap		-13%	-24%
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2	<p>Internal reading assessments carried out with KS3 students have 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> <p>In year 7 – 64% (59) of the cohort are significantly below with 60% (28) of the PP cohort being significantly below</p>																				

	<p>In year 8 – 45% (61) of the cohort are significantly below with 48% (34) of the PP cohort being significantly below</p> <p>In year 9 – 42% (53) of the cohort are significantly below with 47% (29) of the PP cohort being significantly below</p>																											
3	<p>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 currently 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</p>																											
4	<p>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</p> <table border="1" data-bbox="486 992 1315 1680"> <thead> <tr> <th colspan="3" data-bbox="707 992 1315 1099">Percentage of Pleasing and Exceptional Gradings Autumn Term 2021/22</th> </tr> <tr> <th colspan="3" data-bbox="707 1099 1315 1176">Attitude to Homework</th> </tr> <tr> <th data-bbox="707 1176 1011 1245"></th> <th data-bbox="707 1176 1011 1245">PP</th> <th data-bbox="1011 1176 1315 1245">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="486 1245 707 1317">Year 7</td> <td data-bbox="707 1245 1011 1317">80%</td> <td data-bbox="1011 1245 1315 1317">84%</td> </tr> <tr> <td data-bbox="486 1317 707 1388">Year 8</td> <td data-bbox="707 1317 1011 1388">72%</td> <td data-bbox="1011 1317 1315 1388">82%</td> </tr> <tr> <td data-bbox="486 1388 707 1460">Year 9</td> <td data-bbox="707 1388 1011 1460">65%</td> <td data-bbox="1011 1388 1315 1460">75%</td> </tr> <tr> <td data-bbox="486 1460 707 1532">Year 10</td> <td data-bbox="707 1460 1011 1532">52%</td> <td data-bbox="1011 1460 1315 1532">66%</td> </tr> <tr> <td data-bbox="486 1532 707 1603">Year 11</td> <td data-bbox="707 1532 1011 1603">44%</td> <td data-bbox="1011 1532 1315 1603">65%</td> </tr> <tr> <td data-bbox="486 1603 707 1680">School Average</td> <td data-bbox="707 1603 1011 1680">63%</td> <td data-bbox="1011 1603 1315 1680">74%</td> </tr> </tbody> </table>	Percentage of Pleasing and Exceptional Gradings Autumn Term 2021/22			Attitude to Homework				PP	Non PP	Year 7	80%	84%	Year 8	72%	82%	Year 9	65%	75%	Year 10	52%	66%	Year 11	44%	65%	School Average	63%	74%
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5	<p>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.</p> <p>Current figures show that this gap is still an issue with FSM and PP cohort attendance both being significantly below the non-disadvantage cohort.</p>																											

Autumn Term	Yr7	Yr8	Yr9	Yr10	Yr11	School
All	87.4%	87.4%	87.8%	82.7%	84.8%	86.0%
FSM	86.7%	82.2%	84.6%	73.2%	77.2%	80.97
PP	83.5%	83.1%	84.4%	79.8%	77.8%	82.1%
Non-PP	91.4%	92.5%	91.1%	83.9%	88.9%	89.1%

KS4 attendance for FSM and PP cohorts are of the greatest concern with Yr10 and 11 both currently below 80% for these groups and Yr10 FSM currently at 73% attendance. The national averages for Autumn Half Term 1 2021/22 were 85.7% for all students and 83% for FSM.

6. Behaviour data and assessments in school identify that disadvantaged students receive fewer positive behaviour points in years 9, 10 and 11 compared to their peers and are more likely to receive more negative behaviour points in years 7, 8 and 9.

The most significant area of focus is found in years 10 and 11 with the amount of positive behaviour points that are awarded to disadvantaged students in these two years compared to the non-disadvantaged cohort. In year 10 the disadvantaged cohort have received 17,500 points fewer and in year 11, 9905 points fewer have been awarded to the disadvantaged cohorts in the Autumn term 2021. This will mean disadvantaged students in those year groups will have significantly fewer chances and opportunities to access rewards and praise events that are linked to positive behaviour points.

	Positive Behaviour Points	Negative Behaviour Points
Year 7 (Non PP)	18792	-864
Year 7 (PP)	19152	-1250
Year 8 (Non PP)	20419	-1114
Year 8 (PP)	21229	-2808
Year 9 (Non PP)	21459	-1550
Year 9 (PP)	17739	-2677
Year 10 (Non PP)	25949	-3466
Year 10 (PP)	8394	-1506
Year 11 (Non PP)	19225	-2309
Year 11 (PP)	9320	-2094

The gap in behaviour data between disadvantaged and non-disadvantaged is further highlighted through the Behaviour for Learning data reported by teachers in Autumn term 2021 with PP students receiving a lower percentage of positive behaviour for learning grades compared to non-disadvantaged students in all year groups.

Percentage of Plesing and Exceptional Gradings Autumn Term 2021/22		
Behaviour for Learning		
	PP	Non PP
Year 7	88%	92%
Year 8	82%	90%
Year 9	74%	83%
Year 10	66%	75%
Year 11	60%	77%
School Average	74%	83%

7.

Our suspension data shows that although suspensions have dropped in number over the last three years for half term 1 in terms of the number count, disadvantaged students are still 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 with 103 days being lost to suspension compared to 17 for non-disadvantaged students during half term 1.

Whole School Count	Suspensions HT1 2018-19	Suspensions HT1 2019-20	Suspensions HT1 2020-21	Suspensions HT1 2021-22
All	142	111	145	87
Disadvantaged	107	75	105	61
Non-Disadvantaged	35	36	40	26

Whole School	Suspensions HT1 2018-19	Suspensions HT1 2019-20	Suspensions HT1 2020-21	Suspensions HT1 2021-22
All	90	110	42	120
Disadvantaged	54	88	30	103
Non-Disadvantaged	36	22	12	17

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 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
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	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.
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

	<ul style="list-style-type: none"> • increase in self-regulated behaviours for learning among the disadvantaged cohort • 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: £ [110,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a new teaching and learning framework that is centred on the science of learning. CPD programme to support the implementation	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 3

	Great Teaching Toolkit Evidence Review 2020 High Quality Teaching – EEF	
New feedback policy to be developed and implemented with a focus on effective feedback methods including verbal feedback, live marking, whole class feedback and marking for literacy.	<p>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.</p> <p>Teacher Feedback to Improve Pupil Learning</p>	1, 3
Reading age tests used to identify gaps in reading and comprehension	<p>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.</p> <p>GL Assessment Reading and Literacy</p>	2
Reading intervention programme to be implemented 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	<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 Coordinator to be appointed to implement a comprehensive programme of literacy and reading development across the school	A culture of shared leadership can be nurtured by explicitly creating opportunities for staff to take on implementation leadership responsibilities. Putting Evidence to Work: A School's Guide to Implementation	2
Further development of the subject rubrics in KS3 and the production of knowledge organisers for all students – disadvantage students to have printed copies provided of all knowledge organisers	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 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. EEF Blog: ECF– Exploring the Evidence: Prior knowledge and Pupil Misconceptions High Quality Teaching – EEF	1, 3
Year 7 maths curriculum to develop a mastery approach in partnership with the White Rose maths Hub	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. Improving Mathematics in Key Stages 2 and 3 White Rose Maths	1, 3

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

Budgeted cost: £ [130,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Hegarty maths to support maths	Improving Mathematics in Key Stages 2 and 3	1, 3

teaching and intervention across all year groups	<p>Recommendation 7</p> <p>Use structured interventions to provide additional support</p> <p>https://hegartymaths.com/</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>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>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
Additional staffing in English to enable small group interventions and tutoring to take place in school	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
In-class teacher led interventions to be identified following each data collection focussed on disadvantaged students who are working below their target grade	<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> <p>SELECTING INTERVENTIONS Evidence insights</p>	1, 2, 3
All teaching assistants and SEND staff to complete the Outstanding Teaching Assistant Training programme	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Making Best Use of Teaching Assistants</p>	1, 2, 3,

	Teaching Assistant Interventions Outstanding Teaching Assistant Programme (OTAP)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [£54,156]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of the attendance intervention team including an in-school attendance officer and a Trust Education Welfare Officer alongside an SLA with the Local Authority Education Welfare Service	<p>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.</p> <p>School attendance Guidance Improving School Attendance School attendance, exclusion and persistent absence</p>	5
Behaviour interventions in place to support those students at risk of exclusion and to reduce the number of negative behaviour incidents.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	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.	<p>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</p>	

	<p>growing evidence that these skills are important to children's later outcomes.</p> <p>Life skills and enrichment</p>	
<p>External providers to be used to provide additional extra-curricular experiences.</p>	<p>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.</p> <p>Extra-curricular activities, soft skills and social mobility</p>	
<p>Manchester City in the Community Project with targeted students to support vulnerable students in pastoral areas and academic study.</p>	<p>Manchester City in the Community https://www.mancity.com/community</p>	6, 7
<p>Laptops to be provided to all disadvantaged students who do not have full access to computer equipment at home to enable them fully access the independent practice work.</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	8.

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.