

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 EEF etc that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Radcliffe School
Number of pupils in school	1250
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Paula Lawson
Pupil premium lead	Paula Lawson
Governor / Trustee lead	Paul Critchley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,750
Recovery premium funding allocation this academic year	£45,000
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	£7.4 million

Part A: Pupil premium strategy plan

Statement of intent

<ul style="list-style-type: none">• Improved outcomes for PP students.
<ul style="list-style-type: none">• Identification of barriers good attendance and co-ordination of support plans to improve attendance.
<ul style="list-style-type: none">• To reduce the number of students who have Reading ages below their chronological ages.
<ul style="list-style-type: none">• Plan to improve long term digital access and literacy for all Pupil Premium students

Challenges

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

Challenge number	Detail of challenge
1	Fill learning gaps caused by periods of isolation and lockdown
2	Historical underachievement of PP students
3	Historical poor attendance of PP students
4	Attendance of PP students remained low at 82%
5	Regular reading led to reading ages of all students falling, especially those who are PP
6	A longer and more sustainable digital strategy needs to be devised to enable all PP students to develop their digital literacy and to use technology to support teaching and learning within the classroom.
7	Self-esteem or personal issues

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 outcomes for PP students.	Improve progress of Pupil Premium Students

Improved resilience and self-esteem leading to improved attendance.	At least in line with national attendance averages
To reduce the number of students who have Reading ages below their chronological ages.	90%+ of students to be in line with their chronological age
Improved Digital Literacy with students actively using metacognition strategies to improve learning	Deep Dives demonstrate students can plan, monitor and evaluate their own learning.

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: £ 250,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional curriculum CPD/planning time for all middle leaders to plan how to support learning of PP students.</i>	Collaborative learning approaches, according to the EEF teaching and Learning Toolkit, show a very low cost, but high impact of an additional 5 months.	1, 2, 3, 4, 5, 6 & 7
<i>Investment in Accelerated Reader to be used for all KS3 students</i>	EEF Teaching and Learning Toolkit shows that by improving reading and strategies used within all lessons makes very high impact for moderate cost with an additional impact of 6 months	1, 2, 3, 4, 5, 6 & 7
<i>Investment in the Ruth Miskin, Fresh Start Phonics programme for those students who cannot access Accelerated reader.</i>	EEF Teaching and Learning Toolkit shows Phonics support makes very high impact for low cost with an additional impact of 5 months	1, 2, 3, 4, 5, 6 & 7
<i>CPD: Fresh Start training for staff delivery and whole staff.</i>	EEF Teaching and Learning Toolkit shows Phonics support makes very high impact for low cost	1, 2, 3, 4, 5, 6 & 7
<i>CPD: Supporting reading comprehension across the curriculum</i>	EEF Teaching and Learning Toolkit shows Phonics support makes very high impact for low cost	1, 2, 3, 4, 5, 6 & 7
<i>Investment in iPads for all students as laid out in the whole school digital strategy. Rolling out to Year 10, Year 8 and Year 12 this year and again in 2023.</i>	Supporting metacognitive approaches, initially focussing on feedback, to enable students know and remember more. Effective feedback strategies provided an impact of 6 months.	1, 2, 3, 4, 5, 6 & 7
<i>CPD: Use of iPads to support learning and strategies to improve feedback.</i>	EEF Teaching and Learning Toolkit shows that high cost, high impact when used to support and improve the quality of feedback given to students	1, 2, 3, 4, 5, 6 & 7
<i>Pupil Premium Coordinator TLR</i>	EEF Teaching and Learning Toolkit shows that High Cost, moderate impact	1, 2, 3, 4, 5, 6 & 7
<i>Maths and English TLR posts for PP outcomes</i>	EEF Teaching and Learning Toolkit shows that High Cost, moderate impact	1, 2, 5, 6 & 7

<i>Level 3 TA support for English, Maths and Science</i>	EEF Teaching and Learning Toolkit shows that moderate Cost, moderate impact	1, 2, 5, 6 & 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement Sessions</i>	Tutor programmes supported by the DfE. EEF Teaching and Learning Toolkit shows that high impact for moderate cost	1, 2,
<i>Bought in Tutor sessions</i>	One to One support. EEF Teaching and Learning Toolkit shows that	1, 2,
<i>Literacy across the curriculum co-ordinator:</i> To co-ordinate support and CPD across the curriculum to improve reading.	EEF Teaching and Learning Toolkit shows that by improving reading and strategies used within all lessons makes very high impact for moderate cost with an additional impact of 6 months	1, 2,
<i>Numeracy across the curriculum co-ordinator:</i> To co-ordinate support and CPD across the curriculum to improve numeracy skills of students.	EEF Teaching and Learning Toolkit shows that by improving reading and strategies used within all lessons makes very high impact for moderate cost with an additional impact of 6 months	1, 2,
<i>EMACO and EAL coaching:</i> <i>For those students who are not fluent in spoken or written English, support is provided to students through across curriculum provision and staff CPD in addition to specialist</i>	The Bell Foundation cites that “Proficiency in English is central to understanding achievement and levels of need among pupils who are EAL. It can explain 22% of the variation in EAL pupils’ achievement.”	1, 2, 3, 4, 5, 6 & 7

<i>coaching by a Level 3 Teaching Assistant.</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Heads of House : Each AHOH co-ordinates and liaises with key pastoral support providers both in school and externally. They also provided day to day pastoral/ attendance support and are usually the first point of contact for parents.	Parental engagement withing the EEF Teaching and Learning Toolkit shows moderate impact for low cost with a possible impact of an additional 4 months.	1, 2, 3, 4, 5, 6 & 7
Summer School	EEF Teaching and Learning Toolkit shows that moderate impact for moderate cost with an additional impact of 3 months.	1, 2, 3, 4, 5, 7
Reducing Class size in Maths, English and Science	EEF Teaching and Learning Toolkit shows that high cost for low impact, but this is based on limited evidence with an additional impact of 2 months.	1, 2, 5
YIS Fast Track service	EEF teaching and Learning Toolkit shows when used to support behaviour interventions, there is a moderate impact.	3, 4 & 7
CEIAG Co-ordinator	To provide careers and progression route advice to students. To improve aspirations of students and minimise the number of NEET students.	3, 4 & 7
<i>Part-time school Psychotherapist</i>	EEF Teaching and Learning Toolkit shows that Moderate Impact, moderate cost	3, 4 & 7
<i>Community Support Advisor (A2B)</i>	Parental engagement withing the EEF Teaching and Learning Toolkit shows moderate impact for low cost.	3, 4, 7
<i>5 Learning Mentors placed in the LSC</i>	EEF Teaching and Learning Toolkit shows that Moderate Impact, moderate	1, 2, 3, 4, 5, 6 & 7

<i>(Alternative to Exclusion Room)</i>	cost with an additional impact of 2 months.	
Enrichment/Extra-curriculum	This programme provides a range of activities to extend learning and provides students with additional learning opportunities or to extend the time they spend on activities. This would potentially extend the school day further and so according to the EEF Teaching and Learning Toolkit, have an impact of an additional 3 months.	1, 2, 3, 4, 5, 6 & 7

Total budgeted cost: £ 367,750

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.

Exam results 2022:

Post 16:

- The overall Level 3 Average Point Score per entry for students who were Pupil Premium was 26.79 compared to 24.76 in 2019.
- The overall Average Point Score per pupil for Pupil Premium Students was 74.27 compared to 48.75 in 2019.
- The Academic Level 3 Average Point Score per entry for students who were Pupil Premium was 26.22 compared to 23.92 in 2019.
- There have been a number of subjects that have increased their Average Grades for the Pupil Premium students, when comparing them to the 2019 results; Art (improved from an D average to a C average); Biology (D to a C); Criminology (C to an A); Economics (D to a C) and Media (D+ to a C)

GCSE Results:

- GCSE Results: The 9-4 Basics gap closed from 30 pts to 20 between PP and Non PP students. 54% of PP students achieve 9-4 Basics, compared to 44% in 2019.
- For the 9-5 Basics, the gap closed from 29 pts to 24pts with 29.5% of students achieving 9-5 Basics compared to 22% in 2019.
- The Attainment 8 for PP students improved from 37 in 2019 to 39.6 in 2022. Compared to the estimates the difference remained constant in 2019 and in 2022.

Accelerated Reader Results:

Students who consistently were below their chronological reading age in Year 7, 8 and 9 were placed on the Accelerated Reader programme from January 2022. The results below show the percentage of Pupil Premium students who improved their reading scores within 2 terms.

Year 7: 60%

Year 8: 66%

Year 9: 60%

Regular reading strategies:

Students in Year 7, 8 and 9 had additional opportunities to read within Maths, English and Science within the Autumn Term of 2021/22. The results below show the impact of the strategy in the percentage of Pupil Premium students who improved their chronological reading scores by at least one year.

Year 7: 29%

Year 8: 41%

Year 9: 31%

Numeracy PP Improvement from Autumn 2021 to Summer 2022

Students who were more than a year below their chronological age were targeted for intervention through individualised online homework, targeting the students' areas for development and weekly tutor time intervention with sixth form students. The results below show the percentage of Pupil Premium students who improved their numeracy age by one year or more over the course of the school year:

Year 7: 86%

Year 8: 44%

Year 8: 48%

Attendance

PP attendance continues to be an area for improvement and a school Key Priority, following post COVID lockdowns. 2021-2022 PP 82.28 / Non PP 91.72, hence the proposed investment in an additional Assistant Head Teacher from January 2023 to lead on attendance.

CEIAG

CEIAG and pastoral interventions have ensured that NEET numbers remain low (0 PP NEET students compared to 1 non PP student) and below MK average.

STEM:

Extracurricular

The following list include the significant STEM events that engaged our pupil premium students with STEM outside the classroom. Those indicated with * were preferentially targeting pupil premium students and, as such, had a cohort greater than 35% pupil premium. These were also events that score highly on student FORMS feedback (80%+ in both 'I understand more

about STEM in industry' and 'I am likely to use this event to advise future subject option decisions')

- Developing Future Leaders (* 28% PP)
- MK Innovates *
- CREST Award *
- Big Bang Fair *
- Teen Tech *
- NiftyLift Women In Engineering (not recorded)
- Science Week activities and engagement lunches (not recorded, but whole Key Stages involvement)
- UKMT – Junior, intermediate & senior (not recorded)
- Y8 Maths Challenge (not recorded)

Curriculum

Subjects (compared to 2019) 9-4:

Maths – Attainment **62.6%** (52.4%), Gap **17.4%** (27.9%)

Combined Sci – Attainment **50.0%** (27.4%), Gap **7%** (25.9%)

Bio – Attainment **85.7%** (100%), Gap **14.3%** (-2%)

Chem – Attainment **71.4%** (100%), Gap **28.6%** (-2%)

Phys – Attainment **71.4%** (100%), Gap **28.6%** (-4%)

Product Design – Attainment **50.0%** (11.8%), Gap **32.6%** (62.4%)

Food – Attainment **75%** (72%), Gap **-5%** (-6%)

Comp Sci – Attainment **100%** (57.1%), Gap **-23.1%** (30.4%)

All subjects, except triple science, have made progress from 2019 in both attainment and closing the gap (or sustaining a negative gap).

In both Science and Maths, pupil premium students were identified for the National Tutor Program and had a bespoke set of sessions mapped to support curriculum progress. Compared to grades at point of selection; Maths 73% progressed with 22% improving by a whole grade or more. Science 79% progressed with 34% improving by a whole grade or more.

In Food Preparation and Nutrition pupil premium students were never without resources and were allocated preferential time with specialised equipment. All students benefitted from 1:1 or 1:3 practice with practical work leading up to NEA.

These students' work were to be first assessed in groups and first to feedback. Where possible, student revision resources are offered to pupil premium students and, if required, can be bought in receipt of PP budget.

A focus on cultural capital and missing experiences is being considered in curriculum resources, ensuring context is concrete and available to all. This is yet to be embedded.

Behaviour

- Overall the number of recorded behaviour incidents recorded increased slightly due to improved rigour of data recorded which has improved awareness of issues and resulted in the implementation of earlier support systems.

Bullying, discriminatory and racial incidents decreased when compared to the previous year, especially those who are Pupil Premium students

- This is supported by implementation of A2B lead
- A2B activities driven through tutor programme and Inclusion
- Improved monitoring and support processes implemented
- Improved student awareness of support processes

Exclusions

Summer 2 end Exclusion Comparison

21/22

15 FTE (6.5%)

9 (1 or more FTE) 3.9%

3 (2 or more FTE) 1.3%

- End of Summer 2 exclusion rates remain below national in 21/22

Build Up

- 23 students accessing the Build Up programme for behaviour, resilience, self-esteem and low aspirations
- 62% of students accessing behaviour support reduced their behaviour codes
- 69% of these students showed an increase in engagement in lessons and had an increase in achievement codes
- 80% of students accessing support for resilience, attendance, low self-esteem improved their attendance

LSC and Learning Mentors

- 20/21 - 44% of all students accessing the LSC were PP compared to 47% in 21/22
- This support saw a reduction in exclusion figures as students accessed support to re-engage with their curriculum

- 21/22 - 28% of all students accessing 1:1 Learning Mentor support were PP.
- In 21/22 - 71% of all students accessing external agency support were PP

Get Involved Programme PP and Non PP participation 21/22

Extra – Curricular Clubs

The school ran twenty-one different clubs throughout the whole year.

During Autumn Term 21, 79% of the attendees were non-PP with 21% being PP students.

During Spring Term 22, 76% of the attendees were non- PP with 24% being PP students.

During Summer Term 22, 78% of the attendees were non-PP with 22% being PP students.

For the year 21/22 78% of the attendees were non-PP with 22% being PP students.

We saw a 1% increase in our PP attendance in clubs from the start to the end of the year which can be attributed to an increase in lunchtime and curriculum-based activities that were specifically planned to encourage our PP cohort to be able to attend rather than going home to provide young carer roles.

Pixl Edge

Throughout 2021/22 all students were enrolled onto the PIXL Edge programme.

Of our Non -PP cohort 85% became active and engaged in one or more activities and 79% of our PP cohort became active and engaged in one or more activities.

Of the students who gained Apprentice level accreditation 72% were Non-PP and 28% PP.

Of the students who gained Graduate level accreditation 86% were Non-PP and 14% PP.

Of the students who gained Pioneer level accreditation 50% were Non-PP and 50% were PP.

The gap between PP and Non-PP engagement in the Pixl Edge programme is only 6% whereas the end of certification gap for the basic Apprentice level is 44%. More work is required to support the PP students resilience in completing the programmes. Eight tutor groups where PP completion is low have been targeted for additional intervention support.

Duke of Edinburgh

In Year 9 88% of our enrolled students are Non-PP and 12% are PP.

In Year 10 86% of our enrolled students are Non-PP and 14% are PP.

In Year 11 93% of our enrolled students are Non-PP and 7% are PP.

In Year 12 93% of our enrolled students are Non-PP and 7% are PP.

In Year 13 100% of our students are Non-PP.

This analysis shows that our targeted support for PP students to enrol in D of E has had a positive impact with both Year 9 and 10 registering a greater amount in larger groups.

Eg Year 9 group size is 42 and has 5 PP students compared to Year 13 with only 18 students and 0 PP.

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?	Providing additional after school sessions in all subjects.
What was the impact of that spending on service pupil premium eligible pupils?	One student achieved Good+ passes in all GCSE subjects. The other student achieved 1 Good+ pass, and 2 Standard GCSE passes.

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.