

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	1220
Proportion (%) of pupil premium eligible pupils	31.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£380,880
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	£8.4 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 to 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	Lack of regular reading led to reading ages of all students falling, especially those who are PP
6	A longer and more sustainable digital strategy to be implemented to enable all PP students to develop their digital literacy and to use technology to support teaching and learning within the classroom and at home.
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 continues 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>Further investment in CPD for all English staff to embed Accelerated Reader to enable all PP students to improve progress in reading.</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 ongoing 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>CPD: Supporting oracy across the curriculum</i>	EEF Teaching and Learning Toolkit shows oral language support makes very high impact of +6months 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</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>and Year 12 this year and again in 2023.</i>		
<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/Numeracy and English/Literacy TLR posts for PP outcomes</i>	EEF Teaching and Learning Toolkit shows that High Cost, moderate impact	1, 2, 5, 6 & 7
<i>Additional Numeracy Support and Intervention for students who have not made satisfactory numeracy progress</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

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

Budgeted cost: £ 21,500

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>	EEF Teaching and Learning Toolkit shows that by improving reading and	1, 2,

To co-ordinate support and CPD across the curriculum to improve numeracy skills of students.	strategies used within all lessons makes very high impact for moderate cost with an additional impact of 6 months	
<i>EMACO and EAL coaching: 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 coaching by a Level 3 Teaching Assistant.</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

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

Budgeted cost: £ 91,500

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 within 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	3, 4 & 7

	aspirations of students and minimise the number of NEET students.	
<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 within the EEF Teaching and Learning Toolkit shows moderate impact for low cost.	3, 4, 7
<i>5 Learning Mentors placed in the LSC (Alternative to Exclusion Room)</i>	EEF Teaching and Learning Toolkit shows that Moderate Impact, moderate cost with an additional impact of 2 months.	1, 2, 3, 4, 5, 6 & 7
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: £ 363,400

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 2022 to 2023 academic year.

KS5

A Level Bursary Students results

L3 Overall Average points per entry: 29.08. This is a 2.29 increase on last year. The gap has decreased to 4.04 points.

L3 overall Average grade: C=

L3 Overall Average points per pupil: 83.07. The gap has decrease by 8.91 points this year. The gap now stands at 16.58 points.

Yr13 Bursary student Destinations: 3 students went on to university. 3 students are in employment. 1 student is in further education.

Yr12 Bursary student Work Experience: 8 students had successful work experience placements. 4 students completed 2 virtual work experience placements.

KS4 Results:

Disadvantaged Students

- Progress
 - despite overall P8 being down on 2019 the disadvantaged students have broadly performed in-line with 2019 (-0.70 in 2019 compared to -0.73 in 2023). The gap between disadvantaged students and non-disadvantaged students has reduced by 0.17 (0.59 2019 and 0.42 in 2023).
 - Subjects meeting or exceeding FFT 5 estimates: Drama and Sport
 - Subjects nearing FFT 5 estimates: Media, Chemistry, Child Development
- Attainment
 - 9-4 Basics: disadvantaged students have remained inline (45.1% 2023 compared to 45.3% in 2019). Disadvantaged students performed more in-line with non-disadvantaged with a reducing difference from 29.2% in 2019 to 23.6% in 2023.
 - 9-5 Basics: Disadvantaged students performed more in-line with non-disadvantaged with a reducing difference from 27.7% in 2019 to 19.1% in 2023.

- 9-7 Basics: Disadvantaged students performed more in-line with non-disadvantaged with a reducing difference from 8.6% in 2019 to 5.3% in 2023.

CEIAG

All Pupil Premium Yr11 students had a one-to-one CEIAG meeting with the careers lead about their next steps in education. All PP students have applied to college or Sixth Forms. Waiting on College confirmations.

Year 10 PP Work Experience. 50% of cohort went out on own placements. 58% of pupil premium students secured a placement using Prospects, an external agency.

Accelerated Reader Results:

All students in Year 7, 8 and 9 were placed on the Accelerated Reader programme from September 2022. Furthermore, those students who were categorised as needing intervention or urgent intervention were then phonics tested and provided with phonics intervention if needed. The results below show the percentage of total Pupil Premium students who undertook phonics or comprehension intervention and improved their reading scores across the academic year compared to their previous reading test result:

Year 7: 66% (average improvement of 11 months)

Year 8: 75% (average improvement 14 months)

Year 9: 75% (average improvement of 9 months)

All Pupil Premium students who needed 1:1 phonics intervention took part in the Ruth Miskin Fresh Start programme and successfully completed it.

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 2022/23. The results below show the percentage of Pupil Premium students who improved their reading scores by more than 9 months across the academic year:

Year 7: 30% (29% 2022)

Year 8: 37% (41% 2022)

Year 9: 33% (31% 2022)

The following percentages of pupil premium students who undertook phonics or comprehension intervention improved and accelerated the progress of their reading scores by more than 10 months across the academic year:

Year 7: 42%

Year 8 44%

Year 9 50%

Numeracy:

KS3 Students were set weekly numeracy lesson starters and homework tasks and those who were categorised as 'On Watch', Intervention' or 'Urgent Intervention' 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 were meeting or exceeding their estimates by the end of the academic year.

Year 7:

56% of total Pupil Premium students met or exceeded their estimate by the end of the year.

Year 8:

61% met or exceeded their estimate by the end of the year.

Year 9:

52% met or exceeded their estimate by the end of the year.

All Key Stage Three students were also provided with work on Numeracy Ninjas as a way of engaging them in extra curricular numeracy activities. This was also used as a method for sixth form students to deliver intervention to students.

STEM:

The following list includes 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')

- MK Innovates * (42%)

- Smallpeice Trust STEM Day – Red Bull (33% - whole Y10 product design cohort)
- NiftyLift Women In Engineering (not recorded)
- Y8 Maths Challenge (not recorded)
- UKMT – Junior, intermediate & senior (not recorded)
- KS3 Science Week Activities (35%)
- Teen Tech * (44%)
- Amazon Web Services – GetIT (40%)
- Cumming/ Accelera Product Design Day (33% - whole Y10 product design cohort)
- F1 Asto Martin Make A Mark* (15%)
- Developing Future Leaders* (26%)
- Y9 Women in STEM talk (25%)

Following from the Aston Martin Make A Mark Event we have developed a link with Aleto Trust who mentor sixth form students from disadvantaged and ethnic minority backgrounds looking to further study in Engineering. We have one applicant who has been accepted onto the course.

Digital Strategy (iPads)

100% of all PP students in Year 8, 10 and 12 have received an iPads and are using them to support learning in lessons.

Attendance Support:

House Teams support pupil premium students and families to break down 'barriers to attendance' and implement strategies to improve their school attendance. House Teams co-ordinate and liaise with key pastoral support providers both in school and externally. House attendance meetings and weekly reviews are held to ensure that timely and appropriate actions are taken and to ensure the early identification of students at risk of becoming Persistent Absence students (attendance below 90%) or Severe Absence students (attendance below 50%). A step-by-step intervention approach is followed for PA and SA students with home visits carried out and referrals to the local authority of students with 10 days unauthorised absence.

Whole School: Average attendance level of PP students = 81.74% (81.78% 2022)
 PA rate = 47.4% (56% 2022)
 SA rate = 6.11% (7.9% 2022)

Year 7: Average attendance level of PP students = 88.86% (88.51% 2022)
 PA rate = 37.9% (44.6% 2022)
 SA rate = 1.15% (1.4% 2022)

Year 8: Average attendance level of PP students = 84.26% (83.16% 2022)
 PA rate = 42.64% (41.4% 2022)
 SA rate = 4.41% (7.14% 2022)

Year 9: Average attendance level of PP students = 80.41% (85.69% 2022)
 PA rate = 53.91% (50% 2022)
 SA rate = 9.52% (4.3% 2022)

Year 10: Average attendance level of PP students = 81.81% (81.44% 2022)
PA rate = 45% (47.2% 2022)
SA rate = 5% (9.4% 2022)

Year 11: Average attendance level of PP students = 80.48% (76.81% 2022)
PA rate = 53% (100% 2022)
SA rate = 8.16% (18.8% 2022)

Summer School:

All Year 6 students joining the school, who are identified as Pupil Premium and all current year 7 pupil premium students are offered a funded place at Summer School in August. Summer School is a week-long and aims to ease transition for students by allowing them to experience a variety of activities in the school and meet staff and other students. The results below show the average attendance and achievement points, across the academic year, of the pupil premium students who attended Summer School when compared with those who did not attend:

Attendance Impact of Summer School:

Pupils who attended – 91.5%

Pupils who did not attend –87.8%

Achievement points:

Pupils who attended – 106

Pupils who did not attend – 93

Behaviour and Wellbeing:

Learning Mentor Impact:

- 83 students accessed support from Learning Mentors. 37 PP students, 43% are PP and accessed a 6-week mentoring programme designed to support academic and pastoral needs.
- 18 PP students (49%) have successfully completed their program and accessing full time lessons with no further intervention required.
- 10 (27%) PP students still access LM on an “ad hoc/light touch” basis during the term.

Build Up Programme:

- 34 PP students accessed the Build Up Program.
- 24% of PP students accessing this program made progress in English and 38% made progress in Maths

- 61% of PP students also decreased their behaviour codes and 71% increased their attendance with this support in place.

External Mentoring Programme:

- 7 identified PP students accessed a specific behaviour project (SOFEA) to reduce significant behaviours leading to suspension. 6 of these students reduced their behaviours and did not get a repeated suspensions after the project completed. 2 of these students have also not received any Fixed Term Suspensions since March 2023.

LSC:

- 48% of the total LSC placements supported PP students with emotional regulation, protective behaviours and restorative principles in order to reintegrate students back into lessons.

Youth Information Service:

- 3 PP students accessed YIS fast track service and successfully completed their counselling. 100% are now in all lessons and do not require further intervention.

A2B Support:

- From Aut 1 67 PP students accessed A2B support and all parents (100%) actively engaged with A2B which led to resolved reported incidents. This number reduced significantly as 15 PP students accessed support in Summer 2. This shows that repeated incidents reduced due to parental support and involvement, working with the school and A2B to reduce further incidents that could arise.

Pastoral support (AHOH)

The following % of PP students accessed pastoral support through the House team, communication with parents, individual interventions (through Inclusion team referrals or attendance process support.

	House team support	Parent communication	Individual support interventions	Attendance processes
Cowper – 91 students	99%	85%	38%	32%
Hayes – 90 students	76%	73%	53%	30%

Lee – 83 students	81%	78%	65%	55%
McConnell -	99%	97%	72%	62%
All	89%	83%	57%	45%

In addition, 6 PP students are AED – regular AED monitoring visits update and report on pastoral support, interventions, safeguarding, progress and attendance.

Extra-Curricular – Non STEM Activities. - Autumn Term 2022 – Summer 2023

Autumn Term 2022 Clubs

207 students participated in weekly clubs, 63 male, 144 female, 46 PP. This equated to 22% of students attending extra-curricular being PP.

Spring Term 2023 Clubs

423 students participated in weekly clubs, 215 male, 208 female, 114 PP. This equated to 27% of students attending extra-curricular being PP. +5% on previous term.

Summer Term 2023 Clubs

542 students participated in weekly clubs, 265 male, 277 female, 181 PP. This equated to 33% of students attending extra-curricular clubs being PP. +6% on previous term and +11% on start of year.

Actions taken over course of year to improve % PP attendance included Two student enrichment surveys, PP focus group to discuss barriers, Successful LEAP funding to ensure all clubs remained free, House assemblies to promote clubs, Club timetable posters in every tutor room.

Autumn Term 2022 House competitions

100% of years 7-10 and 18% of PP students took part in one or more House competitions

Spring Term 2023 House competitions

100% of years 7-10 and 23% of PP students took part in two or more House competitions

Summer Term 2023 House competitions

100% of years 7-10 and 24% of PP students took part in two or more House competitions

Actions taken over the course of the year to improve % PP attendance included dedicated curriculum time to House competitions to remove after school barriers for students needing to care for younger siblings. Two student enrichment surveys. Two tutor group surveys.

Autumn Term 2022 Pixl Edge accreditations

70 students achieved a Pixl Edge accreditation of which 21 were PP which equated to 30%

Spring Term 2023 Pixl Edge accreditations

19 students achieved a Pixl Edge accreditation of which 11 were PP which equated to 58%

Spring Term 2023 Pixl Edge accreditations

68 students achieved a Pixl Edge accreditation of which 42 were PP which equated to 62%

Participation in sports day below for 2023.

- **588** students (Years 7-10) took part in sports day 2022.
- **71%** of all students in Years 7-10 participated in sports day.
- **76%** of non-PP students in Years 7-10 participated in sports day
- **60%** of PP students in Year 7-10 participated in sports day

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?	
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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.