

Rainhill High School Pupil Premium Review - Allocation, Spend and Impact

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Pupil Premium Lead Y Rachi

Governor/trustee Lead

Allocation	Expected Funding								
Based on School Census	2021-22			2022-23			2023-24		
Number of pupils in school	1458			1505			1507		
Percentage eligible for PPG	21.4%			21.08%			21.2%		
Students in Year Group 7-11 recorded as FSM Ever 6	266	£955	£254,030	227	£955	£225,865	241	£1035	£249,435
Looked-after children (LAC)	21	£955/ £2345	£20,055/£49,245*	12	£2345	£28,140	13	£2530	£32,890
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, child arrangements order or a residence order	20	£2345	£46,900	25	£2345	£58,625	23	£2530	£58,190
Service Children	5	£310	£1550	10	£310	£3110	9	£310	£2790
PPG carried forward from 20-21			£50,000			£0			£0
School led tutoring funding			£34,830			£48,924			£20722.50
Recovery premium funding			£41,470.00**						
Total			£372,535			£364,664			£364,027.50

*£995 paid to the school with the remaining amount held by Virtual Head LA

**Not allocated within PP budget. Spend tracked via Covid recovery 21-22 Strategy

Disadvantage pupil performance overview for last academic year 21/22

Progress 8	-1.02
Ebacc entry	32.7%
Attainment 8	3.74
% Grade 5+ in English and maths	22.4%

Barriers to future attainment for students eligible for the PPG

Internal barriers

- In-school on entry attainment gaps in English and mathematics
- Disadvantaged students often start at Rainhill High School with less understanding of their aspirations and how to achieve them.
- Ensuring disadvantaged students develop and maintain strong learning habits.
- Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students.
- There are inconsistencies in the achievement of disadvantaged students in different subjects
- Attendance at tutoring and intervention sessions

External barriers

- Attendance and persistent absenteeism of disadvantaged students.
- Building strong relationships with families can be more complex.
- Lack of opportunity for disadvantaged students to extend learning at home.

- The value of education isn't reinforced at home

How are we spending the PPG?

The school draws on research evidence (such as the EEF teaching toolkit) and evidence from our own professional experience to allocate funding to interventions and activities that are most likely to maximise achievement. We have a DIS 1st policy in place to support the academic and pastoral development of those in receipt of Pupil Premium. Our Pupil Premium spending is divided into the following four priority areas:

Quality First Teaching

We acknowledge the importance of ensuring that all teaching meets the needs of each learner. Therefore, we invest in our teaching and support staff by investing in practice, coaching and training. We rehearse, explore and apply key techniques collectively and use educational research to develop our understanding and inform our practice.

Targeted Support

Through reading age testing we identify where the basic skills gaps exist among students as soon as they arrive in Year 7 and deploy targeted interventions in literacy, and numeracy, to ensure these gaps are closed. Reading age tests continue throughout KS3 and KS4 to ensure any students that may fall behind are efficiently identified and can access appropriate interventions. The Reading Plus programme that all pupils complete in school will have a heavy DIS focus when form tutors make their two weekly checks. FT to check the progress of DIS pupils first and they will be the first pupils targeted for conversations and interventions. We identify gaps in key knowledge and skills of the students in all subjects following each assessment cycle and implement teacher-led in class interventions, enabling teachers to ensure that interventions are planned and carried out to ensure all students can catch up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make progress. Our interventions are delivered by school staff who have strong relationships with pupils and an in-depth knowledge of our subject curriculum, ensuring the best chance of closing knowledge gaps. We employ an academic mentor in Maths to ensure that school-led tutoring is woven into the curriculum. For 23/24 we have reintroduced our Waves system for pupil premium identification allowing for a more bespoke and targeted approach to support. The introduction of Pupil Premium Pen Portraits, managed by the PPSM, will allow all teachers to see what particular barriers could be having a detrimental effect on progress and learning. Interventions at Yr11 follow a graduated approach based on pupil by pupil analysis to address the gaps they may have as well as providing interventions that will have the biggest impact. These interventions range from online tuition support for particularly motivated and high achieving pupils to aspirational mentor meetings for pupils who need extra support and guidance to get the most out of

school and set them up for post 16 education. Weekly attendance reports are analysed by the Pupil Premium lead to ensure that attendance is not a barrier to learning and this data is acted on immediately and further, in depth reports are provided monthly to the Pupil Premium lead so he can look at attendance patterns at enrichment, progress, homework completion and start to implement other support structures that may be needed.

Minimising barriers to achievement

We have carefully considered the barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed a literacy intervention teacher to quickly raise the reading age of any student below chronological age on entry. Additionally, we employ staff to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where there are barriers to a student's learning. We expect high standards, exacting implementation of the DIS 1st policy, good learning habits with the highest expectations for all and to ensure our students' futures can be limitless. We have the Rainhill Standards for students which gives clear routines about learning and behaviour habits. Teachers at the school, those who work with our students on a day to day basis are encouraged to access PPG to further help reduce barriers, particularly in practical subjects. This allows all pupils from all backgrounds to have full access to our curriculum. For 2023/24 we have employed a Pupil Premium Student Manager to work across the school using their expertise of PP education to assist in curriculum and pastoral areas. This specialist position allows us to be proactive in identifying possible issues and further reduce any barriers that may be hindering progress, both at an academic level and a social one.

Aspirations & Experiences

The school serves a diverse area with families facing mixed levels of socio-economic challenge. It is in an area ranked amongst the 33rd most deprived in the country and we border an area located 2nd most deprived in England in which we draw our intake from. We have a lower-than-average proportion of students who are disadvantaged. Our priority is to support students and their families in the pursuit of excellence and ensure that their school experience and future opportunities are not dictated by their socio-economic environment.

			RAG		
			21/22 (55)	22/23	23/24
Progress 8	The progress 8 score of disadvantaged students matches or is improving towards that of other students in the school compared to 2019 data.	Dis	-0.86	-1.02	
		Other	0.00	0.04	
Progress 8		Dis	-0.72	-0.83	

	The English progress 8 score of disadvantaged students matches or is improving towards that of other students in the school compared to 2019 data.	Other	-0.04	0.05		
Progress 8	The Maths progress 8 score of disadvantaged students matches or is improving towards that of other students in the school.	Dis	-1.14	-1.11		
		Other	0.07	0.01		
Progress 8	The EBACC progress 8 score of disadvantaged students matches or is improving towards that of other students in the school.	Dis	-1.08	-1.28		
		Other	-0.26	-0.08		
% Grade 5+ in English and maths	The Basics percentage of disadvantaged students, matches or is improving towards that for other students within school		Stand	Strong	Stand	Strong
		Dis	54.5 %	36.4 % - Up 10.4 %	44.2 %	19.2 %
		Other	82.4 %	59.4 %	72.3 %	52.1 %
Attainment 8	The attainment of disadvantaged pupils matches or is improving in line with the national average for attainment for all pupils	Dis	4.00	3.74		
		Other	5.31	5.02		
Attendance	The attendance of Disadvantaged students matches that of other students Nationally.	Dis	85.19%	85.3%		
		Other	91%	93.7%		
Ebacc entry	The percentage of Disadvantaged students studying EBACC matches or is improving in line with National Average other.	Dis	43.6% - Up 21.4%	32.7%		
		Other	47.3%	51.7%		

Plan / Spend	EEF	SDP	Implementation Timeline									Cost	Lead	RAG		
			T1 21	T2 22	T3 22	T1 22	T2 23	T3 23	T1 23	T2 24	T3 24			21/22	22/23	23/24

1	Coaching (LP) and CPD time given to staff to support professional development.	9	A1 A3 A5 A6 E1 E2 E3 F4	Co Im	Rv	Ip Rv Pl	Im Rv	Im Rv	Im Rv	Im Rv				AYL			
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	9 16	A1 A3 A5 A6 E1 E2 E3 F4	Pl Co Im	Rv	Ip	Im Rv	Im Rv	Im Rv	Im Rv				AYL			
3	Design and implement a bespoke CPD programme for Support Staff (LSA)	9 16	A6	Pl	Co Im	Rv Ip	Im Rv	Im Rv	Im Rv	Im Rv				AYL			
4	Design & implement intervention and prevention strategies for disadvantaged students	13	A6 D1 F4	Pl Co Im	Im Rv	Ip	Im Rv	Im Rv	Im Rv	Im Rv				RAC			
5	Embedded retrieval practice through a carefully tailored curriculum	9 16	A1 A2 A3 A4 A6 F1 F4	Pl Co Im	Im Rv	Ip	Im RV	Im Rv	Im Rv	Im Rv				SEG/ AYL			
6	Embed homework expectations and provide support opportunities for students who need it	9 11	A6 D1				Pl Co Im	Im Rv	Im Rv	Rv Pl Co				RAC/ RBS			
8	Exam board external CPD for underachieving subjects.	9	A1 A3 A5 A6 E1 E2 E3 F4	Pl Co	Im Rv	Ip	Im Rv	Im Rv	Im Rv	Pv Pl Co				SEG/ AYL			

Plan / Spend		EEF	SDP	Implementation Timeline									Cost	Lead	RAG			
				T1 21	T2 22	T3 22	T1 22	T2 23	T3 23	T1 23	T2 24	T3 24			21/22	22/23	23/24	
9	Maximise the effectiveness of Reading Age Assessment, Literacy Intervention and Librarian for students reading below chronology in Y7-Y11.	18 30 23	A1 A6 B1 B2 B3	PI Co Im	Rv Ip Co Im	Rv Ip	Rv PI Co Im	Im Rv	Im Rv	Im Rv				DKM/ RAC				
10	Employ additional staffing to work with under achieving disadvantaged students in English	17 30	A1 A6 B1 B2 B3	PI Co Im Rv	PI Co Im Rv	Rv Ip	Rv Co PI Im	Rv PI	Im Rv	Im Rv				DKM/ RAC/ SEG				

[illegible]

Plan / Spend		EEF	SDP	Implementation Timeline								Cost	Lead	RAG			
				T1 21	T2 22	T3 22	T1 22	T2 23	T3 23	T1 23	T2 24			T3 24	21/22	22/23	23/24
18	Provide breakfast every morning so all students are ready to learn	3	C2	Co Im	Rv lp	Rv lp	Rv Im	Rv Im	Rv Im	Im Rv				RAC			
19	Maximise the effectiveness of reading tutor time through guided reading so students read widely / often	18	A1, C1	Pl Co Im	Rv lp	Rv lp	Im	Im	Im	Im Rv				DKM/SEG			
20	Strategically deploy a YSM, EWO and DIS Champions to target key disadvantaged students or hard to reach families.	3	C1, C2	Pl Co	Im Rv	lp Rv	Rv Im	Im Rv	Im Rv Pl	Im Rv				AMK/MUN/RAC			

[illegible]

Plan / Spend		EEF	SDP	Implementation Timeline								Cost	Lead	RAG			
				T1 21	T2 22	T3 22	T1 22	T2 23	T3 23	T1 23	T2 24			T3 24	21/22	22/23	23/24
28	Provide a wide range of extra-curricular activities, outdoor education and interventions to raise self-esteem and foster good relationships	2	D1	PI Co Im	Rv lp	Rv lp	Rv lm	Im	Im	Im Rv			£32202	RBS			

29	Subsidise educational trips to support students to develop achieve the Rainhill Experience and develop cultural capital.	19	A2, A3, D1, F1	PI Co Im	Rv Ip	RV Ip	Rv PI	Im	Im	Im Rv				RAC/RBS/HoF				
30	Subsidise educational trips designed to motivate students to develop communication, teamwork and good learning habits	2 19	A2, A3, D1, F1	PI Co	ImRv	Ip	Rv PI	Im	Im	Im Rv					RAC/RBS/HoF			
31	Invite aspirational speakers into the school to present to students and provide a broader range of insights into potential future careers	2	D2	PI Co	Im Rv	Ip	Rv pl	Im	Im	Rv PI Co					RBS			
32	Aspirational online subject tutoring for high attending/high ATL pupils									PI Co Im								
33	Aspirational contextual mentoring allowing high achieving DIS pupils to get ambitious lifegoal									PI Co Im								

Key

PI = Plan

Co = Communicate

Rv = Review

Im = Implement

Review of expenditure 22-23

Quality First Teaching	
Impact	Lessons Learned
<p>Throughout the year there was a large amount of evidence that QFT was having a positive impact on T&L of DIS pupils. 97% of obs highlighted effective seating plans that were conducive to learning and 94% of DIS books seen highlighted effective sequencing of learning. 87% of DIS books were marked in line with school policy and 93% of DIS books were respected by the learners. 83% of all DIS books highlighted SPAG feedback in line with policy.</p> <p>When comparing DIS Basics from 2019 there was no significant movement. In English APS was 4.35 in 2019 whereas in 2023 it was 4.34. Whilst the outcome has remained static on average the rate of backwards movement was far less then their Non DIS counterparts of –0.26. In Maths DIS APS was 3.62 in 2019 compared to 3.78 in 2023. Eng and Maths % were higher across all metrics:</p> <p>9-4 2019 - 41.2% 2023 – 46.6%</p>	<p>42% of DIS learners seen didn't use a K2S file in that lesson – More work to be done, whole school, in raising the profile of K2S amongst pupils and staff.</p> <p>43% of homework set was on a tech platform that required the internet. Assumptions being made by staff re internet access and devices. Highlight this to staff in briefing and bulletin which saw an increase in budget requests for tablets, laptops and dongles.</p> <p>44% of books highlighted no opportunity to complete peers assessment. Opportunities missed for embedding learning and leadership opportunities. Focus on this to be used in CPD, EFA workshops and LPs.</p> <p>Improve results in Maths and English results further to move them in line with non-DIS cohort through use of home learning within the planned curriculum and a DIS first approach to intervention and aspirational tutoring.</p>

<p>9-5 2019 – 17.6% 2023 – 22.4% 9-7 2019 – 5.9 2023 – 6.9%</p> <p>Attendance has a huge impact on DIS progress. When we compare 90% and above compared to below 90% we can see the impact:</p> <p>APS – Ab 90% - 4.66 APS – Be 90% - 3.22 avg P8 – Ab 90% - -0.19 P8 – Be 90% - -1.44</p> <p>Subjects of high performing DIS cohorts: Art – SPI 1.16 (non DIS Counterparts 1.03) Dance – SPI 0.03 OCR Cam Nat in Sport Studies – 1.25 (non DIS Counterparts 0.82)</p> <p>Curric changes to ensure no presumed knowledge. More contextual knowledge added to SoL. E.g. In English a family day out will be discussed instead of the presumption there has been dine or the use of school trip and visit can be adapted, in Geography no assumptions that pupils have been to outdoor locations like National Parks, mountains, rivers and work done to describe these land features.</p> <p>GL assessments compare Eng, Maths and Sci end of KS3 results against national. Whilst GL categorise as FSM and not DIS this still give us an indication of performance on a national level.</p> <p>Maths National % FSM Be Avg – 19% RHS % FSM Be Avg – 14% National % FSM AB Avg – 19% RHS % FSM Ab Avg – 29%</p> <p>English National % FSM Be Avg – 19% RHS % FSM Be Avg – 9% National % FSM AB Avg – 19% RHS % FSM Ab Avg – 30%</p> <p>Science National % FSM Be Avg – 19% RHS % FSM Be Avg – 8% National % FSM AB Avg – 19% RHS % FSM Ab Avg – 30%</p>	<p>Look to Art, PE and Dance for areas of best practice and provide CPD on effective use of DIS First policy to other subject areas. RAC and AYL to conduct Yr9 options interviews for all DIS pupils as DIS experts who can guide these pupils in the right directions.</p>
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Targeted Support	
Impact	Lessons Learned
<p>Dis champions used to perform QA walks to see how are DIS pupils are ready to learn and equipped (data in QFT).</p> <p>In year, DIS champion focus changed to assertive mentoring. Each champion was given a group of 4-6 students to be a weekly check in, meet to go through revision strategies and chase up intervention attendance. All indicators show this had a positive impact when you compare final outcomes to LP1 (before assertive mentoring):</p> <p>APS – LP1 – 4.11 APS – Exams – 4.67 P8 – LP1 - -1.18 P8 – Exams - -0.25 9-4 Eng and Mat – LP1 – 47.8% 9-4 Eng and Mat – Exams – 60.9%</p> <p>Maths academic mentor employed with NTP funding contribution to be embedded into maths curriculum as well as small school led tutoring sessions that were DIS loaded also subsidised by NTP funding - contributed to maths results indicated in QFT.</p> <p>MFL academic mentor employed in French with NTP funding contribution which led to an increase of 1.21 on SPI between LP1 and exam data. NTP funding used across the whole faculty for small DIS heavy school led tutoring, which in addition to the increase in French saw increases in Spanish of 1.27 and German of 0.11.</p> <p>NTP funding used in science for DIS heavy school led tutoring which saw an increase in combined science from LP1 to exams of 0.83 and in Chemistry of 0.55.</p> <p>DIS budget used to supplement wage of V.Tyrer to ensure that DIS pupils are part of the rolling English intervention programme.</p> <p>Minimum of 50% DIS cohort on counselor list which has supported pupils that would have become school or lesson refusers to thrive in school.</p> <p>Commando Joes - Funding used to allow Commando Joes to do a mix of one on one and small group work with pupils around raising aspirations, coping strategies and social skills.</p> <p>During strike days – 100% of DIS cohort offered free school meal with local pick up locations to remove the stigma and possible embarrassment of collecting meals the night before.</p> <p>Revision strategy workshop delivered to parents in Yr11 giving them practical advice on how they can support their children both pastorally and academically.</p>	<p>DIS champion capacity meant that although impact was positive it was not sufficient value for spend.. Relocation of funds to employ a Pupil Premium Student Manager. Previous use of PPM saw DIS progress to become better than National (2019)</p> <p>Further embed academic mentor program into Maths.</p> <p>Greater scrutiny of tracking of DIS cohort within science as in two of the three separate science disciplines DIS pupils made negative progress. Work closely with HoF Science and KS3 Science lead.</p> <p>Track the impact of DIS intervention at all levels with greater scrutiny to respond and adapt to meet needs of pupil as early help.</p> <p>Graduated response to Yr11 DIS pupils re intervention. EEF research shows that a one size fits all model does not work and this will be implemented this year.</p>

Full set of revision guides purchased for Yr11 pupils.	
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Minimising barriers to achievement	
Impact	Lessons Learned
<p>Inc in attendance team has allowed for early diagnosis of attendance issues and has led to increased attendance in all groups inc DIS. This allowed for target groups to be identified e.g Yr11 DIS girls where we could improve attendance in particular groups as well. School minibus now being used regularly to get pupils into school and into positive school routines. When comparing attendance to national we must go off FSM data and DIS only data doesn't exist. For the whole school we were 0.1% above national at 85.3%. However, this data is adversely hit by current Yr9 who were 4.4% down on national with all other year groups being above.</p> <p>YPLs have a working knowledge of all DIS groups in their year and continue to work on pastoral care. Strategies range from buying bus passes, uniform and equipment items as well as distributing breakfast and break vouchers where positive relationships have been built with these students.</p> <p>In curriculum areas where home funds supplement learning more moves have been taken to reduce barriers. £6000 moved direct from PP budget to ADT cooking to purchase ingredients and a move to use a wholesaler to reduce cost made. Further use of PP budget to purchase subject specific equipment – Art, PE, Dance.</p> <p>QA LW highlighted that 89% of DIS pupils in lessons were fully equipped for learning. Of the 11% that weren't equipment vouchers were given out in form the next morning.</p>	<p>More targeted careers and FE guidance for pupils to support lifelong learning and establish clear connections between education, healthy lifestyle and career success.</p> <p>Appt of PPSM to work closer than YSMs with DIS pupils.</p> <p>Encourage more subject areas to use DIS budget to purchase subject specific equipment for pupils.</p> <p>In school focus on current Yr9 FSM attendance.</p>

Aspirations & Experiences	
<p>100% Of DIS pupils took part in whole school event – Sports day. Many winning medals and all securing points for their houses.</p> <p>18% of the leadership team are made up of DIS pupils. These pupils are forward facing in whole school events and act as mentors and role models for pupils lower down the school.</p> <p>Various subject areas including MFL, PE, PA, Humanities implementing DIS first policy when planning school trips and visits including abroad residentials. Increasing the cultural capital and experiences of DIS pupils.</p> <p>Some subject areas taking the one step further and planning DIS only trips and visits to try and plug gaps that DIS pupils may have compared to their non DIS counterparts. For example, PE taking DIS pupils rock climbing and MFL taking DIS pupils to a French, German and Spanish restaurant.</p> <p>Peri lessons for DIS pupils are fully funded from the DIS budget. 14 pupils took advantage of this last year. This adds up to 25% of the Peri places.</p> <p>PE have recently been voted for an Outstanding Commitment to Secondary School Sport award in the Educate Awards and our commitment to DIS participation and competition featured heavily in our application. Educate awards commented “It is clear the school is committed to ensuring social mobility to support all pupil premium students or those who may have financial or social barriers to engaging in sport”.</p>	<p>Work closely with HoHs to encourage DIS pupils to take part in house events and recognise this. Continue to offer broad offer of enrichment with more targeted attendance of DIS cohort. Track DIS attendance at enrichment opportunities with more rigor to effectively target groups with DIS cohort.</p> <p>Develop opportunities for DIS pupils to take up leadership roles through targeted support</p> <p>Encourage more subject areas to access DIS budget when planning trips and visits.</p> <p>Encourage more subject areas to run DIS specific trips and visits.</p> <p>A more DIS First approach to PD to be designed and implemented.</p>