

## **How well did disadvantaged pupils\* perform at RHSC in 2020?**

\*'disadvantaged pupils' refers to pupils who have been eligible for free school meals at any time in the past six years or to pupils who are in looked after care.

### **GCSE Examination Results**

Progress 8 is the most recent way in which pupils' performance in school examinations is measured. A score of 0 represents the National average score. A positive score represents the average amount of a GCSE grade that pupils in that school have progressed more than the national average, and a negative score represents the average amount of a GCSE grade that pupils in that school have progressed below the national average. So, for example, a score of +0.5 means pupils in that school have made, on average, half a GCSE grade more progress than the national average.

	Progress 8 Score (37 disadvantaged pupils)
RHSC all pupils overall	0.3 (-0.19)
RHSC disadvantaged pupils	0.1 (-0.7)
English	0 (-0.27)
English disadvantaged	-0.1 (-0.77)
Maths	0.3 (-0.16)
Maths disadvantaged	0.2 (-0.58)
Ebacc	0.4 (-0.08)
Ebacc disadvantaged	0.1 (-0.63)
Open	0.4 (-0.27)
Open disadvantaged	0.1 (-0.82)

### **Comment**

This year's results were obviously different to previous years due to being awarded from Centre Assessed Grades (CAG) rather than pupils sitting exams. This was a rigorous process which was carried out fairly without over inflating grades, based on teacher assessments, moderated by Heads of Department and then further moderated by the headteacher and deputy headteacher in line with the school's previous achievement levels.

We believe that the single most significant factor affecting any pupil's progress is the quality of teaching and learning within the classroom. In 2020 the gap between the average progress of RHSC disadvantaged pupils and non-disadvantaged pupils was reduced to 0.2 grades in comparison to 0.5 of a GCSE grade last year.

We feel the academic performance of the Year 11 RHSC disadvantaged pupils this year was better this year and helped by a conscious effort to raise their aspirations and self-belief to help them achieve their potential; English and Maths were a particular focus and regular reminders and agenda items on for the Heads of Department meetings, and separate subject department meetings helped raise the awareness of our strategy. Again, unfortunately, looking at individual pupils there was a higher proportion of pupils with significant attendance issues which undoubtedly affected their progress; this will continue to be a particular focus of the Pupil Premium co-ordinators and

attendance officer this year and I am confident the work started last year on this will start showing throughout the school years. There will be a separate document looking specifically at attendance strategy for attendance written by me too following a very useful course I attended. This strategy to help close the attendance gap can be found as an addition to the latest Pupil Premium Strategy document found on the school's website.

There is no national data yet for last year, but the previous year the national average P8 score for disadvantaged pupils was -0.4. Heads of Departments and classroom teachers have been, and will continue to work on reducing the gap by targeting those pupils in need of intervention at an earlier stage through accurate internal assessments comparing to benchmark grades. We have put a large emphasis on making regular contact with the parents not accessing Go4Schools to keep them fully informed of the performance of their child at school both behaviourally and academically.

### **Attendance of disadvantaged pupils**

% of pupils absent	2018/19 (our data)	2019/20
RHSC disadvantaged overall	8.1	11.85%
RHSC disadvantaged PA	28.8%	38.7%
National disadvantaged figure	7.8%	Released March 2021

### **Comment**

Attendance levels in the school were low last year in general with some significant bouts of illness throughout all year groups. Although it is recognised that attendance figures are harder to improve in schools such as ours with a high number of pupils traveling on a school bus, we will focus on this for further improvement next year. The PA figure is far higher than we would like and will continue to work on this too, spending extra time with the pupils on the PA cusp.

### **Exclusions of disadvantaged pupils (Government statistics always a year behind)**

% of pupils that received a short-term exclusion.	2016-17	2017-18	2018-19	2019-20
RHSC (non-disadvantaged pupils)	2.9%	2.2% (15/679)	1.5% (10/648)	2.3% (15/658)
England (non-disadvantaged pupils)	4.59%	6.93% (converter academies)	3.83%	A year behind
RHSC (disadvantaged pupils)	6.5%	4% (6/151)	5.1% (10/193)	5.5% (11/200)
England (disadvantaged pupils)	10.13% (FSM6)	18.1% (FSM)	13.7% (FSM)	A year behind

## **Comment**

Although exclusion rates are usually well below the national average, the exclusion rate of disadvantaged pupils at RHSC for the year ending July 2020 was very low as usual, significantly lower than national statistics. Although the exclusion percentage for disadvantaged pupils was double that of non-disadvantaged, the national figures are around four times higher for disadvantaged compared to non-disadvantaged. Out of the school's 33 exclusions (26 pupils) last year just under half were Pupil Premium pupils which is the same as the previous year, although two pupils accounted for 7 of them. All exclusions were last resort and fully justified in line with our behaviour policy.

Note: Unlike the vast majority of secondary schools RHSC does not have an isolation room. When pupils are in school, they are in lessons, so there are no 'hidden' exclusions.

## **Other**

The creation of a second 'Disadvantaged Pupils' Coordinator' has continued to help our disadvantaged students and the Year 11 statistics will improve once the pupils who have been supported in KS3 transition through the school. Every disadvantaged pupil has received both group and personalised regular and frequent support. A 'Disadvantaged Pupils Plan', has been devised to provide a clear and structured framework for teacher focus and support. The plan aims to build upon the initial work done in each year's (Disadvantaged) Summer School, involving Year 6 pupils about to join RHSC, where crucial work is done to form positive attitudes towards high school by pupils and their parents. We also use this to identify 'difficult to engage' families. The format for this was changed last year to allow more pupils to attend over a shorter period of time; attendance was excellent and a larger number of parental contact opportunities provided. A select group of our most vulnerable disadvantaged students are also invited on to a short Personal and Social Development residential trip. However, unfortunately we had to cancel this year's Summer School due to the Covid-19 restrictions. A closer eye and more support is being given to our new Year 7 pupils as a result to help with their transition, as well as a more detailed handover from the primary schools to the Head of Year 7.

All Year 10 disadvantaged pupils secured Work Experience placements with the help of the PP coordinators and our careers adviser, however, these all had to be cancelled due to the Covid-19 situation.

The areas focused on by staff relating to the Plan are in addition to the focus on Quality First Teaching that much of the budget is directed towards.

## **Development**

The school's disadvantaged strategy will be evaluated and reconsidered over the years 2020-2022. Also, the Disadvantaged Pupils Improvement Plan will be revised annually to complement departments' work on academic progress, and considers other aspects of school life and personal development.