

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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

Metric	Data
School name	Reepham High School
Pupils in school	821
Proportion of disadvantaged pupils	167/821 (20.3%)
Pupil premium allocation this academic year	£145,780
Academic year or years covered by statement	2022/23 – 2024/25
Publish date	November 2022
Review date	November 2024
Statement authorised by	Timothy Gibbs (Headteacher)
Pupil premium lead	Nicola Lovett
Governor lead	Deborah Boldero (Chair)

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.43
Ebacc entry	38.2%
Attainment 8	3.7
Percentage of Grade 5+ in English and maths	18%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0	
Attainment 8	4.2	
Percentage of Grade 5+ in English and maths	35%	
Ebacc entry	33.6%	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,780
Recovery premium funding allocation this academic year	£25,920
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	£171,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

In devising RHSC's Pupil Premium (PP) spending strategy, as well as the need to constantly support the improvement of general teaching standards throughout the school, we identified the areas in which our disadvantaged pupils need support. We recognise that there is no such thing as a 'typical' disadvantaged student; they have a variety of individual support needs as well as some support needs in common.

Reepham High School & College recognises the single biggest contribution to the progress of the disadvantaged pupils is the quality of teaching they receive on a day-to-day basis.

All parts of the strategy contribute to our pupils being made to feel supported, valued and cared for, as we believe this is essential for them to thrive.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p><u>Literacy</u></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3	<p><u>Gaps in knowledge</u></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p><u>Homework</u></p> <p>Teacher reports show that a higher proportion of our disadvantaged pupils, compared to non-disadvantaged, have problems with completing homework to help consolidate their learning. Since lockdown this has caused these pupils to fall further behind.</p>
5	<p><u>Mental Health</u></p> <p>Our assessments (including pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These</p>

	challenges particularly affect disadvantaged pupils, including their attainment.
6	<u>Organisation</u> Observations of teachers show that disadvantaged pupils are more likely to have no pencil case, forget PE kit or ingredients for cooking and returning permission slips.

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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils (>90%).	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being more than 90%. the figure among disadvantaged pupils being no more than 3% lower than their peers.
2. Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
3. Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Progress 8 score of 0 or above
4. Improved number of pupils doing their homework	Fewer negative events for homework for disadvantaged pupils recorded on Go4Schools. Better standard of homework noticed by class teachers. In-year assessment results higher with fewer retakes needed.

and preparing for assessments.	
5. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
6. Improved organisational skills of disadvantaged pupils.	Fewer negative events for 'equipment' recorded on Go4Schools. More pupils taking part in practical lessons.

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: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of subjects invited to undertake (or send college) external CPD. Specifically those in relation to raising attainment and narrowing gap in their subjects (Courses/Cover)	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. This guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
CPD sessions built into Twilight sessions to include student progress focus, cross curricular strategy on inclusion and targeted support	<p>PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well designed, selected, and implemented so that the investment is justified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3
Staff supported in observing colleagues to improve teaching performance	<p>Excellent PD related specifically to teachers' own performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,3
Reduced class size – additional staff in English, maths and science	<p>Ensuring improved teaching is matched to manageable class sizes is crucial in an over subscribed school. Research evidence of the effect this measure has is not conclusive.</p> <p><u>Reducing class size EEF (educationendowmentfoundation.org.uk)</u></p>	2,3

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

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Literacy tuition KS3	<p>Adopting evidence-based interventions which support TAs in their small group and one-to-one instruction enhances the quality of this work</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,6

Subject specific resources/materials	Use tasks and resources to challenge and support pupils' mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,4,6
Peripatetic Music lessons	Students experience improved outcomes at GCSE level if they can play an instrument and read sheet music. Lack of opportunity and resources has an impact on the ability to learn at home and the cost of external tuition is high. Students are more motivated to practice at home when they have the instrument from one lesson to the next	2,5,6
Homework club	Explicitly teach students how to manage and organise their own learning independently https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3,4
A 'Reading tutor', fully trained in the teaching of Fresh Start, to work with groups of four maximum, three times per week. IDL programme used also.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u>	2
Improving weak literacy and/or numeracy	HLTAs placed in English and Maths classes, focusing on support and catch up work. 'Spare' English or Maths teachers intervene with smaller groups. IDL invite for English and Maths.	
Engaging with the National Tutoring Programme to provide English tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2, 3
High quality Careers advice and guidance	All disadvantaged pupils to receive ongoing support throughout KS4 to ensure appropriate KS5 placement. <u>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</u>	1,3,4,

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

Budgeted cost: **£26,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing social and educational inclusion	Every FSM student receives a personal budget to be spent on school uniform, equipment and educational trips. All departments also access a budget to ensure no FSM student is disadvantaged, through the funding of low to medium cost resources. All Year 10 + 11 FSM pupils receive free GCSE revision guides.	3,6
Dedicated full time Attendance Officer	We can keep a better watch on student attendance with a dedicated member of staff. We can communicate and work with parents more effectively and key processes can be followed more rigorously when one person has oversight of it (5 hours a week dedicated to PP).	1,4
2 x School Counsellors for one day each per week	School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues despite its costs, new research has found. https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/	1,4,6

	The study, led by the University of Roehampton is the first large-scale research into the effectiveness of school counselling in the UK.	
Dedicated LAC Coordinator	Observations about the need to create a holistic and ongoing approach to understanding individual learner needs on a social and emotional level. <i>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</i>	1,3,4,5,6
Support of low income families with uniform costs	From our own experience we can see that families are ever grateful for this assistance and more likely to support us in other areas like attendance/behaviour when we showing willing to help their cause from the outset.	6
Heavily subsidised trips and visits for PP	Students who associate trips or visits with a subject will engage with the subject and attached learning to a greater degree than that which is solely theoretically based. Evidence suggested in school history with Geography field trip and history battlefields trip	5,6
Help with personal organisation	Tutors given instructions to monitor disadvantaged pupils especially closely during tutor time. PP Coordinators have sets of equipment to give to disadvantaged pupils.	6
Enhanced pastoral care – additional members of the pastoral team and an identified mentor	Additional pastoral leaders in KS3 will help all pupils to feel valued members of the school, feel supported and feel recognised. <i><u>Behaviour interventions / EEF (educationendowmentfoundation.org.uk)</u></i>	

Total budgeted cost: £171,700

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.

Much of the work done in the last year has been affected significantly. However, we have supported disadvantaged pupils effectively. At GCSE, the in-school gap was largely in line with previous years. Our aim is to close this further over the coming years using this strategy document to guide us.

GCSE outcomes

- Outcomes at GCSE were fairly good for disadvantaged pupils, however, there is a clear gap in achievement.

	Attainment 8 Score 2022 (40 disadvantaged pupils)
RHSC all pupils overall	4.6 (5.0) (previous year)
RHSC disadvantaged pupils	3.7 (3.7)
English	4.8 (5.2)
English disadvantaged	3.9 (4.0)
Maths	4.7 (4.9)
Maths disadvantaged	3.7 (3.7)
Ebacc	4.5 (4.9)
Ebacc disadvantaged	3.5 (3.5)
Open	4.5 (5.1)
Open disadvantaged	3.7 (3.5)

Attendance has not been assessed with any accuracy or reliability due to the school enduring high covid infection rates and numerous bouts of sending 'bubbles' home to isolate etc..

Online learning played a significant part in all pupils' education. We ensured that all disadvantaged pupils had a laptop and wifi connection so that they could engage fully in this. This was a major challenge.

Two staff coordinators engaged well with disadvantaged pupils throughout the year, ensuring they felt supported, known and encouraged. Several trips and visits were laid on free of charge with the aim of increasing their confidence and social skills (cultural capital). We also had a strong uptake of music lessons.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and the majority of our lessons being delivered 'live' by our teachers. However, too many disadvantaged pupils did not attend lessons despite a lot of contact with home.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was higher. In 2021/22 FSM PA was 55% and non-FSM 30%, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.