

# Pupil premium strategy statement – Redhill Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

## School overview

Detail	Data
Number of pupils in school	1608
Proportion (%) of pupil premium eligible pupils	20.9% (26.2% years 7 – 11)
Proportion (%) of pupil premium plus eligible pupils	0.8% (1.2% years 7 – 11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must publish an updated statement each academic year</b> )	2021 - 22 2022 – 23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	First reviewed in November 2022 Reviewed again in November 2023 Next review will be September 2024
Statement authorised by	M. Hardy
Pupil premium lead	G. Clarke
Governor / Trustee lead	Peter Davies-Bright

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305, 000
Recovery premium funding allocation this academic year	£ 78108
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£403763</b>

## **Part A: Pupil premium strategy plan**

## Statement of intent

Our intention at Redhill Academy is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, including progress for those who are already high attainers.

High quality teaching and learning, as recognised by the EEF, stands at the very heart of our approach to narrowing the gap for our disadvantaged learners. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils and at the same time this will also benefit the non-disadvantaged pupils in our school.

Our strategy aims to equip the teachers at the academy with the skills and knowledge to design high challenge, accessible curriculums that enable all learners to flourish.

Our strategy is also integral to wider school plans for education recovery following the Covid -19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been disproportionately affected, including non-disadvantaged pupils. Our strategy utilises highly effective tutors (both school employed tutors and tutors from external agencies) to help our students improve their progress. In addition, we have a program of targeted intervention delivered by classroom teachers to further support the excellent work that happens in our classrooms. Throughout, we ensure ongoing and careful reviewing of the data to inform our targeted approach to intervention.

Whilst evaluating the impact of 2022-23 approach to closing the gap in attainment of our most disadvantaged learners, we recognised that one area requiring further improvement was tackling poor attendance. Although we aspire to further support all our disadvantaged learners to make greater progress, we recognise that persistently absent learners are our greatest challenge, and we've implemented a more focused and coordinated approach to managing attendance.

At Redhill Academy we believe that excellent student behaviour and attitudes set the foundation for students to make good progress. Since returning from COVID, we have worked tirelessly to maintain high standards of student behaviour by implementing and monitoring our agreed behaviour norms, which were heavily influenced by Tom Bennett's work and research.

Following the decline in outcomes for our pupil premium cohort, we have adopted a new approach to data analysis to ensure we are giving teachers and faculties the tools and time to quickly identify underachievement and devise strategies to address student progress. We are pleased with the improvements of this more focused approach, but we are ambitious for our students and so we will continue to sustain and adapt this approach furthermore.

Finally, our strategy also aims to enrich the lives of our more disadvantaged students as they might not have access to the same opportunities as their peers. From September 2023, we have consequently relaunched our co-curricular offer with an increased focus on ensuring the participation of our disadvantaged students. We also believe that participation in enrichment activities will help to achieve and sustain improved wellbeing.

Our strategy adopts the recommended tiered approach from the EEF, although we recognise that many elements of the strategy overlap categories, and that the balance of the approach will vary from year to year as the school's and pupils' priorities change. We will also ensure that our Pupil Premium Strategy is sharply aligned to, and clearly embedded within, our overall School Improvement Plan.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Due to a range of factors, many of our disadvantaged learners are not making the same rates of progress as their peers. These factors include average reading and comprehension levels, instances of sanctionable poor behaviour (YTD, PP students have received 6.7% more escalated sanctions than the school average), engagement in lessons (evidenced through lesson observations) and poorer rates of attendance (YTD, persistent absence is approximately 20% higher amongst PP students when compared with the school average) etc.</p> <p>In 2023, our PP students achieved a P8 score of -0.57 (which is in line with the national average for PP students). Our non-PP students achieved a P8 score of +0.42. This shows that despite the wide range strategies been used, we must do more to close the gap.</p> <p>However, throughout this document I will evidence how attendance has the greatest impact on rates of attainment here at Redhill Academy, as our PP students who attend our Academy above 80% of the time achieve levels of progress in line with the national average for all students, and significantly above the rates of attainment for PP students nationally.</p>
2	<p>Lower ability PP students (14) obtained a P8 score of -0.51 in 2020. In 2023 this key student group (of which there were 21 students) achieved a P8 score of -0.48. Improving the outcomes of lower ability financially disadvantaged students will therefore be a core focus of this review.</p>
3	<p>The percentage of PP students achieving grades 4+ and 5+ in English and Mathematics is still below national data for non-disadvantaged students.</p>
4	<p>There is a gap between our PP students and national non-disadvantaged students on entering the EBacc and then going on to obtain the Standard and Strong passes. Closing these gaps will remain a priority for the next three years</p>
5	<p>Literacy and numeracy – a large number of our lower attainers are from financially disadvantaged backgrounds. There is a whole school focus on reading (Accelerated Reader Programme and DEAR time).</p>
6	<p>Pastoral – PP students frequently present with pastoral issues such as: difficulties with social skills, incorrect uniform or equipment, lack of support at home, don't eat breakfast, poor attendance and lateness, low aspirations and anger management issues. Consequently, a number of our strategies are aimed at providing social and emotional support.</p>
7	<p>Homework, revision and organisation – issues with knowledge retention and recall can often explain the underperformance of this group in summative assessments.</p>

8	Attendance – there remains a stubborn attendance gap between PP and non-PP students. If outcomes for financially disadvantaged students are to improve then this gap will need to be closed.
9	Attendance to co-curricular activities amongst our PP students is historically lower than our non-PP students.

## 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
A	Reduce the attainment gap between our Pupil Premium and non-Pupil Premium students	Currently our non-PP students are performing well when compared to national average. However, the attainment of our Pupil Premium students is in line with national average. Success against this intended outcome would be a significant reduction in this attainment gap. We believe that a major factor impacting this attainment gap is the higher rates of persistent absence that exists amongst our disadvantaged students.
B	Improve the Progress 8 score for low ability Pupil Premium students.	To raise the progress 8 score of all PP students and ensure the attainment of low ability PP students sits in line with their PP peers.
C	Close the gap between our PP students and National non-disadvantaged students on the 4+ and 5+ in English and Mathematics measure.	Success will be a year-on-year increase in the number of PP students that achieve the 4+ and 5+ measures, with the target to drastically reduce the attainment gap between PP and non-PP students.

D	Ensure the proportion of PP students entering the EBacc (and obtaining the Standard and Strong passes) moves towards the national data for non-disadvantaged students.	The national EBacc entry was 42.8% for non-PP in 2019. Nationally, it now stands at 38%. Success for Redhill will be to continue to increase the rate of entry of our PP students onto the EBacc suite of subjects.
E	Ensure that high ability PP students fulfil their potential and achieve the top grades at GCSE.	We must inspire all our PP students, but especially our HPA PP students to achieve significantly positive progress scores.
F	Continue to improve the Progress 8 score for those students who qualify for the Pupil Premium Grant and who have an identified special educational need.	A positive progress 8 score.
G	Increase the uptake of co-curricular activities by PP students. Ensure participation in these events / opportunities is captured.	At Redhill we want all students regularly attending co-curricular clubs, with the aim of ensuring rates of attendance amongst our PP students mirrors that of their non-PP peers.
H	Close the gap in attainment between PP boys and their female peers	The aim is to significantly reduce the attainment gap between PP boys and their female peers.
I	Continue to improve the attendance of PP students.	A sustained reduction in the rates of absence amongst all students, but especially amongst our PP students.
J	Continue to support the social, emotional and behavioural needs of our PP and more vulnerable learners.	All students that require additional social, emotional and behavioural mentoring and support, will have regular access to it.

## 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: £ 154,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reducing class sizes through recruitment of additional teaching staff</p> <p>Through extra teaching and mentoring capacity in English, Maths and science, we aim to provide many of our disadvantaged students with regular targeted intervention.</p>	<p>The EEF Toolkit strand, Reducing Class Sizes acknowledges that ...</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>And goes onto to say that....</p> <p>reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p>As Redhill very much focuses CPD around developing teaching and learning practice, the evidence supports the strategy to overstaff in the key core subjects to raise attainment.</p>	<p><b>Desired Outcome:</b> <b>A, B, C, E, F, H</b></p>
<p>Continued Professional Development- The Redhill Lesson</p>	<p>The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching.</p> <p>“We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom”.</p> <p>The CPD at Redhill will therefore focus on developing T&amp;L practice, specifically relating to proven practice related to explicit instruction, modelling, checking for understanding, scaffolding and memorisation and recall.</p>	<p><b>Desired Outcomes: A, B, C, E, F, H</b></p>



Moving On Up - A programme designed to empower teachers to deliver high quality lessons more consistently. The programme takes an in depth look at explaining, questioning, differentiation, modelling, practice and feedback.	<p>See above.</p> <p>At Redhill, we very much value the professional development of our staff, and the Redhill Teaching School Alliance focuses on ensuring all members of staff have access to relevant CPD to develop their practice.</p> <p>In terms of Moving On Up, staff certainly feel this has had an impact on their development as the following staff comments support: -</p> <p>“A brilliant experience”</p> <p>“It has given me the confidence to try new things”.</p> <p>“Not just theoretical – it offers lots of ideas from exceptional teachers in a range of subject areas”.</p>	<b>Desired Outcome: A, B, C, E, F, H</b>
ECT programme - Continue to offer a range of ITT opportunities and support those teachers who are new to the profession.	The high-quality ECT programmes allow the Academy to recruit and train the most promising teachers in the region. These staff will work with our PP students and deliver a positive classroom experience.	<b>Desired Outcome: A, B, C, E, F, H</b>
Recruitment and retention of our best staff	<p>Last year, and again this year, there has been a middle leader who was given a one-year secondment to the Senior Leadership Team.</p> <p>Opportunities and rewards such as these allow the Academy to retain our best staff, ensuring the best quality of education, student personal development, student behaviour and attitudes and leadership.</p>	<b>Desired Outcome: A, B, C, E, F, H</b>
Expanding the Senior Team	The senior team has expanded in recent years with the appointment of an additional Assistant Headteacher to lead on PP and the introduction of the SENCO to the SLT team. The appointments were made to ensure we are consistently focused on maximising the educational rigor and outcomes for our most disadvantaged learners.	<b>Desired Outcome: A - I</b>

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition focusing on Maths, English and science</p> <p>Continue to provide additional literacy and numeracy support to students in all year groups</p>	<p>Last year we provided over 400 of our students with small group intervention with a subject specialist. The aim is to support the learning that is taking place with their assigned classroom teacher. In many cases this involved students been removed from lessons to work with a member of staff in a small group, but sometimes the mentor would support the learning of the students in lessons.</p> <p>The vast majority of students this additional mentoring capacity was assigned to were pupil premium students. However, we extended the support to any underperforming student that we feel would benefit from some additional small group mentoring.</p> <p>The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, widely acknowledges that tutoring is one of the most effective tools for supporting rapid pupil progress, and the evidence supports that it's a highly effective means of raising attainment amongst lower attaining and disadvantaged students; the students hardest hit throughout the pandemic.</p>	<p><b>Desired Outcome:</b> A, B, C, D, E, F, I</p>
<p>Reading interventions</p>	<p>We have a graduated reading intervention programme to support our struggling readers.</p> <p>After initial reading assessments, we carry out phonics screening assessments for students with a RA below 7. We then deliver the No Nonsense Phonics programme (DfE validated programme of synthetic phonics) for the students identified whose RA is below 7 and are struggling with decoding. This is delivered by a Phonics trained TA or English teacher.</p> <p>We also deliver the Rapid Plus Reading programme for struggling readers with a RA of 6.6 to 9.6, EAL students</p>	<p><b>Desired Outcome:</b> A, B, C, D, E, F, H</p>

	<p>and students with SEND. This is delivered in small groups during a reading lesson with an English specialist or a trained TA.</p> <p>For our struggling readers, who have a RA below their calendared age, we offer Reciprocal Reader as an intervention during their reading/English lesson. This will be delivered by a TA, English teacher or one of our Sixth Form Reading Ambassadors.</p> <p>We have adopted Reciprocal Reader across the whole-school as a strategy to support all of students with their comprehension skills.</p> <p>The EEF toolkit summarises recommendations for improving literacy in secondary school and our reading interventions are planned and developed with these recommendations.</p> <p>All students in year 7 and 8 have an accelerated reader lesson once per week. We also offer accelerated reader to our year 9 students in sets 4 and 5.</p>	
<p>Holiday revision programmes e.g., Easter Revision</p> <p>These will continue to target year 11 Pupil Premium students in all GCSE subjects.</p>	<p>The EEF Teaching and Learning toolkit recognises that although high cost, summer schools, or holiday revision sessions more broadly, have a high level of impact (3+ months) in terms of student progress.</p>	<p><b>Desired Outcome:</b> A, B, C, E, F, I</p>
<p>Providing subsidised and free</p>	<p>The EEF's evidence-based focus on setting homework, recognised that many PP students lack a quiet space at home from which to learn, as well as sometimes having</p>	<p><b>Desired Outcome:</b></p>

resources for students to improve attainment.	<p>less access to suitable resources (i.e., revision materials).</p> <p>Providing our PP students with these resources, and by supporting students to effectively use these resources, will hopefully improve student engagement in purposeful revision.</p>	<b>A, B, C, E, F, I</b>
Faculty Intervention Meetingsa / RIP / Targeted Intervention	<p>These strategies are effective at identifying underperformance and providing timely support. Faculty Intervention meetings and our weekly SLT Rapid Improvement Plan meetings (RIP meetings) are data driven (data derived from assessments) and designed to target those that are underperforming in specific subjects.</p> <p>The EEF evidence supports this smaller group and data targeted approach has been good practice to enable all students to make good progress.</p> <p>The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	<b>Desired Outcome:</b> <b>A, B, C, E, F, H, I</b>
SISRA Analytics	<p>Sisra is a data analysis tool used by SLT and teachers, enabling staff to drill into the data of a class, or entire cohorts, to identify areas requiring intervention.</p> <p>At Redhill we continually use data to inform our student intervention, including targeted intervention strategies outlined above.</p>	<b>Desired Outcome:</b> <b>A, B, C, E, F, I</b>
Class Charts	<p>We have recently introduced the use of ClassCharts into our daily practice to ensure we are better able to track and monitor behaviour and also share homework with parents and students.</p> <p>In terms behaviour, Redhill prides itself on maintaining high standards in the way students conduct themselves. At Redhill we aim to develop strong relationships with students and parents, to ensure we understand all our learners. We also teach our learners the correct behaviours and have strong systems to manage misbehaviours.</p> <p>To enable our staff to report instances of poor behaviour in lessons, or elsewhere on the school premises, we use an IT programme called ClassCharts. The programme</p>	<b>Desired Outcome:</b> <b>A, B, C, E, F, I</b>

	<p>enables us to quickly identify and respond to poor behaviour in an effective manner. In addition, the programme allows us to monitor and track student behaviour, which enables us to act decisively and implement our escalatory sanctioning system.</p> <p>The guidance report published by the EEF “Improving Behaviour in Schools” discusses the need for schools to have a consistent approach to promoting positive behaviours amongst young people, and it identifies the importance of an effective use of consequences and monitoring of data, amongst the most important factors to promoting positive behaviour.</p> <p>Like Redhill, where we used the Tom Bennett model of promoting positive behaviour, the EEF article states that: -</p> <p><i>“It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards.”</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1694686210">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1694686210</a></p> <p>In addition to reporting, tracking and monitoring behaviour, Class Charts is also our method of informing students and parents about homework.</p> <p>The EEF teaching and learning toolkit explains that when homework is effectively planned and linked to the learning in the classroom, that it can have a significant impact on student progress (5+ months).</p> <p>At Redhill Academy we strongly agree that homework is an essential component of our students learning and development. We therefore utilise Class Charts to provide clear guidance and clarify the expectations of homework, as well as allowing all students and parents to keep an accurate log of homework and deadlines.</p>	
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Supporting Year 9 students with the Pathways process	At Redhill we thoroughly believe that students require support when selecting their pathways. This year all year 9 students will meet with a senior leader to discuss their pathways. They will also be given the opportunity to meet with the career's advisor.	<b>Desired Outcome:</b> <b>A, B, D, E, I</b>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 156,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
Restructuring of the House Team  Appointment of 5 House Support Assistants	<p>From September 2021 there will be 5 Heads of House and 5 House Support Assistants. This additional capacity has enabled more support for PP students.</p> <p>Throughout the research relating to the impact of COVID on young people, the impact on academic progress was significant. However, the research equally referred to the impact the pandemic had on the social and emotional development of our young people.</p> <p>The House Team restructure has provided additional provision to Heads of House, so they are better able to support the social and emotional well-being of our students, as well as monitor and target attendance.</p>	<b>Desired Outcomes:</b> H, I
Student Support Centre interventions.	<p><b>Mentoring and check in's</b> – "Mentoring" and "check-ins" is a fluid interaction that reacts and is tailored to the individual needs of some of our more vulnerable learners. Often this will take the form of one to one a behavioural mentor support.</p> <p>Since the pandemic we introduced check-in's to ensure we could support as many students as possible for a wide range of reasons including, bereavement, anxiety, behaviour, academic support or issues outside of school.</p> <p>Intervention groups - Our SSC run intervention groups covering the following topics:</p>	<b>Desired Outcome : A - J</b>

- **Life at Redhill (Transition)**
- **Behaviour Intervention group**
- **Controlling emotions**
- **Careers support**
- **Resilience**
- **Well-being**

Our SSC run Intervention groups run for roughly 4 to 6 weeks and support students with a range of SEMH needs. They are led by an experienced team of behaviour mentors.

Since the pandemic, and the resulting increase in students experiencing difficulties with their mental health, we have introduced additional well-being support. In addition, we have also introduced transition groups to provide additional transition to new year 7's. The other listed strategies are also new and were introduced post pandemic due to the change in some student's behaviours. The additional support has enabled us to better meet the increased, and more varied needs of our more vulnerable students.

**Intensive behaviour support** – Our SSC team work especially hard to build strong bonds with our more vulnerable learners so they can better understand and support them. The team aim to offer intensive behaviour support which focuses on prevention strategies. This includes educating our learners on how best to respond in situations they ordinarily find challenging. This involves controlling emotions and increasing student aspirations to support the students and help them to develop life skills. Staff within the Student Support Centre enforce these strategies when supporting in-class with students. The staff are timetabled to support in lessons with these learners as well as regularly looking at hotspot lessons to reinforce strategies to those students.

**School counsellor** – As a school we also employ an external school counsellor who provides expert therapy for students for a range of SEMH needs. Since the pandemic we have increased this capacity by increasing the number of days that this counselling support can be offered, reducing our reliance on external services.

The EEF recognises the importance of social and emotional learning alongside developing students' academic and cognitive learning skills. The EEF also recognises that interventions focused on developing social and emotional

	<p>learning are especially effective when working with more disadvantaged learners, the number of whom have increased since the pandemic. The following extract taken from the EEF toolkit related to Social and Emotional Learning Strategies, particularly supports the work of our Student Support Centre.</p> <p><i>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a></p>	
Rewards and Incentives	<p>At Redhill we recognise the importance of rewarding students that regularly demonstrate the correct behaviours and attitudes. We therefore regularly celebrate the achievements of our students through a broad range of incentives (Award/celebration events, house points, vouchers, queue jumps, certificates, etc.).</p> <p>The book by Tom Bennett, Running the Room, largely focused on routines, rules, conformity and relationships. Throughout, Tom Bennett continually explained that routines and behaviours should be developed alongside strong behaviour and reward/incentives systems.</p>	<b>Desired Outcome : A - H</b>
Homework Club	<p>Homework club is available after school and students are recommended to attend if homework is becoming an issue. The EEF Teaching and Learning toolkit relating to the impact of homework on educational progress recognises and suggests that "Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g., through providing homework clubs for pupils)."</p> <p>The Redhill Academy homework club is set-up to support disadvantaged students, but more broadly any students that would benefit from this provision.</p>	<b>Desired Outcomes: A, B, C, E, J</b>
Transport and Uniform Support	<p>At Redhill Academy, we very much used the Tom Bennett model to re-establish routines and improve behaviour. We believe that uniform plays a pivotal role in establishing a strong foundation to develop these strong behavioural norms</p>	<b>Desired Outcome</b>



	<p>and routines. We therefore aim to support families with uniform. Where students come to school with missing items of uniform, we provide students with these items. Invariably, some uniform is not returned so we continually replace our clothing and footwear stocks so we can offer all students (regardless of size) any item of clothing they arrive to school without.</p> <p>Where appropriate, we will also provide financial support to ensure that our more vulnerable students attend school on time (funding transport), and that they have the resources to fully engage in their lessons.</p>	: A, B, E, G
Mentoring Programme	<p>Academic mentoring with all Year 11 students will continue. This a scheme whereby all year 11 students are assigned to a member of staff so that they can be supported throughout their final year. Many of our more vulnerable and most underperforming learners are met with on a fortnightly basis, where other students will be met with on a half term basis as a minimum.</p> <p>The EEF, A Tiered Approach to 2021 widely acknowledges that tutoring is one of the most effective tools for supporting rapid pupil progress, and the evidence supports that it's a highly effective means of raising attainment amongst lower attaining and disadvantaged students; the students hardest hit throughout the pandemic.</p>	<b>Desired Outcome:</b> A, B, C, E, F, I
Music Lessons	<p>All PP students are given the opportunity to take free music lessons.</p> <p>The literature warns of the need to maintain a broad and balanced curriculum, especially for those students classified as disadvantaged.</p> <p><i>"As we fully know, the pupils hit the hardest by a narrowed curriculum will be our disadvantaged pupils. They may not have the same access to the range of experiences or resources that allow this learning outside of school - and they need it if we are to really ever address the attainment gap."</i></p> <p><a href="https://www.hertsforlearning.co.uk/blog/post-covid-recovery-getting-pupils-back-track">https://www.hertsforlearning.co.uk/blog/post-covid-recovery-getting-pupils-back-track</a></p> <p>Ensuring all students have the opportunity to access free music lessons will enable all students to engage and develop in these enriching opportunities.</p>	<b>Desired Outcomes:</b> G
Full time Attendance Officers	<p>It is widely acknowledged that the pandemic has increased attendance inequalities in schools, and we have experienced a disparity in the rates of attendance of our PP students when compared to their non-PP counterparts.</p>	<b>Desired Outcome:</b> A - J

	By employing two attendance officers, we will better be able to monitor the attendance of PP students and put in place strategies to reduce absence / persistent absence for this group.	
Ed Class and Ed Lounge	Ed Class is a provider we work alongside to provide a small number of our students with remote learning, when students are unable to attend school as normal for a period of time.  These will allow students who are currently absent from the academy to access work and make progress.	<b>Desired Outcome : A, B, C, E, F, I</b>
CPOMS	According to OFSTED, the number of child protection referrals dramatically reduced during the first lockdown. Although it has since increased, Spielman said this has not yet returned to previous levels. This has raised fears that abuse could be going undetected. <a href="https://www.theguardian.com/society/2020/dec/01/pandemic-has-left-legacy-of-child-abuse-and-neglect-ofsted-warns">https://www.theguardian.com/society/2020/dec/01/pandemic-has-left-legacy-of-child-abuse-and-neglect-ofsted-warns</a> Using CPOMS enables us to monitor the welfare and safeguarding concerns, so we can record the instances properly and act swiftly to keep students safe.	<b>Desired Outcome : H</b>
Alternative Provision	A small number of our students will continue to attend Alternative Provision. These students are expected to make strong progress in the subjects they study.	<b>Desired Outcome: A, B,C, E , F, I</b>
Careers Advisor	The EEF article ‘investigating ways to improve careers education for disadvantaged pupils’ suggests that “There is a risk that a lack of good quality careers education will disproportionately impact students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures.”  Employing an experienced careers advisor will enable Redhill to provide timely careers advice to all students from financially disadvantaged backgrounds.	<b>Desired Outcome: A, B ,C, E , F, I</b>
Co – Curricular Provision	Similar to our commitment to ensure all our disadvantaged students have access to free music lessons, we also feel strongly that all students, regardless of background, should have access to a broad range of enriching activities. The Redhill Academy will continue to offer a diverse co-curricular program (our 2023 – 24 programs currently have over 80 clubs that Redhill students can access).	<b>Desired Outcome : F</b>

	PP students will be actively encouraged to access these, and their attendance will be monitored. Participation in the DofE programme will remain free for this group.	
Trips and Visits	The Redhill Academy have committed to support funding of PP students with trips, so we can encourage more students to attend. Where trips are directly linked to the curriculum (e.g., the geography field trip, drama trip to Nottingham Playhouse), the Academy have decided to heavily subsidise trips for PP students, as we believe it's vital to support the student's personal development.	<b>Desired Outcome : A, B, C, D, E and F</b>

**Total budgeted cost: £ 405, 500**

## 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. The figures are based on 2023 GCSE Examination results.

#### Contextual overview

Despite the vast range of evidence-based strategies used to close the gap in attainment between our PP and non-PP students, disparity in attainment remains. When looking at the national data, our struggle mirrors the national picture.

Our commitment however is to ensure all students, regardless of context, achieve a positive P8 score, and we have implemented new systems and interventions to further support this key whole school priority.

Our historical data suggests that students who attend Redhill Academy more than 95% of the academic year (whether PP or non-PP) make good progress. This is evidenced when we look at the headline data from 2023 compared by rates of attendance, where PP students who attended school more than 95% of the time achieved a P8 score of -0.01 (broadly in line with the average rates of attainment for all students nationally). When you drill down further, the PP students whose attendance was above 90% achieved a P8 score of 0.00 (in line with average attainment nationally) and those above 80% achieved a P8 score of -0.06 (Only marginally lower than the average student nationally). This data supports our belief that students who regularly attend Redhill Academy school, whether PP or non-PP, make good progress.

We are however not satisfied with this, and we are striving to ensure that all our students make good levels progress. We have therefore increasingly focused our attention to improving rates of attendance by ensuring a systematic and coordinated approach. The increased focus ensures that any student with a lower-than-expected level of attendance (below 95%) has an assigned member of staff who is responsible for monitoring their attendance, setting attendance targets, and communicating with parents to challenge poor attendance.

<p><b>Reduce the attainment gap between our Pupil Premium and non-Pupil Premium students</b></p>	<p>The average attainment of our Pupil Premium students is significantly lower than our average non-PP students. Our non-Pupil Premium students are performing better than national average with a P8 score of +0.42, where our Pupil Premium students attained a P8 score of -0.57 in 2023. These outcomes highlight that we must continue to work hard and innervate, to further support, and to raise the aspirations of our more disadvantaged learners.</p> <p>Our data evidence's that the attainment of our pupil premium cohort was heavily impacted by the attainment of a minority of persistent poor attenders. One of our key strategies this year will therefore heavily concentrate on improving rates of attendance of all students, but particularly our most disadvantaged learners.</p>
<p><b>Improve the Progress 8 score for low ability Pupil Premium students.</b></p>	<p>Attainment for LPA PP was lower than we had forecasted with a final attainment outcome of -0.48 for LPA PP students. In 2019, before the pandemic, our LPA PP student outcomes were -0.51. Although we are not satisfied with the rates of attainment for this key group of students, the data shows that our attainment for this student group has not fallen, as it may have been predicted to have done due to the impact of the pandemic. Our aim is to continue with our intervention and mentoring strategies to further close this attainment gap.</p>
<p><b>Close the gap between our PP students and National non-disadvantaged students on the 4+ and 5+ in English and Mathematics measure.</b></p>	<p>There remains a gap between the attainment of PP and non-PP students in terms 5+ (5+ attainment for non-PP students was 50% compared to 15% for PP students). For the 4+ measure, a gap also exists but to a lesser extent (76% of non-PP compared to 34% for PP students).</p> <p>It's worth acknowledging that our 4+ and 5+ attainment percentages have fallen for both PP and non-PP students since last year.</p>
<p><b>Ensure the proportion of PP students entering the EBacc moves towards the national data for non-</b></p>	<p>In summer of 2022, 20% of our PP students entered the EBacc suite of subjects. This rose to 32% in 2023. The local authority and national average for all pupils is 38% so our entry rates for PP students are only marginally lower.</p>

<b>disadvantaged students.</b>	
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<b>Ensure that high ability PP students fulfil their potential and achieve the top grades at GCSE.</b>	Our HPA PP students are a cohort we will continue to prioritise, with 14% achieving grades 9-7 including English, and 29% including 9 – 7 in Maths.
<b>Continue to improve the Progress 8 score for those students who qualify for the Pupil Premium Grant and who have an identified special educational need.</b>	We had a relatively small number of PP students with SEND, and consequently, each student has a significant impact on the overall attainment percentage for this cohort. Attainment amongst our PP students with SEND was negative P8 of -0.6.
<b>Increase the uptake of co-curricular activities by PP students. Ensure participation in these events / opportunities is captured.</b>	According to the data that has been collated throughout this year, 20% of those attending co-curricular are PP students. This is relative to the percentage of PP students here at Redhill Academy.
<b>Close the gap in attainment between PP boys and their female peers</b>	<p>The national picture shows a gap between the attainment of boys when compared to girls, but the gap is wider when looking at the gender disparity of PP students. Our data reflects this national picture.</p> <p>PP girls at Redhill achieved a P8 of -0.32 whereas non-PP girls achieved a score of +0.39.</p> <p>PP boys achieved a P8 of -0.57 (which is broadly in line with last year's attainment for this cohort) compared to non-PP boys who achieved a score of -0.04.</p>
<b>Continue to improve the attendance of PP students.</b>	Rates of attendance amongst PP students is lower than their non-PP peers (non-PP students ended the 2022-23 academic year on 93% compared to 86.5% for PP students). The disparity in rates of attendance between PP and non-PP students is a

	<p>national trend. Although we are still not satisfied with our attendance figures, they have improved from last academic year showing that our attendance strategies are having an impact (End of year attendance figures in 2022 for PP students were 84%, and they were 89% for non-PP students).</p> <p>Our historical data suggests that students who attend Redhill Academy more than 95% of the academic year make good progress. This is evidenced when we look at the headline data of students from 2023 compared by attendance, where PP students who attended school more than 95% of the time achieved a P8 score of -0.01 (broadly in line with the average rates of attainment for all students nationally). When you drill down further, the PP students whose attendance was above 90% achieved a P8 score of 0.00 (in line with average attainment nationally) and those above 80% achieved a P8 score of -0.06 (Only marginally lower than the average student nationally). This data supports our belief that students who regularly attend Redhill Academy school, whether PP or non-PP, make good progress.</p>
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## 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
SISRA Analytics	Use of SISRA to identify underperformance and direct targeted interventions.
Class Charts	The system enables us to better track and record behaviour (positive and negative). The system is also used as a means of communicating with parents. All students and their parents have access to a Class Charts app so they

	can observe some behavioural updates and details of relating to homework.
Ed Class and Ed Lounge	Software packages the Academy uses when students are unable to attend for prolonged periods of time.
CPOMS	An online system which allows the Academy to accurately record welfare and safeguarding concerns and actions.