

Ranelagh School Pupil Premium Strategy Statement 2021-2025



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our 3year 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

Detail	Data
School name	Ranelagh School
Number of students in school	861
Proportion (%) of pupil premium eligible students	9.8%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn 1 2022
Statement authorised by	Tim Griffith
Pupil premium lead	Helen Starr
Governor / Trustee lead	Paul Stowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
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	£124,400



Part A: Student premium strategy plan

Statement of Intent

“For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love, and self-control.” 2 Timothy 1:7

Ranelagh students in receipt of pupil premium funding will, like all our students, receive an inclusive education that enables them to be successful academically, socially and emotionally. Lack of funding will not be a barrier to them being equipped with the skills and knowledge for life, work and learning. Our intention is that all students, 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 students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Ensure disadvantaged students perform academically in line with their peers at a similar starting point to them
- Ensure disadvantaged students are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students’ outcomes and raise expectations of what they can achieve



Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Baseline reading assessments for Year 7 students in Autumn Term 2021 suggest 100% of our disadvantaged students are working below their FFT5 target grades.</p> <p>Our assessments, observations and discussions with students also indicate that disadvantaged students have more limited vocabulary and language skills, which reduces their ability to participate fully in lessons, express themselves and meet the demands of the curriculum across all subject areas.</p>
2	<p>The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks, learning times tables and development of basic building blocks in numeracy skills.</p> <p>Assessments on entry to year 7 in September 2021, indicate that 10 out of 14 disadvantaged students are ranked in the lower half of all 174 students. The highest-ranking disadvantaged student is placed 35 out of 174.</p>
3	<p>Our assessments observations and discussions with students and families show that education, wellbeing and wider aspects of the development of many of our disadvantaged young people have been impacted by the pandemic to a greater degree than for other students. These findings are also shown in many national studies.</p>
4	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in their progress in science.</p>
5	<p>Observations and conversations with students and their families highlight that disadvantaged students generally have less opportunity to develop cultural capital outside of school.</p>

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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on core subjects.</p>	<p>By the end of our current plan in 2024/25, 100% of disadvantaged students meet their FFT20 target grades in English and Mathematics. In the last years' results, this figure was 91% at grade 4.</p> <p>2024/25 KS4 outcomes will aim to demonstrate that all disadvantaged students achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 5.5 • A grade 4 or above in English and Maths at GCSE
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects and improved progression in their learning.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<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 students. • High levels of school attendance
<p>Improved language and vocabulary skills to aid communication and comprehension across all subjects</p>	<p>Results in Bedrock will demonstrate an average increase of 21% in vocabulary acquisition of our disadvantaged students in KS3.</p> <p>Positive outcomes and improved confidence scores for disadvantaged students from the Oracy project and ROLL interventions in form time.</p>
<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-</p>



	disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved basic numeracy skills amongst disadvantaged students across KS3	Disadvantaged students to rank in the upper half of all students by the end of KS3.
Improved access to wide range of extra-curricular and culturally informing experiences for disadvantaged students in all curriculum areas by the end of KS3.	Increased participation in sports teams events, arts experiences, MFL exchange visits, Duke of Edinburgh Awards programme, Mock Trial competition, learning musical instruments. (These activities will be run depending on guidance relating to Covid 19)



Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach
CPD and Staff Recruitment and Retention	<p>Training days with an inclusion focus</p> <p>National College Membership</p> <p>Creative Education membership</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</p>
Bedrock (language improvement tool)	<p>Bedrock Learning closes language gaps by explicitly teaching vocabulary in a long-term digital program. As their more robust word bank, they grow in confidence, engage in their learning, remain motivated, and become avid readers. Whilst disadvantaged students are at risk of the reverse adverse effects; with fewer words to draw upon, they deplete, they become disengaged and demotivated, and ultimately struggle to identify themselves as readers.</p> <p>Improving Literacy in Secondary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-literacy</p>
Pupil premium Lead	<p>Leading the management and delivery of provision for Pupil Premium is a key role and every school should have a champion</p>
Provision of smaller class sizes in English and Maths	<p>To effectively meet the needs of a wide range of abilities in our disadvantaged cohort, smaller class sizes allow us to plan and deliver more bespoke lessons.</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-4</p>
Oracy	<p>Whilst research has found that good oracy leads to higher order thinking and deeper understanding, the research also shows that the average classroom area speaks no more than 4 words a lesson.</p> <p>Our aim as a school, therefore, is to elevate speaking to the same status as reading and writing.</p> <p>Improving Literacy in Secondary Schools</p> <p>https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_22.pdf?region=uk</p>



Focus on Feedback	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may be more effective for disadvantaged students and lower prior attainers than other students. Students require clear and actionable feedback to improve their metacognitive strategies as they learn, as this information informs their understanding of their specific needs for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback/</p>
Purchase of standardised diagnostic assessments.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil, allowing for correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative curriculum access.	<p>Core skills and MFL withdrawal will be offered to students who would benefit from additional support with their literacy, numeracy and oracy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 - 5
1:1 and Small group tuition	<p>Small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows</p>	1, 2, 4 + 5

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	<p>the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support students to overcome barriers to learning and increase their access to the curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
Resources and school Uniform	<p>Students from lower socioeconomic households are less likely to be able to afford the cost of school uniforms and study materials therefor these will be provided</p>	5
Study Support	<p>Students from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged students. Homework clubs can help to overcome these barriers by offering students the resources and support needed to undertake homework and revision</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Laptops will be loaned or purchased for disadvantaged students.</p>	1-5

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital	Cultural capital is one of the key ingredients a student will draw upon to be successful in society, their career and the	5



	<p>world of work. Access to extra-curricular activities will be offered to disadvantaged students to bridge the gap in this area. This will include access to music lessons, school trips, sporting activities, and participation in the Arts.</p>	
<p>Social Emotional and Mental – Health: ensuring students have access to a Learning Mentor, ELSA, and /or Counsellor to meet any identified SEMH need.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social emotional and literacy skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower social emotional and literacy skills are linked with poorer mental health and lower academic attainment.</p> <p>SEMH interventions in education are shown to improve social, emotional and literacy skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1-5</p>

Total budgeted cost: £124,000



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 students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that 91% of Year 11 disadvantaged students achieved grade 4 or above in key areas of the curriculum.

Covid-19 disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching, targeted interventions and access to extra-curricular activities to the degree that we intended. The impact was mitigated by maintaining a high-quality curriculum, including during periods of partial closure, which was aided by use of online teaching and access to the school for the majority of our disadvantaged and vulnerable students. The pupil premium lead made regular checks with all disadvantaged families via telephone and Teams. Digital, fun and engaging activities and resources were provided for the most vulnerable families, for example a football goal, jigsaws and art and craft materials, as well as laptops and access to the internet.

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

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
Bedrock Vocabulary Tool	Bedrock learning
Lexia Power Up Literacy	Lexia



Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged, supported and prioritised in terms of participation.
- 6th Form peer mentoring programme will be established where disadvantaged students will be supported academically, emotionally and socially by members of 6th Form.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years for areas of success and challenge. We gathered evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, teachers and curriculum leaders in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We participated in the BFC and Wokingham Council network meeting with pupil premium leads from local primary and secondary schools and the surrounding area.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities. We have also used guidance suggested by Marc Rowland in his recent webinar for ASCL.