



**REDRUTH SCHOOL**

# **PUPIL PREMIUM POLICY**

**This Policy was approved in March 2021**

**The Policy is due for renewal annually**

**The name of the designated individual is Miss E Kettlewell**

Redruth School guarantees to use the funding from the Pupil Premium Grant (PPG) to support all vulnerable young people to achieve their full potential.

We offer an extensive package of universal support through our Year Teams and the Welfare Centre as well as targeted support where needed to remove barriers to learning.

## **Pupil Premium 2019 - 2020**

### **Overview of the school**

**In 2019 – 2020 Redruth School received £305,791 as funded below to support Pupil Premium students.**

|                            |                   |          |
|----------------------------|-------------------|----------|
| Free School Meals Ever 6   | 291 pupils @ £935 | £272,085 |
| Children Adopted from Care | 5 pupils @ £2,300 | £11,500  |
| Service Children           | 30 pupils @ £300  | £9,000   |
| Looked After Children      | 6 pupils @2,300   | £13,206  |

Schools will also receive £2,300 for each pupil who has left local-authority care because of 1 of the following:

- **adoption**
- **a special guardianship order**
- **a child arrangements order**
- **a residence order**

**If you feel your child meets any of the above criteria and you are in need of some financial support for any activity within the school please do not hesitate to contact Miss E Kettlewell, on 01209 20300.**

|          | ALL    |      | Year 7 |      | Year 8 |      | Year 9 |      | Year 10 |      | Year 11 |      |
|----------|--------|------|--------|------|--------|------|--------|------|---------|------|---------|------|
| FSM      | Total  | 171  | Total  | 44   | Total  | 36   | Total  | 33   | Total   | 26   | Total   | 32   |
|          | Male   | 88   | Male   | 19   | Male   | 17   | Male   | 23   | Male    | 12   | Male    | 17   |
|          | Female | 83   | Female | 25   | Female | 19   | Female | 10   | Female  | 14   | Female  | 15   |
| FSME6    | Total  | 131  | Total  | 30   | Total  | 33   | Total  | 20   | Total   | 28   | Total   | 20   |
|          | Male   | 71   | Male   | 19   | Male   | 15   | Male   | 9    | Male    | 18   | Male    | 10   |
|          | Female | 60   | Female | 11   | Female | 18   | Female | 11   | Female  | 10   | Female  | 10   |
| CIC      | Total  | 8    | Total  | 0    | Total  | 1    | Total  | 1    | Total   | 4    | Total   | 2    |
|          | Male   | 3    | Male   | 0    | Male   | 0    | Male   | 0    | Male    | 2    | Male    | 1    |
|          | Female | 3    | Female | 0    | Female | 0    | Female | 0    | Female  | 2    | Female  | 1    |
| CIC E6   | Total  | 0    | Total  | 0    | Total  | 0    | Total  | 0    | Total   | 0    | Total   | 0    |
|          | Male   | 0    | Male   | 0    | Male   | 0    | Male   | 0    | Male    | 0    | Male    | 0    |
|          | Female | 0    | Female | 0    | Female | 0    | Female | 0    | Female  | 0    | Female  | 0    |
| ADOPTED  | Total  | 8    | Total  | 2    | Total  | 1    | Total  | 3    | Total   | 2    | Total   | 0    |
|          | Male   | 5    | Male   | 1    | Male   | 1    | Male   | 2    | Male    | 1    | Male    | 0    |
|          | Female | 3    | Female | 1    | Female | 0    | Female | 1    | Female  | 1    | Female  | 0    |
| SER C    | Total  | 25   | Total  | 5    | Total  | 4    | Total  | 8    | Total   | 5    | Total   | 3    |
|          | Male   | 14   | Male   | 2    | Male   | 2    | Male   | 6    | Male    | 3    | Male    | 1    |
|          | Female | 11   | Female | 3    | Female | 2    | Female | 2    | Female  | 2    | Female  | 2    |
| SER C E5 | Total  | 3    | Total  | 0    | Total  | 1    | Total  | 1    | Total   | 1    | Total   | 0    |
|          | Male   | 1    | Male   | 0    | Male   | 0    | Male   | 0    | Male    | 1    | Male    | 0    |
|          | Female | 2    | Female | 0    | Female | 1    | Female | 1    | Female  | 0    | Female  | 0    |
| Total    |        | 346  |        | 81   |        | 76   |        | 66   |         | 66   |         | 57   |
| %        |        | 28.1 |        | 27.1 |        | 28.5 |        | 26.9 |         | 30.6 |         | 27.7 |

## **Objectives when spending the Pupil Premium Grant**

- To narrow the disadvantage gap by addressing inequality and raising the attainment of children from low income families.
- To improve the provision and opportunities for PPG students in every lesson as part of an Inclusive School where every child can and will succeed.
- To provide extensive pastoral, social and emotional support for students who experience barriers to their learning.
- To provide support required to improve attendance

The school promotes high quality teaching for all.

**Table showing Pupil Premium Grant spending for 2019-2020. The impact of the spend has been reviewed in September 2020. The Pupil Spend will now be reviewed during termly Personal Development and Wellbeing Governors meetings.**

| Area of Spend  | Cost    | Description of intervention<br>*where identified by EEF (Education Endowment Foundation)   | Intended outcomes   | How impact is measured  |  |
|--|---------|--|---|---|--|
| <b>Teaching staff – Additional English/Maths Posts</b> | £74,013 | Additional teachers 1 in English and 1 in Maths are funded to reduce class sizes.<br><i>*reducing class sizes +3 months impact</i> | To secure greater levels of progress in English and Maths | Greater rates of progress in English and Maths. Improved grades achieved. Both achievement and progress of PP students should increase. | <p><b>English</b></p> <p>Year 8 AP2 (March 2020): 86% of PP were on or above their target grade. With 68% of PP above their target.</p> <p>Year 9 AP2 (February 2020): 89% of PP were on or above their target grade. With 74% above their target.</p> <p>Year 10 English Language AP2 (January 2020): 61% of PP were on or above their target grade. With 47% above their target.</p> <p>Year 10 English Literature AP2 (January 2020): 79% of PP were on or above their target grade. With 59% above their target.</p> <p>Year 11 English Language AP2 (February 2020): 67% of PP were on or above their target grade. With 59% above their target.</p> <p>Year 11 English Literature AP2 (February 2020): 45% of PP were on or above their target grade. With 37% above their target.</p> |

**Maths 2020**

Within year 7 and 8 the Pupil Premium funded teacher was used to resource an additional class. All students year 7 and 8 are studying a 2 year KS3 scheme of learning and Year 9 and 10 are studying a 2 year GCSE scheme of learning – the additional teacher allows students of all abilities to be stretched and challenged, as well as being supported when it is necessary.

Due to the lack of KS2 data and consequently the target grades, we have analysed this year's Year 7 cohort against last year's Year 7 cohort when undertaking our baseline assessment. The current Year 7 students are on average equal or slightly above last year's cohort when comparing a question level assessment of the same baseline test. The top 60 have an average raw score of 48 out of 60 where the year before was 44. The bottom 30 are again on average the same with an average score of 9 compared to 7 the year before. The middle group again score slightly higher with their average score.

There has not yet been a year wide assessment of Year 8 and there has not been one since January of Year 7 due to their time off school with the lockdown. They are being assessed in the next 3 weeks.

Those students already identified as gifted or talented and those who wish to stretch themselves (including a number of pp students) are involved in the LEAP maths programme.

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|   |                |   |   |  | <p><b>GCSE results</b></p> <p>The gap between all students and disadvantaged students has reduced this academic year. With 100% of all disadvantaged students achieving a Maths GCSE grade 9-1</p> <p>15.4% of disadvantaged students achieved a grade 7+</p> <p>44.2% of all disadvantaged students achieved a grade 5+, which is an increase, and 69.2% of all disadvantaged students achieved a grade 4+ in GCSE</p>  |
| <p><b>Literacy HLTA, English TA and Numeracy TA</b></p> | <p>£66,521</p> | <p>Literacy HLTAs deliver small group/ 1-1 interventions in reading, spelling, handwriting, keyboard skills, comprehension, paired reading and speech and language.</p> <p>Numeracy HLTAs support in Maths lessons but also deliver small group/ 1-1 intervention.</p> <p><i>*peer tutoring +5months impact</i></p> <p><i>*small group tuition +4months impact</i></p> <p><i>*parental engagement(paired reading) +3months impact</i></p> <p><i>1-1tuition +5 months impact</i></p> | <p>To improve basic literacy and numeracy skills for students</p> | <p>Greater rates of progress in English and Maths. Improved grades achieved. Both achievement and progress of PP students should increase.</p> | <p><b>Literacy</b></p> <p>The school adopted a whole school reading approach across Year 7 to Year 10 during tutor time new for this academic year. Interventions were done therefore completed differently this year and held after school rather than during tutor period. This impacted on attendance in interventions as they were moved to after school and thus progress in comparison to the previous year.</p> <p>ILS - Year 7 (December2019)</p> <p>63% improved</p> <p>21% went down</p> <p>16% made no progress</p> |

ILS - Year 8 (December 2019)

79% improved

14% went down

7% made no progress

ILS - Year 9 (December 2019)

50% improved

33% went down

17% made no progress

Handwriting Group

All students were making progress.

Working Memory (December 2019)

40% improved

20% went down

40% made no progress

There were no Read Write inc Groups this year due to the tutor reading programme.

Lockdown started just before we were due to complete the March testing. We were also unable to assess the result of the tutor reading programme as a result



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|  |         |   |   |   | <p><b><u>Numeracy</u></b></p> <p>A significant proportion of the higher and middle ability students benefitted from the additional support of a TA. 10 high ability students achieved a grade 9 in Maths at GCSE.</p>                    |
| <p><b>Effective Learning Centre (ELC) HLTA (Higher Level Teaching Assistant)</b></p> | £32,983 | <p>The Effective Learning Centre (ELC) provides behaviour support and intervention for some of our most vulnerable/ difficult students. Those students based in the ELC benefit from small group support to remove barriers and allow students to more successfully access their learning. High proportion of PP students.</p> <p><i>*Behaviour interventions +3 months impact</i></p>  | <p>To improve individual students behaviour and support successful reintegration back into mainstream lessons during a 12 week process.</p> | <p>Behaviour points, detentions and isolations and achievements are measured before and after ELC intervention.</p> | <p>100% of ELC students were reintegrated back into school.</p> <p>Detentions for these students decreased by 65% and isolations decreased by 100%.</p> <p>59% of students were PP and 41% Non PP.</p>                                   |
| <p>Pastoral Leads/ Heads of Year + Inclusion Manager</p>                             | £56,067 | <p>The school now has 5 non-teaching Pastoral Heads of Year. 2 are paid for out of the PP budget.</p> <p>Their roles are varied but include sorting any issues within the year group including, safeguarding, attendance, behaviour, improve links with parents and outside agencies, bullying, and mentoring students.</p> <p><i>*Behaviour interventions +3 months impact</i></p> <p><i>*parental engagement +3 months Impact</i></p> | <p>To ensure the pastoral well – being of all students thus enabling all students to make maximum progress.</p>                             | <p>Student feedback<br/>Attendance figures<br/>Behaviour and isolation logs.<br/>Results.</p>                       | <p>Attendance data<br/>Whole school<br/>95.12%</p> <p>Non PP PP<br/>Overall<br/>95.65 93.90<br/>Year 7<br/>96.25 95.89<br/>Year 8<br/>96.13 94.19<br/>Year 9<br/>95.69 93.14<br/>Year 10<br/>94.47 92.34<br/>Year 11<br/>95.34 93.09</p> |

|                                      |         |   |   |  |   |
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|                                      |         |   |   |  | <p>Students and parents value the pastoral team – feedback from parents evening forms, thank you letters and cards, Kirkland Rowell Survey.</p> <p>3 PP students were permanently excluded. There were 12 incidents where PP students were fixed term excluded.</p>   |
| Vocational                           | £18,503 | <p>Member of staff employed to work with students to deliver Outdoor Learning to identified Pupil Premium students in Year 7 and 8 and to deliver Animal care to students in 9, 10 and 11 as part of the options programme</p> <p><i>*social and emotional learning</i></p> <p><i>+4months impact</i></p>   | <p>To boost self-esteem and confidence in identified Pupil Premium students</p>   | Year 11 results.   | <p>In the academic year 2019-2020, there were 66 students across Key Stage Four who were following the BTEC Animal Care course. 50% of this cohort (33students) were eligible for the Pupil Premium fund.</p> <p>The Year 11 group contained 18 students of which 55% (10 students) were in receipt of the Pupil Premium fund. Within this group four PP students achieved their target grade with the remaining six PP students achieving one grade below. Of the eight non PP Year 11 Animal Care students three achieved their target grade with the remaining five achieving one grade below.</p> |
| Education Off Site (EOS) & Ed Lounge | £11,000 | <p>EOS - Pupil Premium funding used to support students attending Dreadnought to remove the barriers to learning, through 1-1 working with a specialist counsellor or group work.</p> <p><i>*Behaviour interventions +3 months impact</i></p> <p>Ed Lounge - a package to support students learning at home when they are unable to attend school</p> | <p>To allow students with behaviour difficulties to remain in education and prevent them from being excluded..</p> <p>To improve individual students attendance and learning.</p> | <p>Students involved improve their behaviour and are not excluded.</p> <p>Attendance figures improve</p> | <p>Students engaged well with Dreadnought. The school and parents were provided with a report on progress made for each child. Advice was given in discussion with the child as to whether a further 12 week course would be of benefit or whether individual students would benefit from moving to group work. No student who attended Dreadnought was permanently excluded.</p> <p>(See attendance figures under pastoral)</p>  |

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| <b>Sound Training</b>                  | £4,850 | School have purchased the Sound Training licence and have had 5 staff trained in delivering this programme. This is a 6 week course for 1 lesson a week delivered in 1 hour on a rolling programme<br><i>*phonics +4months impact</i><br><i>*Reading comprehension strategies +6months impact</i>        | To improve students comprehension of what they are reading through being able to break down unfamiliar words and glean meaning. | Pre and post test data. Results  | Several groups started but not completed due to COVID<br><br>Two groups completed the 6 weeks with an average gain of 79 months in their reading ages  |
| <b>EWO (Education Welfare Officer)</b> | £5,000 | Funding use to narrow the gap in attendance between PP and non PP students<br><i>*parental engagement +3 months Impact</i>   | To support families with their needs and remove any barriers to learning.   | Attendance improves – target for all cohorts is 96%.   | Attendance data can be seen under Pastoral Leads. The EWO is part of our pastoral team, attends Student Services and Multi Agency meetings.  |
| <b>General</b>                         | £8,851 | Financial support for Pupil Premium students: Uniform, trips, revision books, equipment, travel, prom.<br><i>*social and emotional learning +4months impact</i>  | Financial support is given to those who request it to remove any barriers to learning.  | Students making maximum progress. Attendance data.   | We provide uniform for our PP students on request. Trips are funded/ part funded on request.<br>PP students were given revision guides, scientific calculators,  |
| <b>Homework Club</b>                   | £3,000 | HLTAs support Homework Club after school from 3-4 after school Mon to Thurs supervised by 2 members of staff. Students have computer access, printing access and support if they are having difficulty. Transport home is provided to outlying villages.<br><i>*Homework (secondary) +5months impact</i> | To support students who are unable to complete homework at home   | Attendance of PP students at homework club.  | Homework club averages about 15 students many of which are PP students. All staff are informed via email which students attended on a daily basis.   |
| <b>D of E</b>                          | £2,000 | Duke of Edinburgh is now part of the after school curriculum. Equipment, membership and training has been funded for staff   | This enriches the curriculum offer for young people and supports engagement   | As part of the Duke of Edinburgh we offer Bronze and Silver Awards. To achieve this students are required to | Out of the current 49 bronze DofE students who are still completing their award, 9 are PP students and out of the 11 students still currently doing their Silver award we have 2 PP students We provided extra support for these students by way of helping with the |

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|  |  | <p><i>*Outdoor Adventure Learning - +4months impact</i></p> | <p>within the community. Part of the funding is used to support PP students access D of E. Financial support is offered to help those with the costs of registration and equipment to those families who might see cost as a barrier.</p> | <p>undertake 4 sections: Skills, Physical, Volunteering and Expedition. Many young people find achieving a DofE Award life-changing. A fun adventure and major challenge and a wide range of activities offer endless possibilities to anyone aged 14 to 24. Millions of young people in the UK have already taken part in the world's leading youth achievement award – pushing personal boundaries, gaining new skills and enhancing their CVs and university applications. Students are supported throughout the Award but are required to worked independently and as part of a team. They will be externally assessment by qualified staff, who monitor and assess their navigational skills, team work/collaboration and survival skills cooking, shelter building etc.</p> | <p>cost of registration of the award itself, loaning and purchasing of equipment, clothing and food.</p> <p>We will continue to target PP students and help them to enrol on the award in the future, so they won't miss out on this great opportunity of exploration and becoming a more rounded and confident person.</p> |
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| <b>CAT Testing and GL Assessment</b> | £5,740 | Cognitive Ability testing is used to identify any students who may require additional support from our SEN team. It is also used to further identify any G and T students. Progress is measured across Year 7 to 9. | The data from these tests is used to make sure that all our students' needs are met through appropriate interventions.  | Students are tested in Year 7 and then again in Year 9 to measure progress | The majority of students make progress in English and Maths from Year 7 to Year 9. Students in Maths make better progress.  |
| <b>RWI (Read Write Inc)</b>          | £3,600 | Interventions to improve reading levels<br><i>*reading comprehension strategies - +6months impact</i>   | To improve the reading ages of students with reading ages below 9   |  | Funding was spent on buying in materials for the Read Write inc/ Freshstart programme. Unfortunately due to staff absence we were not able to run these groups - then lockdown hit.   |
| <b>Forest School</b>                 | £400   | This was an additional cost to cover equipment required to support our Outdoor Learning programme.<br><i>*Outdoor Adventure Learning - +4months impact</i>  | Students improve Problem solving and resilience with challenging outdoor tasks. The outdoor environment helped improve awareness of their own personal space and environment. Students who have the opportunity to work outdoors benefited from the calming effect of nature. It has been recognised that |  | Outdoor learning groups are relatively small allowing for quality time for sharing and learning. Last term we were restricted to the school grounds due to the Covid ruling, which meant students missed out on woodland and beach trips. Outdoor learning took place once a fortnight. Out of the 12 students all from the nurture group, 4 were PP students.<br><br>The impact of Outdoor Learning is measured in a variety of ways from verbal questioning to mini assessments and/or questionnaires, photographic self-assessments on how well they developed in Outdoor learning lessons with staff feedback and communication with Tutors and HOY. In small groups all students have the opportunity to participate throughout, with a real sense of achievement. |

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|  |  |  | it reduces stress, improves moods and boost concentration as well as helping to improve engagement in classes. All lessons were linked with the curriculum. |  |  |
|--|--|--|---|--|--|

In addition there were a number of other provisions funded by the school or SEN budget which our disadvantaged students benefited from including:

- TA Support
- 2 Welfare support workers operate from the Oasis. This is a room available to students throughout the school day who may face barriers to learning. They work with students carrying Timeout cards including students with Autistic Spectrum Disorder. They are trained to work with students suffering bereavement. They run social and life skills groups. They support and work with our Restorative Justice student mentors. They are also the school First Aiders. Students can make themselves breakfast before school in the Oasis kitchen as required. One of the team is also responsible for coordinating support from Young Carers who come into school to work with groups.
- Dyslexia testing and access arrangements through our Dyslexia Ambassador
- The school has 9 ASD ambassadors to support inclusion for our ASD students
- Use of laptops, iPads and computer programmes, headphones
- Accelerated Reading programme in Year 7 and 8
- Multi Agency Support
- Vocational courses such as Animal Care and Construction to improve our inclusive provision.
- The funding of non-teaching pastoral Heads of Year, who are available at all times to support students and their families. They attend any meetings regarding students in their Year groups. Their specific role is to remove any barriers to learning
- Trauma Informed Schools lead to support identified students with their mental health and well – being
- Nurture group to support vulnerable students in Year 7

## **Covid 19/ Lockdown**

The school, like others, was massively impacted by the effects of COVID 19 and Lockdown from 20<sup>th</sup> March 2020. The school was open through the Easter Holidays to support Keyworker families, students with EHCPs or families with Social Workers. Through Lockdown the school had over 100 students on our booking system for places. We had 60 places and operated with 5 bubbles.

All students received weekly calls home from a member of staff, usually their tutor. Our more vulnerable students received daily calls home as required sometimes less in agreement with the student and agencies involved. Work was placed on Teams. Families who did not have access to technology were offered laptops/ computers through the school or a paper pack if preferred.

If we were not able to make contact with a family for over a week then a member of staff made an outside, socially distanced, home visit to check Welfare.

Families were given vouchers through the Aldi scheme in the early stages of Lockdown, later the government vouchers were distributed to all FSM families.

Year 10 students returned in June on a staggered basis.

## **PP measures 2019/20**

### **Progress scores**

|        | Pupil Premium | All pupils in School |
|--------|---------------|----------------------|
| All    | 0.5           | 0.66                 |
| Boys   | 0.3           | 0.4                  |
| Girls  | 0.73          | 0.94                 |
| High   | 0.49          | 0.56                 |
| Middle | 0.48          | 0.75                 |
| Low    | 0.67          | 0.71                 |
| Eng    | -0.05         | 0.12                 |
| Maths  | 0.44          | 0.57                 |
| open   | 0.68          | 0.80                 |
| EBacc  | 0.71          | 0.92                 |

## Attainment scores

|                       | Pupil premium | All pupils in school |
|-----------------------|---------------|----------------------|
| Average Attainment 8  | 47.78         | 53.82                |
| English Average grade | 4.63          | 5.18                 |
| Maths Average grade   | 4.54          | 5.17                 |
| EBacc Average grade   | 4.74          | 5.45                 |
| Open Average grade    | 5.07          | 5.6                  |

## Pupil Premium Spend 2019/20

| Teaching Staff | Literacy and Numeracy HLTA's and TA's | Effective Learning Centre | Vocational Support | Education off site and Ed Lounge | Pastoral Leads and Inclusion | Sound Training | EWO    | Homework Club | LAC     | RWI    | Forest School | CAT Testing | D of E | General |
|----------------|---------------------------------------|---------------------------|--------------------|----------------------------------|------------------------------|----------------|--------|---------------|---------|--------|---------------|-------------|--------|---------|
| £74,013        | £66,521                               | £32,983                   | £18,503            | £11,000                          | £56,067                      | £4,850         | £5,000 | £3,000        | £13,206 | £3,600 | £400          | £5,740      | £2,000 | £8,908  |



## Pupil Premium Spend 2019-20

