



Spend of Pupil Premium Funding - 2018/19

For the 2018/19 academic year, Redden Court School received £174,000 as part of the Pupil Premium.

INTERVENTION	RATIONALE	SUCCESS CRITERIA	COST	CHANGE FROM 2017/18	IMPACT
Coordinator of Achievement (Disadvantaged)	<ul style="list-style-type: none">• Oversee the overall provision, both pastoral and academic for disadvantaged students.• Be accountable for final outcomes for disadvantaged students.• Work and liaise with outside agencies to ensure PPG is spent in a	<ul style="list-style-type: none">• Attainment and progress at all key stages continues to narrow/diminish the gap between disadvantaged and non-disadvantaged students across both key stages.• Interventions in place reviewed and monitored for effectiveness.• Ensure disadvantaged students access enrichment and	£5,000	N/A	<ul style="list-style-type: none">❖ Through leading training and other methods, Coordinator has kept PP at the core of all teaching practice.❖ External reports highly praised the practice that is lead by the Coordinator.❖ The fact the gap between disadvantaged and non-disadvantaged students dropped by 0.2 in terms of Progress 8 indicates the effectiveness of the Coordinator.



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	manner in line with school ethos.	aspirational activities.			
Additional staffing allowing for reduced class sizes in English and Maths	<ul style="list-style-type: none">• Educational Endowment Foundation and Sutton Trust reports suggest smaller class sizes particularly benefit disadvantaged students.• Success in English and Maths is particularly crucial to students in their future destinations after school.• English and Maths departments	<ul style="list-style-type: none">• Attainment and progress at all key stages continues to narrow/diminish the gap between disadvantaged and non-disadvantaged students across both key stages.• Interventions in place reviewed and monitored for effectiveness.• Learning walks, lesson observations and book/work scrutinies demonstrate consistently strong practice when working with disadvantaged	£46,000	N/A	<ul style="list-style-type: none">❖ Both of these departments achieved results that were above the national average in terms of strong passes.❖ The gap between disadvantaged and non-disadvantaged students, especially in English, was particularly narrow.❖ Staff able to 1:1 with many high need disadvantaged students, with some making as much as two grades progress in a term.



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	target disadvantaged students for help and support before their non-disadvantaged peers.	students.			
Extra-curricular opportunities (e.g. trips, music lessons etc.)	<ul style="list-style-type: none">• RCS is committed to improving the cultural capital and aspirations of disadvantaged students.• PPG should be used to help overcome any potential barriers to disadvantaged students participating in extra-curricular activities.• Funding for trips	<ul style="list-style-type: none">• Increased participation in extra-curricular trips and activities by disadvantaged students.• Student feedback indicating increased aspiration and cultural capital.• Enhanced academic performance and overall wellbeing of disadvantaged students.	£5,000	Slight decrease as school has secured places on free programmes run in the Arts.	<ul style="list-style-type: none">❖ Several disadvantaged students in all year groups benefited from this fund.❖ There has been a marked increase in the cultural capital of these students.❖ Some examples of opportunities funded:<ul style="list-style-type: none">➢ Participation in netball camp.➢ Money towards a Geography visit to Sicily.➢ Museum and art gallery visits.➢ Participation in the school's annual 'Activities Week'.



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	or activities is allocated on an individual basis for specific students.				
Curriculum resources / capitation	<ul style="list-style-type: none">• Ensuring disadvantaged students across both key stages have necessary equipment for all subjects.• Ensure that disadvantaged students have access to their own ChromeBook.• Any revision guides disadvantaged students require are paid for from PPG to ensure they are best able to prepare for assessments	<ul style="list-style-type: none">• Disadvantaged students suitably equipped for all their lessons.• Disadvantaged students not being sanctioned for lack of equipment / non-completion of homework.• Suitable equipment allows disadvantaged student to take an active part in all their subjects and lessons.	£15,000	£5,000 increase as more unique and acute individual needs arose over last few academic years.	<ul style="list-style-type: none">❖ Resources available have allowed students to take a more proactive role in their own learning.❖ Providing ChromeBooks for students has led to marked increase in the completion of homework and revision targets.❖ Providing revision materials and other texts has, as previously stated, helped to narrow the gap by 0.2 in terms of Progress 8.



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	and formal examinations.				
Non-teaching Pastoral Heads	<ul style="list-style-type: none">• Non-teaching Pastoral Heads better to able to promptly respond to needs of disadvantaged students.• Pastoral Heads able to attend professional meetings for CLA and other students in order to inform practice across the school.• Without a teaching timetable, pastoral heads are able to maintain better communication	<ul style="list-style-type: none">• Disadvantaged students meet school expectations with regards to attendance and behaviour.• Pastoral Heads to regularly meet disadvantaged students and all stakeholders to monitor the effectiveness of provision for disadvantaged students.• Isolation and exclusion rates for disadvantaged students to remain significantly below the national average.	£55,000	N/A	<ul style="list-style-type: none">❖ Pastoral Heads have been able to effectively work with outside professionals and agencies to safeguard disadvantaged students and identify and remove any potential barriers to their success.❖ Pastoral Heads have played a crucial and effective role in improving the engagement of parents/carers of disadvantaged students.❖ Pastoral Heads have been able to implement innovative timetables and curriculum for particularly high need disadvantaged students in all year groups.



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	with parents/carers of disadvantaged students.				
Home School Support Worker	<ul style="list-style-type: none">• Work closely with parents/carers and other stakeholders to ensure the safeguarding and wellbeing of disadvantaged students.• Work with disadvantaged students to ensure any potential barriers to their success are identified and overcome.• Communicate regularly with	<ul style="list-style-type: none">• Disadvantaged students able to take an active and engaged part in the life of the school.• Positive and conducive relationships with disadvantaged students and all stakeholders.	£22,000	New HSSW appointed in February 2019.	<ul style="list-style-type: none">❖ Regular meetings with disadvantaged students have had a profoundly positive impact on the wellbeing of these students.❖ Measures have been put into place as a direct result of these meetings e.g. purchase of uniform / ChromeBook.❖ Regular home visits have also engaged parents/carers as well as removing any potential barriers to the safety, wellbeing and academic progress of disadvantaged students.



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	staff and outside agencies to ensure the best possible practice for all disadvantaged students.				
Behaviour For Learning Mentor	<ul style="list-style-type: none">• An increasing proportion of students at RCS have acute and specific needs, including those that are disadvantaged.• Mentor will work with students to develop their resilience and the soft skills required to participate effectively in lessons.• Conduct regular reviews with	<ul style="list-style-type: none">• Strong and conducive rapport with students in which students can be honest and frank about barriers to their learning, progress and attainment.• Regular reporting to teaching staff and other stakeholders ensuring all understand how specific students can be supported.• Sanctions for disadvantaged	£20,000	New B4L Mentor appointed in February 2019.	<ul style="list-style-type: none">❖ As with HSSW, the mentor has regularly met disadvantaged students on a 1:1 basis.❖ The feedback from these meetings has been shared with key staff to ensure provision is having a positive impact on disadvantaged students.



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	students and all stakeholders to ensure students are better able to access mainstream education.	students for behaviour and lack of homework to decrease.			
Counselling / Welfare	<ul style="list-style-type: none">• More disadvantaged students are experiencing mental health problems and other problems that have a direct impact on their wellbeing and performance.• Professionally trained staff able to equip students with skills and strategies for coping with issues that may	<ul style="list-style-type: none">• Disadvantaged students able to access in-school counselling service if/when need arrives.• Students confident in having point of contact to discuss any issues they may be experiencing.	£8,000		<ul style="list-style-type: none">❖ Providing counselling for high need disadvantaged students has had a positive impact on their wellbeing.❖ Issues raised in sessions have helped to inform practice and ensure the success of our individualistic and tailored approach to disadvantaged students.



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	<p>be experiencing.</p> <ul style="list-style-type: none">Disadvantaged students to have priority in terms of securing appointments with School Counsellor.				
Brilliant Club	<ul style="list-style-type: none">Raise aspirations of disadvantaged students by introducing them to university life.Introduce students to style of work at university and in further education in general.Promote students' self-confidence and	<ul style="list-style-type: none">Disadvantaged students to successfully complete 'Brilliant Club' programme.Student and parent/carer feedback.	£1,920	2018/19 cohort were from KS3 and studying a STEM programme.	<ul style="list-style-type: none">❖ This enthused students to the notion of further study at degree level (and beyond).❖ Feedback from students is that their aspirations for their futures has risen. <p><i>Although the programme was broadly successful, there are areas that can be improved by running similar programmes in school.</i></p> <p><i>As such, we will not be running the Brilliant Club programme in the 2019/20 academic year.</i></p>



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	wellbeing when completing challenging tasks.				
ABC Success	<ul style="list-style-type: none"> • Provide 1:1 mentoring for disadvantaged students in Key Stage 4. • Students given strategies to help improve their behaviours, attitudes and outcomes. 	<ul style="list-style-type: none"> • Improved behaviours and attitudes from students' involved in the programme. • Potential barriers to success identified and overcome. 	£1,995		<ul style="list-style-type: none"> • Mentoring sessions helped to identify barriers to students success as well as providing useful advice and strategies. <p><i>Given our investment in the 'Achievement For All' programme (and its emphasis on effective mentoring and structured conversations) we will not be running or investing in the ABC Success programme during the 2019/20 academic year.</i></p>
Uniform	<ul style="list-style-type: none"> • To ensure a seamless transition into school for new starters in Year 7. • Ensure students across all year 	<ul style="list-style-type: none"> • Ensure disadvantaged students 'fit in' with non-disadvantaged peers. 	£1,000		<ul style="list-style-type: none"> ❖ Providing uniform has raised the self esteem of students. ❖ Providing equipment for practical subjects (e.g. PE kit; Food Technology aprons and ingredients) allows students to actively



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	groups dressed appropriately and as peers.				participate in all subjects.
Bletchley Park	<ul style="list-style-type: none"> • Ensure all disadvantaged students able to attend KS3 Maths department visit to Bletchley Park. • To motivate and engage students with a subject they often find challenging and disengage with. 	<ul style="list-style-type: none"> • Disadvantaged students able to participate in trip. 	£800	Increased funding for higher number of disadvantaged students.	<ul style="list-style-type: none"> ❖ Increased cultural capital and understanding for disadvantaged students. ❖ Increase in enthusiasm for the study of mathematics; crucial for any future aspirations and opportunities our disadvantaged students may encounter.
Achievement For All	<ul style="list-style-type: none"> • Continue to improve relationship and engagement between school and parents/carers. 	<ul style="list-style-type: none"> • Improved communication between school and parents/carers of disadvantaged students. • Continue to work 	£3,735	We began running this programme at RCS from 01/01/201	<ul style="list-style-type: none"> ❖ Training has been led on the basis of improving conversations with and engagement of the parents and carers of disadvantaged students. ❖ Staff now more adept at



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	<ul style="list-style-type: none">• Continue to improve academic outcomes for disadvantaged students.• Provide INSET and other resources to enhance teaching and learning practices, which will benefit disadvantaged students.	<p>towards reducing / diminishing gap between disadvantaged and non-disadvantaged peers.</p> <ul style="list-style-type: none">• Staff teaching and learning practice enhanced and embedded across the school.		9.	<p>mentoring students in order to improve both their well-being and academic performance.</p> <p>❖ Parents / carers of disadvantaged students now more aware of the impact they have on students' progress and attainment and how they can help their children outside of school hours.</p>
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Redden Court School Staffing for Management of the Pupil Premium

At Redden Court School, the day to day running and budget management is overseen by Mr. J. Benstead. He has QTS and has worked as a teacher for nine years. The effective use of funds to diminish any differences that exist between disadvantaged students and their non-disadvantaged peers is his principle goal. Mr. Benstead also offers mentoring services to the students and provides pastoral support where necessary. He works alongside and influences whole school practices and endeavours to support teaching staff with not only the identification of students attracting Pupil Premium funding, but also their effective delivery of quality first teaching.

Mr. Benstead is line managed by Mrs. S. Thompson; Deputy Headteacher. Regular fortnightly meetings take place to discuss strategy and monitor/measure existing policies and their impact.

To discuss any of the spending, budgetary aspects of the Pupil Premium or for more information of any of the schemes listed above then please feel free to contact the school.

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