

Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Radclyffe School
Number of pupils in school	1490
Proportion (%) of pupil premium eligible pupils	36.1% (538 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23 to 2025-26
Date this statement was published	31 st December 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Mr J Cregg
Pupil premium lead	Mrs S Catlow
Governor / Trustee lead	Mrs S Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£529,930
Recovery premium funding allocation this academic year	£150,696
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£680,626

Part A: Pupil premium strategy plan

Statement of intent

At The Radclyffe School we believe in the transformative power of knowledge and learning in tackling social inequality and providing our students with the best possible chance of success. We are committed to providing young people with the highest quality of education for them to achieve their personal excellence. We acknowledge that tackling disadvantage is a challenge. Students are not at risk of underachieving because they are Pupil Premium, they are at risk because of the socioeconomic factors that impact on their learning over time. Our approach centres on how disadvantage impacts on the learning of our students, and avoids intervening to the label of 'Pupil Premium' as we acknowledge that the majority of our students experience the effects of disadvantage upon their learning, yet sit outside the eligibility criteria.

In the autumn term of 2022/23, we carried out a review of our Pupil Premium Strategy. This involved a careful consideration of the latest thinking around socioeconomic disadvantage and its impact on learning, an analysis of local factors effecting the community, as well as engaging with the various stakeholders including staff, students and parents.

As a result of this review, our approach centres around these key strands:

- Language development
- High-quality teaching for all with a particular focus on metacognition and self-regulated learning
- Building and maintaining teacher/student relationships

First and foremost, the greatest challenge linked to disadvantage for our school is the language gap which centres on reading. We believe that if we successfully address this issue, we give everything else that goes on in our classrooms a better chance of success.

Secondly, we must focus on the learning experience - on what goes on day in, day out. A well-planned and sequenced curriculum coupled with high-quality teaching is central to our approach. We want to ensure that all students, and particularly those with a lower prior attainment profile, have at least equitable access to well-trained and well-qualified staff who are subject experts. It is about ensuring disadvantaged students do not experience a narrower curriculum offer than their more affluent peers. This is crucially about the quality of the interactions between teachers and students and ensuring that disadvantaged students are included and experience challenging learning.

Finally, our strategy acknowledges the impact of social, emotional and mental health. If young people have consistent experiences of being safe, healthy, respected and included, then they will develop the ability to be resilient to stressors. Young people need to experience consistent positive relationships in order to be able to thrive and learn well.

Challenges

In the Autumn term of 2022/23, we carried out a review of Pupil Premium Strategy. This review aimed to understand how socioeconomic disadvantage in the local community was having an impact on learning. The review involved interviews with staff, parent, student and governor surveys, and an examination of published information about the local community.

The following challenges have been informed by this review, the work of Mark Rowlands on educational disadvantage in Essex¹ and the EEF Pupil Premium guidance².

Challenge number	Detail of challenge									
1	<p>Literacy and Language Development</p> <p>The language gap and links to socioeconomic disadvantage are well documented. Disadvantaged students tend to have lower levels of oral language which limits their future attainment. They have a more limited vocabulary or difficulties with comprehension which makes it difficult for them to access learning across the curriculum.³.</p> <p>Given the high proportion of students who come from homes in which English is not the primary language, this issue is particularly acute for our school community. Our review suggests that, whilst parents may be highly motivated to support their children educationally, they may not have the ability or time to support the development of their child’s reading. Interviews with staff show that they recognise issues around literacy in our school community. Teachers recognised that disadvantaged students were not often exposed to wide and varied literature in their homes. Reading as a leisure pursuit was not often modelled and that parents were sometimes unable to support their children with reading. Observations of students in lessons have found that disadvantaged students make frequent literacy errors. Teachers also recognised that disadvantaged students may not be exposed to a high level of spoken English, and oracy is an issue that has an impact in the classroom. Our observations show that disadvantaged students have more gaps in their learning over time than their peers and have poorer standards of presentation. These may be symptoms of the impact of poorer language development which in turn, impacts on motivation and self-regulation.</p> <p>School data also demonstrates a link between literacy levels and disadvantage. All students’ reading skills are assessed on entry to Year 7 using the NGRT Reading Test. Students identified as Pupil Premium consistently perform less well in entry to Year 7 than their peers.</p> <table><tr><th>NGRT Reading Test Standardised Score</th><th>Year 7 2021/22</th><th>Year 7 2022/23</th></tr><tr><td>Pupil Premium</td><td>97.7</td><td>97.6</td></tr><tr><td>Non-Pupil Premium</td><td>99.7</td><td>100.2</td></tr></table>	NGRT Reading Test Standardised Score	Year 7 2021/22	Year 7 2022/23	Pupil Premium	97.7	97.6	Non-Pupil Premium	99.7	100.2
NGRT Reading Test Standardised Score	Year 7 2021/22	Year 7 2022/23								
Pupil Premium	97.7	97.6								
Non-Pupil Premium	99.7	100.2								

¹ Rowland, M. (2021) Addressing Educational Disadvantage In Schools and Collages – The Essex Way,

² <https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools>

³ Rowland, M (2021), p.33, p.67

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Numeracy

Disadvantaged students have lower numeracy levels on entry from primary school. Those that have not met the expected standard for numeracy are going to experience difficulties in accessing the full curriculum.

The numeracy levels for all students nationally have been negatively impacted by the pandemic. In 2022, the percentage of students meeting the Expected Standard in Maths was 71%; an 8% drop from 79% in 2019.

School data indicates that, whilst the proportion of Year 7 students meeting expected Standard at the end of primary school has dropped more significantly for non-disadvantaged students, fewer disadvantaged students met expected Standard before the pandemic, and this continues to be the case for the 2022 intake.

End of KS2 attainment in Maths	2017/18		2018/19		2019/20		2020/21		2021/22		Diff 2019 - 2022	
Met the Expected Standard	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS
All students Maths	75%	81%	79%	81%	x		x		71%	63%	-8%	-18%
PP students Maths	64%	80%	67%	74%					56%	58%	-11%	-16%
Non PP students Maths	81%	82%	84%	85%					78%	64%	-6%	-21%

In 2021 and 2022, KS2 SATs did not take place. We use CAT4D to assess our Year 7 students' verbal, nonverbal, quantitative and spatial abilities in week 5. Data from the Quantitative Reasoning battery for both these cohorts indicates that;

- In 2021- the mean SAS (Standardised Age Score) was below the national representative sample with a 3.9-point gap between FSM and Non-FSM,
- In 2022- the mean SAS was below national representative sample with a 3.6-point gap between FSM and non-FSM for Maths

Quantitative mean SAS	Year 7 2020/2021	Year 7 2021/2022
National Average	100.0	100.0
All TRS students	98.0	98.8
Pupil Premium	95.6	96.2
Non Pupil Premium	99.5	99.8
GAP	3.9	3.6

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Self-Regulation

Our observations suggest that disadvantaged students showed more gaps in their learning over time compared to their peers. Self-assessment and response to feedback was weaker and less consistent leading to the development of gaps and persistence of misconceptions. Metacognition and self-regulated learning are well evidenced as

	strategies that improve learning. ⁴ There is strong evidence that disadvantaged students often do not have the self-regulation skills (knowledge of self, knowledge of task, knowledge of strategies) to plan, monitor and evaluate their work.
4	<p>Behaviour and Attitudes</p> <p>Our call out data shows that disadvantaged students are more likely to exhibit behaviours that require the intervention of a Senior Member of Staff. In 2021/22 55% of the 1215 call outs were to PP students. In the first half term of 2022/23, this figure was 49.3% - the proportion of PP students in the school is around 37%. Additionally, 45% of placements in the Focus Room in the three-year period 2018/19 to 2020/21 were for disadvantaged students. In 2021/22 this was 38.4% and was a similar level in the first half term of 2022/23 (38.1%).</p>
5	<p>Building Relationships</p> <p>It is known that the formation of secure relationships is central to good social and emotional health and forms the basis for the development of a range of behaviours required to learn and to engage with others.⁵ The Trauma Informed Approach recognises that adult and children's responses to situations are significantly influenced by past traumatic events. Because of the socioeconomic factors caused by disadvantage, students from a disadvantaged background are more likely to have experienced traumatic events which have an impact on their response to situations.</p> <p>Through our review engagement with the local community, it is recognised that there is an increase in fragmentation of the family, and to a certain extent, the wider community. It is recognised that issues such as the increase in divorce rates, declining family networks, drugs, and the loss of cultural values are all issues that are having a negative influence on some students' ability to form secure relationships. Consequently, this has a negative influence on students ability to respond appropriately to situations in school.</p>
6	<p>Social, Emotional and Mental Health (SEMH)</p> <p>Nationally there is evidence that indicates that this is an issue that disproportionally impacts disadvantaged students⁶. In the school, overall numbers of students presenting with Mental Health issues rose sharply in the academic year 2021/22, possibly linked to the impact of the pandemic. 37 students identified a Pupil Premium cited mental health issues ranging from anxiety to suicidal ideation.</p>
7	<p>Parental Engagement</p> <p>Issues around the engagement of parents was a consistent theme in our review. Interviews with staff showed that some parents found it difficult to 'navigate the system' and know what was expected of them. Whilst parents may be highly motivated to support their children educationally, they may not have the ability or time. This coupled, with</p>

⁴ EEF Guidance Report (2018) <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

⁵ Rowlands, M, (2021), p. 43

⁶ Rowlands, M, (2021), p.91

	language barriers means that parents risk coming across as disinterested.																				
8	<p>Attendance</p> <p>Our attendance data over the last three years indicates that the attendance gap between disadvantaged and non-disadvantaged students rose during the COVID pandemic, and whilst it is returning to pre-pandemic levels, the gap remains.</p> <table><tr><td></td><td>Disadvantaged</td><td>Non-disadvantaged</td><td>Gap</td></tr><tr><td>2018/19</td><td>93.4%</td><td>94.8%</td><td>1.4%</td></tr><tr><td>2019/20</td><td>93.7%</td><td>95.4%</td><td>1.7%</td></tr><tr><td>2020/21</td><td>86.0%</td><td>89.2%</td><td>3.2%</td></tr><tr><td>2021/22</td><td>91.2%</td><td>93.2%</td><td>2%</td></tr></table>		Disadvantaged	Non-disadvantaged	Gap	2018/19	93.4%	94.8%	1.4%	2019/20	93.7%	95.4%	1.7%	2020/21	86.0%	89.2%	3.2%	2021/22	91.2%	93.2%	2%
	Disadvantaged	Non-disadvantaged	Gap																		
2018/19	93.4%	94.8%	1.4%																		
2019/20	93.7%	95.4%	1.7%																		
2020/21	86.0%	89.2%	3.2%																		
2021/22	91.2%	93.2%	2%																		
9	<p>Attainment at KS4</p> <p>National data shows that there is a performance gap between disadvantaged and non-disadvantaged students and this gap has widened as a result of the pandemic⁷.</p> <table><tr><td>National Progress 8</td><td>Disadvantaged</td><td>Non-disadvantaged</td><td>Gap</td></tr><tr><td>2018/19</td><td>0.13</td><td>-0.45</td><td>-0.58</td></tr><tr><td>2021/22</td><td>0.15</td><td>-0.55</td><td>-0.7</td></tr></table> <p>Whilst disadvantaged students' performance at the end of KS4 has compared favourably to non-disadvantaged students in the past, they have been consistently lower than non-disadvantaged students. This gap widened considerably under the Teacher Assessed Grades arrangements in 2021 (5.9 points lower for disadvantaged students), and in 2022 on return to terminal examinations assessment, the gap was wider still at 6.24 points.</p>	National Progress 8	Disadvantaged	Non-disadvantaged	Gap	2018/19	0.13	-0.45	-0.58	2021/22	0.15	-0.55	-0.7								
National Progress 8	Disadvantaged	Non-disadvantaged	Gap																		
2018/19	0.13	-0.45	-0.58																		
2021/22	0.15	-0.55	-0.7																		
10	<p>Digital access</p> <p>During the COVID 19 lockdowns of 2020 and 2021 it quickly became clear that the lack of a suitable internet enabled device was a significant barrier to accessing the online curriculum. This disproportionately affects disadvantaged students.</p>																				
11	<p>Financial Hardship</p> <p>Disadvantage means that families may struggle to afford the basics of adequate housing and food. This leaves little or no surplus income for recreational activity. Items such as school uniform contributions towards education visits can may cause significant strain and mean that the family has to do without in other areas.</p> <p>Our review also suggests that there are issues around sufficient food and at times this may have an impact on learning. It is recognised that some students may come to school having not eaten before they left home. Teaching staff say they observe significant fluctuations in</p>																				

⁷ <https://schoolsweek.co.uk/the-return-of-school-league-tables-7-key-findings/>

	students' energy levels at different times in the day, and students may be less focused and able to concentrate at the beginning and end of the day.
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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
Attainment for disadvantaged students to return to being in line with non-disadvantaged students at the end of KS4.	By the end of the current plan: <ul style="list-style-type: none"> • APS for disadvantaged students to be above 44 points; the gap between PP and non-PP to be within 1 point. • 4+EM – 63%+; gap below 2% • 5+ EM – 40%+ gap below 5%
Improved reading comprehension of disadvantaged students.	<ul style="list-style-type: none"> • NGRT tests on Year 7 students in June 2025 to have an average score of 100 for disadvantaged students. • Exact Reading assessment (term 3) average reading age to be above average chronological age for disadvantaged students.
For attendance of disadvantaged students to return to pre-COVID levels	<ul style="list-style-type: none"> • Attendance of disadvantaged students to exceed 94% • The gap between disadvantaged and non-disadvantaged to be 1.4% or lower.
Improved behaviour and attitudes of disadvantaged students.	<ul style="list-style-type: none"> • Reduced numbers of disadvantaged students receiving more than one Focus Room placement. • Reduction in the number of incidents requiring SLMT call out for disadvantaged students.
Improved levels of wellbeing amongst disadvantaged students.	<ul style="list-style-type: none"> • Levels of wellbeing amongst disadvantaged students to be at similar levels to those of non-disadvantaged students as measured on the #BeeWell project.
To ensure that all students are able to access the remote curriculum or to extend their learning outside the school day.	<ul style="list-style-type: none"> • Disadvantaged students to be accessing remote learning at similar levels to those of non-disadvantaged students.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £230,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Development	<p>Whilst it may seem that this is a targeted academic intervention, literacy development is a core part of our universal offer for all students that is linked directly to the challenge of the school's setting.</p> <p>The EEF recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.</p> <p>Improving Literacy in Secondary Schools EEF (Education Endowment Foundation)</p>	1,3,9
Additional staffing in core and shortage subjects (English/Maths/Science)	<p>All students, and especially disadvantaged students, need specialist, well trained teachers delivering a carefully planned curriculum. In core subjects and subjects with teacher supply issues, the detrimental impact of periods of staff absence are particularly acute. The pupil premium funding is used to allow for surplus capacity so that it is more likely that the quality of curriculum delivery is not interrupted by teacher's absence. Whenever surplus capacity is not used to cover unforeseen absence, it can be used to provide targeted academic support.</p>	1,2,3,9
ECT Mentoring	<p>Effective mentoring is key to teacher's development in the early stages of their</p>	3

	career. This is important in assuring that all students, particularly disadvantaged students, are taught by a knowledgeable and well-trained teacher.	
Staff CPD	<p>The EEF guidance report on Effective Professional Development suggests that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development Guidance Report EEF (Education Endowment Foundation)</p> <p>The Radclyffe School offers high quality CPD focussed on key strands from the metacognition guidance report. The staff CPD programme is well designed and underpinned by a strong evidence base. Staff CPD also includes EEF research programmes that change behaviour and not 'hide' students as well as Bounce Forward resilience training, Healthy Minds resilience training and Trauma Informed School training.</p>	1, 2, 3, 4, 5, 6,9
Maintenance and lifecycle replacement of visualisers	<p>Evidence suggests the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months progress when used well.</p> <p>Metacognition and self-regulated learning EEF (Education Endowment Foundation)</p> <p>All students benefit significantly from developing metacognitive strategies. Visualisers are a high impact teaching tool which help develop metacognition.</p>	1,2,3,9

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

Budgeted cost: £170,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Literacy Development Strategies	<p>Fresh Start has been tested through an EEF efficiency trial involving ten secondary schools and 433 Year 7 pupils. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year.</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF suggest that students with low levels of reading may not be independent readers and would need initial support from teacher to start reading books.</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF sights a study that found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	1,3,9
KS3 Numeracy Development Strategies	<p>The EEF suggest that intervention should happen early, both because mathematical difficulties can affect performance in other areas of the curriculum, and in order to reduce the risk of children developing negative attitudes and anxiety about mathematics. Interventions should include explicit and systematic teaching. The best designed programme will not work if teaching staff are unavailable, excessively overburdened, or not adequately trained to deliver the programme. The EEF's 'Making Best Use of Teaching Assistants' provides guidance on the effective deployment of Teaching Assistants.</p> <p>Improving Mathematics in Key Stages 2 and 3 2022 - Update EEF (educationendowmentfoundation.org.uk)</p> <p>The Radclyffe School have identified lower numeracy levels on entry from primary school as a challenge. The grant is used to provide TA interventions in Maths for students that require additional academic support.</p>	2,3,9

KS4 Targeted interventions (Lesson 6 interventions, Half term boosters, Revision days, Breakfast revision)	<p>High quality teaching should reduce the need for extra support for pupils during KS4. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers.</p> <p>The Radclyffe School provides a range of small group targeted interventions at KS4 to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p>	1,2,3,9
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £280,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support (The Attendance Team)	<p>The DfE's 'Working together to improve school attendance' guidance explains that the barriers to accessing education are wide and complex. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. The guidance also states that schools should treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance.</p> <p>Working together to improve school attendance DfE (publishing.service.gov.uk)</p> <p>The EEF Rapid evidence assessment on attendance interventions identified the link between poor attendance and low academic attainment. Additionally, it also sights the link to anti-social characteristics, delinquent activity and negative behavioural outcomes. The evidence is that mentoring and engaging with parents leads to both short-term and long-term benefits for young people.</p> <p>Attendance Interventions: REA report EEF (Education Endowment Foundation)</p>	5,7,8
Supporting students' attitudes and	The Radclyffe School is a Trauma Informed School which supports students who suffer with	4,5,6,7

<p>behaviour (Home School Liaison Officer, Family Support Worker, The HUB, Focus Room and Supported Learning Centre)</p>	<p>trauma or mental health problems and whose behaviour acts as a barrier to learning.</p> <p>Staff working with children and young people all need to be trauma and development informed, in order that they develop the understanding and skills to effectively support children and young people. Providing a trauma-sensitive environment will assist all children and young people. Our strategies to address educational disadvantage are based on the quality of the relationships we forge.</p> <p><u>Rowland, M., 2021. Addressing Educational Disadvantage in Schools and Colleges. John Catt.</u></p> <p>The Radclyffe School provides a range of pastoral interventions which are all linked to a graduated response to behaviour. These interventions are linked to the EEF's guidance for Improving Behaviour in Schools. The report's six recommendations for improving behaviour not only reviewed the best available international research, but also consulted with teachers and other experts. Again, the EEF guidance focuses on developing good relationships to ensures pupils feel valued and supported, meaning they are less likely to misbehave.</p> <p><u>Improving behaviour in schools EEF (Education Endowment Foundation)</u></p> <p>DfE data shows that exclusion and suspension rates are higher for students who are eligible for FSMs and SEND students. Again, these measures are all aimed at early intervention, and preventing behaviour escalating.</p> <p><u>Permanent exclusions and suspensions in England – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</u></p>	
<p>Social, Emotional and Mental Health support</p>	<p>DfE research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment. A member of the senior leadership team has completed Senior Mental Health Lead Training to develop a whole school approach to mental health and wellbeing.</p> <p><u>Supporting Mental Health in Schools and Colleges: case studies (publishing.service.gov.uk)</u></p> <p>The Radclyffe School is part of the Manchester #BeeWell project. This project surveys our</p>	<p>6,7,8</p>

	<p>students over a three-year cycle. It is a vital tool to help us monitor the wellbeing of our students and help us make informed choices for our Wellbeing provision.</p> <p>Furthermore, every member of staff is an emotionally available adult for our students. PLGs, year managers, learning mentors and the safeguarding team give additional support to our students.</p> <p>The schools Family Support Worker helps build relationships with the school and families as well as offering emotional and practical support to parents/carers.</p> <p>The school provides student counselling services in school for two days per week to support the emotional health and wellbeing of our students.</p>	
PLG System	<p>The EEF guidance 'Supporting School Planning – A tiered approach to 2021' highlights the importance of supporting students social and emotional needs. The PLG system gives students the opportunity for daily contact with member of staff who is responsible for approximately 13 students,</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	4,5,6,7
Learning Mentors	<p>The EEF Evidence Toolkit indicated that mentoring has a positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Our team of Learning Mentors provide a number of targeted small group interventions including anger management, Lego therapy and a positive mental health programme. The Learning Mentors also offer other strategies to enhance social and relationship skills including self-esteem, body language and conversational skills.</p>	4,5,6
Breakfast Club, Hardship Fund and remission of Fees/Resources	<p>Adolphus et al. (2013) has shown that breakfast club initiatives in special and non-special schools improve on-task behaviours.</p> <p>The effects of breakfast on behaviour and academic performance in children and adolescents (whiterose.ac.uk)</p>	6,8,11

	<p>This approach is also supported by evidence and research from The National School Breakfast Programme and Family Action.</p> <p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>The Radclyffe School provide a free breakfast club every morning for all students to promote better attendance, punctuality and readiness for school.</p> <p>The school provide a uniform exchange for any families that are struggling to meet the cost of school uniform.</p> <p>Educational Visits and costs associated with access to some subjects may also be subsidised.</p>	
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Total budgeted cost: £680,626

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria			
Attainment for disadvantaged students to return to being in line with non-disadvantaged students at the end of KS4.	By the end of the current plan: <ul style="list-style-type: none"> • APS for disadvantaged students to be above 44 points; the gap between PP and non-PP to be within 1 point. • 4+EM – 63%+; gap below 2% • 5+ EM – 40%+ gap below 5% 	APS	2022	2023
		Disadvantaged	44.2	43.16
		Non-disadvantaged	50.4	47.42
		GAP	6.24	4.26
		4+EM	2022	2023
		Disadvantaged	50.5%	57.4%
		Non-disadvantaged	67.1%	68.9%
		GAP	16.6%	11.5%
		5+EM	2022	2023
		Disadvantaged	37.4%	32.4%
		Non-disadvantaged	51.2%	44.7%
		GAP	13.8%	12.3%
Improved reading comprehension of disadvantaged students.	<ul style="list-style-type: none"> • NGRT tests on Year 7 students in June 2025 to have an average score of 100 for disadvantaged students. • Exact Reading assessment average reading age to be above average chronological age for disadvantaged students. 	NGRT Test (standardised score – mean 100)	Y7 9/21	Y7 5/22
		Disadvantaged	97.7	99.8
		Non-disadvantaged	99.7	101.2
			2	1.4
		On the STAR reading test, 51 students in Year 7 were reading above the age 12 at the beginning of the year – 81 by term 3 2022 (36 and 55 for non-disadvantaged). On the exact reading test in September 2023, 30 students in Y7 were reading above the age 12 at the beginning of the year.		
For attendance of disadvantaged	<ul style="list-style-type: none"> • Attendance of disadvantaged 			

students to return to pre-COVID levels	<div>students to exceed 94%</div> <ul style="list-style-type: none">The gap between disadvantaged and non-disadvantaged to be 1.4% or lower.	<table><thead><tr><th>Attendance</th><th>2020-21</th><th>2021-22</th><th>2022-23</th></tr></thead><tbody><tr><td>Disadvantaged</td><td>88.31%</td><td>91.14%</td><td>88.9%</td></tr><tr><td>Non-disadvantaged</td><td>91.37%</td><td>93.14%</td><td>91.7%</td></tr><tr><td></td><td>3.06%</td><td>2%</td><td>2.8%</td></tr></tbody></table> <div>*2022-23 Disadvantaged: 88.9% (National 85.3%)</div>	Attendance	2020-21	2021-22	2022-23	Disadvantaged	88.31%	91.14%	88.9%	Non-disadvantaged	91.37%	93.14%	91.7%		3.06%	2%	2.8%																
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Improved behaviour and attitudes of disadvantaged students.	<ul style="list-style-type: none">Reduced numbers of disadvantaged students receiving more than one Focus Room placement.Reduction in the number of incidents requiring SLMT call out for disadvantaged students.	<table><thead><tr><th colspan="2">Focus Room Referrals 2020 -2021</th></tr></thead><tbody><tr><td>Total referrals (days)</td><td>1365</td></tr><tr><td>Pupil Premium</td><td>614</td></tr><tr><td>PP %</td><td>45%</td></tr></tbody></table> <table><thead><tr><th colspan="2">Focus Room Referrals 2021 -2022</th></tr></thead><tbody><tr><td>Total referrals (days)</td><td>1178</td></tr><tr><td>Pupil Premium</td><td>453</td></tr><tr><td>PP %</td><td>38.4%</td></tr></tbody></table> <table><thead><tr><th colspan="2">Focus Room Referrals 2022-2023</th></tr></thead><tbody><tr><td>Total referrals (students)</td><td>253</td></tr><tr><td>Pupil Premium</td><td>118</td></tr><tr><td>PP %</td><td>47%</td></tr></tbody></table> <table><thead><tr><th colspan="2">Focus Room Referrals 2023-2024</th></tr></thead><tbody><tr><td>Total referrals (students)</td><td>203</td></tr><tr><td>Pupil Premium</td><td>82</td></tr><tr><td>PP %</td><td>40%</td></tr></tbody></table>	Focus Room Referrals 2020 -2021		Total referrals (days)	1365	Pupil Premium	614	PP %	45%	Focus Room Referrals 2021 -2022		Total referrals (days)	1178	Pupil Premium	453	PP %	38.4%	Focus Room Referrals 2022-2023		Total referrals (students)	253	Pupil Premium	118	PP %	47%	Focus Room Referrals 2023-2024		Total referrals (students)	203	Pupil Premium	82	PP %	40%
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Improved levels of wellbeing amongst disadvantaged students.	<ul style="list-style-type: none">Levels of wellbeing amongst disadvantaged students to be at similar levels to those of non-disadvantaged students as measure on the #BeeWell project.	<div>#BeeWell data not available.</div> <div>According to Safeguarding monitoring data 47 students were identified as under the headings of 'mental health, counselling and self-harm'. 21 (44.7% were disadvantaged students; 26 (55.3%) were non-disadvantaged students.</div>																																
To ensure that all students are able to access the remote curriculum or to extend their learning	<ul style="list-style-type: none">Disadvantaged students to be accessing remote learning at similar levels to those of	All students regardless of need are able to loan a school laptop. As of September 2022, 573 laptops were on loan. 211(37%) were to disadvantaged																																

outside the school day.	non-disadvantaged students.	students; 362 were to non-disadvantaged students.
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Externally provided programmes

Programme	Provider
Accelerated Reader Programme	Renaissance Learning