

# Pupil premium strategy statement – Rainhill High School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1456
Proportion (%) of pupil premium eligible pupils	301
Academic year/years that our current pupil premium strategy plan covers	2024-2027 September 2025 Update (Year 2)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Josephine Thorogood
Pupil premium lead	Yacine Rachi
Governor / Trustee lead	Sophie Leyland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,112.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£89,027.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£445,139.00

# Part A: Pupil premium strategy plan

## Statement of intent

The overarching intent of the schools Pupil Premium strategy is to level that playing field for all pupil premium students giving them the very best opportunity to show personal development, achieve academic success and go onto to secure the appropriate destinations to secure a positive future.

- At Rainhill High we truly believe that Quality First Teaching is the biggest driver to improving attainment and progress. We recognise that consistency and predictability are positive forces within a child's education and this is even more pertinent for pupil premium learners. To this end, this is why we are implementing our Systems of Learning in every classroom and our Professional Standards for all pupils as this will have a marked impact on pupil premium learners. We have an a commitment for developing our staff by searching out the best CPD opportunities driven by senior and middle leaders, and we follow an evidence-based approach to teaching and learning, promoting strategies that will raise the attainment and progress of all pupils, but specially with PP pupils in mind.

Our three-year strategy is underpinned by five core principles and projects that are supported by academic evidence and research. These principles are proven to have a positive impact on the attainment and progress of Pupil Premium pupils as well as raising aspirations and ambitions of this cohort.

- Tackle Pupil Premium attendance at school and in intervention sessions
- Ensure that all Pupil Premium Pupils are KS4 and post 16 ready through a programme of study underpinned through effective, constant but targeted CPD.
- Identify, target and implement a programme that tackles pupil premium students who are below expected levels in English and Maths on entry.
- Have a dedicated Pupil Premium Student Manager, who using the power of sport, exercise and healthy lifestyle, can raise outcomes and aspirations of pupil premium pupils as well as building positive relationships with both pupil and parent/carer.
- Support any exceptional circumstances as they may arise.

By implementing a comprehensive Pupil Premium strategy, targeted on the five core principles above, Rainhill High School will create a supporting, inclusive and inspiring learning experience that will empower all pupils, regardless of starting points and economic status, to achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance to school and to after school intervention to the additional challenges and commitments that pupil premium pupils face.</p> <p>For example, picking up siblings and attending to household tasks meant that 23/24 Yr11 pupil premium attendance to intervention was, on average, 17% below their non-pupil premium counterparts.</p>
2	<p>Pupils having the executive function skills to achieve as well as their non-pupil premium counterparts.</p> <p>Our assessments, QA including learning walks discussions with pupils and book reviews highlighted a lack of knowledge and expertise in application independent revision strategies to consolidate learning in the classroom. In 23/24 senior leaders responded to this with bespoke packages for small groups of pupil premium pupils to plug gaps in independent learning skills. This is not a sustainable model and only acts as a short-term fix with some pupils instead of embedding these skills in all PP pupils.</p>
3	<p>Low starting points in English and Maths not allowing PP pupils to fully access the curriculum.</p> <p>In the current Yr7 cohort pupil premium pupils are disproportionately represented in the lower band based on avg KS2 data in English and Maths. The LA group has a pupil premium representation of 30% compared to MA and HA groups at 6% and 11% respectively.</p> <p>In the current Yr7 pupil premium pupils have lower KS2 scores, as a cohort, their non-pupil premium counterparts.</p> <p>Avg Reading Score – Pupil premium 106.50 compared to non pupil premium 107.38</p> <p>Avg Maths Score – Pupil premium 103.93 compared to non pupil premium 106.25</p>
4	<p>Pupil premium pupils make up for 20% of the school community but account for 32% of all behaviour logs on Synergy.</p>
5	<p>Building positive relationships with pupil premium pupils and their families.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Teacher referrals for support remain high. 70 pupils (44% of whom are pupil premium) currently require additional support with social and emotional needs in the form of one to one counselling session and small group work. This equals to 10% of the pupil premium cohort compared to 3% of their non pupil premium counterparts accessing similar services.</p>

6	Outcomes in Basic subjects and the restrictions they place on pupil premium pupils and their future prospects (2023 outcomes 44.2% pupil premium Basics 9-4 compared to non pupil premium 72.3%)
7	Raising aspirations of pupil premium pupils. Our assessments, QA observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concerns or lack of understanding over prospects and routes into further education, employment and careers. These challenges particularly affect pupil premium pupils, including their attainment, which can cause them to opt out of CIAEG programs, enrichment opportunities and meaningful work experience.

## 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
Reduce PA for Pupil Premium pupils.	<ul style="list-style-type: none"> <li>Pupil premium attendance will be in line with their non pupil premium counterparts</li> <li>Breakfast clubs are used to aid pupil premium pupils have a daily structure that allows them to thrive</li> <li>Bespoke transport arrangements in place that allow pupil premium pupils with potential barriers that block their participation in the full school day are in place</li> </ul>
Pupil premium pupils will have a greater capacity to work independently and utilise revision strategies	<ul style="list-style-type: none"> <li>Yr11 and Yr10 pupil premium pupils receive bespoke study skills sessions on the most impactful method of implementing the revision strategies within the KS4 Ready Programme.</li> <li>The KS4 Ready programme will be successfully integrated into the citizenship curriculum to ensure that all pupil premium pupils have been exposed to the study skills.</li> <li>In Yr10, KS4 Ready will be an integral part of form time and be integrated into the whole school Character Curriculum.</li> </ul>
Attendance at intervention sessions will increase	<ul style="list-style-type: none"> <li>The System's of Learning from the Stephenson Trust Expert Teacher manual are embedded in lessons across the whole school, increasing the consistency and predictability within the classroom, are having a positive impact on pupil progress and attainment for all pupils including those that arrive below expected.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Teacher Transition Cues from the Stephenson Trust Expert Teacher manual are embedded in lessons across the whole school, increasing the consistency and predictability within the classroom, are having a positive impact on pupil progress and attainment for all pupils including those that arrive below expected</li> <li>• The school's Character Curriculum is embedded across the school and this raises pupil aspirations and learning habits which means they engage further with intervention</li> <li>• Pupil premium attendance at intervention sessions is in line with their non pupil premium counterparts.</li> </ul>
<p>Pupil premium pupils that arrive below exp starting points in Maths and English will move towards being in line with their peers</p>	<ul style="list-style-type: none"> <li>• Numeracy and literacy coordinators that work together on a uniformed but flexible approach to closing the gaps of those pupils below exp starting points on entry</li> <li>• KS2 data, or where this is not available CAT data, is used to create Yr7 Maths and English intervention groups</li> <li>• All pupil premium pupils involved in the programme have age related scores in English and Maths and are in line with their non pupil premium counterparts.</li> <li>• The System's of Learning from the Stephenson Trust Expert Teacher manual are embedded in lessons across the whole school, increasing the consistency and predictability within the classroom, are having a positive impact on pupil progress and attainment for all pupils including those that arrive below expected.</li> <li>• The Teacher Transition Cues from the Stephenson Trust Expert Teacher manual are embedded in lessons across the whole school, increasing the consistency and predictability within the classroom, are having a positive impact on pupil progress and attainment for all pupils including those that arrive below expected</li> <li>• The school's Character Curriculum is embedded across the school and this raises pupil aspirations and learning habits which is having a positive impact on pupil progress and attainment for all pupils including those that arrive below expected.</li> </ul>
<p>A daily structure that allows Pupil premium pupils to thrive and achieve.</p>	<ul style="list-style-type: none"> <li>• Breakfast clubs are used to aid pupil premium pupils have a daily structure that allows them to thrive</li> <li>• Bespoke transport arrangements in place that allow pupil premium pupils with potential barriers</li> </ul>

	<p>that block their participation in the full school day are in place</p> <ul style="list-style-type: none"> <li>• By Aug 2027 pupil premium pupils are proportionately represented in the whole school distribution of the school rewards including ATL 1s and Lions</li> <li>• The school's Character Curriculum is embedded across the school and has a positive impact on pupil engagement within enrichment and extra curricular activities to be in line with their non pupil premium counterparts by Aug 2027</li> <li>• The schools Professional Standards are embedded within the school providing all pupils, including those from a pupil premium background, the structure and habits to allow them to thrive and achieve</li> </ul>
<p>Have a culture of positive clear lines of communication between school, child and parent/carer</p>	<ul style="list-style-type: none"> <li>• Due to increased comms from PPSM pupil premium parents attendance at whole school events will be in line with their non pupil premium counterparts in 2025-26</li> <li>• Parent voice highlights that PPSM being the first point of contact for their child has had a positive impact from 2025-26</li> <li>• By Aug 2027 pupil premium pupils are proportionately represented in the whole school distribution of the school rewards including ATL 1s and Lions</li> <li>• The school's Character Curriculum is embedded across the school and has a positive impact on pupil engagement within enrichment and extra curricular activities to be in line with their non pupil premium counterparts by Aug 2027</li> <li>• The schools Professional Standards are embedded within the school, and backed by parents, providing all pupils, including those from a pupil premium background, the structure and habits to allow them to thrive and achieve</li> </ul>
<p>Pupil premium pupils to have broader horizons and pursue a programme of study that raises aspirations and fully prepares them for their next steps and future destinations.</p>	<ul style="list-style-type: none"> <li>• PPSM to create a programme of additional CIAEG for pupil premium pupils guided by RBS from 25/26</li> <li>• PPSM to work with RBS to ensure that pupil premium pupils have priority on CIAEG guidance from 25/26</li> <li>• Bespoke pupil premium pupils selected for appropriate, targeted inspirational sessions on future destinations and possibilities</li> <li>• The school's Character Curriculum is embedded across the school and this raises pupil aspirations as evidenced by 2027 NEET Data and the destinations of pupil premium pupils</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 Ready Programme	EEF – Seven Steps to Modelling Independence <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool">https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool</a> EEF – Structured support for independent learning <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-structured-support-for-independent-learning">https://educationendowmentfoundation.org.uk/news/eef-blog-structured-support-for-independent-learning</a>	1,2,3,7
Executive function	GOV.UK <a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene">https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene</a>  <a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning">https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning</a>  <a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning">https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning</a>	2,3,4,6
Continued professional development of staff to enhance T&L experience for all PP pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-themes-for-professional-development-mechanisms-for-change">https://educationendowmentfoundation.org.uk/news/eef-blog-three-themes-for-professional-development-mechanisms-for-change</a>	1,2,4,5,7

	<a href="https://www.iop.org/sites/default/files/2022-05/the-case-for-subject-specific-cpd-robert-coe.pdf">https://www.iop.org/sites/default/files/2022-05/the-case-for-subject-specific-cpd-robert-coe.pdf</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Strategies	EEF – The Impact of Targeted Academic Support <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a> EEF – Impact of Small Group Tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,6,7
Targeted Support for Pupils with low starting points in numeracy and literacy	DfE Guidance – Using Pupil Premium: Guidance for School Leaders <a href="https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf">https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</a>	2,3,4,6,7
Ensure the whole school approach to	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2,3,4,6

writing impact s all pupils inc PP.	<a href="https://writing4pleasure.com/2024/07/02/reviewing-the-eefs-writing-practice-review-understanding-current-practice-and-research-priorities-in-teaching-writing/">https://writing4pleasure.com/2024/07/02/reviewing-the-eefs-writing-practice-review-understanding-current-practice-and-research-priorities-in-teaching-writing/</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Student Manager	<p>EEF – Impact of Physical Activity on Outcomes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=There%20is%20a%20small%20positive,benefits%20and%20opportunities%20it%20provides.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=There%20is%20a%20small%20positive,benefits%20and%20opportunities%20it%20provides.</a></p> <p>EEF – Wider Strategies to Support Pupil Premium  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p> <p>SecEd – Extra curricular activities and the Pupil Premium  <a href="https://www.sec-ed.co.uk/content/best-practice/extra-curricular-activities-staffing-scheduling-and-the-pupil-premium/">https://www.sec-ed.co.uk/content/best-practice/extra-curricular-activities-staffing-scheduling-and-the-pupil-premium/</a></p>	1,3,4,5,7
Changes to the structure of the school day	<p>EEF – Build a Culture of Community and Belonging  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils#:~:text=The%20general%20climate%20for%20learning,learning%20behaviours%20and%20self%20regulation.">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils#:~:text=The%20general%20climate%20for%20learning,learning%20behaviours%20and%20self%20regulation.</a></p> <p>Science Direct – Influence on environmental conditions on students' learning processes  <a href="https://www.sciencedirect.com/science/article/pii/S0360132323000781">https://www.sciencedirect.com/science/article/pii/S0360132323000781</a></p>	3,4,5,6

Drama and dance activities delivered through extra-curricular clubs and cultural trips	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	2,4,5,7
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	2023-2024	2024-25
A8 National	45.9	45.9
A8 RHS	47.4	46.0
PP A8 RHS	39.9	39.35
RHS A8 Gap	7.5	6.65
P8 RHS	-0.13	Not available
PP P8 RHS	-0.74	Not available
PP Basics 9-7	2.1%	6.9%
RHS Basics 9-7	13.9%	9.1%
PP Basics 9-5	27.1%	22.4%
RHS Basics 9-5	45.4%	45.3%
PP Basics 9-4	50.0%	44.8%
RHS Basics 9-4	67.9%	69.4%

#### KS4 outcomes

Evidence of quality first teaching having an impact on pupil premium outcomes can be seen in A8 where pupil premium pupils who were in school 95%+ had an A8 score of 48.4. This is reflected in Basics data where those as 9-7 increase to 12.5%, 9-7 to 37.5% and 9-4 to 54.2%. This reinforces our commitment to ensure pupil premium attendance is as high as possible with the ultimate goal of being in line with non-pupil premium attendance.

Further evidence that pupil premium performance is improving year on year is when we compare to 2019 pre-Covid data. With a larger cohort (58 in 2025 compared to 34 in 2019) A8 is up marginally from 39.10 to 39.40 however we don't have a P8 measure to compare. This was -0.21 in 2019 which was a school best and 0.3 better than national. All Basics headlines in 2025 are better than 2019 with 9-7 in English and Maths moving from 5.9% in 2019 compared to 9.1% in 2025, 9-5 from 17.6% to 22.4% and 9-4 from

41.2% to 44.8%. All highlighting positive movement from our most successful year for pupil premium outcomes.

### EBACC

Entry to Ebacc for pupil premium pupils rose in 24/25 from 27.1% to 31.0%. Data highlights a mixed picture within this cohort with the standard pass at Ebacc dropping from 12.5% to 10.3%, however the strong pass had a slight increase from 4.2% to 5.2%. Given the nature of the November 2025 curriculum review work will begin in reviewing our options process with the ambition of securing better outcomes for our pupil premium cohort.

### Extended Pastoral Care

Pupil premium pupils will always have preference on the variety of extended pastoral care systems we have including seeing the school counsellor, work done with the LFC Foundation around self-esteem and resilience and team building work done with the Army, an external service that focuses on making good choices and anger management. With regards to our school counsellor 66% of her cohort was made up of pupil premium pupils.

### PERI

Over the course of the 2024-2025 academic year, a total of 24 students had access to peripatetic music lessons: 10 piano students, 4 drum students, 1 guitar student and 9 singing students. These can be grouped by year group also:

Year 7	1 student
Year 8	7 students
Year 9	2 students
Year 10	6 students
Year 11	8 students

83% of pupils who started completed the year of Peri lessons.

As well as the benefit this has on cultural capital and access to the arts, the use of pupil premium funding to access PERI lessons had a marked impact on Yr11 outcomes. All pupil premium pupils who studied Music last year received PERI lessons through pupil premium funding which contributed to pupil premium pupils outperforming their non-pupil premium counterparts with an APS grade of 5.00 compared to 4.68.

## Maths Tutor

From March 2025 a maths tutor was employed with the focus on support in lessons for classes highlighted as Grade 4 and 5 borderlines and to work with a small group of pupils in intervention session alongside their maths lessons and in after school. Impact of this tutor was small but would state that a similar approach for a longer period of time would have further impact. The cohort that he worked with did see an improvement from LP2 to summer outcomes from an avg APS of 3.5 to 4.2.

## Food and Nutrition

Over the course of 24/25 food inflation was, on average, higher than overall, UK inflation (food inflation at 7% whilst UK inflation was at 4%) this meant more than ever it was imperative that we helped pupil premium pupils access a lesson that is a valuable life skill. I am proud that at Rainhill every pupil premium pupil is offered the opportunity to have their practical food ingredients provided. Food and Nutrition continues to rise in popularity and in Yr10 and Yr11 we now have 3 option block classes in each year group with 21% of these pupils being pupil premium (in line with whole school %). In the year 24/25 the cost of a Food and Nutrition pupil to complete their NEA on average was £184.00 this was funded by the pupil premium budget. In 24/25 the average grade for a pupil premium pupil in Food and Nutrition was a 4 which is in line with their non pupil premium counterparts.

## Attendance statistics and strategies

Pupil premium budget funds two full time minibus drivers and pays for two minibuses to have targeted routes in L34/L35 and WA9/WA10. Pupil premium pupils are given priority seats on the bus and will be offered these as an early intervention to ensure the highest possible attendance. As well as this we will purchase year long bus passes for pupils who are pupil premium and use public transport as well as more targeted taxi's during exam season's to ensure Yr11 pupil premium pupils arrive in good time for a smooth, calm start to a morning exam. Whole school attendance for 24/25 sat at 93.9% and whilst FSM attendance was below this at 88.7% this was 5.1% above national at 83.6%.

## Trips and Visits

As a rule, all pupil premium pupils have 25% of their residential costs paid for school visits and 100% of day trips. As well as this pupil premium budget allowed all pupil premium pupils to access the end of year R-Fest where pupils were allocated 3 ride tickets and 1 £5 food voucher meaning they could join in the end of year celebrations with their peers

## Break time and Breakfast vouchers

Break time and breakfast vouchers are used to ensure that all pupil premium pupils can have breakfast before the school day starts and learning begins ensuring they are in the best possible position to make progress. These vouchers are also used as a reward for attendance at interventions, positive ATLs and attendance to enrichment sessions.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Confidence and Anxiety	Army
Bespoke Tuition Packages	SENECA
The Value of Looking after your Mental Health	LFC Foundation
School Counsellor	Rachel Ford
Rainhill Roots	

## Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>SPP was used to assign a Year Student Manager and Student Coordinator to act and deliver pastoral support. Activities delivered included:</p> <ul style="list-style-type: none"><li>• Supporting pupils and families with mid-year admissions.</li><li>• Acting as the main point of contact for service families daily including liaison with military welfare teams.</li><li>• Delivering academic support, assessing needs, and tailoring teaching to address learning gaps.</li></ul>
The impact of that spending on service pupil premium eligible pupils
<p>We have observed that these provisions have helped service children to settle quickly and continue learning, minimising disruption effects from school transfers.</p>



