

Pupil premium strategy statement – Rainhill High School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 1481 |
| Proportion (%) of pupil premium eligible pupils | 20.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| 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 | Jack Ogden |

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 (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year <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. To this end, a commitment for developing our staff by searching out the best CPD opportunities is 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 PP 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 PP 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 | Attendance to school and to after school intervention to the additional challenges and commitments that PP pupils face. For example, picking up siblings and attending to household tasks meant that 23/24 Yr11 PP attendance to intervention was, on average, 17% below their Non-PP counterparts. |
| 2 | Pupils having the executive function skills to achieve as well as their Non-DIS counterparts. 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 PP 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. |
| 3 | Low starting points in English and Maths not allowing PP pupils to fully access the curriculum. In the current Yr7 cohort PP pupils are disproportionately represented in the lower band based on avg KS2 data in English and Maths. The LA group has a PP representation of 30% compared to MA and HA groups at 6% and 11% respectively. In the current Yr7 PP pupils have lower KS2 scores, as a cohort, their non PP counterparts. Avg Reading Score – PP 106.50 compared to Non PP 107.38 Avg Maths Score – PP 103.93 compared to Non PP 106.25 |
| 4 | PP pupils make up for 20% of the school community but account for 32% of all behaviour logs on Synergy. The capacity to respond to behaviour logs to support teaching and learning. |
| 5 | Building positive relationships with PP pupils and their families. 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 disadvantaged) 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 PP cohort compared to 3% of their Non PP counterparts. |
| 6 | Outcomes in Basic subjects and the restrictions they place on PP pupils and their future prospects (2023 outcomes 44.2% DIS Basics 9-4 compared to Non DIS 72.3%) |
| 7 | Raising aspirations of Pupil Premium Pupils. Our assessments, QA observations and discussions with pupils and families have identified |

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| | 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 future prospects and routes into further education, employment and careers. These challenges particularly affect disadvantaged pupils, including their attainment, which can cause them to opt out of CIAEG programs, enrichment opportunities and meaningful work experience. |
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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 |
|---|---|
| PP pupils will have a greater capacity to work independently and utilise revision strategies | <ul style="list-style-type: none"> • By Aug 2027 return to pre pandemic P8 data of - 0.21 P8 for PP pupils or lower. • By September 2026 pupil voice highlights a deeper understanding of revision strategies and techniques • By September 2026 staff voice highlights an increase in PP pupil successfully using revision techniques and strategies • 24-25 data shows that PP attendance at intervention is in line with their non PP counterparts |
| Attendance at intervention sessions will increase | <ul style="list-style-type: none"> • By Aug 2027 return to pre pandemic P8 data of - 0.21 P8 for PP pupils • 24-25 data shows that PP attendance at intervention is in line with their non PP counterparts • Bespoke morning intervention programme in place and ran by Ma, Sci and Eng HoFs. Impact tracked through T2 of 24/25 with possible roll out to all subjects |
| PP pupils that arrive below exp starting points in Maths and English will move towards being in line with their peers | <ul style="list-style-type: none"> • KS2 data used to create Yr7 Ma and Eng intervention from HT1 in 24/25 • A planned programme that works on diagnosed areas of weakness in place from HT1 in 24/25 • Impact reports provided by Lit and Num tutors with input from numeracy and literacy Co-Ordinator from HT1 24/25 • Impact reports analysed to ensure the effectiveness of the programme. • Numeracy and literacy coordinators that work in lockstep with each other on a uniformed but flexible approach to closing the gaps of those pupils below exp starting points on entry |

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| | <ul style="list-style-type: none"> • Aim to have pupils on the programme for no longer than a term from T2 in 24/25 |
| A daily structure that allows Pupil premium pupils to thrive and achieve. | <ul style="list-style-type: none"> • Remove split lunch from 24/25 • PP attendance at intervention to be in line with their non-PP counterparts. • By Aug 2027 PP behaviour incidents to be comparable to their representation in the school community – 20% • By Aug 2027 return to pre pandemic P8 data of - 0.21 P8 for PP pupils |
| Have a culture of positive clear lines of communication between school, child and parent/carer | <ul style="list-style-type: none"> • PPSM in place for Sept 2024 • Attendance of PP Pupil parents at whole school events in line with their Non-PP counterparts from Sept 2025 • Positive relationships made between AHT, PPSM and parents/carers. • Attendance off PP pupils to be above national from 24/25 |
| 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. | <ul style="list-style-type: none"> • PPSM to work with RBS to ensure that PP pupils have priority on CIAEG guidance from 24/25 • PPSM to create a programme of additional CIAEG for PP pupils guided by RBS from 24/25 • AHT/PPSM to have 1 to 1 meetings post LP data to ensure PP pupils are fully aware of their current academic status from 24/25 • PP representation in NEET data is below national representation in the data 25/26 |

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: £ £185,786

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| KS4 Ready Programme | <p>EEF – Seven Steps to Modelling Independence https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool</p> <p>EEF – Structured support for independent learning https://educationendowmentfoundation.org.uk/news/eef-blog-structured-support-for-independent-learning</p> | 1,2,3,7 |
| Executive function | <p>GOV.UK 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</p> <p>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</p> <p>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</p> | 2,3,4,6 |
| <p>GL assessments</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> | 2,3,6,7 |

| | | |
|---|---|-----------|
| Continued professional development of staff to enhance T&L experience for all PP pupils | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/news/eef-blog-three-themes-for-professional-development-mechanisms-for-change https://www.iop.org/sites/default/files/2022-05/the-case-for-subject-specific-cpd-robert-coe.pdf | 1,2,4,5,7 |
|---|---|-----------|

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

Budgeted cost: £45,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Intervention Strategies | EEF – The Impact of Targeted Academic Support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support EEF – Impact of Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 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 https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf | 2,3,4,6,7 |
| Ensure the | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 2,3,4,6 |

| | | |
|---|---|--|
| whole school approach to writing impacts all pupils inc PP. | https://writing4pleasure.com/2024/07/02/reviewing-the-eefs-writing-practice-review-understanding-current-practice-and-research-priorities-in-teaching-writing/ | |
|---|---|--|

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

Budgeted cost: £88,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|---|-------------------------------|
| Pupil Premium Student Manager | <p>EEF – Impact of Physical Activity on Outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=There%20is%20a%20small%20positive,benefits%20and%20opportunities%20it%20provides.</p> <p>EEF – Wider Strategies to Support Pupil Premium https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>SecEd – Extra curricular activities and the Pupil Premium https://www.sec-ed.co.uk/content/best-practice/extra-curricular-activities-staffing-scheduling-and-the-pupil-premium/</p> | 1,3,4,5,7 |

| | | |
|---|---|----------------|
| <p>Changes to the structure of the school day</p> | <p>EEF – Build a Culture of Community and Belonging 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.</p> <p>Science Direct – Influence on environmental conditions on students' learning processes https://www.sciencedirect.com/science/article/pii/S0360132323000781</p> | <p>3,4,5,6</p> |
| <p>Drama and dance activities delivered through extra-curricular clubs and cultural trips</p> | <p>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.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> | <p>2,4,5,7</p> |

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | 2022-23 | 2023-2024 |
|--------------------|---------|-----------|
| Non PP A8 National | 51.0 | 49.6 |
| PP A8 National | 36.9 | 36.8 |
| Non PP A8 RHS | 50.22 | 49.75 |
| PP A8 RHS | 37.38 | 39.21 |
| Non PP P8 RHS | 0.04 | -0.13 |
| PP P8 RHS | -1.02 | -0.74 |

KS4 outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In a year where nationally disadvantaged pupils A8 scores went backwards our pupils bucked that trend and increased on A8 totals from 2023 outcomes. This means PP pupils at Rainhill were 2.41 higher than nationally on an A8 metric. The in-school gap in A8 also closed as well by 2.30 between PP and their non PP counterparts. In terms of P8 score there was a shift over the last 12 months with P8 being 0.28 better compared to 2023 and the gap in 2023 being reduced from 1.06 to 0.61 difference between PP pupils and their non PP counterparts in 2024.

EBACC

Entry for EBACC for PP pupils dropped from 22/23 32.7% to 23/24 26.5% however, this curriculum change would appear to be the correct decision for our PP learners as 13.2% of pupils achieved a standard Ebacc pass in 23/24 compared to 11.5% in 22/23.

GL Assessments

GL assessment are sat at the end of Yr9 and test pupils retention of KS3 national curriculum knowledge and are compared against a national standard where 100 is the national standard. GL assessments only distinguish FSM and not all PP pupils. Within this cohort the PP cohort is made up of 73% FSM. In all subjects, FSM pupils performed less well than their RHS non PP counterparts and in English and Maths performed marginally less well than the national standard (Maths -2.6 and English -1.8) however in Science RHS FSM pupils performed above the national standard of all pupils by +3.3.

Maths – FSM

| | No. of students | Mean SAS | SAS (with 90% confidence bands) | | | | | | | | | | | | | | | | | | |
|-------------------------|-----------------|--------------|---------------------------------|----|----|----|-----|-----|-----|-----|-----|--|--|--|--|--|--|--|--|--|--|
| | | | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130 | 140 | | | | | | | | | | |
| National average | - | 100.0 | | | | | | | | | | | | | | | | | | | |
| All students | 271 | 104.6 | | | | | | | | | | | | | | | | | | | |
| N | 236 | 105.7 | | | | | | | | | | | | | | | | | | | |
| Y | 35 | 97.4 | | | | | | | | | | | | | | | | | | | |

English – FSM

| | No. of students | Mean SAS | SAS (with 90% confidence bands) | | | | | | | | | | | | | | | | | | |
|-------------------------|-----------------|--------------|---------------------------------|----|----|----|-----|-----|-----|-----|-----|--|--|--|--|--|--|--|--|--|--|
| | | | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130 | 140 | | | | | | | | | | |
| National average | - | 100.0 | | | | | | | | | | | | | | | | | | | |
| All students | 281 | 106.3 | | | | | | | | | | | | | | | | | | | |
| N | 242 | 107.6 | | | | | | | | | | | | | | | | | | | |
| Y | 39 | 98.2 | | | | | | | | | | | | | | | | | | | |

Science – FSM

| | No. of students | Mean SAS | SAS (with 90% confidence bands) | | | | | | | | | | | | | | | | | | |
|-------------------------|-----------------|--------------|---------------------------------|----|----|----|-----|-----|-----|-----|-----|--|--|--|--|--|--|--|--|--|--|
| | | | 60 | 70 | 80 | 90 | 100 | 110 | 120 | 130 | 140 | | | | | | | | | | |
| National average | - | 100.0 | | | | | | | | | | | | | | | | | | | |
| All students | 254 | 109.1 | | | | | | | | | | | | | | | | | | | |
| N | 222 | 110.0 | | | | | | | | | | | | | | | | | | | |
| Y | 32 | 103.3 | | | | | | | | | | | | | | | | | | | |

Extended Pastoral Care

Where required, PP 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 Commando Joe's, an external service that focuses on making good choices and anger management. Of the various cohorts that access our extended pastoral care 48% of the Commando Joe's cohort were PP pupils and 44% of the school counsellor cohort are PP.

PERI %

PP funding will finance the complete cost of Peri lessons for pupils who otherwise, may not have accessed music and the arts. For 23/24 53% of the Peri cohort were pupil premium. This was an increase in numbers and percentage of cohort from 22/23

Food and Nut

All PP pupils, including any who opt for Food and Nutrition at Key Stage 4, have their ingredients bought for them as well as any equipment needed to present their work for external moderation. £10,000 of the PP budget goes directly to the Food dept to pay for this.

Attendance stats and strategies

For 23/24 FSM attendance at RHS sat above national statistics by 2.7%. RHS FSM pupils' attendance rate sat at 88.1% whereas national figures sat at 85.4%. There were particularly strong performance in Key Stage 4 with Yr10 and Yr11 FSM pupils significantly higher with Yr10 at 88.9% compared to 83.8% nationally and in Yr11 were at 90.3% compared to 82.8% nationally.

Trips and Visits

As a rule, a 25% contribution will be paid to the cost of all PP pupils to attend any trips and visits that they may be eligible to attend. This will include residential trips at home and abroad and in the case of some trips and visits that total contribution will exceed 25%, for example on ski trips or if siblings are attending the same trip. 46% of the PP cohort accessed funds to attend trips and visits in 23/24 totalling £15,002.20.

Breaktime and Breakfast vouchers

Breaktime and breakfast vouchers are used to ensure that all PP 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. £5000 of the pupil premium budget is allocated to this.

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 |
| Online Maths and English Tuition | Integra – Limited Impact. Move to SENECA. |
| The Value of Looking after your Mental Health | LFC Foundation |
| School Counsellor | Rachel Ford |

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">• Supporting pupils and families with mid-year admissions.• Acting as the main point of contact for service families daily including liaison with military welfare teams.• Delivering academic support, assessing needs, and tailoring teaching to address learning gaps. |
| 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> |

