

Pupil premium strategy statement

School overview

Detail	Data
School name	Rastrick High School
Number of pupils in school	1779
Proportion (%) of pupil premium eligible pupils	24.5%
Academic year/years that our current pupil premium strategy plan covers (4-year plans are recommended)	Current plan covers year 5 of 5-year plan
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr M Williams
Pupil premium lead	Mrs B Sidhu
Governor / Trustee lead	Mrs Jodie Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£443,975
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£443,975

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged Students (DS)

Our intention is to ensure that pupil premium students are not given a different experience of Rastrick High School, but rather that they are supported to ensure they can fully access all the support and opportunities that are available at Rastrick High School for all students.

Disadvantaged Students (DS) are considered in all school initiatives at every level of our organisation. Where appropriate and necessary, pupil premium students are prioritised for wave 1,2 and 3 intervention. This is all delivered with the intention of removing potential barriers to them accessing our inclusive curriculum.

Whole school intent

Our ambitious curriculum shapes a wonderful education for our children, going beyond the standards set by the National Curriculum and statutory guidance. Our students are provided with the opportunity to succeed and enjoy a high-quality education, both inside and outside the classroom. We pride ourselves on a curriculum that provides a broad and inclusive education that drives students' ambition and love of learning.

Inside the classroom, all students are guided through a coherently planned learning journey that is designed and delivered by passionate, knowledgeable, and dedicated staff. All our students and staff have a shared understanding of that five-year learning journey using 'Way-points.' Our curriculum design at Rastrick is 'never finished.' We always seek to refine and improve the educational experience for our students, ensuring that they learn more and remember more. The use of formative and summative assessment in all subjects provides students with ongoing opportunities to test their memory recall and track their progress.

Our curriculum ensures that all students are supported in their character and personal development, equipping them with the cultural capital required for life both inside and beyond their education. This is built into everything we do at Rastrick, including the subjects we teach, values (PSHE), an extensive tutorial programme and our careers advice service.

Outside the classroom, we provide an inclusive, high quality and extensive enrichment programme, which ensures that all students, regardless of background, have access to a wide variety of opportunities. Our students play a key role in improving the quality of education and experience for all at Rastrick. Our Student Leadership programme offers all students the opportunity to grow and develop their leadership skill set, which is complemented by student voice which provides feedback on all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Students who are DS are more likely to start Rastrick High School with lower literacy levels than that of their peers.
2	DS are less likely to participate in extracurricular activities.
3	A small proportion of disadvantaged students' attendance is historically lower than that of their peers. These students are also more likely to be a Persistent Absentee (PA)
4	DS attainment is lower than that of their peers. A small proportion of these students fail to make the same levels of progress as those students who are not disadvantaged. This is especially true of students who are within the Higher Ability Banding.
5	A small proportion of DS are more likely fall short of meeting the expectations of Rastrick High Schools behaviour policy and are more likely to be placed in isolation or suspended.
6	There are a small number of DS who are unable to access a full suite of qualifications due to Medical Needs or being on Alternative Provision placements.

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
Staff at Rastrick High School maintain high expectations for all regardless of background.	<p>The curriculum is designed to facilitate students of all backgrounds.</p> <ul style="list-style-type: none"> • Educational opportunities are provided to those who struggle to access mainstream education. • Students are supported in ensuring that they are on appropriately aspirational qualifications in Key Stage 4
DS are supported in improving their literacy levels and provided opportunities to develop their literacy skills.	<ul style="list-style-type: none"> • Literacy is prioritised in curriculum planning and sequencing. • Disciplinary literacy is promoted and supported by all practitioners in every classroom. • The Personal Development curriculum enriches students' knowledge of children's literature through 'Read Aloud'

	<ul style="list-style-type: none"> • Weaker readers are identified swiftly, and DS are prioritised for appropriate interventions, so they catch up quickly.
Staff are aware of who the DS are in their classrooms and support them in making exceptional progress	<ul style="list-style-type: none"> • Staff use contextual information on ClassCharts to understand individual student's needs. Where required, they adapt their teaching appropriately. • Staff reflect on the progress of students regularly and deliver wave 1 intervention to those who are underperforming.
DS receive high quality feedback that provides clear steps on how to improve	<ul style="list-style-type: none"> • DS receive regular feedback at the point of learning. • Within lessons DS students are prioritised to receive high quality verbal feedback.
DS have excellent levels of attendance punctuality	<ul style="list-style-type: none"> • DS attendance meets the academy target of 96%. • There is a reduction in the gap between the attendance of DS and non-DS. • The number of DS who are PA is less than 10%.
DS engage with the personal development opportunities at Rastrick High School and regularly attend enrichment activities beyond the classroom.	<ul style="list-style-type: none"> • DS are disproportionately positively represented in the personal development opportunities at Rastrick High School including: <ul style="list-style-type: none"> ○ Student Leadership ○ Trips and Visits ○ Enrichment Clubs ○ Rewards Events
DS students who do not attend school due to Medical Needs or Alternative Provision still achieve qualifications and are able to progress to KS5 education.	<ul style="list-style-type: none"> • DS unable to attend school due to medical reasons or behaviour receive appropriate provision with appropriate qualifications. • DS who are educated in other settings are able to achieve standard passes in English and Maths along with additional qualifications that allow them to progress to Key Stage 5.

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: £ 184,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD package that includes: <ul style="list-style-type: none"> • Dedicated whole school training on how to support DS students. • An extensive package of other pedagogy that includes reference to DS. • Dedicated time in departments to develop approaches to supporting DS in their context of individual curriculum areas. 	EEF states that teaching practice has the highest impact on student progress. The whole school CPD package has been designed to facilitate a joined-up approach to supporting all students with a particular focus on DS. In addition to this work, in line with the EEF Rastrick adopts a whole school approach to promoting and supporting the development of literacy within the school.	1,4,5
Recruitment of high-quality staff, including the appointment of Lead Teachers in Core and Modern Foreign Languages to deliver CPD to staff and enable staff to deliver high quality Teaching and Learning to DS.		3,4,5
Reduction in group sizes to allow more bespoke, personalised teaching approaches to better meet the needs of our Disadvantaged Cohort.		4,5
Whole school literacy programme that intends to expose students to a rich vocabulary to support study across the curriculum and to encourage wider reading for pleasure outside the classroom		1,4
Lower ability readers are identified and highlighted to staff. High quality CPD is delivered to ensure staff have the appropriate knowledge on how to support these students within their curriculums.		1,4

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

Budgeted cost: £ 101,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wave One Strategies Class Teachers will target and address underperformance within their class through the delivery of the schools 'Subject Learning Conversations'</p>	<p>Students who are underperforming will receive additional support with the teacher within lessons. In line with the EEF toolkit, this may include:</p> <ul style="list-style-type: none"> • Explicit instruction • Within class attainment groups • Parental engagement • Appropriate independent study • Feedback at the point of learning • Weak reader reciprocal reading strategies 	1,2,3,4
<p>Wave Two Strategies Targeted small group intervention programme for Y11 students, focussing on exam ready, as well as small group interventions for Y7-10 students. These interventions include support for the weakest readers.</p>	<p>Students who are underperforming may be given the opportunity to participate in appropriate interventions with a trained specialist, this may include: with their classroom teacher to support their learning.</p> <ul style="list-style-type: none"> • 1-1 tuition • Small group tuition • Targeted after school intervention 	1,4
<p>Wave Three Strategies 'Individual Support Plans' In instances where students are underperforming in multiple areas, additional support will be put in place by the Achievement and Support Teams across school</p>	<p>For those who are underperforming across multiple subjects, a whole school package of support will be put in place by their students Achievement Team. This will include interventions from the boxes above and may include support relating to:</p> <ul style="list-style-type: none"> • Social & emotional • Mental health • Parental engagement • Behaviour intervention • Mentoring 	2,3,4,5

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

Budgeted cost: £ 157,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer with responsibility for the attendance of DS has been employed to monitor pupils and follow up quickly on truancies and absences. First day response provision has been established to focus on these students first, as has a bespoke Attendance Strategy for DS	The attendance officer will foster and develop parental engagement through regular contact with families who children are not meeting attendance expectations	3,5
Student welfare team that provides support to students with mental health, safeguarding, personal problems. This includes a tiered approach to support ranging from in school mentoring to external counselling	Bespoke support will be provided to DS who need it. Support will be distributed based on historical and emerging need.	2,3,5
Behaviour support worker appointed to support students in regulating and changing their behaviours.	Behaviour support worker provides intervention such as: <ul style="list-style-type: none"> • 1-1 intervention • Group work with students who are failing to regulate their behaviour. • External sessions run by another provider • Parental engagement 	3,4,5
Alternative curriculum pathways Where appropriate, students who are struggling to meet the demands of mainstream education, will be given alternative curriculum pathways that are more tailored to their needs.	Students who struggle to access mainstream education and/or have problems regulating their behaviour may be given alternative curriculum options within school. This could include: <ul style="list-style-type: none"> • Creative crafts • NCFE Food • COPE 	3,4,5
Students who are educated off-site. An additional member of staff has been given a responsibility for supporting the needs of those students who are unable to attend school due to medical needs.	This member of staff ensures that the students who are supported by external agencies have the appropriate level of work and support from the school. In addition to this, behaviour support workers hold regular sessions with students who are accessing Alternative Provision to ensure that the	6

	students who are not in mainstream have access to appropriate support in preparation for their GCSEs	
<p>Enrichment Programme An enrichment programme will be developed to support students in accessing a range of experiences therefore developing student's cultural capital.</p>	<p>Where needed, support will be given to ensure that DS are able to access all opportunities at Rastrick High School. This may include but is not exclusive to:</p> <ul style="list-style-type: none"> • Support in paying for school trips. • Travel to access afterschool clubs • Equipment required for participating in school events. 	2,4

Total budgeted cost: £ 443,975

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in the 2024 to 2025 academic year.

2024 – 2025 outcomes

The school has continued to prioritise the education of all students from a disadvantaged background. A clear understanding of the bespoke needs of all our pupils have led to the successful implementation of three key strategies. The strategies implemented are all research-based and prioritise the delivery of quality first teaching to all our DS pupils, and this is complemented by wider strategies that remove the barriers to access school and learning. The combination of which, has led to strong academic outcomes and significantly more opportunities to access enriching opportunities.

Progress

DS students at Rastrick High School have achieved an internal P8 score of +0.02. This headline figure demonstrates that DS students at Rastrick High School significantly outperform their peers nationally.

Attainment

DS attainment has also significantly improved this year. The table below shows the percentage of the cohort that achieve standards and strong passes in both English and Maths:

	Standard Pass 2023	Standard Pass 2024	Standard Pass 2025	Strong Pass 2023	Strong Pass 2024	Strong Pass 2025
English	66.2%	72.5%	64.5%	47.1%	59.3%	44.7%
Maths	54.4%	62.6%	64.5%	33.8%	41.8%	39.5%

5 Year trend

The 2025 outcomes demonstrate a continued improvement in outcomes over time.

	2021	2022	2023	2024	2025
Progress 8 DS	0.05	0.15	-0.7	-0.12	0.02
P8 (RHS)	0.51	0.38	-0.1	0.04	0.29
Attainment 8 DS	43.2	45.8	35	41.8	39.2
Attainment 8 (ALL)	54.1	51.9	46	48.2	49.9

**Figures for 2021-24 are validated by the DfE, 2025 is an internal figure.*

Progress across other year groups

Internal data demonstrates that DS in years 7 – 10 are performing well in relation to their peers. This is especially the case in the current year 11 cohort where internal indicators suggest that these students are in line with their peers.

Attendance

Rastrick's DS attendance strategy has driven whole school and targeted initiatives over the last 12 months. This has prioritised DS whose attendance is not in line with their peers. One of the strategies included is the development of staff capacity, leading to the additional time to work with our key pupils. Attendance of FSM students continues to be significantly above National and similar school median benchmarks.

Pupil group	Your Attendance	Similar schools' median attendance
All pupils	92.3%	91.2%
Pupils with free school meals (FSM)	86.9%	84.6%

Behaviour

Rastrick supports DS in regulating their behaviour, students from DS backgrounds at RHS have a lower than National suspension rate. In addition, where DS students are subject to a suspension, appropriate support is put in place, and the majority of these students do not get suspended again.

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding
2023/24	410	14.39%	16.57%	Close to average (non-sig)
2022/23	379	13.72%	15.16%	Close to average (non-sig)
2021/22	370	13.24%	13.01%	Close to average (non-sig)

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding
2023/24	410	6.83%	9.40%	Close to average (non-sig)
2022/23	379	6.86%	8.31%	Close to average (non-sig)
2021/22	370	5.68%	6.56%	Close to average (non-sig)