Pupil premium strategy statement

School overview

Detail	Data
School name	Rastrick High School
Number of pupils in school	1754
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	Current plan covers year 5 of 5-year plan
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr M Williams
Pupil premium lead	Mrs B Sidhu
Governor / Trustee lead	Mr Andrew Tatham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£521,380
Recovery premium funding allocation this academic year	£0
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	£521,380

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged Pupils

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

Disadvantaged pupils are considered in all school initiatives at every level of our organisation. Where appropriate and necessary, pupil premium pupils 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 pupils 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 pupils' ambition and love of learning**.**

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

Our curriculum ensures that all pupils 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 pupils, regardless of background, have access to a wide variety of opportunities. Our pupils play a key role in improving the quality of education and experience for all at Rastrick. Our Student Leadership programme offers all pupils 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	Disadvantaged pupils are more likely to start Rastrick High School with lower literacy levels than that of their peers.
2	Disadvantaged pupils are less likely to participate in extracurricular activities.
3	Attendance for our disadvantaged pupils (FSM, SEND, CLA, SC) pupils is not yet in-line with non-disadvantaged peers nationally.
4	Disadvantaged pupils' attainment is lower than that of their peers. A small proportion of these pupils fail to make the same levels of progress as those pupils who are not disadvantaged. This is especially true of pupils who are within the higher ability banding
5	A small proportion of disadvantaged pupils are more likely fall short of meeting the expectations of Rastrick High School's behaviour policy and are more likely to be placed in isolation or suspended.
6	There are a small number of disadvantaged pupils who are unable to access a full suite of qualifications due to not attending school full-time due to attending alternative/blended provision

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.	• The curriculum is expertly designed to engage pupils of all backgrounds. • Educational opportunities are provided to those who struggle to access mainstream education. • Pupils are supported in ensuring that they are on appropriately aspirational qualifications in Key Stage 4
Pupils are supported in improving their literacy levels and provided opportunities to develop their literacy skills.	• Literacy is prioritised in curriculum planning and sequencing in all subjects • Disciplinary literacy is promoted and supported by all practitioners in every classroom. • Pupils' knowledge of children's literature is enriched by the Read Aloud form time programme and Reading Quest

	• Teachers promote high levels of oracy and pupils are provided with regular opportunities to develop their oracy skills
Disadvantaged pupils are a priority cohort in the classrooms and teachers adapt their teaching to support them in making exceptional progress	• Disadvantaged pupils are identified as a key cohort in the classroom, and 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 pupils regularly and offer effective wave 1 interventions to those who are underperforming.
Disadvantaged pupils receive high-quality feedback that provides clear steps on how to improve	• Within lessons disadvantaged pupils are prioritised to receive high-quality verbal feedback. • Disadvantaged pupils receive frequent managerial and diagnostic written feedback at the point of learning.
Disadvantaged pupils have excellent levels of attendance and punctuality	• Disadvantaged pupils' attendance meets the academy target of 96%. • There is a reduction in the gap between the attendance of disadvantaged pupils and their non-disadvantaged peers • The number of disadvantaged pupils who are persistently absent (PA) is less than 10%.
Disadvantaged pupils engage with the personal development opportunities at Rastrick High School and regularly attend enrichment activities beyond the classroom.	• Disadvantaged pupils are disproportionally positively represented in the personal development opportunities at Rastrick High School including: • Student Leadership • Trips and Visits • Enrichment Clubs • Rewards Events
Disadvantaged pupils who do not attend school full-time due to alternative provision still achieve qualifications and are able to progress to KS5 education.	• Disadvantaged pupils unable to attend school due to medical reasons or behaviour access appropriate provision and achieve qualifications. • Disadvantaged pupils who are educated in other settings can achieve standard passes in English and Maths along with additional qualifications that allow them to progress to Key Stage 5. • Disadvantaged pupils at risk of becoming NEET are prioritised and supported appropriately after leaving school

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: £262,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD package that includes: • Dedicated whole school training on how best to support disadvantaged pupils. • An extensive package of pedagogy CPD with continual reference to disadvantaged pupils • Dedicated time in departments to develop approaches to adapt teaching to best support disadvantaged pupils	The Education Endowment Fund (EEF) states that quality first 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 pupils with a particular focus on disadvantaged	1,4,5
Recruitment of high-quality subject specialist staff, including: • The appointment of multiple Lead Teachers in Core and Modern Foreign Languages to deliver CPD to staff and enable staff to deliver high-quality Teaching and Learning to disadvantaged pupils	Evidence from EEF shows that making sure an effective teacher is in front of every class—and supported to keep improving—benefits socio-economically disadvantaged students more than any other group	3,4,5
Reduction in group sizes to allow more bespoke, personalised teaching approaches to better meet the needs of our Disadvantaged Cohort, this includes:	Evidence from the EEF supports meaningful reduction in class sizes to ensure that the most vulnerable students are supported in a smaller group	4,5

• ‘Build a Reader’ • ‘Build a Mathematician’		
Whole school literacy programme promoting disciplinary literacy, to expose pupils to a rich vocabulary to support study across the curriculum and to encourage wider reading for pleasure outside the classroom	Evidence-based research, notably from the Education Endowment Foundation (EEF), reveals literacy as a top barrier for disadvantaged students. Disciplinary literacy has a profound, disproportionate impact on closing the attainment gap for disadvantaged pupils. Explicitly teaching pupils how to read, write, and think like specialists in each subject (e.g., as historians, scientists, or geographers) serves as a powerful tool for academic equity	1, 4
Lower attaining readers are swiftly identified and highlighted to staff. High-quality CPD is delivered to teaching and support staff to adapt their teaching to support these students in academic lessons, including: • Unlocking background knowledge • Pre-teaching vocabulary • Comprehension strategies	The EEF's guidance reports emphasise the importance of pre-teaching vocabulary, as for disadvantaged students who may lack exposure to "academic language" at home, pre-teaching acts as a critical leveller to accessing content and knowledge	1, 4

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

Budgeted cost: £ 127,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave One Strategies Class Teachers will target and address underperformance of disadvantaged pupils within their class through the delivery of adaptive teaching	Pupils who are underperforming will receive additional support from their teacher within lessons. In line with the EEF toolkit, this may include: • Explicit instruction • Targeted questioning • Parental engagement • Appropriate independent study • Feedback at the point of learning • Weak reader strategies	1,2,3,4
Wave Two Strategies Targeted small group academic interventions programme for underperforming pupils	Pupils who are underperforming will be given the opportunity to participate in appropriate interventions with a trained specialist, this may include: • Phonics • Reading fluency • Reciprocal reading • Peer mentor reading • Targeted after school intervention and holiday intervention	1,4
Wave Three Strategies 'Individual Support Plans' In instances where pupils are underperforming in multiple areas, additional support will be put in place by the Achievement and Support Teams across school	For those who are underperforming across multiple subjects, a whole school package of support will be put in place by their pupils Achievement Team. This will include interventions from the boxes above and may include support relating to: • Social & emotional regulation • Mental health support • Parental and family engagement • Behaviour interventions • 1-1 and small group mentoring	2,3,4,5

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

Budgeted cost: £ 183,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Attendance Officers with responsibility for the attendance of disadvantaged pupils has been employed to monitor pupils and follow up quickly on truancies and absences. A rigorous first day response provision has been established to focus on these pupils first, as has a bespoke attendance strategy for addressing disadvantaged pupil attendance.	The attendance team will foster and develop parental engagement through regular contact with families who children are not meeting attendance expectations	3,5
Welfare Student welfare team that provides support to pupils 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 disadvantaged pupils and their families who need it. Support will be distributed based on historical and emerging need.	2,3,5
Behaviour and SEMH Development of a dedicated behaviour support team, including recruitment of two behaviour support workers to support pupils to regulate and change their behaviours.	Behaviour support worker provides intervention such as: • 1-1 intervention • Group work with pupils who are failing to regulate their behaviour. • External sessions run by another provider • Parental engagement	3,4,5
Alternative curriculum pathways Where appropriate, pupils who are struggling to meet the demands of mainstream education, will be given alternative curriculum path-ways that are more tailored to their needs.	Pupils who struggle to access mainstream education and/or have problems regulating their behaviour may be given alternative curriculum options withing school. This could include: • Creative crafts • NCFE Food • COPE • Engage (Tier 1) • Early college places	3,4,5

Pupils who are educated off-site. An additional member of staff has been given a responsibility for supporting the needs of those pupils who are unable to attend school full-time due to accessing alternative provision	This member of staff ensures that the pupils 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 pupils who are accessing alternative provision to ensure that the pupils who are not in mainstream have access to appropriate support in preparation for their GCSEs	6
Enrichment Programme Disadvantaged pupils will be supported to access the rich and diverse enrichment programme the school offers to develop their cultural capital	Where needed, support will be given to ensure that disadvantaged pupils are able to access all opportunities at Rastrick High School. This may include but is not exclusive to: • Prioritised for the places available for enrichment/trips • Financial support to pay for school trips. • Travel to access afterschool clubs • Equipment required for participating in school events.	2,4

Total budgeted cost: £521,380

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 2025 to 2026 academic year.

2025 – 2026 outcomes

The school has continued to prioritise the education of all pupils from a disadvantaged background. A clear understanding of the bespoke needs of all our pupils have led to the successful implementation of a disadvantaged pupil strategy. The strategies implemented are all research-based and prioritise the delivery of quality first teaching to all our 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 our disadvantaged pupils access high-quality provision upon leaving school.

Progress

Disadvantaged pupils at Rastrick High School achieved an internal P8 score of +0.23 in 2025/2026. This headline figure demonstrates that disadvantaged pupils at Rastrick High School significantly outperform their peers nationally when compared to previously published progress 8 measures in 2024.

	2022	2023	2024	2025	2026
Disadvantaged Pupils Progress 8	0.15	-0.7	-0.12	0.02	0.23

Attainment

The attainment achieved by disadvantaged pupils has significantly improved this year. The tables below demonstrate how disadvantaged pupils' attainment significantly outperformed the attainment of the national disadvantaged student cohort.

	2022	2023	2024	2025	2026
RHS Attainment 8 DS	45.8	35	41.8	39.2	43.7
National Attainment 8 DS	37.6	35.0	34.6	34.9	35.6

The percentage of the cohort that achieve standards and strong passes in both English and Maths, significantly outperforms national benchmarks.

	Standard Pass 2024	Standard Pass 2025	Standard Pass 2026	Strong Pass 2024	Strong Pass 2025	Strong Pass 2026
English	72.5%	64.5%	77.2%	59.3%	44.7%	64.6%
Maths	62.6%	64.5%	57%	41.8%	39.5%	40.5%

	Versus national average			Versus similar school average*		
	2024	2025	2026	2024	2025	2026
Overall A8	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (sig+)
English and maths grade 4 plus	Above (sig+)	Above (sig+)	Close to av. (non-sig)	Above (sig+)	Above (non-sig)	Above (non-sig)
English and maths grade 5 plus	Above (sig+)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)
English A8	Above (sig+)	Close to av. (sig+)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (sig+)
English grade 4 plus	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (sig+)
English grade 5 plus	Above (sig+)	Close to av. (non-sig)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (sig+)
Maths A8	Above (sig+)	Above (sig+)	Close to av. (sig+)	Above (sig+)	Above (non-sig)	Above (non-sig)

5 Year trend

The 2026 outcomes demonstrate a continued trajectory of improvement in progress over time and a narrowing of the gap between disadvantaged pupils and their peers.

	2022	2023	2024	2025	2026
Progress 8 DS	0.15	-0.7	-0.12	0.02	0.23
P8 (RHS)	0.38	-0.1	0.04	0.29	0.41
Attainment 8 DS	45.8	35	41.8	39.2	43.7
Attainment 8 (ALL)	51.9	46	48.2	49.9	51
Gap	6.1	9	6.4	10.7	7.3

**Figures for 2021-24 are validated by the DfE, 2025-26 are internal figures. National progress scores are not available for 2024/25 and 2025/26. This is because there is no KS2 assessment data available to calculate the baseline for Progress 8 for these years due to Covid-19 disruption*

Progress across other year groups

Internal data demonstrates that disadvantaged pupils 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 disadvantaged pupils are progressing in line with their peers.

Behaviour

The school supports disadvantaged pupils to regulate their behaviour, prioritising relationships with pupils and their families to prioritise pupils' attending school. The suspension rate is significantly below the national average and when disadvantaged pupils are subject to a suspension, appropriate support is put in place, and the majority of these pupils do not get suspended again.

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	426	11.03%	15.40%	Below (sig-)	No sig change	-
2023/24 (3 term)	410	14.39%	16.57%	Close to average (non-sig)	No sig change	-
2022/23 (3 term)	379	13.72%	15.16%	Close to average (non-sig)	Not available	-

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	426	4.93%	8.69%	Below (sig-)	No sig change	-
2023/24 (3 term)	410	6.83%	9.40%	Close to average (non-sig)	No sig change	-
2022/23 (3 term)	379	6.86%	8.31%	Close to average (non-sig)	Not available	-