

Ribblesdale High School Pupil Premium Report 2017/18

Summary information

Total PP budget – £162,813.

Total number of pupils – 1187

Number of pupils eligible for Pupil Premium (PP) – 207 (17%)

Date for next internal review of this strategy – August 2018

Identified barriers to learning

- Pupils eligible for PP are of lower ability on entry compared to the Non PP cohort (Year 7 2017 cohort scaled score average data = PP – 102.4 vs Non PP – 104.2).
- Family and home issues can impact on wellbeing at school resulting in poor behaviour and/or attitudes to learning.
- Parental engagement for PP pupils is lower than that of Non PP pupils.
- Attendance and punctuality rates for pupils eligible for PP are below those of other pupils. This reduces their time in lessons and can detrimentally impact on their progress.
- PP pupils do not always take advantage of opportunities outside of school hours to promote, extend or consolidate their learning.

The action plan below highlights how staff at Ribblesdale hope to address the potential problems posed by the barriers outlined. It is hoped that the support offered will assist all pupils and help to diminish/eradicate the gaps in performance that currently exist between non-pupil premium and pupil premium pupils.

Existing and planned support, strategies and interventions

At Ribblesdale multiple measures are taken to ensure that the young people in our care are supported through all aspects of their school life. Support begins in Year 6, through our transition process, prior to pupils starting at Ribblesdale, and continues beyond the time when they leave, through post examination support. Though valuable to all pupils the benefits of such things are often felt most by the PP cohort who are specifically targeted and encouraged to engage.

Holistic (whole school) support
1. Progress Leaders
2. Pastoral Co-ordinators
3. Teaching Assistants / HLTAs
4. Attendance Officer
5. Careers Advisor
6. School Counsellor
7. SEN support staff – The development of the hub
8. Externally delivered revision sessions
9. Intervention/Rewards
10. Robust tracking systems (Datasec/Sisra/DODDLE)
11. Transition processes and procedures
12. Loan device availability
13. Appropriate communication systems – Text capability
14. Increased contact time / Reduced class sizes
15. PiXL affiliation
16. Additional qualification provision – ECDL
17. Supported/structured detentions

- 1 Progress Leaders play a pivotal role in monitoring, tracking and ultimately supporting all of our learners. They are integral in ensuring that all of our youngsters are given the very best opportunities and learning experiences. They manage a wider pastoral team consisting of the Pastoral Coordinator (PC) and the Form Tutors and they liaise closely with curriculum staff, pupils, carers and other parties, as appropriate, to benefit pupils. They are supported by a Senior Leadership Team (SLT) link who oversees them and assists them in their work. The QA documentation for our Progress Leaders has specific targets relating to our PP cohorts and is updated regularly.
- 2 Pastoral Coordinators work closely with all vulnerable pupils and play an integral role in supporting PP pupils.
- 3 Teaching Assistants support pupils, several of which are PP, on a one to one basis and in groups.
- 4 The Attendance Officer has been given an increased role that involves monitoring and tracking the attendance of all sub groups including PP, as a priority. The Attendance Officer works closely with the Progress Leaders and the Pastoral Coordinators and in the role is proactive in ensuring that interventions are put in place and that support is given to families of pupils who are PP to improve their attendance. An 'Attendance Tracker' has been devised to assist the Progress Leaders and PCs in monitoring attendance and identifying key pupils.
- 5 The School Counsellor works closely with Year Leaders, PCs and other pastoral and curriculum staff to support all vulnerable pupils, many of which are in the PP cohort.
- 6 Our independent careers specialists work closely on a one to one basis with our PP cohort. In addition to the general support advice and guidance offered pupils receive a minimum of two half an hour, one to one, sessions with the careers specialist. This informs pupils about the requirements of the pathways available to them to support them in making important decisions about their futures. Ensuring that pupils have appropriately high aspirations is fundamental to this process.
- 7 The 'Hub' has been developed to provide a supportive environment to facilitate the learning of SEN pupils.
- 8 Independent specialist speakers from outside agencies are bought in to support pupils in honing their revision skills and examination techniques. This assists identified pupils and all PP pupils are targeted.
- 9 Intervention takes place across all areas of the school. Intervention is led by both curriculum and pastoral staff and takes many guises –
 - Cohort specific rewards competitions
 - Seating plan – consideration of location of PP pupils
 - Specific sub group tracking throughout the year
 - PP focus at departmental/curriculum and pastoral meetings
 - PP specific person designated in subject areas
 - PP focused book scrutinies
 - PP focus in lesson plans – questioning etc.
 - Consideration of setting – monitored/audited/adjusted.
 - Teaching Assistants / HLTA PP intervention groups
 - Distribution of mentoring packs
 - Distribution of free revision guides
 - Directed revision sessions – texts and letters home
 - Incentivised learning sessions (Pizza clubs)
- 10 The performance of pupils is monitored rigorously at all levels using the tracking systems available to us. The school has invested in data analysis tools to assist us in tracking and monitoring the progress of sub groups at all levels. The quantitative data is used alongside the qualitative to inform decisions about intervention.
- 11 The transition procedures assist all pupils in settling in to all aspects of school at Ribblesdale. As part of our transition process we forge links with primary school pupils and ask for staff to liaise with colleagues in KS2 regarding vulnerable pupils.
- 12 The school has purchased a 'bank' of loan devices that pupils are able to access when they have forgotten their devices or if they are not signed up to the scheme. Loan devices are available to be used by pupils to ensure that they are able to access all aspects of learning including e-learning.
- 13 Communication with parents via the appropriate medium is crucial in enabling us to support our pupils. The texting system was introduced to assist us in improving our communication with 'hard to reach' parents several of which are PP. Important information is disseminated via this medium pertaining to a range of things from careers to events information. A particularly important use of this has been to inform pupils and parent about specific, targeted revision events and for parents' evenings.
- 14 Smaller class sizes enable staff to spend more time supporting all pupils, benefiting pupil learning through increased contact time.

- 15 We have invested in PiXL and as a PiXL school we devote time in attempting to improve the performance of all pupils. Current, research based strategies to improve the education of pupils are gleaned through our association with PiXL. Meetings and conferences are attended by senior and middle leaders who distribute the information more widely as appropriate.
- 16 We ensure that our learners are able to study courses appropriate to their needs. We use specific qualifications to improve pupil confidence and self-esteem, as well as life chances, where this is required.
- 17 There is a focus on the completion of work during time where pupils are detained. This is supervised by a Senior Leader who coordinates the effective use of time in collaboration with curriculum staff.

At Ribblesdale we have implemented a number of strategies that are specifically designed to target and support our PP cohort.

PP specific	
1	Barriers to learning identified
2	One-2-one device subsidy
3	Taxi fare payment
4	Free school meals
5	Hardship funding (trips, uniform, equipment, revision guides, etc.)
6	Tuition subsidy
7	PP focussed CPD training
8	Examination script re-marks subsidy
9	PP specific training/courses
10	PP pupils mentoring
11	Learning Resource Centre (LRC) access
12	PP - Make my week

- 1 Information regarding the potential barriers to learning of PP pupils is routinely gathered/recorded and evaluated by curriculum and pastoral staff.
- 2 The purchase of Surface devices used by pupils to enhance all levels of education are subsidised for PP pupils on entry.
- 3 Pupils' taxi fares are paid to ensure that they are able to access all aspects of education appropriate to their needs, often where additional or alternative provision is required
- 4 Pupils receive a subsidy for their meals to ensure that they have the appropriate nourishment required to assist them in their learning.
- 5 When required, pupils are provided with financial support to ensure that they have the same educational opportunities as all other pupils; this happens in a number of ways.
- 6 Pupils have tuition subsidised to assist them with their studies and in pursuing their wider interests.
- 7 We have launched bespoke CPD training programmes for staff who have interest and are passionate in particular areas. Closing the Gap between PP and Non PP pupils is one such focus group. Pastoral and curriculum staff meet regularly to share good practice, evaluate existing strategies and research and to implement new strategies that are then evaluated. Staff must commit a minimum of 10 hours to each of their chosen foci and there are currently 14 staff partaking in the Closing the Gap focus group.
- 8 Following the release of externally assessed results subject teachers identify PP pupils who are close to grade boundaries. The school then pays for the papers to be submitted for remark to assist them in improving their life chances.
- 9 Staff attend courses relating to maximising provision to assist in narrowing the gap.
- 10 Pupils who would benefit from the process are assigned a mentor. Quantitative and qualitative data is used to identify and match pupils with mentors for maximum benefit. Mentors meet with pupils regularly, on both a formal and informal basis, working with them to support them through all aspects of school.
- 11 Specific pupils are given access to the LRC during select form time to enable them a quiet time to study in an environment conducive to doing so.

12 During specified weeks a focus on the recognition of PP pupils is heightened. Staff are encouraged to reinforce positive aspects in a variety of ways including phone calls or 'post cards' home.

Planned Expenditure 2017/18

Allocation = £162,813

Expenditure	Cost
Attendance Officer salary increment	£10,000
CPD for staff - PP focus	£5,000
Data analysis (tracking and monitoring) systems	£5,000
Examination re-sits	£1,000
Free School Meals	£78,625
Hardship payments	£1,000
Intervention/Rewards	£600
Loan devices	£4,000
One-2-one device subsidy	£13,530
Parental/Pupil texting	£4,700
Pastoral Co-ordinators salaries	£21,453
PiXL	£493
Revision day fee	£85
School Counsellor salary	£7,155
Specialist careers advisor	£800
Subsidised Tuition (Music lessons)	£4,000
Taxi fares	£500
Teaching Assistants / HLTA salaries	£31,450
Transition costs	£910
Year Leaders reward fund	£85
	£186,387

Planned evaluation of impact

It is hoped that the provision outlined will assist us in improving attendance, engagement and ultimately achievement of all of the pupils at Ribblesdale.

Absence

A reduction from 4.5% (2017) to < 4% sessions missed.

Persistent absence

A reduction from 9.9% (2017) to < 9% of pupils missing 10% or more sessions.

Destinations

An increase from 99% (2017) to 100% of pupils in sustained education, employment or training.

Fixed term exclusions

A reduction from 2.9% (2016) to < 2.5% of pupils excluded.

Permanent exclusions

A reduction from 3 (2017) to 0 pupils excluded.

Achievement

Pupils relative progress improving against national data with a view to being categorised as significantly above national average in all elements of the current accountability measures.

2016/17

Expenditure

Allocation = £161,111

Expenditure	Cost
Additional qualifications (ECDL) training/admin	£1,603
Attendance Officer salary increment	£6,000
PP focussed CPD	£4,000
Data analysis (tracking and monitoring) systems	£5,000
Examination re-sits	£900
Free School Meals	£62,825
Hardship payments	£1,000
Intervention/Rewards	£500
Loan devices	£4,000
One-2-one device subsidy	£17,390
Parental/Pupil texting	£4,700
Pastoral Co-ordinators salaries	£18,780
PiXL subscription	£435
Revision day fees	£75
School Counsellor salary	£6,008
Specialist careers advisor fee	£800
Subsidised tuition (Music lessons)	£6,000
Taxi fares	£400
Teaching Assistants / HLTA salaries	£24,000
Transition costs	£996
Year Leaders reward fund	£75
	£165,487

Impact

The impact of the expenditure and the measures put in place can be seen through a number of quantifiable measures, several of which are outlined.

Absence

4.5% (2017) compared to 5.2% nationally.

Persistent absence

9.9% (2017) compared to 12.8% nationally.

Destinations

99% (2017) compared to 94% nationally (2015).

Fixed term exclusions

2.9% (2017) compared to 4.3% nationally.

Permanent exclusions

3 pupils excluded.

Achievement (2016/17 cohort)

GCSE Results	%Grade 4+	%Grade 5+	%Grade 7+
English & Maths (all pupils):	65	40	10
English & Maths (Pupil Premium):	55	28	0
English best (all pupils)	77	58	21
English best (Pupil Premium)	66	48	17
Mathematics (all pupils)	71	47	16
Mathematics (Pupil Premium)	62	38	7
Progress 8 - All Pupils			-0.14
Progress 8 - Pupil Premium			-0.32

Disadvantaged pupils progress

When compared to the 2015/16 cohort validated data for the 2016/17 cohort indicates that the performance of disadvantaged pupils has increased in the overall (25 percentile increase), English P8 (9 percentile increase), Mathematics P8 (32 percentile increase), the Open P8 (25 percentile increase) and the Ebacc P8 (19 percentile increase) elements.

Beyond the easily quantifiable measures of impact are the qualitative and often less tangible positive elements that pervade and are a source of celebration and pride at Ribblesdale High School.