



Pupil premium strategy statement: secondary schools

1. Summary information					
School	Ribblesdale High School				
Academic Year	2016/17	Total PP budget	£161,110.	Date of most recent PP Review	n/a
Total number of pupils	556	Number of pupils eligible for PP	190 (16%)	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	37%	62.4%
% achieving expected progress in English / Maths (2015/16 only)	66.7%/43.5%	75.8%/73.4%
Progress 8 score average (from 2016/17)	-0.49	0.05
Attainment 8 score average (from 2016/17)	39.43	50.01

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	PP pupils do not make progress in line with others in maths and English (En PP-0.59/other 0; Ma PP-0.76/other-0.1)
B.	PP pupils do not take advantage of opportunities outside of school hours to promote, extend or consolidate their learning (ML evaluation)
C.	Too many family and home issues impact on wellbeing at school resulting in poor behaviour and/or attitudes to learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are below the attendance for all other children (gap of 2.5%). This reduces their time in school and causes them to fall behind.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure PP pupils' outcomes in English and maths are in line or better than non-PP outcomes.	Rates of progress in maths and English in KS3 and KS4 for PP pupils is in line or better than 'others' or the gap is closing rapidly.
B.	Use of ECDL and other bespoke curriculum pathways are used to enhance confidence and outcomes for PP pupils.	PP pupils progress 8 score is in line with 'others' or the gap is closing rapidly.
C.	Secure early pastoral intervention to reduce barriers to learning.	PP pupils are successful in school and engage well with staff and peers.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of absences for PP pupils. Overall attendance among pupils eligible for PP improves from 93.9% to 96.5% (or higher), closing the gap with 'other' pupils.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Writing skills at KS3 enhanced.	Introduction of a diagnostic and enhanced tracking with bespoke intervention and through effective AfL strategies.	The new KS2 tests do not support identification of application of writing skills. The new diagnostic in year 7 will enable swift identification of areas of weakness to be addressed through class and leadership intervention, including homework, software, small group intervention sessions. At every AWL entry point, PP pupils' progress is checked and intervention co-ordinated if they fall behind. Though the literacy intervention last academic year showed short term impact, this was not transferred to the classroom to secure a continued improvement.	Year 7 and 8 co-coordinator and year 9 progress co-ordinator in English held accountable by English CAL and senior line manager. Weekly monitoring meeting recorded on one note. Data tracking to demonstrate impact.	Head of English/LM of English	Jan 17 (estimate £600)
A. PP pupils in English are given additional support to secure progress.	Use of English staff for additional intervention sessions in response to any underachievement. Accountability of staff teaching PP pupils through robust tracking at assessment points and through effective AfL strategies.	This model has seen some success in the last academic year with specific PP pupils making improved progress. Effective use of TBCs. Tracking and classroom accountability has been evaluated as one of the most effective mechanisms from the last academic year by CALs and YLS.	Monitoring by Y7 progress co-ordinator, 2i/c English, English Cal and SLT link LM. Data tracking to demonstrate impact.	Head of English/LM of English	Jan 17 (estimate £14,000)

A. PP pupils in maths are given additional support to secure progress.	Use of maths staff for additional intervention sessions in response to any underachievement. Accountability of staff teaching PP pupils through robust tracking at assessment points and through effective AfL strategies.	This model has seen some success in the last academic year with specific PP pupils making exceptional progress. Effective use of TBCs. Tracking and classroom accountability has been evaluated as one of the most effective mechanisms from the last academic year by CALs and YLS.	Monitoring by Y7 progress co-ordinator, 2i/c maths, maths Cal and SLT link LM. Data tracking to demonstrate impact.	Head of Maths/LM of maths	Jan 17 (estimate £17,000)
A. Staff use feedback effectively to impact on progress.	Staff training on high quality feedback. The use of a smart working party. Continued evaluation of book scrutiny data and a focus on PP pupils within this.	Evidence suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will be a focus of our evolutionary teaching model.	Monitoring of PP books and in lesson observations and learning walks.	CW/GSM/CA LS	Jan 17
Total budgeted cost					£32,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

B. ECDL to support confidence building, progress 8 and access to higher /further education.	PP pupils are prioritised to undertake Curr pathway qualification ECDL prior to the end of year 11. This can now be delivered in house to save on costs.	This was an extremely successful strategy this year, impacting on confidence, attitudes to learning and outcomes.	RSL meeting to identify cohort. L. Small to evaluate suitability for the course.	AW- RSL	Mar 17 (estimate £3000)
Total budgeted cost					£3000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Swift intervention and use of bespoke incentives to secure improved attendance. Use of pastoral co-ordinators to forge relationships that support attendance and address barriers. Letters to reinforce expectations for those whose attendance is below target. Reward and recognition for high attendance. Bespoke strategies by year leaders to incentivise attendance. Targets for YL to secure improved attendance rates. Standing pastoral agenda item.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Our own internal analysis shows that PP pupils attend 93.9%, against the 96.4% attendance of the rest of the cohort. A range of strategies have merged to ensure a comprehensive strategy that is already having some impact. In order to further close the gap, this has been further enhanced this year with additional letters and bespoke strategies including prom passport for year 11.	Half termly attendance reviews. Standing agenda item at pastoral meetings. SIP evaluation.	IH – SLT attendance lead ZD- SLT LM of PCs CW/ZD/IH – SLT leadership of YLs. YLs. PCs. Attendance officer.	Jan 17 (estimate £20,000)
C. Secure early pastoral intervention to reduce barriers to learning.	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Use of both PSP and APDs, contracts and early group self-esteem intervention. Use of external intervention e.g. anger management.	Ensure identification of pupils is fair, transparent and properly recorded. Use PCs to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Behaviour points evaluation every 3 weeks.	ZD – SLT oversight of behaviour IH- SLT coordinator of deep support PCs YLs	Jan 17 (estimate £60,000)

			Standing agenda item at PC line management meeting.	Military mentor.	
Total budgeted cost					£80,000

6. Review of expenditure					
Previous Academic Year					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Improve attainment across the curriculum	Externally led literacy intervention for year 10 pupils to address weak SPAG skills as these are essential to be successful under the new English specification and also represent 5% in other curriculum assessments. Small group and one to one tutoring in maths and other targeted intervention.	<i>Mixed:</i> training has informed approach to addressing SPAG in school and engaged pupils well. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met Progress 8 data shows that PP students in year 10 is narrow. Maths there were some individual success stories from one to one tutoring but overall PP pupils' outcomes were static.	The external intervention was not cost effective and there are concerns over long term impact. Decision to secure in school action. One to one and small group intervention in maths to continue as maths staffing allows.	£8,000 + £5,300 = £13,300	
ii. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	

Improved outcomes across the curriculum	Use of a bid fund to encourage staff to bid for individual and small group intervention. Use of ECDL to enhance outcomes.	In every evaluation positive feedback was given but some strategies did not yield secure evidence of progress as a result. The personalised strategies e.g. individual singing lesson, sports intervention and maths tutoring yielded the best outcomes in terms of impact but were also the most costly. ECDL gave pupils a confidence boost and secured an average C+ grade. (81.8 3LP/78.8 4+LP.	This seemed to be most effective when there is a very narrow focus and sustained intervention over a period of time. Bid fund withdrawn for the next academic year.	£3,500 + £3,900 = £7,400
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance of PP pupils	Standing agenda item. YL/PC bespoke incentives. Close monitoring and prioritisation of building relationships with families.	High – 1% decrease in the gap between PP and non-PP in less than one academic year. Overall attendance has increased from 95.5% to 96.1%. The attendance of PP pupils has also increased from 93.2% to 93.9%.	Strategy worked. Maintain focus through standing agenda item at pastoral meetings at every level.	£120,000
Improvement in outcomes through greater accountability, including data tracking at every point.	Use of PP performance targets in YL and CAL YIPS and DIPS. Use of PP targets as part of appraisal. Standing agenda item at meetings for both curr and pastoral at every level. ‘Marketing’/promotion of PP pupils by leaders in across school.	High - Performance improved based on internal data sets (calculated across core at KS3). This was evaluated by middle leaders as one of the most successful strategies. It is cost effective as it uses static staffing costs (aside from PC time). “015/2016 Y7 (6% of cohort) non PP 0.2, PP 0.4, gap 0.2; Y8 (15% of cohort) Non PP 5.1, PP 4.4, gap -0.7; Y9 (20% of cohort) Non PP 10, PP 9.1, gap -0.9; Y10 (14% of cohort) - (P8) Non PP - 0.37, PP -0.42, Gap -0.05; Y11 (11% of cohort) - (P8) Non PP 0.13, PP -0.49, Gap -0.62. However, impact in Y11 was compromised by the limited time the strategy was used.	Strategy worked. Maintain promotion at all levels. Ensure strategies are in place across all subjects. Engage in strategic seating for PP pupils. Maintain requirement for standing agenda items. Share good practice from science electing a ‘champion’ in each dept.	£500 + unknown staffing costs

7. Additional detail

Pupils' free school meals, surfaces subsidy for year 7 PP pupils and sundries are additional to the strategies and costings outlined above.