

# Pupil premium strategy statement – Ribblesdale School

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	1405
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/23 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	A Horrocks - Headteacher
Pupil premium lead	J Whalley – Senior Assistant Headteacher J Dwyer – Equalities Ambassador
Governor / Trustee lead	C Nestor – Vice Chair of Governing Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,648
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>	£57,270
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£300,918

# Part A: Pupil premium strategy plan

## Statement of intent

*In line with the Ribblesdale Way and school ethos, our intention is that all pupils, regardless of background or challenges participate in wider school life, enjoy all opportunities on offer and make excellent progress. The purpose of our pupil premium strategy is to underpin this.*

*Quality first teaching in all lessons is the cornerstone of the school's approach, ensuring that there is specific support in the areas where disadvantaged pupils need it most. Our approach is to build confidence in everyone and challenge each other with an ambitious and fearless approach to learning.*

*Our current priorities for our disadvantaged pupils reflect the challenges faced by such children both academically and socially. Building pupils' confidence and supporting them to understand the ways in which they learn, will result in better access to the curriculum, enhanced progress and improved overall wellbeing. Supporting pupils to consistently attend school by nurturing strong relationships with parents will ensure valuable curriculum time is not missed. Where any loss of learning has occurred, we are committed to ensuring that appropriate academic interventions take place inside and / or outside of the classroom and that those interventions are effective. There is also an increased focus on the mental health and well-being of our pupils and the staff who care for them and, as such, pastoral and mental health support is a key priority in our current plan.*

## Challenges

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

Challenge number	Detail of challenge																								
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2	<p>The attendance of disadvantaged pupils is lower than the average attendance for non-disadvantaged pupils, resulting in lost learning and additional challenges in terms of both progress and overall wellbeing. This is especially true regarding persistent absence figures, which are higher in our disadvantaged pupils' cohort.</p> <table border="1" data-bbox="368 235 1337 412"> <thead> <tr> <th>Year</th> <th>Attendance</th> <th>PA</th> <th>Non PP PA</th> <th>PP PA</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>94.70%</td> <td>14.80%</td> <td>10.00%</td> <td>36.50%</td> </tr> <tr> <td>8</td> <td>92.90%</td> <td>21.90%</td> <td>16.70%</td> <td>43.10%</td> </tr> <tr> <td>9</td> <td>92.40%</td> <td>23.90%</td> <td>18.30%</td> <td>50%</td> </tr> <tr> <td>10</td> <td>92.30%</td> <td>24.70%</td> <td>18.30%</td> <td>50.90%</td> </tr> <tr> <td>11</td> <td>91.40%</td> <td>21.50%</td> <td>17.40%</td> <td>38.20%</td> </tr> </tbody> </table>	Year	Attendance	PA	Non PP PA	PP PA	7	94.70%	14.80%	10.00%	36.50%	8	92.90%	21.90%	16.70%	43.10%	9	92.40%	23.90%	18.30%	50%	10	92.30%	24.70%	18.30%	50.90%	11	91.40%	21.50%	17.40%	38.20%																																																		
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3	<p>Whilst there is nothing significant statistically in our data regarding pupil suspension and permanent exclusion, disadvantaged pupils are more likely to be involved in incidents requiring intervention and support for their behaviour. At times, it can be more difficult to engage the parents of some of our disadvantaged pupils.</p> <table border="1" data-bbox="379 629 727 1108"> <thead> <tr> <th colspan="4">Internal Fixed Term Suspension</th> </tr> <tr> <th colspan="4">Total</th> </tr> <tr> <th>2021-2022</th> <th>2022-2023</th> <th colspan="2">2023-2024</th> </tr> </thead> <tbody> <tr> <td>Covid</td> <td></td> <td></td> <td></td> </tr> <tr> <td>28</td> <td>37</td> <td colspan="2">17</td> </tr> <tr> <th colspan="4">PP</th> </tr> <tr> <th>2021-2022</th> <th>2022-2023</th> <th colspan="2">2023-2024</th> </tr> <tr> <td>14</td> <td>8</td> <td colspan="2">9</td> </tr> <tr> <th colspan="4">SEND</th> </tr> <tr> <th>2021-2022</th> <th>2022-2023</th> <th colspan="2">2023-2024</th> </tr> <tr> <td>2</td> <td>5</td> <td colspan="2">2</td> </tr> <tr> <th colspan="4">R&amp;R Trends</th> </tr> <tr> <th>2021-2022</th> <th>2022-2023</th> <th colspan="2">2023-2024</th> </tr> <tr> <td>249</td> <td>199</td> <td colspan="2">119</td> </tr> <tr> <th colspan="4">PP</th> </tr> <tr> <th>2021-2022</th> <th>2022-2023</th> <th colspan="2">2023-2024</th> </tr> <tr> <td>48</td> <td>43</td> <td colspan="2">42</td> </tr> <tr> <th colspan="4">SEND</th> </tr> <tr> <th>2021-2022</th> <th>2022-2023</th> <th colspan="2">2023-2024</th> </tr> <tr> <td>30</td> <td>27</td> <td colspan="2">9</td> </tr> </tbody> </table>	Internal Fixed Term Suspension				Total				2021-2022	2022-2023	2023-2024		Covid				28	37	17		PP				2021-2022	2022-2023	2023-2024		14	8	9		SEND				2021-2022	2022-2023	2023-2024		2	5	2		R&R Trends				2021-2022	2022-2023	2023-2024		249	199	119		PP				2021-2022	2022-2023	2023-2024		48	43	42		SEND				2021-2022	2022-2023	2023-2024		30	27	9	
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4	<p>Access to targeted reading support: Our disadvantaged pupils have lower levels of reading comprehension and literacy than their peers (supported by national studies and internal data) which will in turn impact on their progress in all subjects. The data below shows the impact of the Lexonic reading programme on a sample of our pupils. A current challenge is to extend this highly effective but expensive support to all pupils who need it.</p> <table border="1" data-bbox="363 1395 987 1921"> <thead> <tr> <th>Start week</th> <th>RA at start</th> <th>RA on completion</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td>20/2/2023</td> <td>11.03</td> <td>18.05</td> <td>7 years 2 months</td> </tr> <tr> <td>20/2/2023</td> <td>10.04</td> <td>17.06</td> <td>7 years 2 months</td> </tr> <tr> <td>04/05/2023</td> <td>8.06</td> <td>9.02</td> <td>8 months</td> </tr> <tr> <td>04/05/2023</td> <td>12.01</td> <td>17.06</td> <td>5 years</td> </tr> <tr> <td>20/2/2023</td> <td>11</td> <td>18.08</td> <td>7 years 9 months</td> </tr> <tr> <td>20/2/2023</td> <td>9.06</td> <td>11.03</td> <td>1 years 9 months</td> </tr> <tr> <td>20/2/2023</td> <td>8.08</td> <td>13.01</td> <td>4 years 5 months</td> </tr> <tr> <td>03/05/2023</td> <td>9.02</td> <td>11</td> <td>1 year 10 months</td> </tr> <tr> <td>03/05/2023</td> <td>9.09</td> <td>18.09</td> <td>9 years</td> </tr> <tr> <td>17/04/2023</td> <td>8.03</td> <td>11</td> <td>2 years 8 months</td> </tr> <tr> <td>12/06/2023</td> <td>9</td> <td>18.09</td> <td>9 years 11 months</td> </tr> <tr> <td>12/06/2023</td> <td>9</td> <td>18.09</td> <td>9 years 9 months</td> </tr> <tr> <td>12/06/2023</td> <td>9</td> <td>18.09</td> <td>9 years 9 months</td> </tr> <tr> <td>12/06/2023</td> <td>8.08</td> <td>18.09</td> <td>10 years 1 month</td> </tr> <tr> <td>17/04/2023</td> <td>10.07</td> <td>13.06</td> <td>2 years 11 months</td> </tr> </tbody> </table>	Start week	RA at start	RA on completion	Increase	20/2/2023	11.03	18.05	7 years 2 months	20/2/2023	10.04	17.06	7 years 2 months	04/05/2023	8.06	9.02	8 months	04/05/2023	12.01	17.06	5 years	20/2/2023	11	18.08	7 years 9 months	20/2/2023	9.06	11.03	1 years 9 months	20/2/2023	8.08	13.01	4 years 5 months	03/05/2023	9.02	11	1 year 10 months	03/05/2023	9.09	18.09	9 years	17/04/2023	8.03	11	2 years 8 months	12/06/2023	9	18.09	9 years 11 months	12/06/2023	9	18.09	9 years 9 months	12/06/2023	9	18.09	9 years 9 months	12/06/2023	8.08	18.09	10 years 1 month	17/04/2023	10.07	13.06	2 years 11 months																
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5	<p>Our disadvantaged pupils were disproportionately impacted during lockdown (supported by several national studies) and thus are struggling more with social and emotional issues.</p>																																																																																

	<i>Approximately 16 Early Help referrals have been for pupils eligible for Pupil Premium funding.</i>
6	Lack of understanding by parents in the primary provision regarding pupil premium funding and eligibility and how this can support their child in school.

## 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 (by the end of 2024/25)

Intended outcome	Success criteria
Improve Progress 8 amongst disadvantaged pupils such that it draws in line with 0 in KS4.	The validated exams data will indicate improved progress demonstrating that the gap is narrowing between PP and non-PP pupils.
To achieve and sustain improved attendance for our disadvantaged pupils so that it is more closely in line with their peers in school.	The overall attendance of the PP cohort to be more in line with our non-PP pupils. To reduce the persistent absence rate for all pupils and narrow the gap between PP and non-PP pupils.
To continue to improve reading amongst our PP pupils, impacting positively on levels of literacy	By 2025, our intended outcome is that, through continued use of Lexonic, reading intervention and effective CPD for staff, the reading ages of PP pupils will continue to improve.
To ensure systems and procedures are more effective in the early identification of pupils with speech, language and communication needs.	Staff will have the necessary knowledge and expertise and there will be a clear whole-school system for early identification of pupils with speech, language and communication needs. Appropriate intervention and support are then implemented.
To ensure that all possible pupil premium support is allocated in the primary phase and distributed equitably.	Systematic process embedded in the first term of EYFS to ensure early identification of needs.
To ensure that all pupils, regardless of circumstances, can choose options that best support their ambitions and for increasing numbers of disadvantaged pupils to choose the EBacc pathway as appropriate.	All disadvantaged pupils will have had access to careers interviews prior to starting the options process as well as opportunities to visit Higher Education campuses. We will offer a broad curriculum and encourage uptake of EBacc with all our disadvantaged pupils. Parents will be actively engaged in this process and empowered to support their children.
To maintain regular and positive communication with the parents of our disadvantaged pupils to ensure the best possible outcomes academically and holistically.	The already increased engagement through the Synergy platform will develop further with bespoke communication and alerts for hard-to-reach parents. The range of pupil, staff and parent voice, which is regularly collected, is used to inform next steps as to how we can engage parents further. Evidence that the current upwards trends in hard-to-reach families attending parents'

	evenings is built upon and harnessed as much as possible.
Improved overall wellbeing for pupils including those who are disadvantaged and may have been adversely impacted on by the pandemic.	Strategies have been effective in identifying and supporting pupils in EYFS who have experienced lack of early socialisation and development of social skills. Evidence that pupils who have received support through the mental health support team, school counsellor and other external agencies are accessing their education, making progress and have improved overall wellbeing.

## 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: Ribblesdale commits spending well more than monies received from the government in Pupil Premium and Recovery funding. This is due, largely, to the school's high staffing of pastoral support which includes six pastoral co-ordinators, a part-time school counsellor, two pastoral intervention managers and an attendance officer. Further details are available from the school upon request.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Making use of training and CPD around self-regulation and trauma informed practice to inform systems and procedures across school.	Revised format and structure of inclusion, including different areas for pupils dependent on need. Trained pastoral staff and specialist teaching assistants for SEMH employed within the unit and trained throughout the year, developing/adopting assessment tools to identify the needs of pupils. Specific focus will be placed on bespoke provision disadvantaged pupils who may need to spend time in the inclusion room, and on maintaining functional fluency. Numerous insets for staff have focused on metacognition. Training updates for staff on trauma informed practice at regular intervals throughout the year. As seen from Trauma Informed Lancashire: <a href="https://traumainformedlancashire.co.uk/Little-Book-of-Trauma-Informed-A5-Final-print-2023.pdf">Little-Book-of-Trauma-Informed-A5-Final-print-2023.pdf</a> (traumainformedlancashire.co.uk)	5
Equalities ambassador working as direct link to key areas across school.	Attendance practice is informed by the DfE guidance found here:  <a href="#">Working together to improve school attendance</a>	2, 3, 6

	<p><a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a></p> <p>Continued focus on attendance and running the Attendance Academy which is having a positive impact on some PP pupils.</p> <p>Consulting with the pastoral team and contributing to the development of the school's new inclusion unit to ensure that bespoke intervention can be put in place for disadvantaged pupils.</p> <p>Collaborating with staff at the primary provision to implement an effective system for identification and support of pupil premium families.</p> <p>Close links with curriculum areas to ensure that colleagues positively discriminate in favour of disadvantaged pupils with regards to intervention and opportunities for developing cultural capital.</p>	
<p>To continue to raise the profile of our disadvantaged pupils through the continued promotion of Quality First Teaching.</p> <p>Synergy platform enhances staff planning and delivery of lessons to disadvantaged pupils, monitors engagement of pupils and supports targeted interventions as well as helping us reward pupils.</p> <p>We now have a system via Synergy that allows us to monitor trips and events that disadvantaged pupils engage with.</p>	<p>John Hattie recognises the importance of relationships between pupils and staff. The relationships that staff develop, through Quality First Teaching, is key in ensuring all pupils can feel safe and secure, while also fuelling a love for learning.</p> <p>The EEF School Improvement Guidance Document details that high quality teaching maximises learning. The best available evidence indicates that great teaching is the most valuable tool at schools' disposal to raise pupil attainment.</p> <p>The use of Synergy as an embedded platform allows staff to 'know your pupils' – not just know them by name but understand who they are inside and outside of Ribblesdale.</p>	1, 2, 3, 4
<p>Continue to explore and promote the effective use of EdTech to provide real time feedback from assessments and diagnose pupils' misconceptions</p>	<p>Michael Fullan and John Hattie recognise the positive impact technology can have on the learning and progress of our pupils, when used intelligently. We continue to build on our expertise in EdTech and provide timely and relevant training to support staff. Department areas have created bespoke ways to provide online learning and instant feedback. This will promote independence and support staff in the careful selection of platforms for the desired impact e.g. Sparx maths, LBQ, Tassomai etc.</p>	1, 4

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

Budgeted cost: Again, the school commits monies beyond the funding received to ensure that academic support is available. Examples of support provided include structured interventions in our newly redeveloped inclusion provision, after school revision and tutoring, reading interventions such as Lexonik, holiday tuition as well as staffing and online support for bespoke curriculum models. Further details are available upon request.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of literacy interventions through the NGRT screening programme and other baseline assessments, Lexonik Leap and Advance and IDL Literacy reading intervention provision and universal reading support through Giglets and First News comprehension programmes.</p> <p>The introduction of a weekly 'Reading Day' during form time is intended to fuel a love for reading for all pupils. By providing an environment that shows a genuine love for reading, we will see an improvement in reading skills/ages.</p>	<p>The EEF Teaching Toolkit states; "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</p> <p><a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Our commitment to Lexonik and STAR reading programmes aims to reduce the challenge of lower literacy skills in some of our disadvantaged pupils. Comprehensive literacy support enables pupils to develop a much deeper appreciation of language and vocabulary to support them to access the whole curriculum effectively and build confidence. Our internal average reading age data demonstrates that we are closing the gap between disadvantaged pupils and non-disadvantaged pupils as pupils move through the school years. Lexonik and STAR will further support these interventions.</p> <p>Reading for Pleasure: <a href="#">Promoting a Love of Reading—Without Reading Logs   Edutopia</a></p>	<p>1, 4</p>

[Attendance and reading key barriers to disadvantaged pupils'... | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Developing consistent independent reading habits allows students to practice reading skills, promotes choice, increases confidence, and develops a love for reading; however, many students need help to develop these habits.

Creating a classroom culture that shows students and families that you value independent reading along with classroom assignments and activities can provide the motivation, accountability, and encouragement students need to establish consistent reading habits without a need for reading logs.

Pupils who have completed the Lexonik Advance Programme since September  
 Y7 10 students average progress 84.7 months, 7 SEN, 1 PP  
 Y9 14 students average progress 106 months, 3 SEN, 4 PP  
 Y10 6 students average progress 103 months, 3 SEN, 1 PP  
 Y11 2 students average progress 23 months, 2 SEN

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17/04/2023	10.07	13.06	2 years 11 months

The timetabling of academic interventions and after-school interventions in the form of Study groups across all subject areas in Key Stage 4 using our own teachers.

This year we have created an additional form group to provide capacity for intervention within form time. An extra maths class, with an appointment of a specialist TA to add capacity. There is also additional leadership capacity in the maths team as well as the appointment of an associate assistant headteacher with a key focus on intervention.

Working alongside improving the effectiveness of whole class teaching, our academic intervention programme and study groups positively discriminate in favour of our disadvantaged pupils who are struggling to access parts of the curriculum. With a robust assessment system, we can identify pupils in need of some extra academic intervention easily. These sessions are high-quality and delivered internally by our expert staff. This is effective as the pupils know the teachers – relationships are crucial to an effective intervention.

[Small group tuition | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Whilst this approach can be costly (as identified in the EEF Teacher Toolkit) the positive impact of skilled teachers providing one-to-one and/or small group interventions is clear and demonstrated through positive pupil voice, engagement and improved outcomes.

CPD has concentrated on upskilling staff to improve adaptive teaching in all subjects.

1, 4

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

Budgeted cost: As stated above, expenditure at Ribblesdale exceeds incoming funding. Expenditure covers additional staffing as given above, investment in our in-school inclusion unit, attendance academy and considerable subsidy for Enrichment and extra-curricular activities. Further details are available upon request.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure appropriate staffing to enable continued support for the emotional wellbeing of all pupils.</p> <p>The appointment of a sixth pastoral co-ordinator with a specific focus on inclusion has led to the development of a new inclusion unit which will cater to the bespoke needs of individual pupils.</p> <p>Craig Parkinson, external coach, has been in school to work with disadvantaged pupils on Clifton Strengths. This has highlighted the strengths that selected disadvantaged pupils have. The intention of this is to raise self-esteem and aspirations for those pupils and allow them to regulate the way in which they learn or behave around school. The supportive measures for pupils in Y10 and 11 were to ascertain the best ways in which they can achieve success at Ribblesdale School and beyond.</p>	<p>Fully embedded pastoral team, including two pastoral intervention managers who are highly skilled in providing early help to hard-to-reach and vulnerable families. The pastoral team have wide-reaching and ever-growing links to external agencies and alternative provision.</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
The work of our Attendance	<a href="http://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a>	2

<p>Ambassador to support pupils with high levels of persistent absence.</p> <p>As part of the fully embedded Attendance Academy, the '100 Club' in conjunction with attendance monitoring celebrates those pupils with 100% attendance and support those with less than 90% attendance.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment-eeef">Attendance interventions rapid evidence assessment   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Our Attendance Ambassador will continue to support our disadvantaged pupils to attend school regularly and for sustained periods. Attendance data informs the selection of the pupils, and our AA takes on a mentoring role with the pupils to identify what might be hindering their attendance. In conjunction with the work of our Equalities Ambassador, our AA is rolling out an incentivised programme to help pupils to reach attendance targets. As outlined in the EEF's Teaching and Learning Toolkit, mentoring "aims to build confidence and relationships, to develop resilience and character, or raise aspirations" – these are our aims in understanding reasons for absences to support in a useful way.</p> <p>Furthermore, Year Leaders and Form Tutors have been given more autonomy through effective use of Teams and Synergy in monitoring pupils in their forms/year groups who are persistently absent.</p> <p>Overall attendance for this academic year is positive, demonstrating impact of the above.</p>	
<p>To continue to build effective relationships with parents to further support the social and academic progress of all pupils.</p> <p>Through the work of the Teaching and Learning team and Equalities Ambassador, we will be evaluating ways in which we can support parents in their understanding of our curriculum and teaching and learning priorities. The aim of this is for the parents of our disadvantaged pupils to have a deeper appreciation of their child's learning.</p> <p>To support this further, and in response to Parent View from last academic year, we</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eeef">Parental engagement   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Reaching the Unseen Children - Learning with Parents</a></p> <p>We will continue to support our pastoral teams to liaise regularly and effectively with parents through regular communications with our most disadvantaged pupils' parents. Parents' evening figures monitored regularly, and parents supported to have academic conversations with teachers. Staff are reminded to send positive communications home to parents as regularly as possible – through Synergy, postcards, letters of success etc. (EEF Parental Engagement findings support the effectiveness of frequent and positive interactions on progress). Pupils are instructed to be checking their Synergy profile every morning so that they can track their own behaviour/house points, attendance and ILOs and take ownership for their own behaviours/learning habits.</p>	<p>1, 5</p>

<p>provide parents with a curriculum overview for their child's year group that is shared at parents evening and via Synergy.</p> <p>In the primary provision, a curriculum overview is provided to parents at the beginning of each half term to inform them of their child's learning in school.</p>		
<p>To continue to explore and provide opportunities for our most disadvantaged pupils to develop their cultural capital in and out of lessons.</p> <p>There is an agreement for residential visits to be subsidised for our Disadvantaged Pupils. With all trips, we encourage positive discrimination to broaden the cultural capital of our most vulnerable pupils.</p> <p>Pupil participation in trips and events is now logged on Synergy so that we can monitor the number of our disadvantaged pupils accessing extra-curricular offerings.</p> <p>Bespoke trips are being formulated to provide PP pupils with the opportunity to a take part in a variety of experiences, such as visiting a local city, visiting university towns/cities to raise aspirations</p>	<p><a href="#">Full article: Cultural capitals matter, differentially: a Bourdieusian reading of perspectives from senior secondary students in England (tandfonline.com)</a></p> <p><a href="#">Against the odds: achieving greater progress for secondary students facing socio-economic disadvantage - GOV.UK (www.gov.uk)</a></p> <p>The Teaching and Learning team, Educational Visits Co-ordinator, Careers Guidance and Equalities Ambassador to work closely with curriculum areas to support them in providing opportunities for disadvantaged pupils to have a wealth of experiences to support their academic and social development. Opportunities such as taking part in mentoring younger pupils, becoming student leaders and/or ambassadors for the school and representing school during events, external visits etc. are crucial for building confidence in pupils, particularly if such opportunities are not available to them outside of school.</p>	<p>1, 2, 5</p>
<p>To review the impact of interventions for DP to help reduce behaviour incidents and promote positive behaviour for learning</p>	<p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The wider Pastoral Team including SEND and Deputy Head who oversees the team will continue to review the impact of behaviour interventions for all pupils and particularly DP pupils. They will</p>	<p>3</p>

	<p>continue to monitor the use of the inclusion suite, IFTS and FTE and make use of the wider strategies within school to support these pupils including managed moves and respite placements as well as wider supportive strategies such as Early Help Referrals.</p> <p>The introduction of the new inclusion unit will further support all the above through bespoke intervention and direct links to pastoral care and SEND.</p>	
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**Total budgeted cost: more than £300,918**

Part B: Review of the previous academic year

**Outcomes for disadvantaged pupils**

Overall, attendance is positive across school compared to both regional and national data. This includes comparisons for PP pupils. This is because of the work of the Equalities Ambassador and Attendance team and through the creation of the Attendance Academy, rigorous tracking of attendance across distinct groups, improved parental relationships and engagement and the work of the pastoral team with children who are school avoiders.

Validated progress data for historical PP cohorts indicates a narrowing of the performance gap. The performance of the 2023 PP cohort is better than the national average when a like-for-like comparison is made, though still marginally outside the statistical tolerance regarding the non-PP cohort. Internal data indicates progress of PP cohorts across all year groups is positive.

The school has seen a huge reduction in the number of suspensions because of the pastoral systems, support provided and renewed focus on quality first teaching. Whilst the number of permanently excluded pupils rose across the school in 2022/23, only one of these pupils was PP.

There was an increase in the number of PP pupils requiring internal inclusion, however this was a strategy adopted to reduce the need for suspension allowing for the bespoke intervention and reduction of lost learning by keeping pupils in school. With the reimagining of our Inclusion Unit, to support pupils in a self-regulating and improve functional fluency during and after periods of respite, we hope to see a reduction in our intake into the unit in the longer term as fewer pupils need repeat placements there.

**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
Clifton Strengths	Craig Parkinson
Off-site military education	Trident Military Academy

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*