Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ribblesdale High School
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Summer 2022 – Summer 2024
Date this statement was published	December 2021
Date on which it will be reviewed	January 2023
Statement authorised by	A Horrocks & J Woodward
Pupil premium lead	G Partington / J Dwyer
Governor / Trustee lead	J Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,620
Recovery premium funding allocation this academic year	£29,242 (school led tutoring funding = £24,503)

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	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Ribblesdale, we encourage all our pupils and staff to continuously improve and demonstrate a resilient attitude towards learning. We expect staff and pupils to take ownership of their own learning and find opportunities and the courage to demonstrate it. 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. Supporting pupils to attend school consistently and further developing relationships with parents, too, will ensure valuable curriculum time is not missed. There is an increased focus on the mental health and well-being of our pupils and staff, as a direct result of the pandemic. Providing more opportunities for pupils to receive pastoral and mental health support is a priority in our current plan.

Our intended outcomes are shared with staff to ensure a shared understanding and ownership of our goals. In turn, this means our quality assurance is focused and purposeful – improving teaching and learning and providing appropriate and enriching experiences for our disadvantaged pupils out of the classroom will support academic and social development for all.

Challenges

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

Challenge number	Detail of challenge
1	Staff need to be fully aware of which of our pupils are disadvantaged – raise the profile

2	Attendance of Disadvantaged Pupils is lower than that of our average attendance for Non-DP, resulting in some of our DP missing crucial curriculum content and then finding it challenging to catch up with the rest of their cohort
3	Persistent Absence figures are higher in our DP cohort, when compared to non-DP, again meaning some of our DP are demonstrating gaps in their learning and knowledge leading to difficulties when trying to re-engage with the curriculum
4	Increasing confidence in our Disadvantaged Pupils to have ownership of their learning and develop self-regulatory skills needed to be able to understand the most effective ways to learn and build knowledge.
5	Improve parental engagement: we need to encourage parents to be involved in the education and learning taking place at school and enable them to support it at home. Communication needs to be frequent and positive.
6	Reading ages of our Disadvantaged Pupils at KS3, on average, are lower than our non-DP in year 7 – although historical data suggests the gap closes into year 8.
7	There is more of a need to provide pastoral and mental health support to some of our Disadvantaged Pupils, particularly where those needs have been exacerbated by the pandemic

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 / *Rationale*
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools. GCSE performance of PP pupils moves closer in line with that of Non-PP pupils. *P8 for DP is currently just over half a grade lower than non-DP (-0.54 vs 0.27)*
Attainment 8	Achieve in line with national average for attainment for all pupils. *The average attainment 8 scores for our DP and Non-DP are not in line, demonstrating a gap which needs to be closed – DP 39.72 vs Non DP 50.23*
Percentage of Grade 5+ in English and maths	Achieve in line with average English and maths 5+ scores for similar schools. *There is a 15% difference in the percentage of DP achieving grade 5 or above in English and maths when compared to our non-DP (26.3% vs 51.2%)*
Attendance	Disadvantaged pupil attendance to be in line with their peers within school. *The attendance of our disadvantaged pupils tends to be lower than our non-DP (December 21 non-PP 94.7%, PP 92.1%)* *There is a gap of 9.8% in our persistent absence figures, as of December 21 – non-PP PA 16.1%, PP PA 25.9%*

Literacy and communication	KS3 disadvantaged pupil reading ages to be similar to their peers within school. Data demonstrates our year 7 DP respond to our interventions. *KS3 disadvantaged pupils' reading ages are lower than those of our non-DP (year 7 average reading age for Non-DP = 10.49, PP = 10.02, year 8 average reading age for non-DP = 11.12, PP = 11.10) –*
EBacc	National average EBacc. Is achieved by the majority of PP pupils.
Stakeholder voice	Pupil, staff and parent voice will be used more regularly and robustly to identify areas where we can further support our DP and further engage parents. We will have increased attendance figures at parents' evenings for the parents of our DPs and opportunities for these parents to liaise with school to support the academic achievement of their children.
Pastoral and mental health support	Disadvantaged Pupils in school will be fully supported by a pastoral and mental health team who have the expertise to encourage DPs and parents to engage with school and learning. Stakeholder voice will contribute to the evaluation of success in this area.

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: £ *19,611*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise the profile of our disadvantaged pupils.	Our internal CPD consistently recognises the need to 'know your pupils' – not just know them by name but KNOW who they are, what they are interested in, what motivates them, what their hopes and ambitions are. The EEF Guide to Pupil Premium recognises that High quality teaching should be a 'top priority for pupil premium spending'. We will schedule a training and support session for staff where the disadvantaged pupils are discussed, and staff will share the strategies which they see success with. Developed use of ClassCharts / Synergy software will enhance staff planning and delivery of lessons to disadvantaged pupils, monitor engagement of pupils and support targeted interventions as well as rewards for pupils. Pupil voice will also contribute to a thorough evidence base of hard and soft data to be shared with staff.	1
Recruitment of Disadvantaged Pupils Ambassador to work within the Teaching and Learning team. Explore the needs of our Disadvantaged Pupils and disseminate strategies and support to staff.	Our Disadvantaged Pupils Ambassador will work closely with our DP to gain a thorough knowledge of our disadvantaged pupils' levels of attainment and social needs. This understanding will then be used to develop effective strategies to support in a bespoke way. Again, DP Ambassador will contribute to staff training and support of all teaching staff will in turn ensure high quality provision for all pupils.	1, 4 and 7
Developing the self-regulatory and metacognitive skills of all our pupils through high quality CPD training – John Hattie's Visible Learning programme	We have been working with The Visible Learning programme for the last few years and are using the research and meta-analyses to evaluate the relevance and applicability of the evidence for our context. Hattie identifies that teaching pupils metacognitive strategies can have a positive impact on progress of 0.69. Training staff in the potential impact of modelling our thought processes and deeper questioning should	4

	encourage pupils to consider their though processes and look to make links between learning in different subject areas. Using the EEF's guidance report for metacognition and self-regulation, we will embed best practice and evaluate its successes throughout the year.	
Continue to explore and promote the effective use of EdTech to provide real time feedback from assessments and diagnose pupils' misconceptions	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 are evaluating the strengths of the platforms they use with a view to have a catalogue of platforms pupils can access, depending on the curriculum area they are studying for. This will promote independence and support staff in the careful selection of platforms for the desired impact i.e. Sparx maths, LBQ, GCSE Pod etc.	4

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

Budgeted cost: £ *30,455*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Lexonik reading programme and STAR reading programme to support literacy and communication skills and build confidence in disadvantaged pupils	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." Our commitment to Lexonik and STAR reading programmes aims to reduce the challenge of lower literacy skills in some of our disadvantaged pupils. We are developing a comprehensive literacy programme through which pupils are developing a much deeper appreciation of language and vocabulary to support them to access the curriculum effectively and build confidence. Our internal average reading age data demonstrates that we close the gap between DP and Non-DP as pupils move through the school years. Lexonik and STAR will further support these interventions.	4 and 6
Academic interventions and study groups	Working alongside improving the effectiveness of whole class teaching, our academic intervention programme	1, 4 and 7

and study groups, positively discriminate for those of our disadvantaged pupils who are struggling to access parts of the curriculum. With a robust assessment system, we are able to easily identify pupils in need of some extra academic intervention. 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. 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.

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

Budgeted cost: £ *16,137*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
Pastoral and mental health support programme through targeted mentoring	The proposals from the Education Policy Institute on their 'Impact of Covid 19' paper recognise the need "*to provide more pastoral and mental health support for pupils who have suffered neglect, abuse, anxiety or bereavement during the pandemic. Supporting pupils with these issues must be the first priority for the sector.*" A mentoring scheme for our KS4 DP will provide mental health support and revision techniques and resources to boost confidence in upcoming GCSE examinations, whilst also providing pupils with strategies to look after their own mental well-being. Learning journals will be utilised to support the pupils to take ownership of their learning and well-being. Parents will be involved in the programme, too. Successful implementation will lead to a roll out of a similar support programme for KS3.	4, 5 and 7

Recruitment of Pastoral Support Leader to support pupils with high levels of persistent absence	A new role to support our disadvantaged pupils to attend school regularly and for sustained periods. Attendance data informs the selection of the pupils and PSL takes on a mentoring role with the pupils to identify what might be hindering their attendance. 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.	2 and 3
To continue to build effective relationships with parents to further support the social and academic progress of all pupils	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 – personalised text messages, postcards, letters of success etc. (EEF Parental Engagement findings support the effectiveness of frequent and positive interactions ion progress). Through the work of the T&L team and DP 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, in particular, to have a deeper appreciation of their child's learning.	2, 3 and 5
Exploring opportunities for our most disadvantaged pupils to develop their cultural awareness and capital in and out of lessons	T&L team, Educational Visits Co-ordinator and Disadvantaged Pupils 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 to building confidence in pupils, particularly if such opportunities are not available to them outside of school.	4 and 7

Total budgeted cost: £ *66,203*

Remaining Pupil Premium funding allocation will contribute to the salaries of expert staff to support all children, including our disadvantaged pupils, to access the curriculum and pastoral support.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Outcomes data for 2021 (validated centre assessed grades) demonstrated an improving picture of the gap between our PP and Non-PP. This reducing gap can be seen lower down the school also. Even despite the challenges of the pandemic, we continue to support our disadvantaged pupils consistently well. This is due to a combination of factors: our quality first teaching, the EdTech opportunities we provide our children, and our successful intervention programmes.

Our current year 10 progress figures show a gap of 0.2 – the national gap being 0.5 – demonstrating our disadvantaged pupils strategies are having the desired impact.

Our current year 11 progress figures show a gap of 0.18, much narrower than national.

We are seeing increasingly narrowing gaps in KS3 too. Again, evidence of the impact of our strategies.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our assessment of our success is ongoing, and we continue to make progress with our pupils, evidenced through our qualitative and quantitative data. All data demonstrates our research and evidence informed strategies are successful and are supporting our quality first teaching approach for all pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
MyTutor	
Clifton Strengths mentoring	Gallup
Lexonik reading programme	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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