

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Ribblesdale High School				
Academic Year	2019-20	Total PP budget	£179, 638	Date of most recent PP Review	Nov 2018
Total number of pupils	1304	Number of pupils eligible for PP	217	Date for next internal review of this strategy	Sep 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.24	0.13
Attainment 8 score average	39.7	50
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Whilst the gap has narrowed this year, pupils in receipt of pupil premium grant do not perform as well as other pupils in GCSEs	
B.	PP pupils demonstrate lower levels of confidence and skill in literacy	
C.	Levels of aspiration and engagement with school can be lower for PP pupils (including that of parents / carers)	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupils in receipt of pupil premium grant have lower rates of attendance than other pupils	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Close gaps in attainment and progress between PP and Non-PP pupils	Further narrowing of in-school gaps for A8 and P8
B.	PP Pupils access a wider range of reading materials and demonstrate greater confidence and skill in written communication	Work scrutiny and pupil voice evidence improved skill and confidence in literacy
C.	Further increase opportunities for enrichment and engagement of PP Pupils, maximising opportunities for the acquisition of cultural capital	Records evidence strong take-up of trips and visits by PP pupils. Behaviour records and stakeholder voice indicate increased engagement in school by PP pupils & parents
D.	Attendance rates for PP pupils improve, persistent absenteeism among PP cohort reduces	Attendance data evidences narrowing of in-school attendance gaps

5. Planned expenditure*

Academic year

2019 - 20

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

i. Quality of teaching for all

Action	Intended outcome	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) Invest in recruitment and staff training to support high quality classroom provision, thus ensuring consistently good evidence-based teaching, designed to foster independence, aid retention of skills and knowledge and enhance progress (Supported by staffing budget.)	GCSE performance of PP pupils moves closer in line with that of Non-PP pupils. Specialist staff consistently deliver high quality, evidence based practice	<p>Sutton Trust: “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</p> <p>Prof. John Hattie ‘Visible Learning’: “Recruiting and retaining top-quality teachers is the biggest challenge our schools face... In order to address this problem we would like to see more schools using their Pupil Premium to recruit and retain good teachers.”</p> <p>EEF Teacher Toolkit: Metacognition and self-regulation +7</p> <p>EEF Attainment Gap Report 2018: “What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development”</p>	<p>Investment in staff development – Visible Learning Programme.</p> <p>Sustained commitment to evidence based practice as led by a specially recruited, skilled Teaching and Learning Team</p> <p>Scrutiny of pupils’ work evidences effective sequencing of learning, leading to increased skill and knowledge</p>	AMH (DHT) & GSP (AHT)	Regular School Improvement Learning Walks At the close of each VL Impact Cycle (May 2020 and July 2020)
b) Continue to refine the curriculum at KS4, ensuring access to the EBacc for PP pupils	Broad curriculum model is responsive to needs of cohort, facilitates open access to the EBacc qualification. It raises aspirations, enhances exam success and readiness for next steps in education.	‘Missing Talent’ Becky Allen for Sutton Trust: “All schools must be made accountable for the progress of their most able pupils. These pupils should have access to triple sciences and must study a broad traditional curriculum, including a language and humanity, that widens their future educational opportunities.”	Next curriculum review scheduled Spring 2020 Analysis of EBacc entry / performance data and destinations data Scrutiny of pupils’ work	SC, PE, CW	Next curriculum review scheduled January 2020 Regular work scrutiny Exam results analysis summer 2020

c) Purchase of software to support learning	Digital Technology is used judiciously to support all pupils, and disadvantaged pupils in particular	EEF Teacher Toolkit: Digital Technology +4 ClassCharts: effective use of seating plans and recording of rewards and sanctions empowers teachers to target strategies more efficiently and to monitor their impact Provision Map: tracks interventions and their impact. GCSE Pod: supports effective T & L and pupil revision. Century Tech supports individual personalised learning and reteaching	Learning Walks and related data Rewards and sanctions data Pupil uptake data and stakeholder voice	PE, LS, SH, AMH	Termly review of data from ClassCharts and Provision Map; MIEs track usage data for GCSE Pod
Total budgeted cost					£58,321

ii. Targeted support					
Action	Intended outcome	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) Implement strategies to support the development of reading and literacy skills for PP pupils: <ul style="list-style-type: none"> • Additional hour of literacy teaching for all pupils in Year 7; plus small 'nurture group' access specialist literacy teacher for humanities subjects – heavily subsidised by staffing budget • Curriculum plans evidence clearly identify reading opportunities • Subscription to 'The Day' promotes reading of non-fiction, current affairs materials in tutor time, PSHE and Character Matters lessons • Purchase of 'boy-friendly' English texts and subscription to NLT Skills Academy • Visiting authors 	PP Pupils read widely and often, increasing vocabulary, acquiring improved grammatical skills and the ability to communicate successfully in writing. Pupils' work evidences increasing competence and fluency in extended writing.	EEF Teacher Toolkit: Reading comprehension strategies +6	Monitor impact of staff training to ensure it enables teachers to support pupils in delivering literacy skills, as evidenced in pupils' work and lesson walkthroughs.	AMH, JT, LEC	Curriculum reviews Spring 2020 Regular work scrutiny Analyse impact at termly data drops

b) Identified PP pupils access in school and off-site intervention sessions to support development of reading and literacy skills	Improved literacy schools enhance access to the curriculum and, in turn, GCSE performance	EEF Teacher Toolkit: Reading comprehension strategies +6; small group tuition +4	Scrutiny of pupils' work Track attendance at targeted intervention sessions / through Provision Map Learning walks Stakeholder voice	AMH, LEC, JW, AAH, RK	Following termly data drops Half-termly work scrutiny Pupil and parent voice surveys at close of each intervention cycle
Total budgeted cost					£4,643
iii. Other approaches					
Action	Intended outcome	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) Enrichment / PSHE and Character Matters curricula, Gatsby encounters, extra-curricular activities & rewards system secure opportunities for acquisition of cultural capital. Positive discrimination and subsidised places; enhanced opportunities for parental engagement – particularly at the point of transition from KS2 to 3	Outcomes data, destinations data and Pupil Voice evidence benefits of wider curriculum. High uptake of extra-curricular provision by PP pupils. Rewards system signals strong engagement from PP pupils. Increased engagement of parents of PP pupils as evidence by attendance records and surveys at school events.	EEF Teacher Toolkit: Behaviour intervention +3; Sports participation +2; art participation +2; outdoor adventure learning +4; Parental engagement +3 EEF Attainment Gap Report 2018: “The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.”	EVC records evidence uptake by PP pupils ClassCharts data Analysis and evaluation of CIG records Internal school behaviour data	AMH, ZD, BM, SJ, SCW, SR, MOD	Review of Enrichment provision and PSHE curriculum autumn 2019. Termly analysis of behaviour data, and more regular review of interim data from ClassCharts

b) Contribution to salaries of pastoral support and attendance team (Supported by staffing budget)	Pastoral co-ordinators, school counsellor, school inclusion manager all in post and working to support engagement, behaviour, wellbeing and attendance of all pupils, in particular PP and other vulnerable pupils.	EEF Teacher Toolkit: Behaviour intervention strategies +3	Appraisal records Attendance and behaviour data Stakeholder Voice	SC, ZD	Annual appraisal cycle (and interim reviews) Termly achievement, behaviour (ClassCharts) and attendance data
Total budgeted cost					£116,674

6. Review of expenditure				
Previous Academic Year		2018 - 19		
i. Quality of teaching for all				
Action	Intended outcome	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
1) Appointment of SDHT, directed to lead on PP	Additional capacity in senior team to facilitate development of a more cohesive PP strategy	Implementation of a range of strategies to improve school performance for PP pupils including: <ul style="list-style-type: none"> • external PP review • creation of leadership team to support PP, (DHT, AHT & AAHT) including appointment of PP Ambassador for 2019 – 20 • development of internal spreadsheet to track intervention strategies (subsequently replaced by purchase of ClassCharts and Provision Map software) • launch of guidance document (see below) • implementation of small group intervention sessions for literacy and off-site intervention for Year 11 pupils in core subjects. 	Increased leadership capacity has had desired impact and will be maintained. ClassCharts & Provision Map software showing early impact: 3 year licence. Small group intervention to continue 2019-20 (2 days additional speciality teaching for literacy.) To be extended to include form time intervention in maths 2019 – 20. Appointment of PP Ambassador, literacy co-ordinator add further leadership capacity to support PP provision.	£7000

<p>2) Implementation of 'Supporting PP pupils in the Classroom' guidance: Research, staff training, reprographics</p>	<p>Improve quality and consistency of classroom utilising strategies known to benefit PP pupils in particular (as per EEF / Sutton Trust research)</p>	<p>Significant impact on external examination outcomes, for both PP and Non-PP pupils – in school gaps and gaps to National other closing rapidly.</p> <p>PP cohort performed $\frac{3}{4}$ grade better and in school gap considerably reduced: Ave P8 of PP cohort 2018 -0.99 (in school gap -0.85) whereas ave P8 of PP cohort 2019 -0.24 (in school gap -0.33)</p> <p>Ave Att 8 scores for PP pupils improved at a faster rate than for Non-PP pupils: by 4.7 points and 2.7 points respectively.</p> <p>The in school gap for Basics decreased from 21% to 15% at Grade 4+</p> <p>In 2018, no PP pupils attained Grade 7+ in the Basics measure, in 2019 7% of PP Pupils gained Grade 7+, oustripping Non PP pupils (6%).</p>	<p>School Improvement Learning Walks (introduced summer 2019 indicate 'Supporting PP Pupils in the Classroom' Guidance document requires further embedding. SILW will continue 1019-20 to monitor impact.</p>	<p>£300</p>
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ii. Targeted support

Action	Intended outcome	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
<p>1) Targeted intervention for PP pupils in core subjects at KS4</p>	<p>Improved outcomes in maths, English and science</p>	<p>Improved engagement in KS4 curriculum. Greater confidence and readiness for examinations. Outcomes in core subjects improved for PP pupils.</p>	<p>Targeted intervention based upon accurate assessment data benefits vulnerable pupils. Outcomes data enables accurate evaluation</p>	<p>£1,500</p>
<p>2) Specialist English teacher delivers small group literacy lessons for Year 7</p>	<p>Pupils supported in the acquisition of literacy skills to facilitate full access to the curriculum</p>	<p>Improved confidence and skills in literacy improve understanding and communication across the curriculum</p>	<p>PP pupils benefit from increased skill and confidence in literacy. Will continue for next Year's Year 7 cohort, and extend to small groups at KS4.</p>	<p>£12,000</p>

iii. Other approaches				
Action	Intended outcome	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
1) Pastoral team in place supporting engagement, behaviour, wellbeing and attendance (Contribution to staffing costs)	School counsellor, school inclusion manager, and attendance manager support all pupils including PP and other vulnerable pupils.	Significant impact on pupil wellbeing, ensuring pupils are well-behaved, attend regularly and access appropriate pastoral support. Evidenced by improved attendance data, reduction in exclusions, destinations data and improved outcomes for PP and non-PP pupils.	Attendance, behaviour, progress and destinations data evidence impact of wellbeing support on outcomes for pupils.	£126, 200
2) Mentoring scheme with associated rewards to boost engagement Subsidised trips and visits, and enhanced transition opportunities for families of disadvantaged pupils	Increased engagement of PP pupils and their families	Mentoring schemes and enhanced incentives and rewards used to motivate and engage PP pupils to attend regularly and achieve well. Positive impact on engagement and therefore progress. Subsidised trips and visits facilitates access to wider curriculum and raises aspirations. Additional transition opportunities (as recommended by external PP review) enable earlier engagement with school for PP families, demystifying transition to secondary school.	Incentives and rewards linked to behaviour and attendance also promote aspiration and progress. EVC records indicate high levels of engagement in extra-curricular trips and visits by PP pupils Pleasing initial uptake of additional transition opportunities	£4,000
1. *Additional detail (re 5* above – Planned Expenditure)				
Action / associated resources				Cost
i. a) Invest in recruitment and staff training to support high quality classroom provision – TLR payments £24,466; Visible Learning £15,000				£39,466
i. c) Purchase of software to support learning: Provision Map & ClassCharts £5,655, GCSE Pod £8,200, Century Tech				£18,855
ii. a) Strategies to support the development of reading and communication skills: ‘The Day’, literature texts, ‘Skills Academy’ & contribution to staffing for additional hour of literacy in Year 7				£3,643
ii. b) Identified PP pupils access in school and off-site intervention sessions to support development of reading and literacy skills				£1,000
iii. a) Positive discrimination and subsidised places; enhanced opportunities for parental engagement				£1,500
iii. b) Contribution to salaries – pastoral support team				£115,174

