

Pupil premium strategy statement

School overview

Metric	Data
School name	Ribblesdale High School
Pupils in school	1339
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£179,638
Academic year or years covered by statement	2020-21.
Publish date	Spring 2021
Review date	September 2021
Statement authorised by	Anne-Marie Horrocks (HT)
Pupil premium lead	Rob Wilcock
Governor lead	Jenny Woodward (CoG)

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.49
Ebacc entry	27.8%
Attainment 8	40.96
Percentage of Grade 5+ in English and maths	41.7%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
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.	September 2021
Attainment 8	Achieve in line with national average for attainment for all pupils	September 2021
Percentage of Grade 5+ in English and maths	Achieve in line with average English and maths 5+ scores for similar schools	September 2021
Other	Disadvantaged Student attendance to be in line with their peers within school	September 2021
Other	KS3 disadvantaged student reading ages to be similar to their peers within school	July 2022
Ebacc entry	National average EBacc.	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To raise the profile of disadvantaged student progress and implement strategies to improve the attainment of disadvantaged students.
Priority 2	To develop strategies to improve disadvantaged student attainment in core subjects of English, Maths and Science.
Priority 3	To develop the pedagogy and subject knowledge of teaching staff to be able to deliver the ethos of the school's "Visible Learning program" to disadvantaged students.
Priority 4	To provide staff with accurate information regarding disadvantaged students across data drops and further exploit capacity of ClassCharts and Provision Map software to enhance staff planning and delivery of lessons to disadvantaged students, monitor engagement of pupils and support targeted interventions as well as rewards for pupils.
Priority 5	To continue to improve access to virtual and online platforms through Edtech for disadvantaged students. Digital technology is used judiciously to support disadvantaged pupils.
Priority 6	To mitigate the detrimental impact of Covid-19 on the progress of disadvantaged students.
Barriers to learning these priorities address	The retention and recall of key information regarding pupil premium students in classes. Under-developed metacognitive and self-regulatory skills in disadvantaged pupils, leading to lower confidence in learning and reduced resilience. Limited engagement of disadvantaged pupils in remote and/or classroom-based learning. Reduced access to independent learning opportunities.
Projected spending	£15,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To improve the average reading ages of disadvantaged students. To improve the quality of teaching of literacy across all curriculum areas, with a particular focus on reading.
Priority 2	Prioritise DP in targeted support related to the school's Build Back Better agenda.
Priority 3	A specialist English teacher delivers small group literacy lessons for Year 7; extend to include small groups at KS4.
Priority 4	To refine the curriculum at KS4, ensuring it is appropriate for DP and likely to secure progression into further study, training or employment, reducing risk of NEET.
Priority 5	Prioritise DP in targeted careers education initiatives to further reduce risk of NEET.

Priority 6	Implement a mentoring scheme to focus on disadvantaged pupils progress and attainment through meta-cognitive strategies.
Barriers to learning these priorities address	DP engagement with intervention and targeted support is lower than non-DP. DP's lower engagement in mentoring schemes and hinders completion of process and DP's ability to see the benefits in their own learning journey. DP have more difficulty accessing the resources required for core subjects. DP pupils can hold lower aspirations and lack resilience.
Projected spending	£15,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Parents of DP to engage more frequently and more positively with school helping pupils to have increased rates of progress and higher attendance.
Priority 2	Implement a targeted mentoring scheme for critical pupils with associated rewards to boost engagement and access to a key worker to help them with their learning journey and assist with pastoral issues.
Priority 3	To continue investment in the work of skilled pastoral support co-ordinators and leaders and school counsellor to reduce the potential negative impact of pupils' pastoral needs.
Priority 4	To raise the aspirations of DP and promote the involvement in a range of extra-curricular opportunities through enrichment and career programs.
Priority 5	Subsidised trips, visits and resources (including 121 devices) and enhanced transition opportunities for families of DP.
Barriers to learning these priorities address	Attendance rates for DP are below the average for other pupils – this reduces their school hours and causes them to fall behind their peers. DP require positive reinforcement to secure engagement and promote progress. Some of our DP are affected by social, behavioural and emotional needs which have a detrimental impact on progress. DP do not always have access to resources which enable involvement in extra-curricular activities. This can limit opportunities for DP. Wide range of pastoral issues affect the progress pupils make, their resilience and their ability to manage emotions effectively. Weaker literacy skills and other SEN in DP can affect access to curriculum and hinder progress.
Projected spending	£140,000+

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is dedicated to staff CPD and that new staff members are effectively inducted in the school's current T&L priorities including the Visible Learning evidence-based programme. Ensuring that maths and English staff are targeting the pupils for intervention effectively.</p> <p>Ensuring that gaps in learning of DP are identified and addressed in all subjects. Ensuring that DP can access support for homework and independent study through online platforms and Edtech driven by demonstrator school status and Microsoft Showcase school status.</p> <p>Ensuring that DP are fully equipped to access and engage in remote learning.</p>	<p>Use of INSET days, Whole School Improvement Meetings (WSIM), T&L research group meetings, T&L briefings and Tuesday webinars offer bespoke CPD linked to T&L priorities.</p> <p>T&L research group with the appointment of 2 members of staff to lead (T&L Co-ordinator and Remote Learning Co-ordinator) and T&L group to facilitate staff CPD.</p> <p>MIEs and Impact coaches, plus Learning Link Teams Channel and Peer Reviews facilitate sharing of best practice.</p> <p>Literacy initiatives WSIM focus on teaching reading strategies, non-fiction reading activities in form time as part of My Future Matters programme, discreet literacy lessons in Y7 IDL Cloud and Century Tech. Subsidised 121 device roll out, DP prioritised for repairs. SIM cards and dongles provided where necessary.</p> <p>Monitoring of PP students remote learning during periods of absence (self-isolating).</p>
Targeted support	<p>Ensuring that PP students continue to make progress despite social, emotional and behavioural difficulties.</p>	<p>Heavily resourced pastoral system including YLs, PCs, school counsellor, careers co-ordinator, DP Ambassador.</p> <p>Members of staff allocated to vulnerable students as key workers.</p> <p>Mentoring schemes and enhanced incentives and rewards used to motivate and engage DP to attend regularly and achieve their potential.</p> <p>Targeted DP access MyTutor program prior to mock examinations and in spring term recovery period.</p> <p>DP prioritised in targeted after school intervention program for core subjects (Build Back Better).</p>
Wider strategies	<p>Ensuring extra-curricular, careers education and enrichment provision targets DP and addresses deficits in opportunity to gain cultural capital.</p>	<p>To improve parental engagement at Parents' Evenings through use of online software "SchoolCloud".</p> <p>School's Enrichment program creates opportunities for DP to enhance their cultural capital.</p> <p>KS4 careers programme provides opportunities and raises aspirations of DP.</p> <p>Half-termly student support questionnaires administered, and any issues feedback to whole staff to respond.</p>

Review: last year's aims and outcomes

Aim	Outcome
Close gaps in attainment and progress between PP and Non-PP pupils	<p>Not achieved. The gap grew from -0.24 (2020) to -0.49 in progress 8 measurements. Outcomes for 2020 compromised by government and Ofqual advice to schools to apply principles of an algorithm which was subsequently withdrawn to allocation of CAGs. This had a detrimental effect on outcomes for many pupils at RHS compared to pupils in other schools. However, positive overall P8 figure for DP and A8 figures grew from 39.7 to 40.96.</p> <p>P8 +0.26 A8 50.29</p>
PP Pupils access a wider range of reading materials and demonstrate greater confidence and skill in written communication	<p>Achieved. Substantial work on this area informed curriculum development, securing greater emphasis on reading opportunities, backed up by T&L resources and strategies impacted positively on DP pupils as recognised by Ofsted in February 2020 Section 5 inspection findings.</p>
Further increase opportunities for enrichment and engagement of DP, maximising opportunities for the acquisition of cultural capital	<p>Achieved. Records evidenced strong take-up of trips and visits by DP. The average percentage of Disadvantaged Pupil participation across all educational visits is 45% (School DP population = 17%). Behaviour records and stakeholder voice indicate increased engagement in school by DP & their parents.</p>
<p>Attendance rates for PP pupils improve</p> <p>Persistent absenteeism among PP cohort reduces</p>	<p>Achieved - Attendance figures indicate an overall improvement for PP pupils. PP 93.8% Non PP 95.8% - 2.0% gap. This is an improvement on the previous year as the gap reduced from 3.7% (2018-2019).</p> <p>Not achieved - There was a slight widening of the gap between PP and Non PP pupils for persistent absenteeism, from the previous year (2018-2019 10.7% compared to 2019-2020 11.3%). Data throughout the year showed positive trends but lockdown in the summer term negatively impacted on 'hard to reach' families in terms of persistent absence.</p>