

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ryburn Valley High School
Number of pupils in school	1361
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021/22-2022/23
Date this statement was published	Oct. 2022
Date on which it will be reviewed	Oct. 2023
Statement authorised by	C. Evans
Pupil premium lead	F. Thompson/Y. Malik
Governor / Trustee lead	S. Hickling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,185
Recovery premium funding allocation this academic year	£94,668
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£410,853

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for PP eligible pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Ryburn's current pupil premium strategy is centred around progress, attainment, social/emotional well-being, and attendance. **The statement is acted upon by the following principles:**

- We ensure that teaching and learning opportunities meet the needs of all the pupils. This identifies Quality First Teaching as a core activity and of paramount importance.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We draw upon our own experiences and research to allocate funding appropriately.
- We never confuse PP eligible with low ability.

The ultimate objective is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils using both national and internal school data internal school data.

Challenges

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

Challenge number	Detail of challenge
1	Act upon lower levels of attendance across Key Stages 3 and 4
2	Respond to lower levels of attainment in comparison to non-pp eligible across the curriculum
3	Reduce the number of barriers to learning based around Behaviour and Motivation
4	Tackle levels of Social, Emotional, and Mental Health problems.
5	Respond to lower levels of cultural capital and low aspirations for future destinations

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
Improve pupil engagement and reduce barriers to learning to impact positively on progress and improve the proportion of students making expected levels of progress.	<ul style="list-style-type: none">-Reduce barriers to learning recorded using internal school data.- Pupils eligible for PP exceed the national average SPI by 0.1 across Key Stage 4.
Remove barriers to attendance.	-Exceed PP national average attendance by 2%
Increase the percentage of Grade 5+ in English and Maths	To exceed the school average from the last 3 years for attainment of PP pupils.
Improve the Attainment 8 score	To exceed the school average from the last 3 years for attainment for PP pupils.

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: £134,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop all teachers' abilities to deliver the disciplinary literacy of their subject through a strategic approach to staff CPDL and quality assurance across department areas/lessons.	<i>"By attending to the literary demands of their subjects, teachers increase their pupils' chance of success in their subjects."</i> EEF Improving Literacy in Secondary School Guidance (2019).	2 3
Test the reading abilities of all students across KS3 and 4 at the start of the academic year to provide all subject areas with vital data related to literacy levels.	<i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</i> - EEF https://bit.ly/3FVR6Mg	2 3
Recruitment of staff to ensure quality first teaching underpins our approach to academic achievement and supporting PP students in the classroom. This includes recruiting to maintain manageable class sizes.	<i>"Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them"</i> - EEF	2 3
The implementation of the Accelerated Reader and Bedrock Vocabulary programmes across KS3 and 4 raise levels of literacy and close the attainment and cultural gap between PP and non-PP pupils.	<i>"...making connections among words and repeatedly exposing students to content-related words, can accelerate young children's oral vocabulary development, regardless of family income"</i> – EEF (2018)	2 3 5

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

Budgeted cost: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly small group intervention sessions (with school employed tutors) targeting Literacy and Numeracy at KS3.	<i>“Schools should expect and proactively plan to support students with the weakest levels of literacy”</i> - EEF Improving Literacy in Secondary School Guidance.	2 3
Weekly small group intervention sessions (with school employed tutors) focussed on exam skills for English and Maths (Year 10 and 11 students).	<i>“Schools should expect and proactively plan to support students with the weakest levels of literacy”</i> - EEF Improving Literacy in Secondary School Guidance.	2 3
Use of academic mentor to intervene with PP eligible who are underperforming across the curriculum, with a particular focus on English.	<i>Research suggests that targeted interventions matched to specific students with specific behavioural and motivational issues can be effective. Ensure identification of pupils is fair and the impact can produce up to 3 months impact on academic outcomes</i> - EEF evidence toolkit.	2 3 5
Provision of additional curriculum resources for PP pupils to maintain progress.	<i>“Subside school trips and extra-curricular activities and help fund learning resources such as textbooks and ICT equipment”</i> - Promoting Social Mobility: Closing gaps in attainment from ASCL.	2 3 5
Implementation and delivery of the 'Reading Leaders' scheme which targets PP eligible Year 11 and 7 pupils in improving reading levels.	<i>“Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7”</i> - EEF Improving Literacy in Secondary School Guidance. <i>47% of children have caught up to their age-appropriate level and are classed as 'At' or 'Above' compared to 16% at the beginning of their time with the reading helper</i> – Reading Leaders Impact Report 2019-2020.	2 3 4

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

Budgeted cost: £ 90000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Attendance Officer, Pastoral Support and PP Support Officers to identify pupils eligible for PP who are below the school average and/or classed as persistent absentees and intervene via a range of strategies in conjunction with parents/carers.	<p>NfER briefing for school leaders identifies addressing attendance as a key issue: <i>"We can't improve pupil attainment if they aren't attending school. The gap between PP and non-PP attendance rate is narrowing but has not yet closed"</i></p> <p><i>Evidence suggests that the number of students with SEMH issues has risen sharply because of the pandemic and that targeted early intervention matched to specific students with specific SEMH issues can add 4 months of progress to academic outcomes – EEF evidence toolkit.</i></p>	1 4 5
Employ use of uniform vouchers to reduce barriers to attendance.	<p><i>"There is some evidence that in areas of very high poverty free school uniforms improve attendance; however, this does not appear to be true in all areas" - EEF evidence toolkit. Note**This approach will need to be closely monitored because of its varied evidence base.</i></p>	1

Total budgeted cost: £ 284,000

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 2021 to 2022 academic year.

Measure	Year 11 all pupils (271)	Year 11 PP eligible (64)	Indicative National Data
Average total Attainment 8	49.17	39.4	37.5
Average Total Progress 8	0.01	-0.46	-0.55
Pupils achieving positive progress score (%)	56.7	48.4	-
Avg. English Progress 8	-0.24	-0.72	-0.52
Avg. Maths Progress 8	-0.04	-0.45	-0.49
Attendance (%)	81.9%	75.7%	-

Further information

The Pupil Premium Strategy is based upon strengthening the link between attendance, support for pupils and attainment. Considerable parts of our funding and strategy are based around an integrated approach which provides a positive learning environment rather than individual “aspirational” projects.