



# Nidderdale High School

## Pupil Premium Strategy Statement (as at 11.12.18)

Pupil Premium is a funding stream allocated to schools to provide additional support to students on or who have, in the previous 6 years, received free school meals. In addition, in 2013, the DfE introduced 'Pupil Premium Plus' for looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life. Schools can decide how Pupil Premium funding is best spent with the purpose to diminish the difference so that outcomes for those who are eligible for pupil premium do equally well to their peers nationally.

The Pupil Premium funding is spent in a variety of ways at Nidderdale High School with the direct and explicit aim of narrowing the attainment gap between the highest and the lowest achievers. From September 2016 the attainment of Pupil Premium students at Nidderdale High School will be compared to the attainment of all students nationally. The school uses its funding for academic and pastoral initiatives to support all students in achieving the best outcomes.

In the Pupil Premium Conditions of Grant publication by the Department for Education it states that:

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

Summary Information			
School	Nidderdale High School		
Academic Year	2018/19	Total PP budget	£62,985.00
Total number of students	368	Number of students eligible for PP	73

### Pupil Premium Student Profile 2018/2019

Year group	Male	Female	Total	% of total year group
7	11	10	21	30%
8	10	9	21	23%
9	6	4	10	12%
10	6	4	10	15%
11	5	7	11	17%
Overall total	32	34	73	20% of school

Category for which students qualify for PPF	Total
Deprivation	
In receipt of free school meals	62
Service Child	6
Adopted from care	5
Looked after child	

Current Attainment (2017 results based on 7 PP students)		
	Nidderdale High School Students eligible for PP (2018 results)	All (other) students nationally who are not eligible for PPF 2017
% achieving EM basics	66%	72%
Progress 8 score average	0.08	0.28
Attainment 8 score average	39.83	51.6

**Barriers to future attainment (for students eligible for PP including high ability)**

**In-school barriers**

- A** The aspiration of some PP students prevents them from striving to achieve the best for themselves. Lack of awareness of further education and the wider world limits their appreciation and value of education.
- B** The behaviour, attitude to learning and emotional/mental health issues for a small number of pupils eligible for pupil premium funding is having a detrimental effect on their progress and that of their peers.
- C** Literacy, numeracy, vocabulary and oracy skills are lower for students eligible for pupil premium funding than for other students entering year 7. This limits potential for good progress in year 7.

**External barriers**

**D** Average attendance for students eligible for Pupil Premium funding is 91.3% (below the school target of 95.5% for all students) this reduces their learning hours and causes them to fall behind academically.

	No of Pupil Premium Students	% Attendance		Authorised Absence		Unauthorised Absence	
		Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
2013/14	55	88.01%	95.84%	7.93%	3.81%	4.05%	0.35%
2014/15	52	92.49%	96.18%	5.64%	3.44%	1.84%	0.37%
2015/16	40	92.52%	95.09%	5.38%	4.45%	2.10%	0.46%
2016/17	52	90.55%	94.20%	6.89%	5.16%	2.56%	0.64%
2017/18	53	88.56%	95.04%	6.68%	4.02%	4.61%	0.90%

**E** A number of PP students become Persistently Absent in the later years of their education, or are withdrawn to be home-schooled.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
<b>A</b>	All PP students to have attended extra-curricular opportunities to broaden their horizons and increase their aspirations post 16. A wider range of extra-curricular activities to be offered including a visit to higher education institution for each year group. PP funding to be accessed by all PP students to support the funding of these visits and this should be clearly communicated on all letters home. Spreadsheet of extra-curricular to be set up and maintained to monitor this.	All PP students have attended at least one extra-curricular activity and accessed PP funding for this. PP students in each year group will visit HE institutions and be considering HE.
<b>B</b>	Cohorts will be identified for behaviour, ATL and SEMH students and shared with all staff. Behaviour, attitude to learning and SEMH for an identified number of students eligible for PP improves by involvement of mentors and development of teaching and learning techniques. ATL will also be tracked against teacher forecasts to identify further sub groups. This will be measured by using classcharts analysis of behaviour and attitude to learning in line with the whole school behaviour policy and the attendance of key students at risk of disengaging from school. New pastoral structure will allow for early identification and intervention with key PP students experiencing SEMH issues.	Within the behaviour cohort - termly Classcharts analysis shows fewer negative behaviour incidents recorded for these students, and ratio of positives to negatives should be at least 80:20 in line with the rest of the school. Within the ATL cohort analysis of report data should show an improvement. Where students have a good ATL this should be in line with expected progress. Students with SEMH needs are supported to attend school and attend lessons. Their progress should be in line with their peers.
<b>C</b>	Improved levels of progress in literacy and numeracy for year 7 students eligible for PPF. This will be measured and evidenced using teacher assessments and data collection for maths and English. Accelerated Reader will also be measure gaps in learning and targeted support given through English lessons. Progress in spelling from the test at the start of year 7 to the test at the end of year 7 will be measured. Maths intervention will be set up during form time for targeted pupils. KS4 maths tutors to work with identified students in the FLZ. All teachers are to be trained in improving vocabulary for PP students and introducing more opportunities for oracy in lessons.	All PP students have engaged with Accelerated reader and progress is evident through quizzing results. In Year 7 PP students have made expected progress by the end of Year 7 and haven't be further disadvantaged by not making expected progress at primary school. In Years 10 and 11 identified PP students are on target for Maths. Wordwalls are displayed in all classrooms and referred to regularly in learning observations/walks and pupils are observed engaging in discussions about language. As a result, ability to access exam papers improves reflected in students' results.
<b>D</b>	Improved attendance for students eligible for PP by aiming to increase enjoyment of school and understanding of the value of education This will be measured by an analysis of the attendance data. Early identification of attendance cohort and mentors introduced. Regular communication with home. Training delivered to all staff on encouraging attendance within form time and lessons.	Overall termly attendance among students eligible for PP improves from 88% to 95.5% - above the national target and in line with the school's overall attendance target.  Achievement of PP students is line with non PP students.
<b>E</b>	Reduce the number of PA students eligible for PP in Years 7 and 8. Provide alternative educational opportunities for those students in years 9 – 11 to enable some access to education.	3 students in Year 11 are currently accessing education outside of Nidderdale High School, 1 student in Year 10 was removed to home education in September and 1 student in Year 9 accesses education elsewhere. All 3 Year 11 students to gain a qualification in English and Maths. Through provision of alternative curriculum, we aim have no students in KS4 next year educated elsewhere to avoid facing exclusion.

Planned expenditure					
Academic Year		2018/19			
The three headings below enable Nidderdale High School to demonstrate how we are using the Pupil Premium Funding to improve classroom pedagogy, provide targeted support and support whole class strategies.					
1. Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice.	How we will ensure it is implemented well.	Staff lead	Review date
High levels of progress in literacy and numeracy for year 7 students eligible for PP	One designated member of the English department to staff all AR lessons and work with Accelerated Reader coordinator to support students and track and monitor progress.	Accelerated Reader has shown to have a positive impact on students' attitude to reading for those who engaged with it, and those who engaged at the correct level made large gains in their reading age across the year (2016-17). Embedding it as part of students' English lessons will allow LSA/teacher to work with PP students, who have not all engaged in previous years, or who have not engaged at the right level (analysis of 2016-17 cohort suggest that those who did not make progress were choosing books to easy or too hard for them; not accessing quizzing).	All AR lessons staffed by VW/VL VL to report to KD/VW on progress of PP students, engagement with AR and success in quizzing. VL to support whole class reading while VW works with targeted pupils.	KD VL VW	Dec April June
	One ATA to deliver literacy and numeracy interventions to identified Year 7 cohort	Literacy is recognised as one of the largest barriers to PP students (National Foundation for Educational Research)	KD/JB/PT to identify students requiring intervention. JB to ensure JR is trained to deliver 1:1 and small group sessions of literacy and numeracy support. Time created through additional appointment of teaching staff to allow PT to deliver numeracy intervention.	KD JB JR	Nov - training
Improved levels of numeracy for those not working at expected level at the end of Year 6.	KS2 tests used to identify PP students scoring below 100 on Maths tests. PT to be freed up during form time to	Ofsted 2012 report on PP catchup describes how "Teaching assistant support was commonly being used to maintain or increase support in lessons or to deliver support through small-group interventions, particularly in literacy and numeracy. Recent research has suggested that teaching assistants have low or very low impact	PT/KD to use KS2 data to identify key PP students requiring catch up. PT to gather information from Year 7 Maths teachers about areas of need and deliver targeted intervention and review progress made.	PT KD	Sept/ ongoing

	deliver intervention.	for high cost.” Instead of using LSAs to support maths catch up, time will be created for specialist staff to work with PP students who were not at the expected standard in year 6.			
High levels of progress in literacy and numeracy for year 7 students eligible for PP	Small group provision targeted at improving literacy levels using Lexia (phonics based reading intervention) and Units of sound (including working memory intervention)	Some students, particularly at KS3, are not making the progress expected in literacy and numeracy. This is identified by teachers and evidenced in the half termly data tracking. Previous in school analysis shows that some students make good progress when using UoS or Lexia as a time phased intervention (6 to 10 weeks).	SENCO will identify students based on in school data and knowledge. SENCO will arrange individual student timetables to create time for these interventions. SENCO will liaise with teaching staff to ensure they are aware. SEN register, classcharts and Provision Maps will be updated to log this intervention. Impact of the intervention will be analysed during line management meetings with Head of School.	JB  KD	Oct 2017  Fortnightly LMM
	Timetabled paired reading intervention.	Students identified through data collection including KS2 data and CAT4 scores. Students eligible for PPF with a SATs reading scaled score of less than 85 (current year 7) or a level 3 or below (years 8 to 11) will receive 1:1 paired reading intervention.	1:1 paired reading intervention with a trained teaching assistant 3 times per week for 6 weeks. This is coordinated by the SENCO with the Learning Support Staff. This is a bespoke time-phased intervention. Each student has a log book which is completed after each session and monitored by the SENCO.	JB JR VL	Jan 2018  Every 6 weeks
	PP students at KS4 on target for GCSE Maths	GCSE Maths tutors to work with targeted pupils in the FLZ who are below target for GCSE Maths.	Students will be identified by their maths teachers and through data collection. Student voice activities last year suggest the maths tutor was highly successful and student results are further evidence of this.	JA to oversee students work in the FLZ. PT to identify students requiring additional support in Maths and to liaise with the maths tutor to check on pupil progress.	PT/JA
PP SEN students in KS4 supported with literacy and numeracy in lessons.	Additional member of teaching staff appointed to work with identified Students in years 10 and 11	In previous years a number of PP students have struggled to access the full curriculum and gain a full set of GCSEs, opting to drop subjects instead. This additional support should enable students to continue studying a full set of GCSEs.	KD/SW to create a shadow TT for additional 1:1 teaching staff, cover supervisors and FLZ staff supporting PP students working below target in Year 11.	SW	October/ ongoing
The vocabulary of all PP students	Training delivered to all staff on	The EEF research suggests that there may be a 30 million word gap between	KD/SW to deliver training and follow up training. Learning walks should evidence that	KD/SW /MB	October/ ongoing

is targeted and developed by staff within lessons to reduce the word gap between PP students and their peers.	improving and developing students' vocabulary. All staff to introduce a tier 2 word wall to classrooms.	disadvantaged students and their peers by the time they start secondary school, and that they hear on average 1400 fewer words an hour than students from more advantaged backgrounds. By year 11 this creates a barrier in exams, with students failing to understand key words in exam questions across all subjects.	word walls are created and being referred to. Students are increasingly able to access exams terminology and a reduction in the number of students not answering questions is evidenced through mock exams.		
ATL of PP students is improved by introduction of question first and mark first.	Training delivered to all staff on increasing PP students' involvement in lessons by always ensuring they are questioned during lessons.	The average contribution of students to a lesson is 4 words, allowing many students to become passive learners and disengaged with learning. Quality feedback is evidenced by the EEF as one of the biggest impactors on pupil progress. This ensures no PP student ever has their book unmarked and incomplete work or missing homework is noticed.	KD/SW/DOLs required to conduct regular learning walks and report on evidence of PP challenge in lessons. Follow up learning walks issued if there is no evidence of challenge.	KD/SW	October/ Ongoing
PP students in the attendance cohort are given roles in lessons or by their form tutor, giving an additional reason to attend school, and allowing their absence to be missed.	Training is delivered to all staff on assigning roles to students. Recap given in staff bulletins.	Growing Up In North Yorkshire 2016 shows that only 33% of the sample cohort (including students eligible for PP) responded that they enjoy 'most' or 'all' of their lessons at school. This has decreased from 48% in 2014. If students enjoy lessons and feel valued and appreciated by their teachers they are more likely to come to school	KD/SW/DOLs required to conduct regular learning walks and report on evidence of PP roles in lesson. BM to track and report regularly on PP attendance.	KD/SW	October/ ongoing
<b>Total Budgeted Cost</b>					<b>£12,596</b>

## 2. Targeted support

Desired outcome	Chosen action/approach	Evidence and rationale for this choice.	How we will ensure it is implemented well.	Staff lead	Review date
Behaviour and attitude to learning for an identified small number of boys eligible for PP improves.	Behaviour mentor will meet with an identified group of boys 1:1 on a weekly basis and set personalised targets	A male learning mentor has been appointed to work with a small group of PP students. The 2016 GUNY survey showed that 80% of disadvantaged students at this school liked the fact that adults at school talk to them about how to improve their work. With this knowledge we want to give the students more opportunities to do this.	Learning Mentor will meet with Head of School/Pastoral Team. Relevant academic and behavioural information about the students will be shared with the mentor (taking in to account all safeguarding procedures) Weekly meetings will be scheduled and the boys, their teachers and their parents informed. Individual student Provision Maps will be updated after each weekly mentor meeting.	BM	Ongoing
Improved attendance for students eligible for PP.	Attendance Officer to provide weekly reports on PP students and meet with those PP students whose attendance is falling below 95%	In 2014-2016 there has been a clear link between PP achievement and attendance. In 2015 and 2016 the students leaving with a negative residual all had less than 90% attendance. Those who were in lessons left school with a positive residual. This suggests that teacher intervention and provisions for PP students is extremely successful, and more needs to be done to ensure all PP students are in the classroom.	Attendance is tracked and monitored by attendance officer. Weekly records will be kept to monitor improvements to attendance.	BM/KD	Ongoing
Behaviour and attitude to learning for an identified small number of boys eligible for PP improves.	Identified students have their behaviour report card completed by the teacher at the end of every lesson. New phased reporting system is introduced.	Evidence over time has shown that students on report, monitored by the pastoral team, engage better during lessons whilst on report. AtL improves during lessons.	Pastoral team will continue to identify students through VLM meetings and will inform all teaching staff during weekly briefings of the students who are on report. Pastoral team will meet daily with the student and liaise with staff if issues are seen to be subject specific.	NW/JA	Ongoing
Students	Increased capacity	The government report on mental health in	Roles for all members of the pastoral team	AW	Ongoing



experiencing SEMH issues are supported within school	of pastoral team allows for greater support for these students.	schools states that "Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing" the increased pastoral team should allow us to identify early those children at risk and refer these to the correct external agencies.	to be assessed and clarified to give key areas of accountability and responsibility. All members of the pastoral team to access Compass Buzz training on mental well-being. AW to lead training on stages of referral to outside agencies.		
Allow all PP students regular contact with a teacher to talk about aspirations, attendance and attitude to school	PP students from each year group are invited to attend a lunch group with other students from their year and two members of staff.	The 2016 GUNY survey showed that 80% of disadvantaged students at this school liked the fact that adults at school talk to them about how to improve their work. With this knowledge we want to give the students more opportunities to do this	JK to introduce a rota of PP lunches and assign teachers to attend. JK to match groups of PP student to the teachers attending lunches and provide with a list of appropriate discussion topics. All teachers to provide a written summary of discussion to be shared with all staff.	JK	Ongoing
Students who are unable to access full time mainstream education have an appropriate bespoke curriculum and therefore avoid exclusions.	Introduce an alternative package of education provision for those PP students who cannot access education in school. Work with local community to provide places for off site education, supported by increased staff team.	Pupil premium students remain a high risk group to face exclusion from school, and the government report on pupil premium funding found that most schools were not using the funding to prevent this. However, one school interviewed report, 'There has been a 47% reduction in fixed-term exclusions this year so far. The Pupil Premium resources which have personalised the curriculum offer have contributed to this reduction.' We will therefore also use our funding to personalise the curriculum offer at Nidderdale High School.	LE/SLT identify students in need of bespoke plans. Develop a network of delivery partners, including NVA, Veloheads, Harrogate College, Hunslet Club and local businesses. Monitor progress via VLM, LE visits and weekly contact with delivery partners.	KJ/LE/AW	Ongoing
Students experiencing SEMH issues are supported in school	A member of staff is appointed to investigate and trial approaches from the THRIVE programme	The government report on mental health in schools states that "A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing." And that Teachers should be " helping pupils to access evidence based early support and interventions". Training one teacher to develop a mental health curriculum that will link all areas of the curriculum will allow all	A small group of teachers will complete the Thrive manual to check suitability. JK to be trained to deliver the Thrive programme to all teachers and develop a mental health curriculum to be taught explicitly through PSHE and implicitly through all subject areas.	JK	Sept – initial meeting,  May – programme planned

		teachers to take a consistent approach to mental well-being.			
To improve confidence of PP students and increase their enjoyment of and engagement with school.	Additional staff appointed to deliver a short term KS3 outdoor education programme to targeted vulnerable students.	One school reported in the most recent government report on pupil premium funding 'We have already virtually eliminated permanent exclusions and reduced fixed-term to a handful through a strong 11 to 19 partnership offering a range of alternative provision and a wholly inclusive ethos.' We will therefore introduce a 6 week outdoor education course to be offered to KS3 pupils at risk of facing exclusions from school or becoming PA in the future.	AW/PC to identify cohorts in needs of a short term intervention and deliver a 6 week alternative programme. PC/KD to track impact on students during and after the intervention.	PC/AW	Ongoing
<b>Total Budgeted Cost</b>					£25,192

### 3. Other approaches

Desired outcome	Chosen action/approach	Evidence and rationale for this choice.	How we will ensure it is implemented well.	Staff lead	Review date
Barriers to learning linked to monetary worries removed to prevent PP students receiving negatives for lack of equipment/uniform	Clearer communication with all PP parents about funding available for equipment, uniform etc. School to pay 50% towards uniform/equipment where needed	The Sutton Trust summary report on school spending of PP funding (2011) states that “the choices that schools make in allocating the money will be vital so that the funding can raise pupils attainment” Supporting pupils to have the right uniform and equipment each day will reduce the number of behaviour consequences awarded for these infringements and allow pupils to feel fully part of the school community.	Fewer PP negatives for uniform and equipment. Spreadsheet of extra curricular spending to also document pupils receiving support with equipment/uniform.	JK	Reviewed each half term
Increased PP participation in extra curricular activities to broaden post 16 aspirations.	School to fund 50% of costs for extra curricular activities. School to improve communication with PP students so all students can access and engage with extra curricular  School to track attendance of PP students at extra curricular activities  School to develop a programme of extra curricular visits to 6 <sup>th</sup> Form Colleges,	The Sutton Trust summary report on school spending of PP funding (2011) also states that “the choices that schools make in allocating the money will be vital so that the funding can raise pupils aspirations” Allocating the funding in this way will allow more PP students to see the world outside Nidderdale and inspire them to achieve the best result possible to prepare them for life after school and enable them to continue having these experiences. Many PP students will never have seen a 6 <sup>th</sup> Form or University and so would not aspire to these institutions. Increasing the number of trips to these institutions and increasing funding allocation will allow PP students to access and aspire to applying for HE courses.	Spreadsheet to monitor PP involvement in extra curricular activities shared with all teachers. All teachers to encourage PP attendance.	JK	Reviewed each half term

	Universities, HE institutes to widen aspirations of PP students.				
To increase students ability to access to after school extra curricular activities and revision sessions.	Trial a funded after school bus to enable students who previously could not attend after school activities, who could not get picked up on time, a way to access these opportunities.	The Sutton trust project found that within families from advantaged backgrounds “A large proportion of parents involve children in regular extra-curricular activities. Parents with professional or administrative occupations are 15% more likely than those with manual or routine jobs to involve their children in these activities” We will seek to enable children from all backgrounds to access extra-curricular offerings at school.	Track spreadsheet of PP involvement during late bus trial and seek alternative funding opportunities if successful.	JK/JS	Jan - Feb
				<b>Total Budgeted Cost</b>	£25192

**Additional detail**

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