



Nidderdale High School

Pupil Premium Strategy Statement

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	2019/20	Total PP budget	£73,645
Total number of students	382	Number of students eligible for PP	78

Pupil Premium Student Profile 2019/2020

Year group	Male	Female	Total	% of total year group
7	5	13	18	21
8	11	10	21	31
9	12	8	20	22
10	6	3	9	12
11	6	4	10	16
Overall total	40	38	78	20

Category for which students qualify for PPF	Total
Deprivation	75
In receipt of free school meals	40
Service Child	8
Adopted from care	2
Looked after child	1

Current Attainment (2017 results based on 7 PP students)		
	Nidderdale High School Students eligible for PP (2019 results)	All (other) students nationally who are not eligible for PPF 2019
% achieving EM basics	16.7%	71%
Progress 8 score average	-0.91	0.11
Attainment 8 score average	24.08	49.8

Rationale

This policy is based around three important and interrelated rules that aim to provide all students at Nidderdale High School with high quality teaching and the support and self-belief that they can succeed.

These rules are:

- **To be READY for their learning**
- **To be RESPECTFUL of themselves and others**
- **To be SAFE in and outside of school**

For each school rule, we have several strategies that will focus on specific approaches to ensure that our disadvantaged students are able to adhere to these rules and make good progress.

Ready

Barriers	Actions
A. Students are not always fully equipped for their learning	To enable students to purchase the basic equipment required for learning
B. Students arrive with a vocabulary gap between them and their peers. They often cannot access the language of learning or express their ideas	To develop and implement a whole school vocabulary development project.
C. PP students have been more likely to “drop” subjects at GCSE and not access the full curriculum	To increase support within lessons available to PP students and develop the curriculum so that it meets the needs of all learners.

Action	Rationale	QA	Lead	Success Criteria
A. 50% funding for equipment and uniform	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.	Record of spending KS managers track negatives	JS/AW/JA/ NW	Reduction in negatives for equipment and uniform
B. AHT to attend all training available on language development	“From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families, and this talk gap between the ages of 0 and 3 year – not parents education, socio-economic status, or race – explains the vocabulary and language gap at age 3 and the reading and math achievement gap aged 10.” The Achievement Gap in Reading, 2017	Records of attendance Feedback to staff	KD	Additional strategies in place for developing student vocabulary
B. Staff training on language development	“We must give our students the necessary tools to develop their vocabulary independently. By explicitly teaching a mere few hundred words well in the classroom,	Records of attendance	KD	Whole school culture of curiosity about language is developed and extended into lessons.

	children grow their vocabulary exponentially” Alex Quigley			
B. Form time language development programme to extend into all teaching and learning.	“The % of words known in a text to ensure reading comprehension is 95%”Alex Quigey “We need to ensure that we have a culture of thriving reading with an emphasis on vocabulary development in the classroom”	Form time learning walks Vocabulary whiteboards Student voice	KD	Whole school culture of curiosity about language is developed and extended into lessons.
C. Increase the capacity of the pastoral team to support PP students in lessons to minimise students not accessing a full curriculum.	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. Last year’s GCSE PP cohort achieved an average of 7.5 GCSEs each, compared to 9.9 for their non PP peers.	Staffing timetable Staff voice Students exam entries	AW	Reduction in PP students sitting fewer than 9 GCSE qualifications.

Respectful

Barriers	Outcomes
A Students don't have a full understanding of the world beyond their own experience	To enable students to participate in extra curricular activities that widen their experience of the world and address areas of cultural poverty
B Students don't have a good understanding of how to manage themselves and how to look after their mental well being	To enable students to access a range of strategies promote good mental health and cope when faced with challenges.

Action	Rationale	QA	Lead	Success Criteria
A. 50% funding for all extra curricular activities for FSM students, clearly explained on all communication to parents regarding trips.	<p>"The quantity and quality of what children know is the most important individual difference between them." David Didau</p> <p>'Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life'</p> <p>Ofsted Framework for the National Curriculum</p>	Record of students accessing extra-curricular activities maintained	JS/NN	Increase % of students accessing cultural activities so it is in line with non PP students.
B. TLR post to focus on the development of a Flourish curriculum	"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." EEF	Lesson plans Student voice	JK	Students and staff surveys suggests an improvement to mental well being.
B. Fund work with mental well-being professionals to develop Flourish curriculum.	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 teachers to take a consistent approach to mental well-being.	Lesson plans Lesson observations Student voice	JK	To develop and extend Flourish schemes of learning.
B Whole staff training on Flourish curriculum	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	Form time learning walks Student voice	JK	Flourish curriculum is evident in whole school staff planning and links between the curriculum and well being are communicated to students.

Safe

Barriers	Outcomes
A The behaviour of some PP students can compromise their own and others' safety	Increased pastoral team to undertake behaviour interventions to help students manage their own behaviour
B PP attendance is below whole school target - students	Attendance officer tracks and monitors PP attendance to identify key students in need of support
C Students unable to regulate their responses to challenging situations	Alternative Provision includes an outdoor education programme to enable students to overcome barriers and manage their response in the face of challenge. Additional external support is available to those who need it.

Action	Rationale	QA	Lead	Success Criteria
A. Pastoral behaviour interventions	"Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviour" EEF	Pastoral records	AW	Students are given the opportunities to talk about their behaviour choices with adults
A. Pastoral hotspot timetable	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. We aim to increased the opportunities for students to be supported by adults who can discuss their work with them.	Pastoral records Staff voice	AW	Students supported to make the right behaviour choices in lessons
B. Appoint attendance officer to report on PP attendance	In 2016-2018 there has been a clear link between PP achievement and attendance. In 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 records Reports to SLT	NN	Students identified at key attendance figures. Improve PP attendance and identify students in needs of further intervention.
B. To trial outreach events outside of and within school to improve communication	"Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and	Regular SLT meeting agenda item	AW	Increased opportunities for communication between parents and school

around attendance for key students	secondary schools had on average two to three months' positive impact." EEF			
C. KS4 outdoor education programme	"The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts." EEF	Lesson observations Student voice	AW/PC	Improved pupil self-regulation. Reduction in phase 2/3.
C. KS3 outdoor education programme	"Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence." EEF	Lesson observations Student voice	NW/PC	Improved pupil self-regulation. Reduction in phase 2/3.
C Just B counselling	The government report on mental health in 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.	Pastoral records	AW	Questionnaire shows improved emotional wellbeing or enables school to identify further intervention.

Planned Expenditure

Rule	Description	Budget
Ready - Students are not always fully equipped for their learning	Funding of equipment and uniform	£1000
Ready – PP students arrive with a vocabulary gap between them and their peers. They often cannot access the language of learning or express their ideas	Staff training - AHT language development Staff training –all teachers language development Resources for language development focus	£5000
Ready - PP students have historically been more likely to “drop” subjects at GCSE and not access the full curriculum	Partial funding of Pastoral team salary (to include additional staffing)	£24933
Respectful – PP students have a more limited understanding of the world beyond their own experience, limited cultural capital	50% funding for FSM students for all extra-curricular activities	£7500
Respectful - Students don't have a good understanding of how to manage themselves and how to look after their mental well being	Funding for the Flourish programme resources JK – TLR % JK cover to allow time to develop flourish JK funding of external support to develop flourish Staff training on whole school delivery of Flourish	£1400 £700 £600 £600 £200
Safe - The behaviour of some PP students can compromise their own and others' safety and result in higher number of PP exclusions	Partial funding of Pastoral team salary (to include additional staffing)	£24933
Safe - PP attendance is below whole school target and below that of non PP peers	Partial funding of attendance officer Funding for outreach events for parents (coffee morning in Ripon, coffee morning in school)	£1632 £1000
Safe – higher numbers of PP students have historically been unable to regulate their responses to challenging situations	Partial funding of PC/SA posts to deliver outdoor education Partial funding of Just B	£2947 £1200