

# Nidderdale High School - Pupil Premium Strategy Review 2018/19

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 2017/2018

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	

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

Barriers to future attainment (for students eligible for PP including high ability)								
<b>In-school barriers</b>								
<b>A</b>	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>B</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.							
<b>C</b>	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.							
<b>External barriers</b>								
<b>D</b>	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.							
		% Attendance		Authorised Absence		Unauthorised Absence		
	No of Pupil Premium Students	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%
<b>E</b>	A number of PP students become PA 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>5 students out of cohort of 57 did not attend a recorded extra-curricular activity.</b> <b>Increased visits to universities and a range of post 16 provisions were on offer this year, with one 6<sup>th</sup> form visit aimed entirely at Year 9 and 10 PP students. Participation in university visits for each year group reflect the % of PP students in each year group.</b>
<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. <b>3 out of the 5 students in behaviour cohort had an 80:20 ratio of positives to negatives, and a further student achieved this for the last term.</b> 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>Additional support in place in the pastoral structure meant all PP students within the SEMH cohort attended lessons. One student in Year 11 was unable to do this, but was supported to achieve excellent GCSE results by the pastoral team.</b>
<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. <b>100% of students engaged with AR. 15 out of 19 made improvements on their AR reading tests over the year. 4 stayed the same.</b> 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. <b>12 out of 19 students made more than expected progress in year7, 3 expected progress.</b> In Years 10 and 11 identified PP students are on target for Maths.

		<p>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.</p> <p>All classroom have word walls and learning walks reflect an increased focus on language discussion.</p>
<b>D</b>	<p>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.</p>	<p>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.</p> <p>PP attendance improved to 90.24%, but was still lower than non PP students with attendance at 94.53%</p>
<b>E</b>	<p>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.</p>	<p>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.</p> <p>In the current Year 11 there were 3 students at risk of Perm Ex (2 joined us from another school) all accessing a full curriculum with support.</p> <p>In year 10 1 student was at risk of perm ex and has now been supported back into full time education and accesses our own alternative curriculum provision.</p> <p>In the outgoing year 11 all 3 students who accessed alternative education elsewhere sat a maths and English GCSE through Nidderdale High School.</p>