



PUPIL PREMIUM STRATEGY REVIEW ACADEMIC YEAR 2019/2020

Rationale

The policy was 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 had several strategies that would focus on specific approaches to ensure that our disadvantaged students were able to adhere to these rules and make good progress.

Ready

Barriers	Actions	Impact
A. Students are not always fully equipped for their learning	To enable students to purchase the basic equipment required for learning	Basic equipment as well as revision guide, set texts etc funded for PP students, and an increased focus on how to use revision guides was delivered in forms, lessons and the FLZ. For the outgoing Year 11s, there was no real gap in A8 measures, 9-5 and 9-4 in English and Maths.
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.	A whole school focus on language was implemented across the curriculum and form time was used to develop common strategies for students to use to extend and develop their vocabulary, based on the research and strategies presented in Closing the Vocabulary Gap. SV shows students felt there was a greater emphasis on this in lessons and form time. To be further reviewed and developed next year.

<p>C. PP students have been more likely to “drop” subjects at GCSE and not access the full curriculum</p>	<p>To increase support within lessons available to PP students and develop the curriculum so that it meets the needs of all learners.</p>	<p>In all areas, PP students have accessed a broader curriculum compared to 2019, by increasing availability of support in class.</p> <p>72% non pp/62% pp achieved 10+ GCSEs (68%/16% 2019)</p> <p>83% non PP/87% pp achieved 9+ GCSEs (86%/41% 2019)</p> <p>34% non pp/50% pp achieved 11+ GCSEs (49%/0.08% 2019)</p> <p>0.05% non pp/12% pp achieved 12 GCSEs</p>
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Respectful

Barriers	Actions	Outcomes
<p>A Students don't have a full understanding of the world beyond their own experience</p>	<p>To enable students to participate in extracurricular activities that widen their experience of the world and address areas of cultural poverty</p>	<p>Changes to the trip booking system meant proportional places were left open and available to PP students. The first example of this was the Year 7 Shakespeare trip where this system meant we had equal ratios of PP students attending compared to non pp students.</p>
<p>B Students don't have a good understanding of how to manage themselves and how to look after their mental well being</p>	<p>To enable students to access a range of strategies promote good mental health and cope when faced with challenges.</p>	<p>Flourish program was introduced to all Year groups and SV showed students had a really positive response to this, but school closure prevented a full year being delivered. It was further developed during lockdown, with many of our most vulnerable students continuing to engage with this while school was shut. To carry over to next year. Teachers have fed back on students using the techniques covered in Flourish lessons to regulate emotional response to situations in class.</p>

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	Additional pastoral appointments were made just before school closure so no data available to evaluate their impact.
B PP attendance is below whole school target - students	Attendance officer tracks and monitors PP attendance to identify key students in need of support	The gap between PP attendance and non PP attendance has reduced slightly, but PP attendance remains below our target at 89.4.
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.	This was a particular success at KS4 with pupil premium students – case study below. Student A, who was at risk of permanent exclusion, following a term at the PRS in Year 9 and 4 other periods of exclusion from school, received 2 exclusions in Year 10, a massive improvement from Year 9.