



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	2020/21	Total PP budget	£63800.00
Total number of students	394	Number of students eligible for PP	77

Pupil Premium Student Profile 2020-21

Year group	Male	Female	Total	% of total year group
7	13	7	20	24
8	4	12	16	19
9	8	9	17	24
10	9	7	16	18
11	5	3	8	12
Overall total	39	38	77	19

Category for which students qualify for PPF	Total
In receipt of free school meals	65
Service Child	12
Adopted from care	0
Looked after child	1

Current Attainment (2020 results based on 8 PP students)		
	Nidderdale High School Students eligible for PP (2020 results)	All (other) students who are not eligible for PPF 2020
% achieving EM basics	87.5%	68.5
Progress 8 score average	-0.43	0.71
Attainment 8 score average	45.25	48.88

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 are more likely to have missed out on learning during school closure.	To increase support outside of lessons to help these learners “catch up”

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

<p>B. AHT to research and update school's focus on literacy, reading and oracy.</p>	<p>"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</p>	<p>Student voice Teacher feedback</p>	<p>KD</p>	<p>Additional strategies in place for developing student vocabulary</p>
<p>B. School to run a free book scheme</p>	<p>"We know there are over 380,000 children across the UK today that have never owned a book, children that are in vulnerable environments. That has to change." Guardian Nov 2020</p>	<p>Record of books sent VL/student voice</p>	<p>KD/VL</p>	<p>Students reading more widely. Create opportunities for discussion with VL/KD about reading.</p>
<p>C. Appoint senior learning manager and redirect English ATA to support students with additional English and Maths sessions. Over appoint in humanities to allow teacher led interventions. Teachers to staff several FLZ sessions.</p>	<p>"Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit." Gov.uk guidance</p>	<p>Staffing timetable Staff voice Student data</p>	<p>KD/JA</p>	<p>PP students supported to catch up on missed learning.</p>

Respectful

Barriers	Outcomes
A Students behaviour is not always respectful to themselves or others and students don't take responsibility for their actions	To enable students to reflect upon and talk to staff about behaviour choices
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. SLT to research and implement new behaviour policy with a greater focus on restorative meetings between staff and students	"punishment relies on adverse conditioning to have a deterrent effect. For this to work children have to associate inappropriate behaviours with punishment or the threat of punishment. Children who have not had consistent messages about punishment in their early years are unlikely to have been conditioned effectively. This group of people can account for 50 to 100% of students" School without Sanctions	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. Restructure middle leadership team to create a leadership 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. P5 Friday Week 2 becomes a designated Flourish hour for all students in Years 7 – 10 with a range of activities to choose from.	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.

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. Changes to behaviour policy.
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 mediations	<p>"Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important. Information needs to be sought and willingly shared by pupils and parents."</p> <p>It advises that teachers engage with their most difficult pupils "who may be most in need of a consistent, positive relationship" using the EMR method." EEF</p>	Pastoral records	AW	<p>Students are given the opportunities to talk about their behaviour choices with adults</p> <p>Improved staff/student relationships</p>
A. Develop behaviour policy	<p>"We are powerful role models for young people and need to display the behaviours we wish them to present with. How can we expect young people to treat each other with tolerance and respect if we model the opposite" School without Sanctions</p>	Policy	AW	<p>Students supported to make the right behaviour choices in lessons</p> <p>Reduction of phase 2/3</p>

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. Use TEAMS to make lessons available virtually	“Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support.” Gov.uk guidance	Regular AoL meeting agenda item DoLs to monitor and check	SW	Increased opportunities for communication between parents and school
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.
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Planned Expenditure

Rule	Description	Budget
Ready - Students are not always fully equipped for their learning	Funding of equipment, uniform school and revision resources	£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 School book parcels AR	AHT language development research and training	£6500 £1000 £2500
Ready – Catch up plan	Partial funding of LSM salary	£7144
Respectful – behaviour policy	Partial funding of Pastoral team salary (to include additional staffing)	£10494
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 £850 £600 £600
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	£1632 £1000
Safe – higher numbers of PP students have historically been unable to regulate their responses to challenging situations	Partial funding of PC/RW posts to deliver outdoor education Partial funding of Just B	£2947 £1200