

Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nidderdale High School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Kath Jordan (Headteacher)
Pupil premium lead	Katie Draper (Assistant Headteacher)
Governor / Trustee lead	Lindy Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66094
Recovery premium funding allocation this academic year	£ 6000 minimum payment
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

	Intent
1	a culture of challenge and aspiration will be fully embedded in every aspect of school life and excellence in teaching and learning will be the standard in every Area of Learning.
2	all young people will achieve excellent outcomes, with disadvantaged learners, boys and students with SEND making learning gains equal to their peers.
3	the social, emotional wellbeing and resilience of the whole school community will be a strength and recognised as a driver for success not a barrier to progress.
4	Nidderdale High School will be recognised as a centre of excellence for Alternative Provision, meeting the needs of all learners and supporting educational opportunities for young people beyond the Nidderdale cohort.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To enable a culture of challenge and aspiration to be fully embedded in every aspect of school life and excellence in teaching and learning to be the standard in every Area of Learning for all PP students	% of PP students taking Ebacc equivalent to non PP (currently 24%/12% for Year 10) % of PP students achieving 9+ GCSEs equivalent to non PP (currently 10% non PP/23% PP Year 11 achieving fewer than 9, 12%/10% for Year 10)
To enable all young people to achieve excellent outcomes, with disadvantaged learners making learning gains equal to their peers.	Disadvantaged Outcomes for 2022 positive P8 (discounting outliers) target gap to non-disadvantaged 0.2
To enable the social, emotional wellbeing and resilience of PP students to be a strength and a driver for success not a barrier to progress.	Reduced Phase 2 call outs for PP students Reduced fixed term suspensions for PP students Reduce Permanent Exclusions for PP students
Nidderdale High School to be recognised as a centre of excellence for Alternative	Reduce school refusal for PP students. All PP students accessing some form of curriculum. In current Year 11 we have 2 PP students not currently attending FTE at Nidderdale High

Provision, meeting the needs of all PP learners	School, despite the bespoke curriculum offered. We have 1 PP student in Year 10 at risk of school refusal – we want this student to have accessed alternative provision and be on track to sit 5 GCSEs by the end of Year 10.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Performance management re-designed to focus specifically on excellence in teaching and learning. A sub-group will work on improving outcomes for PP students and present to whole school.	“Putting staff first means removing everything from their workload that does not help them do a better job. The process (of an inquiry based T&L performance management) is a huge investment in teachers. Disciplined inquiry should lead to deep transformative learning that significantly informs teaching practice” <i>John Tomsett, “Towards an evidence informed profession”, Putting Staff First 2020</i>	1
AHT to attend training on closing the reading gap and share strategies whole school to close the vocabulary gap existing between PP and non PP students.	“From birth to 48 months parent in professional families spoke 32 million more words to their children than parents in welfare families” <i>The achievement gap in reading, RH & SJS</i> “The % of words known to ensure comprehension is a massive 25%” <i>Alex Quigley, Closing the Vocabulary Gap 2018</i>	2
Teachers trained in restorative practice. Sub-group created linked to PM to offer whole school training.	“Behaviour management in schools begin with our choices as adults and our behaviour as professional. Unconditional positive regard should be applied to all and lived on a daily basis. It does not mean low expectations, or letting children “get away with it”. It does mean that we aim to truly understand the children we teach” <i>The Kindness Principle, Dave Whitaker, 2021</i>	3

<p>AoL directed to use department time to focus on curriculum development – ensure this is appropriate for all learners and include applied learning within curriculum planning</p>	<p>“To say that pupils should learn ‘the best that has been thought and said’ is never adequate. Start the conversation, and questions abound: ‘Whose knowledge?’; ‘Who decides on “best”?’ In those subjects where content choices are potentially infinite and selections must be made.”</p> <p>“If every meeting on data was replaced with a meeting on the curriculum, those schools would have much better data” <i>Christine Counsell, Taking Curriculum Seriously 2018</i></p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>JA to support students to remain in GCSE option subjects where previously students may have been disapplied from some GCSEs in place of FLZ</p>	<p>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Create 1:1 and small group catch-up sessions in English and Maths</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Re-design SLT duty structure to introduce reflect and correct time for students</p>	<p>“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</p>	<p>3</p>

	conditioned effectively. This group of people can account for 50 to 100% of students” <i>School without Sanctions</i>	
Offer Nidd Venture 1:1 and small groups interventions to ensure our curriculum meets the needs of all learners	“Children from less affluent backgrounds are likely to have found COVID-19 lockdowns more challenging to their mental health because they experienced a lower connection with nature than their wealthier peers” <i>Samantha Friedman, Lockdown wellbeing: children who spent more time in nature fared best</i>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To arrange Sixth form, college and university visits when possible for PP students	<p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	1
Develop the programme of support in the LSC so staff supervising students are offering bespoke interventions utilising existing and new training.	<p>“TAs should not be used as an informal teaching resource for low attaining pupils. The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles,</p>	2

	they can impact negatively on pupils' learning outcomes.” Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
To develop NiddVenture offer to create a bespoke curriculum linked to persistent absence /persistently challenging behaviour	There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	3
Fund 50% of all extra curricular trips and visits to enable students to experience the curriculum beyond the classroom.	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.	4

Total budgeted cost:

Spending	
Staff training	£2000
SLT staffing	4456
Pastoral staffing	£12638
LSC staffing	£5750
Catch up tuition staffing	£17562
Nidd Venture staffing	£18698
Extra-Curricular funding	£5000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching and Learning – research projects	All AoLs have conducted their research and will share top 3 strategies with other AoLs this month to be implemented across all teaching areas. All subject areas have found strengths which have impacted on student learning and knowledge retention over time, which have been shared with all teachers.
Teaching and Learning – climate for learning, positive behaviour strategies	New behaviour strategy was implemented whole school in November and whole staff training delivered. Staff feedback has recognised that positive behaviour strategies have been useful, however some of the additional behaviour strategies to support this that we have not been able to use this year (detentions, phrase 2 classrooms) were needed to support this.
Targeted Support – Catch up	See below.
Targeted Support – Behaviour choices	PP students presenting and communicating through behavioural challenges all now have a named key worker due to increasing the capacity of the pastoral team. Some of our most vulnerable students (WG, AW, GG, EP) have bespoke interventions in place that we wouldn't have had the capacity to offer previously. Increased capacity has also meant we can intervene early with simple fixes like uniform issues to avoid negatives and students being perceived as different.
Wider Strategies – Flourish Curriculum	A termly rolling programme has now been introduced. Several adjustments have been made over the terms and sessions are now running successfully. Student voice interviews show student really value these opportunities and allow us to offer a range of enrichment opportunities that historically, PP students may have missed out on, either in or outside of school.
Wider Strategies – Subject Specific Literacy and Communication	Training was not delivered in 2020

Catch-up Funding

Senior Learning Mentor to provide 1:1 and small group tuition to identified students in Maths and English	<p>14 Year 11 students had regular catch up sessions with RW.</p> <p>RW has supported 2 Year 10 maths groups where target grades are borderline 3/4 and 4/5 and 10 specific students.</p> <p>She has worked with various small groups in Year 7 and 8 classes where Maths teachers had identified catch-up need following on from the Jan-March school closures.</p> <p>RW is currently completing catch-up literacy training this term, which has proven to be the most effective reading intervention for KS3 students.</p>
ATA to support students within lessons	LE has worked with a range of Year 11 students across all 4 classes as they prepared for their final English assessments. In particular, BB, HM, JM,

	LR, AR have all benefitted from support and reached or exceeded target grades.
Catch up Literacy for KS3 students	This has proved our most successful intervention strategy so we have invested in training and additional member of staff to start delivering the training in the last few weeks of this year. To continue next year.
Teaching Staff in FLZ to support students	This was most successful where teachers of core subjects supported students. Although students did use the time to catch up on coursework, they struggle to work independently. In the KS3 HUB all staff have now been directed to deliver a specific intervention rather than students completing homework independently. If we continue with the FLZ next year, the same to be introduced here.
Increased staffing in humanities to allow smaller groups in Year 11 Geography and RE	Year 11 grades in geography have continued on their upward trend.