

Pupil premium strategy statement (published 31.12.22)

This statement details our school's use of pupil premium 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 | 393 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | 31 st December 2022 |
| Date on which it will be reviewed | 31 st December 2023 |
| Statement authorised by | K Jordan |
| Pupil premium lead | K Draper |
| Governor / Trustee lead | L Edwards |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £67,531 |
| Recovery premium funding allocation this academic year | £17,388 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £84919 |

Part A: Pupil premium strategy plan

Statement of intent

1. All aspects of the Quality of Education for Pupil Premium students will be securely good against ongoing internal quality assurance measures and external review
2. Pupil Premium students will display consistently good behaviour and improved attendance
3. NiddVenture is a model of best practice for alternative and enhanced curriculum for PP students

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 |
|---|---|
| The curriculum is engaging and appropriate for all groups of learners. | % of PP students accessing a full curriculum is equivalent to the % of non PP students. Where students are disapplied from an area of the curriculum it is to allow a bespoke intervention to be offered. |
| Pupil Premium students will display consistently good behaviour and improved attendance | 23% of current behaviour cohort is PP. Reduce % off PP in behaviour cohort. 15 FSM students currently have attendance below 90% but above 85%. Reduce percentage in this bracket. |
| NiddVenture is a model of best practice for alternative and enhanced curriculum for PP students | % of PP pupils accessing NiddVenture curriculum is equivalent to that of non PP students. Our most vulnerable students who are PA re-engage with our school community. |
| | |

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)

Budgeted cost: £1647

| Activity | Evidence that supports this approach | Intent addressed |
|---|---|------------------|
| 1. Develop reading across the curriculum to address the priorities of reading to learn, reading to expand horizons and reading for pleasure | <p>“From birth to 48 months parent in professional families spoke 32 million more words to their children than parents in welfare families” The achievement gap in reading, RH & SJS</p> <p>“The % of words known to ensure comprehension is a massive 25%” Alex Quigley, Closing the Vocabulary Gap 2018</p> | 1 & 2 |
| 2. Maximise the impact of assessment and reporting. | <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| 3. Build a culture of effective study through review of homework, the specific teaching of effective study techniques and knowledge retention, development of tuition & SEN support | <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Homework that is linked to classroom work tends to be more effective.</p> <p>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| 4. Maximise effectiveness of mixed attainment teaching. | <p>On average, pupils experiencing setting make similar progress to pupils taught in mixed attainment classes. The evidence suggests that setting has a small negative impact on low attaining learners, and a small positive impact for higher attaining pupils. Overall, the effects are negligible, and it appears that</p> | 1 & 2 |

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| | <p>setting is not an effective way to raise attainment for most pupils.</p> <p>Setting may also have an impact on wider outcomes such as confidence. Some studies from the broader evidence base conclude that grouping pupils on the basis of attainment may have longer term negative effects on the attitudes and engagement of low attaining pupils.</p> <p>Setting and streaming EEF (educationendowmentfoundation.org.uk)</p> | |
|--|---|--|

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,270

| Activity | Evidence that supports this approach | Intent addressed |
|---|---|------------------|
| 1. Develop aspects of the Secure Base model in whole school work including addressing attendance and use of key worker model. | <p>The Secure Base model has been developed through a range of research and practice dissemination projects led by Emeritus Professor Gillian Schofield and Dr Mary Beek in the Centre for Research on Children and Families at the University of East Anglia, UK.</p> <p>In addition, the Learning Support Team all conducted in school research last year around the pillars for the secure base model, with the findings encouraging us to apply this model whole school as part of our 3 year development plan.</p> | 2 |
| 2. Introduce a Pastoral Support hub model including 'triage' for emerging issues & 'read, reflect, restore and reset'. | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| 3. Embed restorative practice principles in all aspects of school life through targeted support and coaching. | <p>"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" The Kindness Principle, Dave Whitaker, 2021</p> | 2 |

| | | |
|--|---|------------------|
| <p>4. Develop the use of Classcharts to create a rewards scheme to promote ready, respectful and safe choices.</p> | <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>2</p> |
| <p>5. School led tutoring</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>1 & 2</p> |

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

Budgeted cost: £ 33,500

| Activity | Evidence that supports this approach | Intent addressed |
|--|---|------------------|
| <p>Develop 1:1 and small group NiddVenture interventions</p> | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> | <p>3 & 2</p> |
| <p>Develop rolling programme of</p> | <p>Outdoor adventure learning may have positive impacts on other outcomes such as</p> | <p>3</p> |

| | | |
|---|--|-------|
| NiddVenture interventions | <p>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.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> | |
| Develop NiddVenture Curriculum offer. | <p>KD/PC IQ 2021-22 research findings – student voice, staff voice, student results.</p> <p>"There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It can lead to a deeper understanding of the concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone." Learning Outside the Classroom.</p> | 3 & 1 |
| 50% of all extracurricular activities are funded. | <p>"Educational visits can be of substantial benefit to the education and development of pupils. For many they offer opportunities to broaden their horizons and enrich their experiences." NEU</p> | 3 |

Total budgeted cost: £84919