

Pupil premium strategy statement

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	Risedale School
Number of pupils in school	567
Proportion (%) of pupil premium eligible pupils (FSM/Ev6)	24.3% (140 pupils)
Proportion (%) of service pupil premium eligible (incl Ev3)	64.0% (361 pupils)
LAC pupils	0.9% (5 pupils)
*number of pupils who are BOTH Service and Pupil Premium	54
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	
Pupil premium lead	Colin Scott
Governor / Trustee lead	John Glahome (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,321
Service Premium funding allocation this academic year	£133,700
Recovery premium funding allocation this academic year	£20,590
LAC funding	£10,288
Total budget for this academic year	£294,899

Part A: Pupil premium strategy plan

Statement of intent

Risedale School is unique amongst mainstream secondary schools due to its location in the centre of a military garrison and the large number of military children, well over half, who attend. Additionally the school also has a large number of pupil premium pupils, almost a quarter of the school population. When combined these two significant groups ensure greater challenge than most secondary schools would ever envisage but does add to the cultural mix of the demographics within the school. Some of the challenges met by both groups are similar, such as behavioural, academic and social/emotional complexities given their backgrounds.

Our intent as a school is to ensure that no pupil, regardless of background, is disadvantaged in their access to an education suitable for their needs and their futures. It is also to reduce any progress gaps and increase their aspiration to never give up. Backed up by our five curriculum pillars (cultural capital and knowledge, aspiration, being language rich, independence and resilience, kindness and empathy) the school's intent is for every child to have the skills needed to access a successful pathway post-16, be that through college, apprenticeships or the world of work. Whilst acknowledging the need to ensure that as many pupils as possible are able to access EBACC pathways into GCSE, and ensuring the KS3 curriculum offers the support to move onto that academic route, the school is also aware that EBACC is not the pathway suitable for all and a few pupils require and ask for a different route. Our intent remains to ensure that all pupils can access the academic pathway (and our options in Y9 for GCSE starting in Y10 ensures it is available for ALL pupils) and that any child belonging to any group, be they LAC, Service, Pupil Premium or SEND, are not disadvantaged on that route to success, it is also our intent to make sure that other options are available to those pupils and parents who choose a route other than academic, whilst ensuring our obligations to the National Curriculum are still met.

In order to ensure equity for all, governors and senior leaders have our curriculum at its heart sitting alongside high-quality teaching. But given the significant disadvantage that many of our population endure, spending of these funds needs to ensure that no child is left behind, the

right support is in place to guide young people into meaningful engagement with their learning and that background does not disadvantage their journey through the school years.

Key to our intent is true equity. And in 'true' equity we mean ensuring that every child is able to receive the right support for them, the right resources to aid their learning and right access to a wider world through cultural exposures, regardless of family social and/or financial circumstances. Even if this means different children receiving different tools and support as long as it matches their needs to give them equal access to learning.

Given the recent challenges of a world pandemic, the school is further challenged ensuring that recovery plays a key part in bridging the loss to learning suffered by most, particularly disadvantaged, SEND, pupils premium and LAC children. This is no easy win and the school is ready for this to be a long-term needs as opposed to a short-term fix, not just academically but also in the behavioural and emotional aspects of some key groups of learners who have lost earlier learning and knowledge in self-regulation, expected behaviours and relationships to others.

Having experienced mixed results from the initial National Tutoring programme, the school is developing its own, more targeted approach to tackle underachievement whilst at the same time developing the skills and knowledge of staff to rebuild confidence and resilience of young people back into valuing education.

Attached to this need is one where parents themselves are proactively contacted to ensure that they fully support the school in its efforts with their children, made more difficult given their own backgrounds where we are dealing with a few parents, particularly disadvantaged, who may not value education due to their own experiences or being part of multi-generational unemployed and whose own undervalue of the system affects their children's belief in the system.

Our approach, which by requirement needs to be adaptive and responsive to changing needs, is routed in:

- ensuring children who belong to any identified group are always challenged in the classroom to do more than the minimum and are given opportunities to excel
- ensuring all teachers' planning for progress includes specific action to support those in greater need through disadvantage, be they from free school meal or service or LAC or SEND
- using available funding to target inequity alongside staffing areas with skilled support via training and relevant outside agencies
- developing the curriculum to match the needs of all, not simply responding to government, any government, ideology
- true partnership working with parents
- being robust in ensuring a proactive approach before a need necessarily becomes identified whilst also responding to any identified needs through close and frequent monitoring of an individual's progress in all areas.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	Detail of challenge
1	Progress gap significant between their peers (FSM/LAC/SEND)
2	Attainment 8 low for all groups compared to national (FSM/Service/LAC/SEND)
3	Higher ability pupils do not always make progress they should (FSM)
4	Social emotional health often low due to local context and army moves (FSM/Service/SEND)
5	Limited vocational options due to access to specialist staffing (FSM/Service/LAC/SEND)
6	Attendance remains an issue to maintaining recent improvements (FSM/Service/SEND)
7	Exclusions causing stall in progress (FSM)
8	Low prior attainment from local primary school (FSM/LAC)
9	Mid-year entries to and from school - out of area and out of country (Service/LAC)
10	Low cultural awareness of wider world and community inc. careers (FSM/Service/LAC/SEND)

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 (tied to numbers challenges above).

	Intended outcome	Success criteria
1/2	Narrow gap in progress and attainment between groups	Gaps narrow due to planning in lessons and expanded bespoke curriculum provision resulting in greater progress with Progress 8 sustaining positive levels reaching +0.2
3	Further increase achievement in higher ability pupils	High ability pupils identified in all lessons and specific challenges added leading to higher achievement in line with national progress levels for the group
4/9	Support Emotional Well-being and mental health	Reduction in anxiety across target groups as identified by trained counsellor, including trained THRIVE practitioners, leading to improved outcomes and attendance
5/7	Expand vocational curriculum	More options added to curriculum and more pupils accessing more appropriate courses leading to improved resilience, attendance, reduced suspensions and outcomes at Key Stage 4
6	Increase attendance (post-Covid detrimental)	Attendance of all groups rises further above national averages and to be at least 96% by 2023
8	Support transition activities at all year levels	Pupils able to re-engage more quickly with learning and their peers after a move across country and from other countries as well as increased understanding of those in local primary schools about to transfer into Y7 as well as into post-16
10	Increase cultural awareness	Pupils from the garrison access more opportunities to explore world cultures, the arts and understand opportunities available to them post-16

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: £64,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE training (£12,000)	EEF Evidence Review Social and Emotional Well-being Teaching and Learning Toolkit. Social and Emotional Learning	1,2,4
Purchase of CAT and standardised testing (£1,600)	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,8
CPD across school targeting staff awareness and implementation of planning for progress, SEND, disadvantaged groups (£15,000)	SEND in mainstream schools Ongoing training exploring various pedagogies (not just Bloomes) to best effect to support different groups.	1,2,3,8
Curriculum development and training across all subject areas including development of subject knowledge (£20,000)	Attendance at curriculum masterclasses and training of all staff in curriculum models and approaches. Membership of subject associations Impact MCCT Core subjects increasingly used 'contextualised' learning to support greater understanding in pupils	1,2,3, 6,7,10
Embedding disciplinary literacy through tutorial programme in line with the recommendations in the EEF secondary school guidance (£6,000)	Improving Literacy Disciplinary Literacy Quigley Increased rates of literary fluency has enabled more rapid catch-up of lost learning, particularly disadvantaged	1,2,8,9
Development of faculty leaders to lead and manage teams and to upskill in challenge to those underperforming (£10,000)	Leadership Evidence Report - School Improvement	1,2,3,6,7,10

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring (£22,000)	Small group and 1 to 1 tuition has positive impact on pupil progress	1,2

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

Budgeted cost: £365,000 (in this financial year this large amount of spend is due to 'flooding' of equipment across all year groups... however ongoing annual commitment will be £160k less)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring ALL pupils have access to remote online learning (initial whole school cost to flood ALL year groups £250,000 however PP and Service premium contribution for those pupils £170,000 - ongoing annual contribution to ensure new Year 7 only cohort also has access to costs to maintain project for FSM and Service pupils will be £55,000 from premium funding added to by other school funding for other pupils ensuring equity for all)	No child unable to continue learning during lockdowns or when otherwise off school ensures no child is left behind. All pupils benefit due to the equitable nature of the project regardless of background. Staff develop online and other skills to engage and excite pupils in their learning through competitive gaming, quizzing, independence, teaching and collaboration. EEF remote learning - access to technology review	1,2,3,8,9
Reduce anxiety to enable learning via fully-qualified school	Evidence demonstrates that anxiety amongst target groups (and in our school the data shows anxiety causes	4,6,7,9

<p>counsellor (£45,000) and also reduction in suspensions caused by poor behaviour when linked to mental well-being</p>	<p>lost learning amongst pupil premium, service children and SEND children) that pupils are less nervous about assessments, in-class learning challenges and social tensions (although rare in class, much of the low-level disruption and therefore lower progress is caused through a minority affected by friendship fallouts or social media bullying amongst a few). However this appears to be the tip of the iceberg with mental well-being being a major factor in the progress children make - particularly post-covid where routines and good behaviours have, in part, been forgotten.</p>	
<p>Increase attendance for those less-willing to return post lockdowns (£35,000)</p>	<p>In the first Autumn term, the school's attendance figures have been much higher than national secondary attendance levels (in mid-October national figures were just under 87%) yet the school has maintained at least 90% and is currently (end of November) for the whole term sitting at 91%. We recognise this is still not as strong as pre-covid times and we employ our own school attendance officer who visits parents and families (sometimes out of school hours) to try to re-engage them with learning. They are also supported with the in-school counsellor. This is having some positive impact - albeit slow - and is expected to be an ongoing concern for the next year or two as the country exits the pandemic and routines are reestablished.</p>	<p>6</p>
<p>Expansion of curriculum to include some more vocational aspects of learning for a few pupils who may benefit from this curricular approach (£60,000)</p>	<p>An increase in staffing to enable an increase in practical subject offering - which will sit alongside more wider manual apprenticeship approaches - has already opened up the curriculum to a few disengaged pupils. It is envisaged that a further increase, now pupils are back to school and recognise the extra opportunities, will positively impact on attendance, behaviour and achievement.</p>	<p>2,5,6,7</p>

Increase in General Teaching Assistant numbers (£40,000)	Adding to the current 'pool' of general teaching assistants available to staff will enable more targeted support for disadvantaged and service pupils.	1,2
Morning academic interventions with senior leaders (£15,000)	Mentoring via senior leader interventions daily during form time for specific pupils to offer guidance in learning - evidence demonstrates pupils have greater awareness of need and has increased their participation in after-school classes in core and humanities subjects	1,2,3,5,6

Total budgeted cost: £451,600

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.

Yr 11: Leavers. These pupils sat a range of fully moderated assessments. From this we were able to do a GAP analysis

Service Gap: Service pupils outperformed non-service pupils by +0.47, so significantly better than non-service. Attainment of service pupils was also significantly better (+0.69)

SEND Gap: was -0.24, however this gap was skewed by one later KS4 arrival. Without this pupil the gap was insignificant. The gap was also significantly smaller than the national gap.

FSM Ever 6 (HAPs): Performed better than the school average

FSM Ever 6: Whilst there was a gap (-0.6) this was skewed by 3 special cases, with 1 on an appropriate alternative curriculum for medical reasons. With these 3 pupils removed, the gap was only -0.05

Pupils at KS3 sat a range of consistent, formal assessments.

Gap Analysis

Service Gap; this mirrors the KS4 picture, with the gap closing and becoming positive by the end of KS3

	Service Gap
Year 7	-0.08
Year 8	+0.16
Year 9	+0.08

SEND Gap: There is no significant gap across any year group

	SEND Gap
Year 7	-0.08
Year 8	+0.09
Year 9	-0.08

FSM Ever 6 Gap: No significant gap at KS3, but slight widening by end of Year 9

	FSM Ever 6 Gap
Year 7	-0.04
Year 8	-0.18
Year 9	-0.24

Attendance:

As a control-figure: Pre-covid during the academic year 2018-2019 was above national levels at 95.6%.

During 'bubbled' operations in the summer term 2021 was 90.23%

Currently (as of end November 2021), post-lockdown and during some 'normal' operations, attendance is at 91% overall for the first Autumn term of 2021 with persistent absence nearing 30% - caused by a few school-refusers and some pupils who have opted to stay away from school having 'got used' to it during lockdown. Activities are in place with our own employed attendance officer and increased prosecutions. A few are caused by Covid absences due to positive testing. However, this compares favourably with the national secondary school figure which in mid October was standing at 87%. Main persons absent were disadvantaged and SEND pupils, not service children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring	MyTutor (however this was not continued due to our view that its low and ineffective impact on our pupils was not as secure as we could provide using our own tutors and understanding of the pupils being targeted - school is now carrying out its own programme)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This information is contained within the statements above.
What was the impact of that spending on service pupil premium eligible pupils?	