



Risedale Sports & Community College

Learning and Achieving Together

Service & Pupil Premium Strategy/Statement 2019 – 2020

3. Key recommendations future attainment (for pupils eligible for PP including those who are high ability)	
In school barriers (issues to be addressed in school such as poor literacy skills)	
A.	<p>Some students achieve less well than non PP students in English and Maths due to literacy well below their peers (literacy/numeracy strategy)</p> <ul style="list-style-type: none"> • A key lead role in school to support literacy appointed Sept 2018. Exam data evidences improved language skills and access to exam • Numeracy additional focus for year ahead • There is a need to increase parental engagement and attendance to parents' evening for the parents of service students. • TA training to encompass targeting of numeracy and literacy skills across subjects, particularly EBACC, to support extended writing
B.	<p>Some students require additional care, support and guidance (pastoral) – early intervention of underachievement</p> <ul style="list-style-type: none"> • There is a need to continue with a variety of interventions and evaluate the success in terms of improving attendance and attitude to learning – YTM to lead on this, monitor and challenge underachievement. • Counselling / mentoring to be put in place where appropriate to do so. • Need to procure educational psychology support to further enhance emotional well-being • There is a need to provide more advice and guidance to parents regarding social media use and the issues that result from misuse. • To support SEMH the Hub (nurturing) require maintained • Training for identified key staff to support SEMH and mental-health add capacity to the current 2 staff trained • There is a need for form tutors to engage with disengaged students and for it to be thoroughly monitored regarding impact.
C.	<p>Some students require additional support in developing skills of independent learning and resilience</p> <ul style="list-style-type: none"> • Staff to continue to promote the growth mindset and WELLL with all students including SERVICE students. • Staff to use metacognition strategies in the classroom to promote resilience and reflective learners.
D.	<p>Some inconsistency in quality of teaching, learning, marking and feedback</p> <ul style="list-style-type: none"> • SLT to maintain consistency of high expectations across all curricular areas which has been a school focus for 18 months • HOF to monitor and QA all teaching in subject areas to ensure all staff know who is 'Service' and to use FIT and Keep up not catch up methodology.

External barriers (issues which also require action outside school, such as low attendance rates)

A.	Some PP service students attend less well than non PP students <ul style="list-style-type: none">• In 2019, service pupils slightly out-performed their peers. However; funding needs to ensure that this improvement in both progress/outcomes and attendance is not lost or reversed.
B.	Mobility of service PP students <ul style="list-style-type: none">• YTM manager in charge of service to liaise with other YTM to minimize impact of service mobility on whole population.• HT now part of civil integration partnership (army) board to gain early strategic advice as to potential future growth as garrison expands and to manage current general mobility
C.	Raising aspirations of PP service students informed by analysis of destination data and IAG 1:1 <ul style="list-style-type: none">• There is a need for form tutors to engage with service students and for them to keep informed of potential moves.• Form tutor training required to support deeper understanding of service children and pupil premium issues and how to ensure the "equity" now seen in the classroom is maintained• Use of careers and Service student champions to provide post 16 destination options both in and out of area if service families due to move post 16.
D.	Building Cultural capital <ul style="list-style-type: none">• There is a need to review the reasons why SERVICE students are not accessing residential visits and to ensure take-up rates increase in 2017-2018.• Funding required in both PP and service children areas to ensure accessibility to wider cultural experiences.
E.	Parental engagement <ul style="list-style-type: none">• There is a need to provide more advice and guidance to parents regarding social media use and the issues that result from misuse.• There is a need to further build on positive relationships to get parents involved with supporting their child with all aspects of learning and development.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The progress and attainment of PP and service students compared to continue to narrow across all year groups. non-PP students will be narrowed in all year groups.	<ul style="list-style-type: none"> • Progress and attainment data shows progress of service students to have improved.
B.	PP service students access additional support facilities to help them develop metacognition strategies, mastery and collaborative learning using digital technologies where appropriate.	<ul style="list-style-type: none"> • Progress and attainment data shows a narrowing of gaps in all year groups. • Training for staff to improve student engagement and progress, especially for service students who join part way through years/GCSE courses.
C.	PP service students receive additional care, support and guidance enabling them to improve their behaviour for learning, focus and motivation. Mental health and well-being improvements seen through the extended use of "early help" and need to procure "ed psych" service. Measured by the reduction in referrals, improved attendance and reduced exclusions	<ul style="list-style-type: none"> • Students who join as part of IYFA have better transition due to support and testing. • Reduction in numbers of service students involved in lesson removals, detentions and exclusions. • Attendance of service Students at additional study support sessions rises. • Primary (and other) transferees managed more successfully ensuring reduced need for removals and exclusions
D.	Attendance of PP service students improves.	<ul style="list-style-type: none"> • Attendance data shows PP service students in line with national data– overall absence and persistent absence data of PP students reduced. • Reduction in numbers of term time holidays due to army requests due to better understanding between Army and school.
E.	Building cultural capital	<ul style="list-style-type: none"> • Increased % of PP service students attending clubs and activities, visits designed to enhance the curriculum planned to address cultural gaps.
F.	Parental engagement – remains within the whole of the Garrison a challenging area (same as for primary colleagues) – HT has been part of "Catterick Collaborative" of headteachers to work alongside colleagues to develop systems together to improve such engagement.	<ul style="list-style-type: none"> • Increased numbers attending parental consultation meetings, attending drop in sessions. • Home learning targets.

5. Planned expenditure

Academic year 2019-2020

The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality teaching for all (cross reference to whole school priorities)

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress and attainment data shows narrowing of gaps in all year groups and in all subjects, especially SERVICE (outcome A).	<ul style="list-style-type: none"> All teaching staff are aware who the PP students in their classes are and their specific learning requirements. Students are identified on seating plans with data. Progress and attainment data for PP students is reviewed at each SP. Staff are accountable for the progress of their PP students and can report to HOD/HOF outlining interventions and support required to narrow the gap where appropriate. Staff to target PP students in after school intervention groups. Analysis of groupings and where PP are in sets. Maximise impact of TAs across the school. Specialist intervention HLTAs in English and Maths. Targeted literacy using IDL/Lexia. Targeted exam support using Read&Write Gold to improve access to texts. 	<p>Quality first teaching is key to raising progress and attainment for PP students [Research from EEF 2016 report Reading comprehension strategy +5, Feedback +8]</p> <p>Continuation of mixed ability teaching at KS3 [EEF setting/streaming impact: 1].</p> <p>Making best use of teaching assistants [EEF impact: 7].</p> <p>Some of the students, especially those who are PP and SEND (81.6% of SEND students) need targeted support to catch up, attain and progress.</p>	<p>Through schools monitoring and evaluation, SP data, Academic board.</p> <p>Reading Intervention Programme reviewed half termly.</p> <p>Review of students attending after school intervention groups.</p> <p>Read&Write Gold tested at exam periods and evaluated with students – HLTA in charge of this intervention.</p>	<p>Vice Principals to review progress data of PP and SEND students at each SP tracking point.</p> <p>HWh to relook at TA allocation and practice.</p> <p>SMn - CPD</p>	<p>Progress data reviewed termly after each SP tracking point for all year groups.</p> <p>Impact of HLTA support reviewed with all staff at end of academic year.</p> <p>Impact of interventions reviewed at end of academic year.</p>
PP students develop learning to learn	<ul style="list-style-type: none"> New curriculum approach focusing on five pillars, one of 	Some students at Risedale sometimes	Risedale curriculum focus evident in	JYa, SBu, SCo, JHa.	At end of academic year.

resilience (outcome B and C).	which is Resilience.	find it difficult to regroup themselves following a setback or failure.	<p>teachers' planning.</p> <p>Whole school assemblies.</p> <p>Tutor time activities.</p>		
Improved motivation and refined study skills for PP students (outcome B and C).	<ul style="list-style-type: none"> • LDu to continue to work with Year 11 students on motivation and study skills, and metacognition embedded as part of Social Studies programme for all year groups. • Staff to target PP students in after school intervention groups. • Study Skills to be introduced into tutor time for all year groups. 	<p>Analysis of feedback (student voice) continues to indicate students find this very effective [based on EEF 2016 report, metacognition +8, mastery +5, collaborative learning +5, digital tech +4].</p> <p>The school aims to offer high quality teaching to all DA students to improve the outcomes of this subgroup.</p> <p>CPD courses offer a combination of pedagogical knowledge and subject knowledge, and involve peer support.</p>	<p>Work scrutinies, walk throughs and student voice.</p>	<p>LDu/SMn/JYa.</p> <p>Tutor time – JHa.</p>	<p>End of academic year.</p>

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Progress and attainment data shows narrowing of gaps in all year groups in English and Maths.</p>	<ul style="list-style-type: none"> • SENCo/Asst SENCo to identify new literacy intervention programme. • HLTA to do small group work with selected students with identified literacy programme. • HLTA to do small group work for Maths interventions. 	<p>No current licence for literacy intervention package. Some students, particularly those who are PP and SEND, need pre-learning or overlearning which small group learning allows for.</p>	<p>Data analysis following SP points.</p> <p>Reading intervention package data analysis.</p> <p>Quality of provision monitored by HOF En and Ma.</p>	<p>HWh/JYa.</p> <p>HWh HLTAs</p> <p>SBu/MCa</p>	<p>Following SP tracking dates.</p> <p>End of academic year for literacy programme.</p>
<p>Progress and attainment data shows narrowing of the gaps at KS3, specifically enhancing literacy.</p>	<ul style="list-style-type: none"> • PP for KS3 – Continue reading comprehension interventions using Accelerated Reader • Embed use of Read&Write Gold. • SENCo/Asst SENCo to identify new literacy intervention programme. • HLTA to do small group work with selected students with identified literacy programme. 	<p>Data from previous years demonstrates positive impact of Accelerated Reader on student outcomes. Read&Write can be used for access arrangements and can benefit DA and SEND. No current licence for literacy intervention package. Some students, particularly those who are PP and SEND, need pre-learning or overlearning which small group learning allows for.</p>	<p>Regular re-testing through AR.</p> <p>Monitoring of AR data – improvements in reading ages.</p> <p>Reading intervention package data analysis.</p> <p>Data analysis following SP points.</p>	<p>GRo (and English teachers) to monitor AR impact.</p> <p>WCa to monitor use of Read&Write and impact of new literacy intervention programme</p>	<p>Termly for AR.</p> <p>End of academic year for literacy programme.</p> <p>Following SP tracking dates.</p>

<p>Parental engagement (outcome F).</p>	<ul style="list-style-type: none"> To invite parents for a drop in /chat sessions each term in addition to calendared parental consultation meetings and targeted structured conversation/ review meetings. To invite parents in to meet with VP (Behaviour and Attendance) and YTM where there are concerns emerging. 	<p>Parental meeting with LA review November 2016 – came out as recommendation.</p> <p>Current behaviour logs highlight that majority of students with highest number of negatives on system are PP or SPP students (72.7%)</p>	<p>Monitor attendance at drop in/coffee morning.</p> <p>Coffee mornings with Principal to allow parents a chance to 'chat'.</p>	<p>HWh/CSc/ GMo/JGa</p>	<p>End of academic year.</p>
<p>Engagement, focus and behaviour for learning is enhanced for some PP students.</p>	<ul style="list-style-type: none"> New whole school behaviour policy and refined Risedale Way with clear staged response which will improve consistency of expectations of behaviour. Continue to promote positive attitudes. Behaviour focus meetings to be established. Whole staff training on managing behaviour. Fortnightly actions for students of concern. VP and YTM to assess behaviour logs and instigate actions for students of concern, such as meetings with parents. Internal Alternative Provision for identified students with specific behaviour issues. 	<p>Research from EEF suggests that whole school approaches have the most impact on disadvantaged students [+3 Impact ref. EEF: Behaviour Interventions].</p> <p>Engagement with and upskilling of staff important in ensuring they feel supported in application of new behaviour policy and Risedale Way.</p> <p>Current behaviour logs highlight that majority of students with highest number of negatives on system are PP or SPP students (72.7%)</p> <p>DFE Guidance report 2014. Some students require a high quality of education which modifies poor behaviours and attitudes.</p>	<p>Lesson walk throughs.</p> <p>Walk throughs with behaviour focus where staff request.</p> <p>Fortnightly meetings to monitor behaviour logs.</p> <p>Ongoing monitoring of students who return to mainstream following a period in Lawrence House.</p>	<p>All SLT</p> <p>HWh</p> <p>HWh/YTMs</p> <p>HWh/YTMs</p>	<p>All actions to be reviewed termly.</p>

<p>Additional support available to children from forces families from Service Children's Advocates.</p>	<ul style="list-style-type: none"> • Regular contact with parents to build better relationships with vulnerable families. • Work with PSA to identify families at risk of school refusing. • Identified member of staff to continue to act as service student champions and liaise with regiments and service organisations. • Regular contact with families units as necessary to support the work of the YTM's. 	<p>MoD DCYP document: Service Pupil Premium – Examples of Best Practice.</p>	<p>Students successfully transfer to mainstream lessons for all or part of the curriculum offer.</p> <p>Student voice.</p> <p>Monitoring of attendance and behaviour data.</p>	<p>CSc/HPo.</p> <p>HWh/GMo/YTM's.</p>	<p>Annually.</p> <p>Fortnightly.</p>
---	---	--	--	---------------------------------------	--------------------------------------

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP students can continue to participate in educational trips. (Building Cultural Capital outcome E).	<ul style="list-style-type: none"> • New curriculum approach focusing on five pillars, one of which is Cultural Capital. • Support available from PP budget. • Review of extra-curricular provision taken up by PP students. • Needs analysis to inform calendar of activities. • Identify which students have not attended a residential or not signed up to attend one. • Compilation of an audit of which DA students are not taking part in any extra- curricular activities (internal and external). • Work with Prince's Trust with identified students who need specific behaviour intervention. 	<p>Some PP students require financial support to participate in curriculum enrichment opportunities.</p> <p>EEF Toolkit shows studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, students who participate in adventure learning interventions appear to make approximately three additional months' progress.</p>	<p>Effects are evident in self-confidence, self-efficacy and motivation.</p> <p>Form tutors to notice changes.</p>	All staff to encourage and promote trips which build on cultural capital.	Ongoing.
Parental engagement (outcome F).	<ul style="list-style-type: none"> • To invite parents for a drop in /chat sessions each term in addition to calendared parental consultation meetings and targeted structured conversation/ review meetings. • To invite parents 	<p>Parental meeting with LA review November 2016 – came out as recommendation.</p> <p>Current behaviour logs highlight that majority of students with highest number of negatives on</p>	<p>Monitor attendance at drop in/coffee morning.</p> <p>Coffee mornings with Principal to allow parents a chance to 'chat'.</p>	HWh/CSc/GMo/JGa	End of academic year.

	in to meet with VP (Behaviour and Attendance) and YTM where there are concerns emerging.	system are PP or SPP students (72.7%)			
Raising aspirations.	<ul style="list-style-type: none"> • New curriculum approach focusing on five pillars, one of which is Aspiration. • Focus of individual PP pupil interviews. • Sharing of information through IAG targeted 1:1 PP students • Analysis of destination data to inform Careers Guidance programme. • Contact opportunities with HE for PP students. High Quality Careers Guidance Y7-11. 	<p>High quality Careers guidance impacts on social mobility.</p> <p>Advancing ambitions: The role of career guidance in supporting social mobility Tristram Hooley, Jesse Matheson, A.G. Watts October 2014 (University of Derby).</p> <p>Gatsby Benchmarks.</p>	<p>Risedale curriculum focus evident in teachers' planning.</p> <p>Whole school assemblies.</p> <p>Tutor time activities.</p> <p>Post-16 destinations for students.</p> <p>Student voice.</p>	<p>JYa, SBu, SCo, JHa.</p> <p>HPo/CSc.</p>	<p>End of academic year.</p> <p>End of Autumn Term for student post-16 destinations.</p>
More effective Governance of pupil premium and catch up funding.	<ul style="list-style-type: none"> • Training for the governing board on use of pupil premium. 	<p>Ofsted Report 2019.</p> <p>The Pupil Premium: How schools are spending the funding successfully to maximise achievement.</p> <p>Less successful schools did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated.</p>	Governing Body meetings.	CSc, HWh, JYa, SMn.	Termly.

Expenditure 2019/2020

Total Combined Expenditure £232,584

Role	% Salary	Cost	PP role	Success criteria	Monitoring points
New DH SEND/BA Assistant Senco	30% 20%	£40,000 £10,000	<ul style="list-style-type: none"> To set up monitoring systems. To report on a termly basis regarding attendance, behaviour, rewards and parental engagement. To support and provide professional development opportunities for the SSD team. To co-ordinate and track PP spend across the school. To monitor the effectiveness of spending and strategies to close the gap. To establish a shared whole-school approach to intervention. To lead whole staff INSET on intervention. 	<ul style="list-style-type: none"> YTM to have an overview of service students' progress in all key areas. A termly update report is produced that enables the school to evaluate the impact of the interventions. A robust expenditure review document is produced that enables the school to evaluate impact of PP spend. All staff will understand the whole-school approach to intervention. Staff INSET is delivered and evaluated. 	<ul style="list-style-type: none"> Weekly meetings with the YTM will ensure that all priorities are on track.
Vice Principal (JYa)	5%	£5000	<ul style="list-style-type: none"> To monitor the effectiveness of spending and strategies to close the gap. To produce tracking data to enable other key individuals to monitor the progress of service students. To ensure that there is rigorous KS4 and KS5 assessments. 	<ul style="list-style-type: none"> A rigorous data moderation and tracking process allows more accurate TPGs and improves the monitoring of service students' progress. 	<ul style="list-style-type: none"> A termly report for governors is produced outlining the impact of intervention strategies. A separate report regarding the academic progress of service students is produced following each tracking cycle.

Year Team Managers (Abe, SWr)	30%	£20000	<ul style="list-style-type: none"> To report on a termly basis regarding the progress of service students in their respective year groups. To monitor and improve attendance of service students in their year group. To increase parental engagement of service parents in their year group. To monitor behaviour in year groups. 	<ul style="list-style-type: none"> A termly report is produced that outlines the intervention that has taken place. Overall service year group attendance increases to 95%. There is a clear and measurable increase in the percentage of parents of students identified as service attending parents' evening. 	<ul style="list-style-type: none"> A termly report is produced that outlines the intervention that has taken place. Attendance is monitored on a weekly basis and reported to governors once a term. An analysis of service attendance is carried out following each parents' evening.
Attendance Officer (GMO)	50%	£14,000	<ul style="list-style-type: none"> To have contact with parents to build better relationships with vulnerable families. To work with PSA to identify families at risk of school refusing. To act as service student champions and liaise with regiments and service organisations. To have contact with families units as necessary to support the work of the year team manager. 	<ul style="list-style-type: none"> Students successfully transfer to mainstream lessons for all or part of the curriculum offer. Positive behaviours to learning and attending school seen. Service students know they are represented and support through student voice. 	<ul style="list-style-type: none"> Meetings with YTM. Report to Governors with SLT link.
Service Children's Champion (HPo)	100% HPo	£36000			

A. Curriculum Support

Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
Effective Teaching and Learning.	In-house CPD	<ul style="list-style-type: none"> • The school's evidence suggests that service students are most successful when teachers in the classroom feel accountable for their outcomes. • The school is ensuring that day-to-day teaching is meeting the needs of all students rather than relying on crisis management interventions. • The school is ensuring effective feedback is given to all service students (in particularly English and mathematics). • The school is delivering teaching approaches which encourage students to plan, monitor and evaluate their learning. • The school is ensuring that all service students have access to the best teachers across the school. 	<ul style="list-style-type: none"> • All staff know which service students are receiving PP and feel responsible for their progress through a clear and robust performance management system. • All teaching staff track the data of vulnerable students while a clear and robust performance management system for staff that includes discussion of service students has been implemented. 	<ul style="list-style-type: none"> • Progress will be monitored through mid-term performance management review. • SP tracking shows progress. • Reduced lesson removals.
Higher Level Teaching Assistant (WCa)	50 % £14000	<ul style="list-style-type: none"> • Specific literacy intervention for SEN around Reading intervention for KS3 and Read Write for all year groups but with emphasis on KS4 for exams. • Required to maintain 	<ul style="list-style-type: none"> • Students show at least double rate of progress to close gap on other groups. • Reading ages of students improves. • SP tracking data shows improvement. 	<ul style="list-style-type: none"> • Weekly in Intervention meetings. • SP tracking points.

Hub / Lawrence House (YDe)	100% £30,000	Lawrence House and Hub centre to support well-being, transition and reduced exclusions	<ul style="list-style-type: none"> • Data shows students reintegrate to mainstream successfully after a period of time in Lawrence House or the Hub and/or with ongoing support from the Hub staff. • Low or zero exclusions. • Improved attendance. 	
PT creative teacher to support HUB/Lawrence House	100% £26,000			
Mainstream teachers support for internal alternative provision through HUB/Lawrence House	Nil cost as support from main school budget.			

Headteacher Fund £10000

Staff are required to put 'bids' together for specific projects to support service students and to evaluate the success of these.

C. Other curriculum support £25000

The school will continue to make use of external resources such as Accelerated reading (£3052), Bedrock £937, My Maths £625. With data collection in a separate report, it is evident that the Accelerated Reader programme is successful and the average progress in the students' reading ages is between one and two years for Year 7 students and six months for other Year 8 students. Also included is the purchase of text books for all service children and PP to aid transition and improve equity

This includes expanding availability of access to international visits

D. Pastoral support

Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
Provision for targeted information, advice and guidance programme for service children as part of careers provision.	£8,000 – 100% of outside careers advice	<ul style="list-style-type: none"> The school provides Careers Independent Advice and Guidance to Key Stage 4 and Key Stage 5 students. Service students are prioritised in Year 11 and priority students in Year 10, especially if moving due to postings. 	<ul style="list-style-type: none"> Careers advisor and Pupil Premium leadership team work together to ensure no vulnerable student leaves Year 11, 12 or 13 Not in Education, Employment or Training (NEET). Attitudinal data from students suggests an increased confidence regarding career aspirations and progression routes. 	<ul style="list-style-type: none"> Regular feedback is provided to the pastoral director regarding students who require additional support. Intervention scheme is regularly monitored and student feedback constantly requested.

E. Extra-curricular activities

Intervention	Cost	Outline of intervention	Success criteria	Monitoring points
Family support is provided for additional educational opportunities.	Head-teacher Fund Bids	<ul style="list-style-type: none"> Service students are provided with a financial contribution to enable them to attend educational trips and visits and Duke of Edinburgh (DofE) expeditions. 	<ul style="list-style-type: none"> Service students to gain access to cultural and curriculum events that they would not otherwise access. 	<ul style="list-style-type: none"> Data to be collected by YTM regarding service attendance on educational trips and visits.

Total allocation £238k