

Pupil premium strategy statement – Royds Hall, A Share Academy

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	857
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25
Date this statement was published	October 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Mrs J Carr
Pupil premium lead	Miss J Donnelly
Governor / Trustee lead	Mrs Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£395360
Recovery premium funding allocation this academic year	£113293
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£66072
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£574725

Part A: Pupil premium strategy plan

Statement of intent

- All subjects are designed and implement a highly ambitious curriculum to ensure disadvantaged pupils develop the relevant knowledge, skills and cultural capital to be successful in public examination and life beyond Royds Hall.
- The gap in progress measures between disadvantaged and non-disadvantaged pupils is closed.
- No comparable difference exists between disadvantaged and non-disadvantaged pupils in their subject exercise books.
- Disadvantaged pupils leave Royds Hall fully equipped with life skills, experiences and academic outcomes to enjoy a happy and successful future. They are supported in such a way that the disadvantage they face is addressed and they are supported to achieve their personal best.
- Disadvantaged pupils are supported to improve and/or maintain their mental health/wellbeing and build resilience.
- Attendance gap between disadvantaged and non-disadvantaged pupils is closed.
- Suspensions for disadvantaged pupils are reducing over time.
- Extended learning opportunities are well attended by disadvantaged pupils and the gap between disadvantaged and non-disadvantaged is less than 5%
- Academic outcomes for the class of 2024 are improved further with a P8 score $\geq +0.3$ for all pupils, $P8 \geq +0.15$ for disadvantaged pupils. Therefore, reduce the disadvantaged gap from -0.33 to -0.15 .
- Reduce still further the gaps in EBACC uptake for disadvantaged pupils (to be less than 10% gap for all prior ability groups)
- The improvement in student reading ages in KS3 will help pupils access the full curriculum.
- All disadvantaged pupils have a strong sense of belonging to Royds Hall.

Our current pupil premium strategy plan works towards achieving these objectives by;

a) Teaching priorities

- Continuing to improve the quality of curriculum implementation through the use of effective quality assurance (QA) mechanisms (both at subject level and whole school) and high quality subject specific and whole school continuing professional development (CPD).
- The development of a high-profile Teaching and Learning (T&L) team to support teachers in helping pupils catch up by utilising Lead Practitioners in whole staff CPD.
- Middle leaders will continue to have CPD on designing and skilfully implementing a highly ambitious curriculum to ensure pupils know more and remember more through the use of our T&L team.
- Middle leaders and teachers will continue to receive training on developing effective use of assessment to identify gaps in knowledge and skills as quickly as possible and amend curriculum plans where necessary to help long term retention.
- Reading is prioritised to allow pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.

- Development of the Personal Development programme to support students as they strive to be better citizens.

b) targeted academic support

- This will include a school led tutoring programme using teachers to help pupils catch up as a result of gaps in knowledge (with a particular focus on disadvantaged pupils).
- High priority pupils with a focus on disadvantaged pupils will be identified based on assessment data.
- Identification of and an intervention programme delivered for pupils below age related expectations, with a clear plan to return them to the full curriculum.

c) wider approaches

- This will include the identification and support of pupils with SEMH needs via the schools' graduated approach. Impact assessment will identify the positive impact of the support provided.
- Encourage all pupils to sign up for extended learning opportunities including student leadership.
- Providing a personalised learning pathway for pupils at risk of permanent exclusion.
- Support disadvantaged pupils to attend school by the removal of barriers and focus on supporting them to achieve their personal best.
- Continue to promote positive culture by identifying good character traits and rewarding such behaviours, further improving enjoyment and attendance at school and reducing suspensions.
- Promote and support pupils in their participation in and enjoyment of extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in literacy and/or low reading ages, particularly with disadvantaged pupils, limits pupils' ability to access the curriculum, which increases behavioural presentations.
2	The rate of increase in Safeguarding disclosures and wellbeing referrals has increased significantly following school closures. Vulnerable pupils with additional needs (Inc. SEMH) are more likely to be affected by adverse life experiences and the cost-of-living crisis.

3	Raising aspirations of some disadvantaged pupils is needed to improve sense of belonging, self-belief and motivation to succeed.
4	Low level disruption and negative behaviour of some disadvantaged pupils illustrates they are struggling to regulate their emotions and follow structured routines. Thus, some disadvantaged pupils are more likely to be given negative consequences including suspensions.
5	Attendance is negatively influenced by social, emotional and mental ill health. This can be linked to childhood experiences and the depth of support structures the family enjoys.
6	Some disadvantaged pupils are less likely to experience learning beyond the curriculum including extracurricular trips and visits, this in turn widens the cultural gap and results in gaps appearing in their foundation knowledge. This contributes to the lack of sense of belonging. Disadvantaged pupils are less likely to engage in after school interventions and struggle to understand the benefits of attending these sessions.

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
Quality-first teaching supports identifying and adapting teaching to gaps in knowledge, this alongside targeted intervention leads to gaps being addressed. This allows pupils to catch up with peers, have a better grasp of the basic skills and be better placed to access the curriculum.	<ul style="list-style-type: none"> • Outcomes of Class of 2024 are improved and P8 \geq +0.3 for all pupils and P8 \geq +0.15 for disadvantaged pupils. • Curriculum plans, including Personal Development, are ambitious and well sequenced for all pupils. They are live documents, adapted to address gaps/misconceptions in knowledge when necessary. • The proportion of pupils successfully completing EBacc at the end of KS4 continues on an upwards trend. • Quality Assurance (QA) shows that best practice is shared leading to departmental CPD with a focus on a consistency of skilful delivery of the curriculum, which positively impacting outcomes. Teachers confidently identify knowledge gaps and support pupils in plugging them through their adaptive teaching. • Staff voice will evidence that teachers understand how to effectively deliver the

	<p>curriculum using expert subject knowledge and the science of learning.</p> <ul style="list-style-type: none"> • No comparable difference exists between disadvantaged and non-disadvantaged pupils in their subject exercise books. • Student and staff voice unpicks reasons why attainment gaps remain even when exercise books between non-disadvantaged and disadvantaged are comparable. This leads to appropriate actions by teaching staff. • EBacc gaps in uptake between disadvantaged and non-disadvantaged pupils continues to rapidly reduce. • Systems are in place to effectively deliver remote learning.
<p>Targeted intervention, including a focus on improved literacy skills for disadvantaged pupils further closes gaps with non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Catch up programmes use the latest research from the EEF on phonics. • Literacy catch-up continues to demonstrate rapid progress in NRSS and NGRT scores. • Fresh start phonics programmes will enable pupils to confidently and quickly return to and access a full curriculum. • Whole school use of the reciprocal strategy is embedded across all subject areas and is supported by CPD. • Accelerated reader supports the improvement of fluency and comprehension in Year 7 and 8. • Student voice demonstrates a positive promotion of culture and the enjoyment of reading. • Attendance at intervention sessions is high, with all pupils fully engaged. • Student and staff voice demonstrate positive impact of P6 (after school intervention sessions) and KS3 catch-up sessions.
<p>The behaviour and SEMH curriculum is in place for vulnerable pupils. Identification is</p>	<ul style="list-style-type: none"> • Attendance of vulnerable pupils is at or above the national average.

<p>highly effective and the curriculum positively addresses gaps needs.</p>	<ul style="list-style-type: none"> • Mental health support and advice is regularly signposted to pupils and staff. • Mental health and wellbeing are at the heart of the curriculum with all teachers being teachers of mental health. • Staff work closely with outside agencies ensuring actions are swift, and strategies have impact. • CPOMS entries provide evidence that action is taken to support pupils with SEMH needs. • Wellbeing referrals of pupils are identified through self-referral, information from parents, and safeguarding logs. • The graduated approach is followed and as a result the support provided for pupils is regularly reviewed and adapted to effectively support the pupil.
<p>Cultural Capital and extended learning opportunities are designed to provide rich curriculum experiences for all pupils</p>	<ul style="list-style-type: none"> • Culturally rich experiences planned and delivered through the curriculum and extra-curricular activities. • There is a strong take-up by pupils of the opportunities provided by school. • Character and British values promoted, resulting in the development of pupils' spiritual, moral, social, cultural, mental and physical awareness. • Careers programme embedded from Year 7 to Year 11, with pupils prepared for their next stage of education, training or employment. • Increased learning opportunities (in their widest sense) and a cultural of celebration will increase the sense of belonging for disadvantaged pupils.
<p>Attendance of disadvantaged pupils improves and is broadly in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is improving and is above national average. • Pupils recognise the value of attendance and how it correlates with academic outcomes and positive life experiences. • Rewards are used to acknowledge excellent or improved attendance and are valued by pupils.

	<ul style="list-style-type: none"> • Strong support structures in place improve attendance of pupils at risk of Persistent Absence. • Identifiable barriers to school attendance are removed (alarm clock, uniform etc)
<p>All staff have high expectations of disadvantaged pupils' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school.</p>	<ul style="list-style-type: none"> • Teachers have high expectations for pupils' behaviour, they are applied consistently and fairly. • Student voice show they have positive attitudes and commitment towards their education. • Pupils at risk of permanent exclusion receive a bespoke high-quality education. • Suspensions trigger the graduated approach. Barriers are identified and appropriate interventions are provided. Clear plan, do, review approach supports the student to achieve their personal best. • Where difference in the number of B3 sanctions for disadvantaged verses non-disadvantaged exist, the causes are investigated, barriers are removed and support is provided. • The number of suspensions decreases for disadvantaged pupils and is broadly in line with non-disadvantaged.

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: £176315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention. Lead Practitioners in Maths, English and Science.	Quality First Teaching has the biggest impact in a pupils' progress. EEF Covid 19 Support Guide for schools' states 'Access to high quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils from socio-economically disadvantaged backgrounds'. Improved outcomes in core subjects, in particular English, leads to less barriers to other subjects, in turn allowing these outcomes to improve also.	1,2,3,4, 5 and 6
Whole school CPD led by the T&L team	Quality First Teaching has the biggest impact in a pupils' progress. EEF Covid 19 Support Guide for schools states 'Great teaching is the most important lever schools have to improve outcomes for their pupils'. EEF guide to supporting school planning states, strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils'.	1,2,3,4 5 and 6

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

Budgeted cost: £147026

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring for all year groups, including after school sessions for Year 11 pupils	EEF Covid 19 Support Guide for schools' states 'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective'.	1, 3, 4, 5 and 6

Implementation of KS3 Catch Up Programme inc. Deployment of Learning Mentors & HLTAs to deliver KS3 Catch Up sessions.	EEF Covid 19 Support Guide for schools' states 'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective'.	1, 3, 4 and 5
Scholars Club cohorts	Groups of high prior attaining pupils are led by a PHD student who delivers a structured programme of tutorials, trips to competitive universities. Pupils produce an assignment which is marked and moderated using university grades.	1,3, 4, 5 and 6
Physical resources e.g. calculators, revision guides, laptops and dongles	Some disadvantaged pupils historically have had a lack of equipment, books at home and revision material. This will remove a barrier, add a tangible positive to being part of the catch-up programme and ensure they are no longer disadvantaged in this specific area. Attendance and incentives such as finance support for trips and visits will be provided for disadvantaged pupils.	3, 5 and 6

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

Budgeted cost: £251384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalisation of learning for a small number of pupils in KS4 to increase attendance and prepare for post-16 pathways.	EEF guide to supporting school planning states 'Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning'. The Learning Zone is the final stage of our graduated approach to SEMH. It is the final intervention in the new approach to meeting the needs of our learners and avoid permanent exclusion. Pupils are identified through previous involvement with external Alternative Provision during KS3,	1, 2, 3, 4 and 5

	monitoring behaviour points, exit rooms and on-calls, internal isolations, and fixed term exclusions.	
Deployment of Wellbeing staff to increase attendance and improve student's resilience with challenges with social, emotional and mental health.	<p>Pupils are identified through monitoring behaviour points, exit rooms and on-calls, internal isolations, and suspensions. In addition, staff conduct observations and offer a wellbeing clinic for staff to seek support on the best strategies to utilise.</p> <p>The graduated approach gives a clear pathway for pupils and provides a structured support process at all levels, varying from lesson drop ins, to weekly 15-minute lessons, and then to higher level weekly intervention programmes.</p> <p>Traditionally, pupils with a high number of on-calls, isolations and suspensions typically possess unmet SEMH challenges. Support is in place to address the needs of these pupils.</p>	2, 3, 4 and 5
Deployment of Teaching Assistants to support KS3 pupils with needs that have not been prior to transition to Year 7.	<p>The graduated approach gives a clear pathway for pupils and provides a structure support process at all levels.</p> <p>TAs have a direct instructional role to add value to the work of the teacher.</p>	3, 4 and 5
Strategies to support WBB DA	Strategies to remove barriers and improve aspirations.	3
Extended Learning opportunities	Provide a rich array of clubs, trips and leadership opportunities to allow all pupils to find their interests, passions and support career aspirations and self-belief.	6

Total budgeted cost: £ 574725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils leave Royds Hall fully equipped with life skills, experiences and academic outcomes to enjoy a happy and successful future.	2023 disadvantage progress 8 score is -0.13. This is 0.32 higher than the 2019 National figure and an increase of 0.69 from the schools' figure in 2019. The rate of first choice post-16 placements secured has been exceptionally high.
All subjects design and implement a highly ambitious curriculum to ensure disadvantaged pupils develop the relevant knowledge and skills	Alongside OFSTED visiting the school, Peer reviews and Deep dives have been completed alongside the quality assurance of curriculum plans in school and across the Trust. All evidence indicates that curriculum plans are ambitious and well sequenced with a full coverage of the National Curriculum and beyond. 2023 outcomes evidence that the disadvantaged Progress 8 score -0.13.
Academic outcomes for the class of 2023 are improved and P8 score is at least 0.	The 2023 P8 score for all pupils is +0.2
Reduce still further the gaps in EBACC uptake for disadvantaged pupils (to be less than 10% gap for all prior ability groups)	EBACC uptake for the Class of 2023, all pupils 55% and 41% for disadvantaged pupils. The EBACC uptake for the Class of 2022 was 22% for disadvantaged pupils and 35% for all pupils. This is a significant increase.
No comparable difference exists between disadvantaged and non-disadvantaged pupils in their subject exercise books.	Quality assurance activities have demonstrated no clear difference between disadvantaged and non-disadvantaged pupils. This practice is particularly strong in Maths and English.
Attendance gap between disadvantaged and non-disadvantaged pupils is closed.	2022/23 attendance figures illustrates a gap between disadvantaged and non-disadvantaged at -4.37% (PP 88.67%, NPP 93.04%). The National average for PP attendance was 89.5%
Disadvantaged pupils are supported in such a way that the disadvantage they face is addressed and they are supported to achieve their personal best.	Student voice conducted illustrates that disadvantaged pupils feel they are supported fully within school, that all their teachers care about them and their futures and they will achieve better outcomes by being at Royds Hall.
School led Academic Tuition Programme will be launched to tutor and intervene with our most vulnerable pupils, particularly disadvantaged pupils, as part of the recovery strategy.	7468 student hours have been facilitated during 2022-23.
The improvement in student reading ages in KS3 will help pupils access the full curriculum.	Year 7: 7 out of 9 classes have improved or maintained their average reading scores. Those classes who have not improved or maintained have only declined by 1 point or still remain at

	<p>firmly above 100. 6 out of 9 classes have an average score of over 100. 7ab/En3 have shown an increased average score from below 85 (83) to above 85 (87).</p> <p>Year 8: 6 out of 8 classes (75%) have improved or maintained their average reading scores. Those who have not improved or maintained have dropped by 1 point and 1 of these is still above 100. 5 of the 8 classes have average scores of over 100.</p>
Disadvantaged pupils are supported to improve and/or maintain their mental health/wellbeing and build resilience.	Of the CPOMS entries for the academic year, 57.2 % of incidents relate to PP pupils compared to 42.7 % of non-PP pupils. Of the entries categorised for mental health, 58% related to PP pupils compared to 42% of non PP. All pupils were fully supported via the graduated approach. Pupils accessing support through check in's or pastoral support, with weekly wellbeing referral meetings to ensure an effective and timely follow up on referrals and reviews of support in place through strategic ANT meetings.
Extended learning opportunities are well attended by disadvantaged pupils.	At the end of 2022/23, 100% of PP pupils had accessed some form of Extended Learning Opportunity, from trips outside school and visitors into school to their extra-curricular attendance and student leadership opportunities. The opportunities available were; Leadership 33.9%, Careers 100%, Academic tuition 42%, Trip 46%, Visitors to school 66%, Extra-curricular activity 47.7%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Brilliant Tutoring Programme	The Brilliant Club
Forest School	Greenman Learning
Climbing	Rokt