

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	868
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2024/25 (Year 2 of 3)
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Mrs J Carr
Pupil premium lead	Miss K O'Donnell
Governor / Trustee lead	Mrs Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384607.00
Reserves	£13502. 00
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>	£398109.00

Part A: Pupil premium strategy plan

Statement of intent

- All subjects 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.
- 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 2025 are improved with a P8 score $\geq +0.3$ for all pupils, $P8 \geq +0.15$ for disadvantaged pupils. Therefore, reducing the gap between disadvantaged and non-disadvantaged pupils.
- 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.
- The development of a high-profile Teaching and Learning 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.
- All staff 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.
- 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 study plus programme using teachers to help pupils catch up because of gaps in knowledge (with a particular focus on disadvantaged pupils).

- 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 and scholars.
 - 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	NGRT internal testing indicates gaps in literacy and/or low reading ages, particularly with disadvantaged pupils, limits pupils' ability to access the curriculum, which increases behavioural presentations.
2	CPOMS logs and next steps referral forms show there has been an increase in Safeguarding disclosures and wellbeing referrals 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	Internal surveys show that raising aspirations of some disadvantaged pupils is needed to improve sense of belonging, self-belief and motivation to succeed.
4	Our pastoral records show that 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	Our attendance tracking data shows attendance is lower for disadvantaged students. Students from vulnerable backgrounds are 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	Our extra-curricular and extended learning opportunities tracker shows that 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.
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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
<p>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.</p>	<ul style="list-style-type: none"> • Outcomes of Class of 2025 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. • 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. Student voice will show that at least 80% of disadvantaged students will demonstrate the ability to work independently on tasks aligned with the Golden Threads and learning goals. • Teachers effectively use the evidence from the science of learning to support effective implementation of the curriculum. • Teachers effectively use 'retrieve to remember' to ensure that pupils are knowing more and remembering more over time. • Staff voice will evidence that teachers understand how to effectively deliver the

	<p>curriculum using expert subject knowledge and the science of learning. 100% of staff will be able to identify PP students that they teach and strategies to remove barriers to learning.</p> <ul style="list-style-type: none"> • 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. At least 80% of disadvantaged students will report positive experiences across the curriculum, as measured by student voice. • We continue to ensure all pupils follow an ambitious, broad and balanced curriculum. A high percentage of disadvantaged students follow an EBacc pathway, and the gap continues to close. In 2023 the uptake gap between disadvantaged and non-disadvantaged was 21% this reduced to 14% in 2024, and we aim for 10% in 2025.
<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"> • By July 2025, at least 70% of disadvantaged students (PP students) will improve their SAS in reading by a minimum of 5 points through targeted literacy interventions, including Reading Recovery, as measured by standardised reading assessments (NGRT) conducted throughout the year. • Catch up programmes use the latest research from the EEF on reading strategy to support the development of resources and outcomes for students. • Literacy catch-up continues to demonstrate rapid progress in NGRT standardised scores. By the end of the intervention period (July 2025), at least 55% of Y7, Y8, and Y9 disadvantaged students who access Reading Recovery will graduate from the intervention programme based on an improvement in SAS score. • Little Wandle The Code KS3 Phonics Programme will be implemented for Year

	<p>7 and will enable pupils with phonics deficits to confidently and quickly return to and access a full curriculum. 100% of PP students will make progress.</p> <ul style="list-style-type: none"> • Whole school use of the reciprocal strategy is embedded across all subject areas and is supported by CPD. 100% of QA will show that this is being implemented well (no grade 3 or below on the PD QA tracker) <ul style="list-style-type: none"> • Accelerated reader supports the improvement of fluency and comprehension in Year 7 and 8. Student voice will show least 70% of PP students will identify that their enjoyment of reading has improved. • Attendance at intervention sessions will demonstrate engagement is high with 96% of PP students attending. • Contact will be made home with 100% of PP students termly to ensure that parental engagement is prioritised. • Student and staff voice demonstrate positive impact of Study+ (before/after school intervention sessions) and KS3 catch-up sessions. at Least 50% of all study + groups will be PP.
<p>The SEMH curriculum (Learning Zone) is in place for vulnerable pupils. Identification is highly effective, and the curriculum positively addresses gaps needs.</p>	<ul style="list-style-type: none"> • 100% of Learning Zone disadvantaged students secure positive destinations when they leave in Year 11. • Mental health support and advice is regularly signposted to pupils and staff. Kirklees Keeping in Mind and CAMHS referrals will show an increase on 2023-2024 figures of 61 and 21 respectively due to effective diagnostics in school. • 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

	<p>have impact. 100% of PP referrals will be actioned.</p> <ul style="list-style-type: none"> • 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. Internal SEMH referrals will show an increase for disadvantaged pupils. • 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"> • Participation of disadvantaged pupils in culturally rich experiences implemented through the curriculum and extra-curricular activities will increase from 57% to at least 80%. • There is a strong PP pupil uptake of the opportunities provided by school. Arbor will be used to track that opportunities taken up by PP students are in line with those who are not. • Character and British values will be embedded in 100% of curriculum plans. At least 70% of PP student will be able to articulate the importance of these values in student voice. • Careers programme embedded from Year 7 to Year 11, with 100% of pupils prepared for their next stage of education, training or employment. • Rewards trip will be offered to all but focus predominantly on PP to support their cultural capital, increase their sense of celebration and belonging.
<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 will increase from 91% to 93% or above by the end of the year. • Pupils recognise the value of attendance and how it correlates with academic outcomes and positive life experiences. • There will be a 20% increase in rewards for PP students to acknowledge excellent

	<p>or improved attendance compared to last academic year.</p> <ul style="list-style-type: none"> • Strong support structures in place improve attendance of pupils at risk of Persistent Absence. PA attendance will have improved by 2% compared to last year. • 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. • Disadvantaged pupils at risk of permanent exclusion receive a bespoke high-quality education. The suspension rate for disadvantaged from 17.54% to 9%. • 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. B3 exit room sanctions for disadvantaged students will decrease from 61% to less than 50% of the total B3 exit rooms. • The number of suspensions decreases for disadvantaged pupils. Last year 69% of students excluded were disadvantaged. This will decrease to less than 50% by the end of the year.

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: £204346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention.	<p>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'.</p> <p>Improved outcomes in core subjects, in particular English, leads to less barriers to other subjects, in turn allowing these outcomes to improve also.</p>	1,2,3,4, 5 and 6
Whole school CPD led by the T&L team.	<p>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'.</p> <p>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'.</p>	1,2,3,4 5 and 6

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

Budgeted cost: £43594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of KS3 Catch Up Programme inc. Deployment of Learning Mentors & HLTAs to deliver KS3 Catch Up sessions. Introduction of study + programme in Year 11.	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: £150224

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, monitoring behaviour points, exit rooms and on-calls, internal isolations, and fixed term exclusions.	1, 2, 3, 4 and 5
Deployment of Wellbeing staff to increase attendance and improve student's resilience with challenges with social,	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.	2, 3, 4 and 5

emotional and mental health.	<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>	
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: £ 398164

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.	2024 disadvantage progress 8 score is -0.23. The gap last year was -0.6, This year the gap is -0.23 which is a reduction in the DA gap. The rate of first choice post-16 placements secured has been exceptionally high. The NEET figure for disadvantaged pupils is 2 as of October 2024.
All subjects design and implement a highly ambitious curriculum to ensure disadvantaged pupils develop the relevant knowledge and skills	OFSTED, Peer reviews and Deep dives have been completed alongside quality assurance of all curriculum plans. The evidence indicates that curriculum plans are ambitious for all and well sequenced with a full coverage of the National Curriculum and beyond. In addition to this, they explicitly highlight the golden knowledge required to support students in knowing more and remembering more. 2024 outcomes evidence that the disadvantaged Progress 8 score -0.23.
Academic outcomes for the class of 2024 are improved and P8 score is at least 0.	The 2024 P8 score for all pupils is +0.00.
Reduce still further the gaps in EBACC uptake for disadvantaged pupils.	Year on year the gap between the number of disadvantaged students versus non disadvantaged choosing the EBACC pathway has reduced. This has reduced from 21% to 14%. Students are fully prepared for the ambitious curricular required in these subjects to allow a greater choice of Post 16 courses and qualifications
Attendance gap between disadvantaged and non-disadvantaged pupils is closed.	2023/24 attendance figures illustrate a gap between disadvantaged and non-disadvantaged at -3.76% (PP 91.02%, NPP 94.78%). The attendance of disadvantaged pupils was 88.62% compared to National average for disadvantaged attendance was 87.1%
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.	Over 8000 student hours for all students have been facilitated during 2023-24 of which 32% of these were disadvantaged.

<p>The improvement in student reading ages in KS3 will help pupils access the full curriculum.</p>	<p>100 % of disadvantaged students accessing the Phonics strategy have graduated in a timely fashion. The following figures illustrates the improvement rate for disadvantaged students who have accessed a reading recovery intervention.</p> <p>Y7 - 67%</p> <p>Y8 - 66%</p> <p>Y9 - 58%</p> <p>Overall, 33 disadvantaged students were converted to reaching age related expectations. Staff CPD on Reading strategies followed the graduated approach model, resulting in further support for students in all academic areas and not just as a standalone intervention.</p>
<p>Disadvantaged pupils are supported to improve and/or maintain their mental health/wellbeing and build resilience.</p>	<p>Of the CPOMS entries for the academic year, 57.2 % of incidents relate to disadvantaged pupils compared to 42.7 % of non-disadvantaged pupils. Of the entries categorised for mental health, 58% related to disadvantaged pupils compared to 42% of non-disadvantaged. Mental health continues to account for a significant number of CPOMS entries and was the 4th largest category for the year. Entries from the wider staff body show good understanding of young people’s emotional wellbeing and follow up by the wellbeing and pastoral teams show robust support and further referrals where appropriate. Staff and Student voice show that 100% of disadvantaged pupils know where to get support with mental health issues. Whole school assemblies and staff bulletins indicated where to get support during school holidays and 100% of disadvantaged students can identify supportive websites and emails. 100% of staff are confident where to access emotion coaching scripts for disadvantaged students.</p>
<p>Extended learning opportunities are well attended by disadvantaged pupils.</p>	<p>In 2023/24, 100% of disadvantaged pupils have accessed an Extended Learning Opportunity. These ranged from trips to expert industry leaders and pioneers' visitors within school, supporting student leadership opportunities at a deeper level. Disadvantaged students valued these opportunities with 17.4% accessing leadership, 100% Careers, 52% Scholars and 57.6% accessing an Extra-curricular activity.</p>

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