

1. Summary information					
School	Royds Hall Community School				
Academic Year	2018-19	Total PP budget	£261,070.00	Date of most recent PP Review	June 2018
Total number of pupils	845	Number of pupils eligible for PP	269	Date for next internal review of this strategy	Dec 18

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average		-0.8	-0.41
Attainment 8 score average		32.09	39.43

3.	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Incidents of behaviour amongst disadvantaged students are higher than non-disadvantaged, particularly boys.
B.	Students are not achieving their estimated grades and therefore the gap between disadvantaged and non-disadvantaged is too wide.
C.	Low levels of literacy prevent some student's achieving at higher levels of the examinations.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance of disadvantaged students is lower than non-disadvantaged students.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Achieve the national average figure for fixed term exclusions.	4.3% and 1.7% for repeat FTE.

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B.	Progress measure gap between PP and NON PP to be no greater than 0.25 for all classes.	A8>36 5+ in Eng and MA >25% P8 > -0.4
C.	Reduce the literacy gap. Students with KS2 scaled score 96-99 attend catch up sessions.	75% of catch up to accelerate to be in line with peers.
D.	Reduce the attendance gap between PP and NON PP.	PP attendance 95%??

5. Planned expenditure

Academic year	2018-19
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identify barriers to students learning by monitoring closely PP students for behaviour.	Reduced FTE by 50% in line with national average.	Fixed-term exclusions are high in the secondary phase. A few boys, particularly disadvantaged students and those who have special educational needs and/or disabilities, have not developed appropriate attitudes and skills for learning. This affects their behaviour and leads to repeated sanctions. OfSTED 2017	Ensure NW is the gate keeper for all exclusions. Ensure specific pastoral and SEN interventions are used to reduce the chances of students being excluded. SLT wil monitor behaviour of students via subject areas. SLT will monitor behaviour via communities.	NW, HOF, SLT	Every term.

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<p>Reduce the progress and attainment gap between PP and Non PP.</p>	<p>A8>36 P8>-0.4 5+ E&M >25%</p>	<p>Leaders have not planned and evaluated the impact of pupil premium funding rigorously enough.</p> <p>(OfSTED Sept 2017)</p> <p>Ensure that leaders meet the needs of disadvantaged students, White British students, boys and those who receive support for special educational needs and/or disabilities more effectively by:</p> <ul style="list-style-type: none"> – analysing obstacles to learning more precisely – sharpening the planning of actions to improve the progress of underachieving groups – evaluating the impact of strategies more rigorously <p>(OfSTED Sept 2017)</p>	<p>All teaching staff will have reducing the gap for PP as a key PDP target in line with the whole school development plan.</p> <p>Department heads will monitor PP academic data through meetings with staff and challenge under achievement.</p> <p>SLT links will monitor PP academic data through SLT link meetings and challenge under achievement,</p> <p>QA 15 standard drop ins will show an increase in greens for standard 3 ‘progress over time for all groups’</p> <p>Book scrutinies will show PP students are making strong progress in line with non PP students.</p> <p>SLT and CPL’s will identify the obstacles faced by PP students and identify key strategies and interventions to reduce these barriers.</p>	<p>LJ, EG, SLT, CPL, HOF</p>	<p>Every term</p>
Total budgeted cost					£124,374.00

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve literacy for low attainers in 7,8 and 9.	75% of catch up to accelerate to be in line with peers.	Students who are disadvantaged, White British students and boys do not have strong enough verbal, reading and writing skills to achieve at the higher levels in examinations. (OfSTED Sept 2017)	CB will measure the impact of the interventions and feedback to KC.	KC, CB	Every half term.
Additional support for careers advice for PP students.	All PP students have planned a positive post 16 destination.	The number of PP students following a level 3 course is below that of NPP and the number of students continuing on to a level 2 course is bigger than NPP.	LJ line management meetings. Review of academic data to ensure students are achieving the necessary grades to continue on to level 3 courses.	LJ, PB	Feb 19 for college placement August 19 for college placement Termly for monitoring of academic data.
Total budgeted cost					£34,237.20

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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Support for PP students is offered through our wellbeing team.		Fixed-term exclusions are high in the secondary phase. A few boys, particularly disadvantaged students and those who have special educational needs and/or disabilities, have not developed appropriate attitudes and skills for learning. This affects their behaviour and leads to repeated sanctions. OfSTED 2017	LJ fortnightly line management meetings with the wellbeing lead. Monitoring of footfall in to the wellbeing room including analysing data to measure impact of interventions and support offered.	LJ & KS	Every half term
Closely monitor PP student attendance.	Close the gap for attendance for PP students.	Within school data shows there is a gap in attendance between PP and non PP students.	NW to monitor attendance through pastoral systems. CPL's to identify barriers to PP students attending school.	NW, MA, CPL's, LJ	Every half term.
Breakfast club available for PP students.	Ensure PP students are able to start the school day with a healthy meal enabling them to learn.	Reduce any barriers that may prevent them learning or behaving properly during lessons. Provide a supportive environment to encourage student to attend on time.	JC to identify which students are accessing the service. Student voice shows they find this a beneficial service.	JC, LJ & kitchen staff.	Termly
Additional T&L resources for levels of need.	Barriers are removed for PP students to enable them to learn as well as opportunities for enrichment.	This provides support for any kind of resources that students facing hard time may need, including clothing and T&L resources. Any barriers that prevent students accessing enrichment opportunities such as music lessons and trips.	LJ to monitor all applications for resources.	LJ	Termly
Total budgeted cost					£102,458.80

6. Additional detail

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1. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

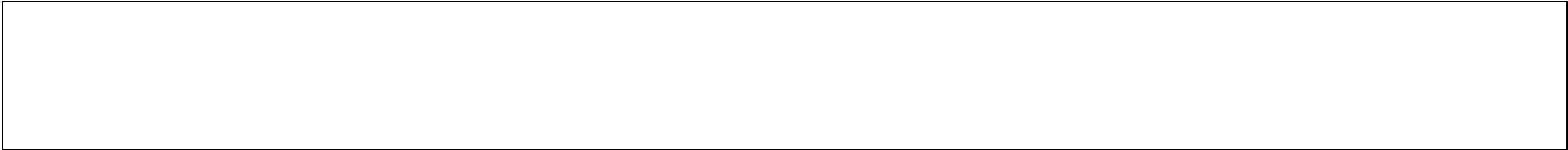
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

2. Additional detail

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