

Secondary Pupil premium strategy

1. Summary information					
School	Royds Hall Community School				
Academic Year	2019-20	Total PP budget	£312, 290	Date of most recent PP Review	26.03.19
Total number of pupils	844	Number of pupils eligible for Pupil Premium funding	334 (39.6%)	Date for next internal review of this strategy	March 2020

2. Current attainment for PP		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.79	0.13
Attainment 8 score average	32.71	50.1
5+ in English and maths	19.3%	50%
4+ in English and maths	47%	71%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Some disadvantaged pupils' have not been exposed to the breadth and depth of vocabulary and knowledge to enable them to communicate (in writing) as effectively as their peers.
B.	Behaviour incidents amongst disadvantaged pupils are higher than non-disadvantaged, particularly boys.
C.	Students have not been exposed to an ambitious curriculum at KS3 including the breadth and depth of knowledge, which has hindered their progress over time.

Additional barriers *(including action outside school, such as low attendance rates)*

E.	Some disadvantaged pupils have not built resilience to challenges in life and /or examination pressures, thus have struggled to achieve their potential.
F.	Some disadvantaged pupils have experienced SEMH issues which have created a barrier to them accessing their learning, leading to attendance that is below non-disadvantaged students.
G.	Some disadvantaged pupils have lower rates of attendance than non-disadvantaged pupils

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
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A.	Improve standards of literacy and numeracy amongst disadvantaged pupils, particularly boys.	<p>The percentage of disadvantaged pupils passing English and Maths with at least a GCSE grade 4 (in both subjects) is equal to national average for non-disadvantaged.</p> <p>Improve the disadvantaged pupil's exposure to reading by increasing the opportunities to read within school. As a result reading age scores improve.</p>
B.	Improve the quality of the curriculum available to disadvantaged pupils, particularly in key stage 3, so pupils have a deeper and broader knowledge of national curriculum subjects, enabling better progress over time and greater access to challenging GCSE courses.	The gap between disadvantage and non-disadvantage P8 score closes.
C.	Improve attendance for disadvantaged pupils to at least the national average for all pupils. Persistent absence of disadvantaged pupils to be lower than the national average for persistent absence for all pupils.	National Average for all pupils (2017-18) = 94.5%, for non-disadvantaged = 95.0% % persistent absence is below 9%.
D.	Reduce the number of internal and fixed terms exclusions for disadvantaged students.	Fixed term exclusions for disadvantaged pupils are below 5%. Close the gap between disadvantaged and non-disadvantaged for the number of internal exclusions.

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5. Planned expenditure

Academic year 2019-20

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 and how will you review implementation/impact?
Reading is taught effectively across the school.	<p>After school intervention will secure at least 75% of the cohort will show progress when re-tested.</p> <p>Literacy: pupils will secure fluency with reading, comprehension and decoding.</p> <p>Numeracy: pupils will secure fluency with times tables, place value and the four operations.</p>	<p>Disadvantaged review 26 March 2019 – <i>Jim Mcgrath</i></p> <p>A catch up programme dovetailed to the SoW and allowing for testing to prove impact.</p> <p>Pupils will be identified for catch up after school sessions on specific skills deficits.</p> <p>Our weakest pupils will be targeted with regular support to provide sufficient time and opportunity for repetition to aid retention of basics for fluency.</p>	<p>The catch-up programme which focuses those on those pupils in year 7 with the weakest KS2 SATS scores and those in year 8 and 9 with the weakest internal testing scores.</p> <p>Minimum standards to be introduced in KS3, ensuring as many pupils as possible read whole books from a broad range of suitable genres.</p>	<p>CB /LC</p> <p>GL</p>	<p>Autumn 1 2019- QA monitoring shows the correct pupils are selected for the catch up programme. Ensuring intervention work is closely aligned to topics being taught in subjects. Impact is demonstrated through improvement in knowledge retention and recall over time.</p> <p>Autumn 1 2019– reading progress is measured through Accelerated reader for year 7 and 8. Progress of catch up cohort to be measured against non-catch up cohort and it positive.</p>

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			<p>checking that disadvantaged students understand the task and are completing work to the expected quality;</p> <p>take responsibility for any disadvantaged students who falls behind and support them to catch up</p> <p>Disadvantaged pupils will be tracked. Correlating barriers to learning with interventions strategies and PP spend.</p> <p>Staff able to bid for funding for disadvantaged pupils with the aim to improving progress and add enrichment to their curriculum.</p> <p>Pupil Premium spend by pupil will be tracked and monitored.</p> <p>Regular reviews of academic data to ensure pupils are achieving the necessary grades to continue on to level 3 courses.</p>	<p>ES/LJ</p> <p>LJ</p> <p>LJ</p> <p>LJ</p> <p>LJ</p> <p>LJ</p>	<p>Autumn 2 2019 - All faculties will have QA plans and reports detailing the results of the book scrutiny, learning walks and pupil voice. Half term 1 QA report will evaluate behaviour and routines across school.</p> <p>Autumn 2 2019 - LJ will show a breakdown of how pupil premium funding has been allocated.</p> <p>Autumn 2 2019 SLT links will discuss interventions with subject leaders and monitor the impact of the spend.</p> <p>Autumn 2 2019 SLT link meeting minutes will show the identification of disadvantaged students are not on track, which strategies are being employed and how barriers to learning are being addressed.</p> <p>Careers advice and guidance given to disadvantaged students is monitored and quality assured.</p>
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			Disadvantaged pupils are given high priority for careers intervention and advice. Targeted additional careers advice and support.		Disadvantaged pupils' performance is tracked. Where students are at risk of not achieving their potential, careers activities are intensified and information and action plans are shared with key stakeholders.
Every subject leader has put in place a well-considered curriculum plan that helps all pupils build a deep level of knowledge over time	Progress 8 score is below floor target for disadvantaged pupils.	P8 disadvantaged – 0.77	Subject leaders to review the content of their schemes of learning, checking that pupils' knowledge is built successfully over time. Schemes of Learning include clarity on the breadth and depth of knowledge, sequencing of the knowledge and retrieval practice (focusing initially on KS4 and Year 7 initially).	ES	The curriculum for each subject is coherently planned, helping to build pupils' knowledge in a systematic way. This will be assessed by departmental mini 'deep dives' throughout the academic year Quality Assurance provides evidence that teachers are able to adjust the curriculum to help fill gaps in knowledge, whilst maintaining a high level of ambition for every young person.
Increase the percentage of disadvantaged pupils passing English and mathematics with at least a GCSE grade 5 (in both subjects).	The percentage of disadvantaged pupils passing English and mathematics with at least a GCSE grade 5 (in both subjects), closes to within 8% of the national average for non-disadvantaged pupils	Disadvantaged (2018): = 50.1% ROYDS HALL = 19% 2020 target = 35%	Setting in English and mathematics, will ensure that disadvantaged pupils are 'boosted', to help overcome previous underachievement. Fully costed plans and strategies will be agreed for 2019-2020 with clear measurable goals. Barriers to learning will be identified and strategies will be	GL.Ko'D LJ LJ	Autumn 2 2019 – QA of class sets will provide evidence that disadvantaged pupils are placed in aspirational sets. Pupil Premium strategy 2019-20 is in place. Autumn 1st half 2019 – HOY, form tutors and SLT links to ensure all disadvantaged pupils 7, 8, 10 have barriers to learning identified and shared with teachers, Middle leaders and SLT.

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			devised and agreed to help the pupils overcome the barriers.	LJ	Barriers to learning for year 8 and 11 will be shared with HOD and HOY to identify strategies for removing the barriers.
Total budgeted cost					£185,030
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 attendance and for disadvantaged pupils to at least the national average for all pupils.	Improve attendance for disadvantaged pupils to at least the national average for all pupils, with a longer-term goal of exceeding the national figures for non-disadvantaged. % persistent absence for disadvantaged pupils is lower than the national average for all	National Average for all pupils (2017-18) = 94.5%, for non-disadvantaged = 95.0% 2018-2019 disadvantaged pupils = 93.45%	Strategies for boosting attendance and implemented, review and amended in accordance with evidence of impact. Review our curriculum offer, to ensure that pupils are on the most engaging pathway without compromising on high expectations.	NW/ED ES NW	Fortnightly Attendance data is scrutinised and impact measured on a fortnightly basis. The data is analysed at fortnightly SLT meetings and Heads of Year meetings and key students are discussed. Year on year data is compared and a wide range of strategies and interventions are implemented to improve each student's attendance. The school has a dedicated attendance officer who works closely with SLT and the Heads of Year to improve attendance of all students A review taken place during the options process and we will do on an annual basis. This will ensure students are on the most suitable pathways. Spring 2020

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	<p>pupils, with a longer-term goal of exceeding the national figures for non-disadvantaged.</p>		<p>Increase the time allocated to strategic planning for sharing best practice between the HOY's and attendance officer.</p> <p>Share attendance information with form tutors on a weekly basis. Training form tutors on how to use the information and QA the quality of conversations that are had between form tutors and pupils</p> <p>Continue to work closely with the families of the disadvantaged pupils to identify barriers to low attendance.</p> <p>Disadvantaged pupils at risk of exclusion are given priority at strategic ANT ensuring swift interventions are applied to prevent further exclusion.</p> <p>Utilise the raising aspirations programme and seek to engage parent/carers with this strategy.</p>	<p>NW/HOY</p> <p>NW/HOY</p> <p>LJ</p> <p>LJ</p>	<p>Autumn 1 2019 strategic planning meeting notes will show how HOY's are improving attendance for disadvantaged students.</p> <p>Autumn 1st half – form time QA shows tutors are having these conversations and stickers are in planners.</p> <p>Autumn 1 2019 – review of attendance figures and measuring the impact of the strategies deployed. Line management meetings will show which pupils have been discussed and what impact has been made.</p> <p>Autumn 1 2019 – Strategic ANT minutes will identify which disadvantaged pupils are at risk of exclusion and what strategies have been used to support them.</p> <p>Autumn 1 2019 – parents evening will have been held, two university trips arranged and thinking skills sessions delivered. Student voice will show pupils find this useful.</p>
<p>Reduce the internal and fixed terms exclusions for disadvantaged students.</p>	<p>Inclusions for disadvantaged students are in line with or below the numbers for</p>	<p>27% of inclusions in 2018/19 were for disadvantaged students with 41% being for disadvantaged boys</p>	<p>Early identification of vulnerable disadvantaged pupils and proactive active support will be provided including mentoring, engagement with breakfast club, extra-curricular</p>	<p>LJ/HOY</p>	<p>Autumn 1 2019 – review of the offer for disadvantaged pupils with a strategic overview shared with SLT – identifying any who may not have received support to remove barriers to learning and ensuring they</p>

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	non-disadvantaged students		<p>activities, and support to remove identified barriers.</p> <p>Wellbeing to identify a programme of support for disadvantaged pupils who struggle with anxiety around exams.</p> <p>Wellbeing to develop a programme of 1 to 1 support for those pupils who are in urgent need of 1 to 1 support for anxiety.</p> <p>Wellbeing leaders will be in place and identifying the key barriers to wellbeing for pupils in a secondary setting and creating campaigns to support students.</p> <p>Develop links with external providers to build pupil resilience and wellbeing</p>	<p>JT</p> <p>JT</p> <p>JT</p> <p>LJ/NW/JT</p>	<p>are given priority. Triangulate with academic data to see where faculties have asked for support for subject areas.</p> <p>Autumn 1 2019 – A clear programme of support in conjunction with ERIC, assembly and tutor time will be in place to support pupils across school. Feedback from student voice shows that students have a good idea of retrieval practice.</p> <p>Autumn 1 2019 – wellbeing will have a programme of 1 to 1 support with specific pupils identified and plans to support them.</p> <p>Autumn 1 2019 Wellbeing leaders will be in post and minutes of meetings will show how pupils are identifying the needs of the pupils in school.</p> <p>Autumn2: We will commission a review of SEMH strategies.</p>
Total budgeted cost		£127, 258.80			

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6. Review of expenditure

Previous Academic Year	2018-2019
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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
<p>Progress measure gap between disadvantaged and non-disadvantaged students to be no greater than 0.25 for all classes. Success criteria = A8>36, 5+ in English and Mathematics >25%, P8 > -0.4</p>	<p>Success criteria = A8>36, 5+ in English and Mathematics >25%, P8 > -0.4</p>	<p>Targets for disadvantaged students by end of 2019 A8 > 36, 5+ in En & Ma >25%, P8 > -0.4</p> <p>Target not met</p> <p>2019 results data for disadvantaged pupils A8 32.71 5+ in English and Mathematics 19.3% P8 -0.79</p> <p>The whole school disadvantaged gap is -0.16</p> <p>Although the gap between disadvantaged and non-disadvantaged has closed we did not hit the target.</p>	<p>Whilst the data did not improve for Year 11, the improvement in the quality and quantity of work produced in English and Mathematics is evident. The quality of education will continue to be a focus because the only way to drive an improvement in outcomes and life chances is to increase the breadth and depth of knowledge pupils know and remember.</p>	<p>£138,336.00</p>
<p>Reduce the literacy gap between disadvantaged and non-disadvantaged students. Students with KS2 scaled score 96-99 attend catch up sessions</p>	<p>Success criteria = 75% of catch up to accelerate to be in line with peers</p>	<p>Success criteria = 75% of catch up to accelerate to be in line with peers.</p> <p>2019 results data – Literacy Year 7 - Students on track to meet expected attainment is 62%. Year 8 - Students on track to meet expected attainment is 67%</p>	<p>The catch-up programme has been developed, reviewed and refined over the course of the year. This is still an area to improve but we have now established a more robust system of supporting progress over time for catch up pupils which is linked to the KS3 curriculum.</p>	<p>£34,237.20</p>

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<p>and achieve age related expectations by the end of Year 7. Success criteria = 75% of catch up to accelerate to be in line with peers.</p>		<p>Year 9 - Students on track to meet expected attainment is 0%</p> <p>2019 results data – Numeracy</p> <p>Year 7 - Students on track to meet expected attainment is 74%</p> <p>Year 8 - Students on track to meet expected attainment is 61%</p> <p>Target not yet met however the leader has constantly monitored the impact of the program and refined strategies on a termly basis where they have not had the desired impact in meeting the needs of students.</p>		
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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
<p>Close the attendance gap between disadvantaged and non-disadvantaged students. Success criteria = Disadvantaged pupils' attendance is in line with National average figures for all students</p>	<p>Success criteria = Disadvantaged pupils' attendance is in line with National average figures for all students</p>	<p>Success criteria: Disadvantaged pupils' attendance is in line with National average figures for all students</p> <p>2019 results data 94.6% (national average 94.5%)</p> <p>Target met.</p> <p>Further work to be completed on raising the bar in terms of attendance for disadvantaged.</p>	<p>It is clear that a systematic and robust process is highly effective for attendance monitoring. We will continue with approached adopted and continue to refine over time.</p>	<p>£102,458.80</p>

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<p>Achieve the national average figure for fixed term exclusions. Success criteria = 4.3% and 1.7% for repeat FTE.</p>	<p>Reduced Fixed Term Exclusions (FTE) by 50% to achieve rates in line with the national average.</p>	<p>Success criteria = 4.3% and 1.7% for repeat FTE.</p> <p>Target almost met</p> <p>2018 – 19 5.3% 1.9% repeat FTE.</p> <p>2017-18 8.1 % and 3.3% for repeat</p> <p>Although we missed the target for this year it is a drastic reduction in the number of exclusions.</p>	<p>The focus on clarity of expectations both inside and outside the classroom has improved pupil behaviour. Routines and monitoring of those routines remains a key focus for the school. We have learnt that when routines are establish and embedded they are highly effective as long as they are continually check, reinforced and monitored.</p>	<p>£10,143.00</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

7. Additional detail

112,601.80