

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Royds Hall
Number of pupils in school	813
Proportion (%) of pupil premium eligible pupils	38.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 7 - 11
Date this statement was published	October 2021
Date on which it will be reviewed	14 February 2022
Statement authorised by	Mrs Carr
Pupil premium lead	Miss Bouclier
Governor / Trustee lead	Mrs Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 327,200.00
Recovery premium funding allocation this academic year	£ 48,784.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 35,982.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 411,966.00

Part A: Pupil premium strategy plan

Statement of intent

- The improvement in student reading ages in KS3 will help students access the full curriculum.
- Disadvantaged students leave Royds Hall fully equipped with life skills, experiences and academic outcomes to enjoy a happy and successful future.
- All subjects design and implement a highly ambitious curriculum to ensure disadvantaged students develop the relevant knowledge and skills
- Academic outcomes for the class of 2022 are improved and P8 score is at least 0.
- Reduce still further the gaps in EBACC uptake for disadvantaged students (to be less than 10% gap for all prior ability groups
- No comparable difference exists between disadvantaged and non-disadvantaged students in their subject exercise books.
- Attendance gap between disadvantaged and non-disadvantaged students is closed.
- Disadvantaged students are supported in such a way that the disadvantage they face is addressed and they are supported to achieve their personal best.
- School led Academic Tuition Programme will be launched to tutor and intervene with our most vulnerable students, particularly disadvantaged students, as part of the recovery strategy.
- Disadvantaged students are supported to improve and/or maintain their mental health/wellbeing and build resilience.
- Extended learning opportunities are well attended by disadvantaged students.

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

a) Teaching Priorities

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- 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. (Reciprocal reading and Accelerated Reader).
- 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).
- This will include the development of a high-profile Teaching and Learning (T&L) team to support teachers in helping students catch up by recruiting Lead Practitioners.
- Middle leaders will continue to have CPD on designing and skilfully implementing a recovery curriculum to ensure students know more and remember more through the use of our teaching and learning T&L team.
- Middle leaders and teachers will continue to receive training on developing a robust diagnostic assessment schedule to identify any gaps in knowledge and skills as quickly as possible and amend curriculum plans where necessary.
- Blended learning will continue to be a priority for those students isolating and we will review the need for remote learning equipment such as web cams and visualisers.

b) Targeted Academic Support

- Weaker readers are identified and are then supported to catch up with their peers through the tiered intervention support package (Fresh Start, IDL, Reading buddies.)
- This will include a school led tutoring programme using teachers to help students catch up as a result of school closure (with a particular focus on disadvantaged students).
- Groups will be 5 to 12 students to maximise impact and all sessions will run as a 6-week block.
- Impact will be measured after 6 weeks and will only continue if there is evidence of progress.
- All staff are required to complete a tuition proforma every 6 weeks with a targeted plan of support for these students.
- High priority students with a focus on disadvantaged students will be identified based on assessment data.

c) Wider Approaches

- This will include the identification and support of students with SEMH needs via the schools’ graduated approach. Impact assessment will identify the positive impact of the support provided.
- Encourage all students to sign up for extended learning opportunities including student leadership.
- Providing a personalised learning pathway for students at risk of permanent exclusion.
- Support disadvantaged students to attend school by the removal of barriers and focus on supporting them to achieve their personal best.

Challenges

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

No.	Challenge	Detail of challenge
1	Numeracy and literacy	Gaps in numeracy/literacy and/or low reading ages, particularly with disadvantaged students, limits progress across all subjects.
2	Gaps in knowledge that have arisen as a result of Covid-19.	Widening of gaps in knowledge and skills with specific cohorts of students in particular, disadvantaged students and those identified as high priority
3	The rate of increase in Safeguarding disclosure and wellbeing challenges has increased significantly following the lockdown.	Vulnerable students with additional needs (Inc. SEMH) are more adversely affected by school closures (support, internet access).
4	Gaps in knowledge that have arisen as a result of Covid-19.	Access to resources (including digital) for remote learning.

5	Raising student aspirations and motivation to succeed.	Career aspirations and the self-belief to achieve addressed through quality first teaching and a wider personal development offer.
6	Covid-19 has delayed some external agency support for some students.	A small number of students may have un-met needs as a result of the Covid-19 disruption to external agency support and the inability to effectively follow the plan and do review cycles.

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 and targeted intervention leads to gaps in knowledge being addressed. This allows students to catch up with peers, have a better grasp of the basic skills and be better placed to access their current curriculum.</p>	<ul style="list-style-type: none"> • Outcomes of Class of 2022 are improved and P8 score is closer to 0. • EBACC uptake gaps continues to rapidly reduce. • Numeracy catch-up continues to demonstrate rapid progress in Toolkit test scores. • Weaker readers are quickly identified and intervention effectively supports them to catch-up with their peers. • Literacy catch-up continues to demonstrate rapid progress in reading ages from STAR testing. • No comparable difference exists between disadvantaged and non-disadvantaged students in their subject exercise books. • Student and staff voice demonstrate positive impact of catch up sessions.

	<ul style="list-style-type: none"> • Quality Assurance (QA) shows that their skilful delivery of the curriculum is positively impacting outcomes. • Any barriers to accessing work remotely have been removed. • Quality first teaching effectively employs reciprocal reading strategies to improve fluency and comprehension.
<p>Quality first teaching supports the identification of gaps in knowledge. Amended schemes of learning and quality-first teaching leads to gaps in knowledge being addressed.</p>	<ul style="list-style-type: none"> • Teacher and leaders can identify knowledge gaps in their subject areas. • Programme of study and Scheme of Learning are re-planned to address gaps in knowledge. • Quality Assurance and monitoring data provides evidence that gaps are being closed.
<p>Targeted intervention leads to gaps in knowledge being addressed.</p>	<ul style="list-style-type: none"> • Teacher and leaders identify students with knowledge gaps. • Highly skilled staff are recruited to deliver the school-led tutoring programme. • Where the knowledge gaps cannot be addressed by quality first teaching, targeted intervention ameliorate the gaps. • Attendance at targeted intervention sessions is high.
<p>The curriculum in place for vulnerable (including SEMH) students identifies and positively addresses gaps in SEMH needs.</p>	<ul style="list-style-type: none"> • The attendance of vulnerable students is at or above the national average. • Suspension /fixed term exclusions for vulnerable students are reducing. Where a suspension /fixed term exclusion is associated with Social Emotional and Mental Health Need, plans are in place. • The strategies employed to support students with SEMH are having a positive impact on the student’s behaviour. • Student voice and quality assurance demonstrates actions taken, from lesson drop-ins through to weekly intervention programmes, have a positive impact.
<p>Attendance across intervention sessions are high</p>	<ul style="list-style-type: none"> • Attendance figures for KS3 catch-up sessions improves further. • Attendance to Year 11 P6 is above 85% for targeted students. • All students consistently access and engage with remote learning.

	<ul style="list-style-type: none"> • Student and staff voice provide evidence that the sessions have increased student knowledge and student confidence is increasing.
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Activity in this academic year

This details of how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention. Employment of Lead Practitioners in Maths, English and Science. £65,000	<p>Quality First Teaching has the biggest impact in a students' 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>Improved outcomes in core subjects leads to less barriers to other subjects, in turn allowing these outcomes to improve also.</p>	1,2,3 and 5

<p>Whole school CPD led by the Lead Practitioners</p> <p>£20,000</p>	<p>Quality First Teaching has the biggest impact in a students' 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>1,2,3 and 5</p>
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Targeted academic support

Budgeted cost: £138,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-led tutoring for all year groups</p> <p>£18,000</p>	<p>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.</p>	<p>1,2,3 and 5</p>
<p>Implementation of KS3 Catch Up Programme inc. Deployment of Learning Mentors & HLTAs to deliver KS3 Catch Up sessions.</p>	<p>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.</p>	<p>1,2,3 and 5</p>

£70,100		
After school sessions for Year 11 students	<p>Quality First Teaching has the biggest impact. EEF Covid 19 Support Guide for schools' states Great teaching is the most important lever schools have to improve outcomes for their pupils. Also, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.</p> <p>Teachers can target key cohorts/students to plug gaps in knowledge as a result of COVID 19.</p>	1,2,3 and 5
Brilliant Club cohorts £24,000	Groups of high prior attaining students in Year 8 are led by a PHD student who delivers a structured programme of tutorials, trips to competitive universities. Students produce an assignment which is marked and moderated using university grades.	1,2,3 and 5
Aspire to university programme from Huddersfield University £1000	A group of disadvantaged students have been engaged in a longitudinal study with Huddersfield university. The programme involves activities and visits to raise aspirations, knowledge and motivation around further education.	1,2,3 and 5
Physical resources e.g. calculators, revision guides, laptops and dongles Rewards strategies £25,000	<p>Some disadvantaged students 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.</p> <p>Attendance and incentives such a finance support for trips and visits will be provided for disadvantaged students.</p>	4

Wider strategies

Budgeted cost: £188,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalisation of learning for a small number of students in KS4 to increase attendance and prepare for post-16 pathways.</p> <p>£73,000</p>	<p>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.</p> <p>Students 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.</p>	<p>2,3 and 5</p>
<p>Deployment of Wellbeing staff to increase attendance and improve student's resilience with challenges</p>	<p>Students are identified through monitoring behaviour points, exit rooms and on-calls, internal isolations, and fixed term exclusions. As well as through staff observations and the Wellbeing Clinic being a forum for staff to raise concerns. This is all alongside contact from home and any parental concerns.</p>	<p>2,3 and 5</p>

<p>with social, emotional and mental health.</p> <p>£74,760</p>	<p>The graduated approach gives a clear pathway for students 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. Traditionally, students with a high number of on-calls, isolations and FTE's typically possess unmet SEMH challenges and the levels of support in place aim to meet this need.</p>	
<p>Deployment of Teaching Assistants to support KS3 students with needs that have not been prior to transition to Year 7.</p> <p>£30,500</p>	<p>The graduated approach gives a clear pathway for students and provides a structure support process at all levels. TAs have a direct instructional role to add value to the work of the teacher.</p>	6
<p>Extended Learning opportunities</p> <p>£10,606</p>	<p>Provide a rich array of clubs, trips and leadership opportunities to allow all students to find their interests, passions and support career aspirations and self-belief.</p>	5

Total budgeted cost: £ 411,966.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 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)
Employment of Lead Practitioners in Maths, English and Science.	<p>Increasing the number of highly qualified, experienced teachers in the three core subjects will lead to all students, disadvantaged and otherwise, receiving a higher level of support and quality first teaching which, in turn, will improve the outcomes in these subjects.</p> <p>Improve the quality of teaching and learning in school so we can reduce the number of internal and fixed term exclusions for disadvantaged students.</p>	<p>Lesson observations provide evidence that the standards relating to skilfully delivering the curriculum and plugging gaps in knowledge is green.</p> <p>Lead Practitioners lead the T&L team and have planned and delivered CPD focusing on questioning, AfL and differentiation, both in the classroom and remotely.</p>	Continue

Purchase of equipment to facilitate delivery of remote/blended learning.	Teachers are able to deliver lessons and share content remotely as part of a blended approach when students are not all able to be present in school.	Over 50 laptops were purchased to support disadvantaged and vulnerable student with remote learning. Attendance to remote learning was 89%.	Continue
Whole school CPD (inc. Bursary for QA of remote learning)	Teachers become confident and competent in the use of technology to support remote and blended learning	All staff trained to use MSTEams. Full curriculum provided to all students via MSTEams.	Incorporated into a SLT role.

ii. Targeted support

Action	Intended outcome		
Implementation of KS3 Catch Up Programme inc. Deployment of Learning Mentors & HLTAs to deliver KS3 Catch Up sessions.	<p>To improve the basic numeracy and literacy of KS3 students.</p> <p>KS3 Catch Up students' gaps decrease as raw scores increase from Pre to Post-test</p> <p>Students have improved access to the curriculum, as a result of closing basic gaps in learning.</p> <p>Students with literacy gaps are supported in lessons and via intervention and as a result gaps are closing.</p> <p>Students are supported to develop a love of reading.</p>	The national lockdowns, covid bubbles and absences associated with covid disrupted the attendance and progress of the KS3 catch-up programme.	Continue

<p>Employment of Teach First Academic Mentor</p>	<p>Gaps in English and Maths will be plugged, via small group work with students across both key stages.</p> <p>Students will be supported to close the gaps in literacy that have emerged as a result of COVID-19.</p>	<p>Quality assurance provided evidence that students increased their knowledge and confidence.</p> <p>The impact was less positive than anticipated as a result of the national lockdowns, covid bubbles and absences associated with covid disrupted the attendance and progress of the KS3 catch-up programme.</p>	<p>Desire to appoint a new academic mentor but this has proven too challenging</p>
<p>Year 11 period 6 sessions</p>	<p>Gaps identified by teachers and leaders are addressed and then assessed. Results provide evidence of positive impact as students know and remember more.</p> <p>Outcomes of 2021 are improved and closer to 0.</p>	<p>Intervention sessions were run physically and virtually. Some positive impact was achieved on progress but covid had a limiting effect.</p>	<p>Continue</p>
<p>Creation of Learning Zone</p>	<p>Students who struggle to access the mainstream curriculum / are at risk of permanent exclusion follow a bespoke curriculum pathway.</p> <p>The curriculum followed is ambitious, broad and balanced and closes COVID gaps. All of which support aspirational choices for post-16.</p>	<p>Permanent exclusions are reduced. Repeat fixed term exclusions for students on the personalised pathway were reduced.</p>	<p>Continue</p>

	Evidence from FTE's provides evidence of the reduction in the number of internal and fixed term exclusions for disadvantaged students.		
Deployment of Wellbeing staff.	<p>Students accessing the wellbeing provision for SEN K interventions or SEN L support become more resilient and develop strategies to support them to be successful in their academic and social development</p> <p>Evidence from behaviour and attendance data provides evidence that students are improving their engagement with school.</p> <p>Evidence from FTE's provides evidence of the reduction in the number of internal and fixed term exclusions for disadvantaged students.</p>	<p>Wellbeing interventions have some evidence of impact withstanding the repeated disruption within the year.</p> <p>Attendance was significantly above reported national attendance figures.</p> <p>24.9% have a FTE as a % of the cohort. A small number of students found it difficult to respond to the high behaviour expectations following the national lockdowns. Therefore, fixed term exclusions rose after the lockdown.</p>	Continue
Revision work books and Scientific Calculators for KS3 catch up students	Removing barriers for learning often associated with disadvantaged students. Ensuring these students have the physical items they may require.	Removed barriers to learning.	Continue

CD3 lessons in Year 7&8 Maths, English and Science	These additional lessons, built into the core timetable are utilised to carefully target select groups of students, following a clear short-term rationale, to plug gaps in knowledge.	Discontinued as a result of covid bubbles	Dis-continued
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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)
Purchase of equipment to facilitate access of remote learning by students	Barriers to students accessing remote learning are removed as all can access a blended learning curriculum if not in school.	Removed barriers to learning.	Continue
Staff Training	To develop an outstanding offer of blended and remote learning where staff feel confident and comfortable.	Implementation of Microsoft 365 and movement to teaching the full curriculum on MS Teams, Strong staff confidence.	Continue
Holiday intervention	Students have the opportunity to have more face to face opportunities with teaching staff	Discontinued as a result of covid cases	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	