

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	852
Proportion (%) of pupil premium eligible pupils	39%
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 2022
Date on which it will be reviewed	February 2023
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	£339,582.00
Recovery premium funding allocation this academic year	£102,062.00
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>	£57,789.00
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>	£500,333.00

Part A: Pupil premium strategy plan

Statement of intent

- All subjects design and implement a highly ambitious curriculum to ensure disadvantaged students 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 students is closed.
- No comparable difference exists between disadvantaged and non-disadvantaged students in their subject exercise books.
- Disadvantaged students 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 students are supported to improve and/or maintain their mental health/wellbeing and build resilience.
- Attendance gap between disadvantaged and non-disadvantaged students is closed.
- Suspensions for disadvantaged pupils are reducing over time.
- Extended learning opportunities are well attended by disadvantaged students and the gap between disadvantaged and non-disadvantaged is less than 5%
- Academic outcomes for the class of 2023 are improved further with a P8 score $\geq +0.2$ for all students, $P8 \geq 0$ for disadvantaged students.
- Reduce still further the gaps in EBACC uptake for disadvantaged students (to be less than 10% gap for all prior ability groups)
- The improvement in student reading ages in KS3 will help students access the full curriculum.

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 students 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 students know more and remember more through the use of our 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.
- Reading is prioritised to allow students to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops students' fluency, confidence and enjoyment in reading.

b) targeted academic support

- This will include a school led tutoring programme using teachers to help students catch up as a result of gaps in knowledge (with a particular focus on disadvantaged students).
- High priority students with a focus on disadvantaged students will be identified based on assessment data.
- Identification of and an intervention programme delivered for students 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 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.
- Continue to promote positive culture by identifying good character traits and rewarding such behaviours, further improving enjoyment and attendance at school and reducing suspensions.

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 students, limits students' 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 students 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 self-belief and motivation to succeed.
4	Low level disruption and negative behaviour of some disadvantaged students illustrates they are struggling to regulate their emotions and follow structured routines. Thus, some disadvantaged students are more likely to be given negative consequences including suspensions.

5	Attendance is negatively influenced by mental ill health. This can be linked to childhood experiences and the depth of support structures the family enjoys.
6	Some disadvantaged students 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.

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 students 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 2023 are improved and P8 \geq +0.2 for all students and P8 \geq 0 for disadvantaged students. • Curriculum plans are ambitious and well sequenced for all pupils. The curriculum plans are constantly adapted to address gaps/misconceptions in knowledge. • 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 students in plugging them. • Staff voice will evidence that teachers understand how to effectively deliver the curriculum using expert subject knowledge and the science of learning. • No comparable difference exists between disadvantaged and non-disadvantaged students in their subject exercise books. • EBACC gaps in uptake between disadvantaged and non-disadvantaged pupils continues to rapidly reduce. • Systems are in place to effectively deliver remote learning.
Improved literacy skills for disadvantaged students through targeted intervention, further closes gaps with non-disadvantaged students.	<ul style="list-style-type: none"> • Catch up programmes use the latest research from the EEF on phonics.

	<ul style="list-style-type: none"> • Literacy catch-up continues to demonstrate rapid progress in NRSS and NGRT scores. • Fresh start phonics programmes will enable students 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 students 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 students. Identification is highly effective and the curriculum positively addresses gaps needs.</p>	<ul style="list-style-type: none"> • Attendance of vulnerable students is at or above the national average. • Mental health support and advice is regularly signposted to students 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 students are identified through self-referral, information from parents, and safeguarding logs. • The graduated approach is followed and as a result the support provided for

	<p>pupils is regularly reviewed and adapted to effectively support the pupil.</p>
<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 students of the opportunities provided by school. • Character and British values promoted, resulting in the development of students' spiritual, moral, social, cultural, mental and physical awareness. • Careers programme embedded from Year 7 to Year 11, with students prepared for their next stage of education, training or employment.
<p>Attendance of disadvantaged students 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. • Students 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 students. • Strong support structures in place improve attendance of students at risk of Persistent Absence. • Identifiable barriers to school attendance are removed (alarm clock, uniform etc)
<p>All staff have high expectations of disadvantaged students' 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 students' behaviour, they are applied consistently and fairly. • Student voice show they have positive attitudes and commitment towards their education. • Students at risk of permanent exclusion receive a bespoke high-quality education. • 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.

	<ul style="list-style-type: none"> The number of suspensions decreases for disadvantaged students and is broadly in line with non-disadvantaged.
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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: £99,553.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention.	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'.	1,2,3,4, 5 and 6
Lead Practitioners in Maths, English and Science.	Improved outcomes in core subjects leads to less barriers to other subjects, in turn allowing these outcomes to improve also.	
Whole school CPD led by the Lead Practitioners	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.	1,2,3,4 5 and 6

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

Budgeted cost: £129,772.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring for all year groups	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	1, 3, 5 and 6

	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.	
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
After school sessions for Year 11 students	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. Teachers can target key cohorts/students to plug gaps in knowledge as a result of COVID 19.	3, 4 and 5
Brilliant Club cohorts School Led Tutoring/The Brilliant Club Tutoring Programme	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.	1,3, 4, 5 and 6
Aspire to university programme from Huddersfield University	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, 3, 4, 5 and 6
Physical resources e.g. calculators, revision guides, laptops and dongles	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. Attendance and incentives such as finance support for trips and visits will be provided for disadvantaged students.	3, 5 and 6

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

Budgeted cost: £275,008.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalisation of learning for a small number of students in KS4 to increase attendance and prepare for post-16 pathways.	<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>	1, 2, 3, 4 and 5
Deployment of Wellbeing staff to increase attendance and improve student's resilience with challenges with social, emotional and mental health.	<p>Students 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 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.</p> <p>Traditionally, students 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 students with needs that have not been prior to transition to Year 7.	<p>The graduated approach gives a clear pathway for students 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 students to find their interests, passions and support career aspirations and self-belief.	6
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Total budgeted cost: £ 500,333.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged students leave Royds Hall fully equipped with life skills, experiences and academic outcomes to enjoy a happy and successful future.	2022 disadvantage progress 8 score is – 0.39. This is 0.06 higher than the 2019 National figure and an increase of 0.43 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 students develop the relevant knowledge and skills	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. 2022 outcomes evidence that the disadvantaged Progress 8 score – 0.39. This is 0.06 higher than the 2019 National figure and an increase of 0.43 from the schools’ figure in 2019.
Academic outcomes for the class of 2022 are improved and P8 score is at least 0.	The 2022 P8 score for 2022 is –0.04.
Reduce still further the gaps in EBACC uptake for disadvantaged students (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 students in their subject exercise books.	Quality assurance activities have demonstrated no clear difference between disadvantaged and non-disadvantaged students.
Attendance gap between disadvantaged and non-disadvantaged students is closed.	Gap increased. 2021/22 Gap –4.7% 2020/21, Gap –2.1% 2019/20 Gap –2.8%. Gap increase due to overall attendance increasing faster than PP (90.77% to 93.3% from 2020/21 to 2021/22). This needs to be a target in 2022-23 with further unpicking of the core problems.
Disadvantaged students are supported in such a way that the disadvantage they face is addressed and they are supported to achieve their personal best.	In 2022 disadvantaged pupils P8 was – 0.39 this had improved from -0.82 in 2019.
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.	3630 student hours have been facilitated during 2021-22 and has covered 462 students.
The improvement in student reading ages in KS3 will help students access the full curriculum.	Students in Year 7 have increased NRSS from 98.4 to 100.7 meaning on average students can access the curriculum. In year 8 this has increased from 98.7 - 100. Students involved in intervention have demonstrated accelerated impact.

Disadvantaged students are supported to improve and/or maintain their mental health/wellbeing and build resilience.	Strong evidence exists with SEN – K (SEMH) outcomes that permanent exclusions have been avoided in addition to maintaining strong attendance to school. In a
Extended learning opportunities are well attended by disadvantaged students.	At the end of 2021/22, 100% of PP students 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. Excluding whole school opportunities this is 41% compared to 54% for the population.

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