

Pupil premium strategy statement:

Royds Hall Community School Secondary Phase



1. Summary information					
School	Royds Hall Community School				
Academic Year	2017/18	Total PP budget	£292,665	Date of most recent PP Review	July 2017
Total number of pupils	866	Number of pupils eligible for PP	311	Date for next internal review of this strategy	April 2018

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP
% achieving 5A* - C incl. EM	22.6		54.3
Progress 8 in English / Maths	-0.60 / -0.65		-0.38 / -0.22
Progress 8 score average	-0.96		-0.60
Attainment 8 score average	29.2		41.0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for disadvantaged pupils than for other pupils, which prevents them from making good progress in Year 7.
B.	Disadvantaged students are making less progress than other students in Phase 2.
C.	Boys attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The attendance of disadvantaged students is below that of non-disadvantaged.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 disadvantaged students	Disadvantaged Pupils in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using half termly data collections.
B.	Increased attendance rates for disadvantaged students.	Reduce the number of persistent absentees (PA) among disadvantaged students for PP 30% or below. Overall attendance among disadvantaged students improves from 93% to at least 95% in line with 'other' pupils.
C.	Boys progress is improved and the gap is diminished.	Disadvantaged boys make more progress than non-disadvantaged boys and achieve at least expected progress from KS2 data. Faculty leaders provide evidence of interventions for disadvantaged students not making expected progress.
D.	Year 11 disadvantaged cohort make at least expected progress in English and Maths.	Year 11 disadvantaged cohort identified as underachieving in English and Maths achieve at least expected progress. Targeted intervention from Lead Practitioners to raise attainment and attitude to learning.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress	CPD for staff to deliver 'Talk for Writing' and Quality First Teaching.	We want to offer high quality teaching to all these students to drive up results and improve literacy. Access to Learning group to guide faculties. Introduction of Talk for Writing to the whole school as an effective tool to raise literacy standards.	Deputy and Assistant Head Teaching and Learning to oversee Quality First Teaching. Feedback through the Access to Learning Group. Whole school training for Talk for Writing	Assistant Head T & L Director of Communications.	Dec 17
A. Improved Year 7 literacy progress	Increased use of Lexia and Accelerated Reader to support reading for selected students. Year 7 Literacy catch up sessions for selected students	Lexia and Accelerated Reader allows targeted intervention for students who need to progress with their reading and literacy skills. Feedback from the programme allows personalised interventions. Literacy interventions for Catch-up students.	ETA's trained in using the intervention. Intervention groups both within lesson and after school will be analysed by lead intervention ETA.	SENCO Year 7 catch-up literacy co-ordinator.	Dec 2017
B. Diminish the difference for disadvantaged students by accelerating progress of all students	CDP on high quality marking and feedback to be delivered and the introduction of Talk4Writing strategies to improve literacy.	We want to invest some of the PP in longer term change which will help all students. High quality marking and feedback and the whole school introduction of Talk4Writing is an effective way to improve attainment, and it is suitable as an approach that can be embedded across the whole school.	Work within faculties on high quality marking and feedback. Whole school training and introduction of Talk4Writing. Peer assessment book scrutiny within and across faculties. Major factor of faculty PPR process.	Assistant Head Teaching and Learning Heads of Faculty	Dec 17
Total budgeted cost					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy and numeracy progress	Literacy club for Catch up students together with 4-1 Literacy intervention for Catch-up students Targeted Maths interventions.	We want to offer high quality interventions to all these students to drive up results and improve literacy. Interventions will be delivered by an English specialist and intervention ETA. The aim is to motivate students to want to improve their literacy.	Interventions selected using evidence of effectiveness, staff organised well in advance. Student data will highlight effectiveness.	Director of Communications / Literacy catch-up lead Numeracy catch-up lead	Jan 18
D. Year 11 disadvantaged cohort make at least expected progress in English and Maths.	Daily small group sessions in maths and English for selected Year 11 disadvantaged students with Lead Practitioners.	We want to provide extra support to maintain high attainment and motivation. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision other subject specific interventions.	Extra teaching time and preparation time paid for out of PP budget. Engage with parents and Students before intervention begins to address any concerns. Track data in English and Maths half termly. Increased Literacy of all students through quality first teaching. Phase 2 students more prepared for external examinations through work with PiXL.	Assistant Head T&L Lead Practitioners Maths/ English	Ongoing
Total budgeted cost					Calculations in process
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates of disadvantaged students	Attendance officers employed to monitor pupils and follow up quickly on truanancies. First day response provision. Family support worker to work with attendance officer.	Attendance is good but we need to maintain this to allow students the best possible chance to succeed.	Lead Community Progress Leader, attendance office, etc. will collaborate to ensure school processes work smoothly together. Attendance and progress discussed weekly with Community Progress Leader. Letters about attendance to parents / guardians. Attendance officer to meet parents to discuss attendance and explore barriers to good attendance.	Attendance officer / Community Progress Leaders.	Dec 17

<p>B. Support for disadvantaged students Is offered through our Well-being Centre</p>	<p>Well-being centre staff to offer one to one and group support to disadvantaged students who are referred.</p>	<p>Students who are referred have support outside the classroom and for any home issues. This gives them increased confidence to support their learning.</p>	<p>Team meetings to look at referrals and source the best possible support for students. Students discussed with the pastoral team to make sure students are supported throughout school.</p>	<p>Well-being team. Progress Leaders</p>	<p>April 18</p>
<p>Total budgeted cost</p>					<p>Calculations in process</p>

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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)
Improved progress and attainment across the curriculum.	Introduction of Talk4Writing working group. PiXL introduced in Phase 2. Whole school push on improvement of ATL (Attitude to Learning)	Increased Literacy and oracy of all students through quality first teaching. Increased motivation in lessons due to improvement in ATL. Phase 2 students more prepared for external examinations through work with PiXL.	Talk4Writing was successfully used by a small working party and will now be pushed out to all staff for consistency across the school. More work needs to be done on ATL – introduction of Class Charts will help to monitor this.

ii. Targeted support

Desired outcome	Chosen action/approach	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)
Improved Year 7 literacy and numeracy	One to one tuition delivered by qualified teachers. Year 7 Catch-up	Identified students make expected progress in English and Maths. Non-PP students involved in catch-up interventions.	Catch-up students need to be more engaged with the process of interventions. New Year 7 parents presentation to make them aware of the part they can play to help their child to make progress.

iii. Other approaches

Desired outcome	Chosen action/approach	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)
Diminishing the gap for Year 11 disadvantaged students in Year 11.	Selected students mentored by Lead Practitioners in Maths and English.	Identified cohort worked daily with lead practitioners from English and Maths. PiXL strategies introduced.	Cohort to have intensive therapies linked to PiXL data. More use of Walking Talking Mocks.

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.highschool.sch.uk