



Pupil premium strategy statement:

1. Summary information					
School	Ryburn Valley High School				
Academic Year	2016/17	Total PP budget	£320,000	Date of most recent PP Review	n/a
Total number of pupils	1234	Number of pupils eligible for PP	338	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 5A* - C incl. EM (2015/16 only)	37.1%	67.1% (national)
% achieving expected progress in English / Maths (2015/16 only)	69.4% / 47.5%	85.0% / 68.2%
Progress 8 score average (from 2015/16)	-0.18 (National -0.38)	0.10 (national)
Attainment 8 score average (from 2015/16)	45.78 (National 39.6)	51.2 (national)

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 pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 4. This prevents sustained high achievement through KS4.
C.	Attitude to learning by a minority of pupils in KS4 (mostly eligible for PP) is having a detrimental effect on their academic progress and that of their peers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Persistent Absentee Term 1 attendance for all PP students is 16.67%, compared to 11.9% for non PP students Persistent Absentee Attendance rates for pupils eligible for PP in Year 11 for term 1 are 37.1%. This reduces their school hours and causes them to fall behind on average.
E.	Increased Social, emotional, mental health issues are affecting the progress of a group of students (mainly PP) across Key Stage 4.

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 pupils eligible for PP.	Pupils eligible for PP 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 and other pupils still make at least the expected progress. This will be evidenced using accelerated reader / internal reading assessments and English written assessments in January and May.
B.	Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 90% or above are making at least expected progress in KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Attitude to learning scores are improved and are in line with non PP students	Improved engagement in lessons and on placements (via reports, recording of positive events, engagement in the mentoring process. Analysis of attitude to learning data shows that PP students are achieving similar outcomes in terms of effort / low level disruption / work rate / quality of work / presentation and homework. Where they are not, Assistant Heads of Years will put in place wave 1 interventions, monitored by Heads of Year and Key Stage Managers
D.	Increased attendance rates for pupils eligible for PP (so that the persistent absentee attendance is reduced)	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93.6% to 95% in line with 'other' pupils.
E.	Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice	Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Those in receipt of support are satisfied with level of support and accuracy of signposting.

5. Planned expenditure

Academic year

2016/17

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 on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	DofE / Literacy Lead to oversee resources and scheme development with KS3 lead for English and SENCO.	Director of English and Literacy	Easter
	CPD for staff in the Literacy Centre in order to further support our students weakest in reading comprehension in order for them to make accelerated progress in other areas of the curriculum	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	Monitoring of those students in the literacy centre in terms of progress. Reading data will show continued improvements at each testing point.	SENCO	Easter
	Small group provision targeted at improving literacy levels using LEXIA	Some of the pupils need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and SENCO to liaise with parents	Literacy Co-ordinator	Easter

B. Improved progress for high attaining pupils	Staff training on high quality feedback to be delivered by DofE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Course selected using evidence of effectiveness and discussed with SLE Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	Director of English	Jan 17
	CPD programme on HAPS to be ran for all staff	To enable a consistent teaching and learning approach to facilitate HAPs and to ensure longer term change	To increase our current HAPs who are also DAPS progress score to at least 0.11 (current Year 11)	AHT (I/C of HAPS)	June17
	Continue to increase the number of hours and sets with English and Maths	Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20 or even below 15, therefore our top and / or bottom sets will be below 20	Monitoring of outcomes for the groups that are below 20 to see if they are making better than expected progress	DHT (Data)	June 17
	Develop a whole-school tracking system which focuses on progress of all students by cohorts and prior attainment groups	Early identification of underperforming PP students by prior attainment groups will allow for intervention to be closely monitored. Unless FSM data is separated...a school cannot be clear about whether and where gaps in achievement and provision related to deprivation may exist and whether relatively high-achieving FSM students are achieving their full potential" – Promoting Social Mobility: Closing gaps in attainment from ASCL.	Staff training: Understanding the class teacher summary. Feedback from Progress Conversations	DHT (Data)	Dec 16
	Development of MINT class. Clear identification of cohorts, progress against targets.	Effective use of seating plans can improve attainment.	Learning Walk, Work Scrutiny monitors the progress of HAPs	AHT (T&L)	Dec 16

	Improved procedures/guidelines for department PP funding. Requests from departments must target students who are underachieving.	Increased accountability amongst staff to link funding requests to impact.	Each department given an allocation of funding based on the number of PP students studying their subject. Staff training: Curriculum Leaders and then through departments. Review of PP spending and impact reports	AHT (PP)	Dec 17
Total budgeted cost					£145,750
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 progress	121 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and Pupil Premium Co-ordinator to liaise with parents.	SENCO	Jun 17
B. Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly or withdraw from PE / PSHCE	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, December, Easter and July HODs to observe sessions and provide feedback / support.	Head of Maths/ English	Mar 17
	Provision of the Brilliant Club for some HAP that are also PP students	Ofsted report: 'The most able students' mentions The Brilliant Club as an effective use of pupil premium funds	Students completing the course successfully. Appropriate guidance and support from school staff and the PHD Tutor	AHT (i/c HAPS)	June 17

C. Attitude to learning scores are improved and are in line with non PP students	Development of ISPs and academic mentoring scheme for those students with the lowest attitude to learning scores	<p>There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress</p> <p>Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour.</p> <p>Evidence from the EEF toolkit suggests that targeted interventions matched to specific students with specific behavioural issues Ensure identification of pupils is fair and properly can be effective, especially for older pupils.</p>	Attitude to learning scores increase from one set of interim data to the next for those students being mentored.	PP Co-ordinator	Mar 17
D. Increased attendance rates for pupils eligible for PP (so that the persistent absentee attendance is reduced)	Development of an extra form in Year 11 to focus on PP attendance. These students to follow a separate form time programme and reward system	EEF Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs	Attendance for the form group increases from the previous year. Gap is reduced from the term 1 figure of 37.1%	PP Manager	Dec 17
	Development of a more structured attendance reporting to parents' scheme for students dropping in attendance. KS 3 and 4 pastoral support officers employed to monitor pupils and follow up quickly on trancies. First day response provision.	<p>Involvement of Parents has shown to have a 3 month potential gain according to EEF.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key issue. We can't improve pupil attainment if they aren't attending school. The gap between PP and Non PP attendance rate is narrowing but has not yet closed.</p>	<p>Reduce the attendance for all PP students from 16.67% to 14%</p> <p>Letters about attendance & Pastoral support officers to visit all PA at home to discuss attendance with parents/guardians and explore barriers.</p> <p>Use of EWO where necessary re legal action</p>	DHT Pastoral	Mar 17
	Provision of uniform and equipment for students who cannot afford it (on an individual basis) including the provision of bus passes etc to help support attendance	"There is some evidence that in areas of very high poverty free school uniforms improve attendance; however this does not appear to be true in all areas." - EEF toolkit. Therefore this approach will need to be closely monitored	Review on an individual basis for those students in receipt of allowances for uniform or transport. Monitor if attendance improves	Pastoral Team	Mar 17

E. Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice	Identify an appropriate support programme for students with SEMH	Evidence suggests that the number of students with SEMH issues has risen sharply and that targeted early intervention matched to specific students with specific SEMH issues can be effective, especially for younger pupils.	Use EP to engage with both students and parents, as required. Regular meetings to discuss caseload and number of new referrals.	DHT Pastoral	June 2017
Total budgeted cost					£119,500
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?
B. Improved progress for high attaining pupils	Purchase of equipment as necessary to enable HAP to have access to resources and revision guides / GCSEPod etc	Digital technology has moderate impact for high cost according the EEF toolkit.	Oversee individual requests for technology Review uptake of software such as GCSEPod, Sam Learning	Pupil Premium Coordinator	Jan 17
C. Attitude to learning scores are improved and are in line with non PP students	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors, leading to raised achievement points.	KSM	Jun 17
	Review of curriculum for all KS4 students. Particular focus on those "at risk" of underperforming or disaffected. Additional hours created to provide additional mentoring or seek provision elsewhere where the curriculum is	Reduced study of subjects will allow for better performance in those being continued. Small group mentoring has already been proven to have an impact.	Additional mentoring or staff supervision will be paid for from PP funding. Data analysis of key students. Learning walks of mentoring sessions.	AHT (PP)	Jun 17

	more focused as appropriate				
	Provide opportunities for curriculum related trips and visits that PP students may not otherwise be able to access	“Subside school trips and extra-curricular activities and help fund learning resources such as textbooks and ICT equipment” - Promoting Social Mobility: Closing gaps in attainment from ASCL.	More engagement with the curriculum as they can participate in events alongside peers		
Total budgeted cost					£54,750

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)	Cost
Improve outcomes in English and Maths by increasing hours of teaching and increasing the number of sets	Additional Staffing - English – 1 full time teacher Maths – 1 full time teacher	<p>Maths expected progress is on a 3 year upward trend although there are still room for improvements to be made here.</p> <p>English expected progress also improved although due to a re-moderation of coursework the final outcomes were not as anticipated so again there are still improvements to be made</p>	<p>This will continue for the time being as data, although still not positive, is getting more favourable over time.</p> <p>The removal of coursework in English prevents the outcome in English to be repeated.</p>	£56,000
	Small group sessions in Maths and English for high-attaining pupils with HOD or equivalent, during holiday schools. RAP parents' evening with a key focus on this cohort.	Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions and ensure that parents/carers are also involved. Success criteria: met	Small group sessions paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at interim points	£92,000
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)	Cost
Improved Year 7 literacy results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£51,000

Improve attendance for PP students	Use of pastoral staff to do early interventions, home visits etc	Attendance gap between PP and non PP has reduced over the last year. PP attendance is above national average PP attendance Success criteria: Met	More tracking of interventions of students needed on an individual basis, but as this strategy has improved attendance we will continue to use it this year.	£74,000
Improve the SEMH of students	Use of pastoral staff with regards to counselling and safeguarding children	We are seeing an increase number of students with SEMH concerns (as reflected nationally). However those students who received counselling have remained in school and are able to access the curriculum Success Criteria: Met	More tracking of interventions of students needed on an individual basis, but as this strategy has improved SEMH we will continue to use it this year. – see Health Audit	£22,500
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)	Cost
Improved Year 7 literacy and numeracy results	Summer school programme for Y7 with one intensive week of literacy and aspiration focus and target activities for Y6 teacher to complete prior to summer school.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£16,500
Improve attainment in curriculum areas	Provide opportunities for curriculum related trips and visits that PP students may not otherwise be able to access	Students have improved their performance – progress score of -0.18. Student voice shows that they appreciate the support to join their peers on trips	This will continue next year	£27,460

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

	2013-14			2014-15			2015-16		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Basics	46.5	64.9	18.4	40	69.1	29.1	37.1	67.4	30.3
3LP Ma	45.2	61.6	16.4	42.4	67.2	24.8	47.5	68.2	20.7
3LP En	75.6	81.6	6	74.6	76.7	2.1	69.4	85	15.6
Value Added	986.5	994.3	7.9	981.8	996.3	14.5	997.6	1015.2	17.6