

Pupil premium strategy statement –Ribston Hall High School 25/26

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	768 (7-11)
Proportion (%) of pupil premium eligible pupils	10% (79 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Sept 2025 – Aug 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Alec Waters Headteacher
Pupil premium lead	Andy Sargent Assistant Headteacher
Governor / Trustee lead	Richard Wallace PP Trustee Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,800
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£76,800

Part A: Pupil premium strategy plan

Statement of intent

At Ribston Hall High School, we have high expectations to enable all learners to achieve. Some pupils from disadvantaged backgrounds require additional support and we use all available resources to help them reach their full potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

To inform our pupil premium strategy, we use studies produced by a range of Educationalists to inform our methodology. This three- tiered approach ensures all children can fulfil their potential within school. The key pillars of the strategy are Teaching and Assessment, Targeted Intervention and Wider strategies.

Teaching and Assessment development through our staff training (INSET) sessions use a range of evidence-informed resources including those from the EEF, to support the teaching of all disadvantaged students in school. These sessions focus on improving teaching strategies which allow all students to access and feel challenged in lessons. Our Teaching and Learning focus group are at the forefront of pedagogical development in school and use evidence-based research to lead CPD, drive improvement and challenge in lessons. A focus on metacognition within our Reporting procedures encourage students to reflect and evaluate their learning, alongside structured mentoring, and feedback to improve their confidence. This provides students with a toolkit of strategies to develop their cognitive fluency that enables them to succeed. High quality Teaching and Learning is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Targeted academic support can have a positive impact on the progress of all students. Meetings with tutors provide an opportunity to discuss academic progress after diagnostic assessments, identify barriers to learning and draw up an action plan for review in subsequent meetings. The use of external agencies such as MyTutor and Girl's Network address underperformance within Year 9 and Year 11.

Wider strategies relate to addressing the most significant non-academic barriers to success in school. We ensure that students have sufficient engagement with external agencies that will support their progress within school. The provision of part funding of trips and visits ensures PP students can access the same learning experiences as their peers. When selecting which wider strategies are appropriate, working closely with parents is fundamental and supports engagement.

Providing a Summer School supports transition to Year 7 for all students. Students undertake a number of activities to build positive relationships and orient themselves with the school.

Our approach is responsive to individual needs, with the most important emphasis being placed upon high quality teaching and learning and effective intervention strategies. The approaches we have adopted complement each other to help pupils achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	PP students can have lower aspirations than their peers.
2	Overall PP Attendance is lower than non-PP students, especially in Key Stage 4.
3	Transition into Y7 for PP students can raise barriers / obstacles to learning.
4	PP students do not make same rates of progress as their peers.
5	Parent engagement with intervention strategies is lower than their peers in some cases.

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
Aspirations of disadvantaged students are raised.	<ul style="list-style-type: none"> • CADP data analysis demonstrates monitoring and intervention where underperformance has occurred with subgroups. • Broad and ambitious careers programme preparing students for Academic Excellence Pathway where selected students are provided support sessions for Oxbridge Applications. • NACE Identification of More Able Disadvantaged Students provides opportunity to monitor and track progress across the year. Evidence of Targeted Intervention when necessary. • Careers Advisor to prioritise PP students in Year 11 one to ones.

	<ul style="list-style-type: none"> • After PR1, tutors to speak to underperforming PP initially and then remaining PP in order to identify any barriers to opportunities. • Form Tutors to lead regular Mentoring Session (four full academic year) and prioritise PP students regarding Academic targets.
Attendance of PP and non-PP students is the same.	<ul style="list-style-type: none"> • PP students to have the same levels of attendance as the rest of the school. Prioritising PP data from the attendance Officer and using the data in Year Team meetings. Heads of Year to prioritise meetings with parents / carers of PP students.
Transition into Y7 addresses and removes any obstacles to learning.	<ul style="list-style-type: none"> • Student Voice indicates that Summer School ensures PP students feel comfortable with their surroundings and are ready to learn at start of year. • Form Tutor has met with PP students within their Form on a one-to-one basis at the start of term in order for students to feel familiar with key staff in the school.
Underperforming PP students receive timely, effective and impactful intervention.	<ul style="list-style-type: none"> • After each Progress Report, Curriculum Area Intervention strategies address underperformance and are monitored for impact. • Form Tutor leads Regular Mentoring Sessions and speaks to PP students about progress re. RCQs / PPGs.
Increased Parental Engagement supports progress.	<ul style="list-style-type: none"> • All forms of parental engagement are strengthened.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on adaptive teaching strategies to meet needs of all learners within the classroom	<p><u>Alex Quigley - Adaptive teaching (2024)</u> <u>InnerDrive - A teacher's guide to Adaptive Teaching</u> <u>Teacherhead - Formative Action teaching concept</u></p>	1,4
Develop Assessment framework in order identify KS3 underperformance.	<p>Continue to develop our Assessment framework derived from the recommendations from the <u>Education Endowment Foundation</u>.</p> <p>There are four key areas with a five-point scale (1 is the highest) where 3 or above is our expectation for students.</p>	1,4,5
In-class intervention strategies to address knowledge gaps and misconceptions	<p>After analysis of each Progress Report, Curriculum Areas implement an Intervention Strategy that effectively addresses underperformance.</p> <p>Using Class Evaluation Forms, staff adopt a Walkthru cluster to address specific learning problems as part of the Instructional Coaching Process.</p>	1,4,5
Curriculum Reviews include subgroup experience. Curriculum Leads analyse Progress Report data at subgroup level.	<p>Curriculum Reviews include:</p> <ul style="list-style-type: none"> • Meeting with Curriculum Lead • Lesson Visits • Student Voice • Staff Voice <p><u>EEF Teaching and Learning Toolkit</u></p> <p><u>EEF Targeted Academic Support</u></p>	1&4
NACE identification of More Able Learners ensures the More Able disadvantaged have opportunities to go beyond curriculum	<p>Going Further Opportunities on p drive.</p> <p>NACE Essentials: More able and the pupil premium</p> <p><u>NACE Essentials</u></p>	1,4,5

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

Budgeted cost: £7,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
If underperforming, tutor meeting with PP students to talk about their needs both academically and pastorally, and to ensure existing support is effective.	EEF Guide Using Pupil Premium	1,2,4
If underperforming, Year 11 students to be provided with ten online lessons with tutors addressing specific topics within specific subjects. These topics have been provided by their teachers.	MyTutor	1,4,5
Identified ten Year 9 students are placed on a year programme with Girls' Network. The receive a series of mentoring sessions with leading business women. This begins in the spring term and runs until the spring term of Year 10.	The Girls' Network	1,4,5

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

Budgeted cost: £31,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	EEF Supporting Attendance The DfE guidance has been informed by engagement with schools that have	2

Attendance officer will receive training to develop and implement new procedures alongside pastoral lead. This will be local training and network meetings led by the local authority. Attendance data to be scrutinised 6 times a year, with an aim to reach 96%, with PA lower than 8%.	significantly reduced persistent absence levels.	
Behaviour Policy maintain high expectations, all sanctions that are applied must be challenging the behaviour and not the individual, and sanctions must be equitable, consistent, and proportionate to the displayed behaviour.	RHHS Behaviour Policy	1,4,5
Production of a graduated pathway of support when dealing with mental health and wellbeing within school. Wellbeing Lead to coordinate support and manage referrals into the service, offering a consistent approach to supporting students who are most at need. This will include coordinating referrals into external agencies.	EIF's report on adolescent mental health found no evidence that teacher-delivered interventions are effective in addressing the needs of students with symptoms of depression or anxiety, and that therefore a specialist approach with a wellbeing lead as a highly qualified professional will provide more support Adolescent Mental Health: A systematic review on the effectiveness of school based interventions	1,2,4
Continuation of Summer School to support transition to Year 7 for all students. Students undertake a number of activities to build positive relationships and orient themselves with the school.	EEF Summer Schools	3
Residentials (100% of cost), specific	EEF Guide Using Pupil Premium	1,2,4

curriculum trips (50% of cost). Provision of main school uniform (via vouchers) in Year 7 and Year 10.		
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Total budgeted cost: £76,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2024-2025** academic year.

Last year was the third of a three year plan.

Overall APS 24/25 = 5.24 (5.36)

Overall P8 24/25 = 0.28 (-0.14)

() = 23/24

MyTutor supported underperforming Year 11 students in the spring term.

Focus on adaptive teaching supported effective intervention strategies.

Focus on NACE Challenge Award supported More Able PP students.

Ribston Ambition Pathway (RAP) encouraged aspiration in and out of the classroom.

Going Further Opportunities supported students in going beyond the curriculum.