

# Ribston Hall High School

## 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	Ribston Hall High School
Number of pupils in school	756
Proportion (%) of pupil premium eligible pupils	8.89%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 (policy revised and published July 2020)
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sarah Colombini Headteacher
Pupil Premium lead	Andrew Barnard, Assistant Headteacher
Governor / Trustee lead	Fergus O'Sullivan and Lynda Frall Co-Chairs of Trustees

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58255
Recovery premium funding allocation this academic year	£ 8845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67100

## 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, particularly in EBacc subjects.

To inform our pupil premium strategy, we use studies produced by the Education Endowment Foundation (EEF) 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 & 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 reports from the EEF to lead CPD, drive improvement and challenge in lessons. A focus on metacognition encourages 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. Each student identified has three meetings annually with a member of the pastoral team. These meetings 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. Further meetings assess the action plan, implementation of strategies and whether they have been successful in supporting progress.

**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, access to technology to access the curriculum from home alongside providing access to sporting and cultural experiences that will develop and enhance their time in school. When selecting which wider strategies are appropriate, working closely with parents is fundamental and supports engagement. Each student will receive a standard offer, with the opportunity to apply for additional bursaries on top of this.

Our approach is responsive to individual needs, with the most important emphasis being placed upon robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Maths's attainment in KS4 shows a significant progress gap between PP and non-PP students. In Y11 (2020 assessed grades) this was a 0.78 of a grade gap and in year 10 assessments a 0.5 grade gap. This attainment gap in Maths will affect pupils' abilities to problem solve and identifies a similar trend in science (Biology Y11 assessment show a 0.78 grade gap).</p>
2	<p>Attendance- ensuring that students can attend and take part in lessons. PP attendance has been lower than the school average (2020/21- 95.56% whole school, PP 94.95%). Absenteeism will negatively impact disadvantaged students</p>
3	<p>Ensure that curriculum design meets the needs of disadvantaged students. Raising aspirations in EBACC subjects as uptake and achievement of disadvantaged students in languages is a challenge. Few PP students have opted for languages in KS4, and where they do there is a significant achievement gap (Y10 assessments show a 0.91 grade gap in Spanish). Increasing the proportion of PP students completing EBACC subjects would evidence a raising of aspirations amongst the student body.</p>
4	<p>Access to opportunities outside of the classroom post pandemic. Ensuring that those eligible for pupil premium can attend extra-curricular experiences that will enhance their cultural capital.</p>
5	<p>Our wellbeing work, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety that has led to an increase in referrals to mental health services in and out of school (including referrals to school counsellor, trailblazers, TIC+ and CAMHS. This is partly driven by concern about catching up lost learning and exams, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils.</p> <p>Between September and November 2021 there have been 20 referrals into internal school counselling services (including Art therapy). Of these 5 referrals are from PP students (25%, significantly higher than 8.89% of the school population). We would expect this trend to continue during 2021/22.</p>

## 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
New assessment procedures help to identify underachievement and provide an opportunity to support improvement.	Within pastoral return documents progress of vulnerable students will be commented on discretely, and appropriate actions will be identified to support these students, in terms of targeted interventions. This identification of disadvantaged students will allow a more targeted approach to these students interventions. Evidence of this approach and the targeted support will be available through the pastoral returns.
Attendance will improve for those students eligible for pupil premium in the school.	Attendance for this group will improve from 94.95% to 96% by Summer 2023. This will include minuted meetings and action plans with the attendance officer for those students that may need additional support.
Increase in students selecting EBaccalaureate subjects in KS4.	KS3 knowledge maps will have been carefully designed to meet the needs for the most vulnerable students and will allow access to the curriculum for all students. Evidence of this in MFL through learning walks, work scrutiny and pupil interviews.
The needs of individual students will be considered, and specific actions will be in place for those students eligible for the pupil premium.	<p>Each student will have an action plan, that will be reviewed at least once during the 2021/22 academic year. These plans will be linked with the school assessment schedule and will use these assessments to identify underachievement. The effectiveness of these plans will also be reviewed.</p> <p>Increased number of students attending non-curricular school trips from disadvantaged background. This is in addition to fully funding any whole school trips, or trips with a specific curriculum focus (for example a Geography Field Trip). A high proportion of PP students completing the bronze DofE award.</p>

## 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.

**Budgeted cost: £33 550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The quality of Teaching and Learning and its facilitation within the classroom</p>	<p>Ribston has recently focused on improving pedagogy through its updated <a href="#">Curriculum Intent</a>. The vast majority of INSET CPD time has been devoted to this over the last two years. In collaboration with a very active Teaching and Learning group, we have developed an approach using evidence-based research to inform our development. Our main areas of focus have been:</p> <ul style="list-style-type: none"> <li>• Challenge and Deep thinking</li> <li>• Metacognition for self-reflection (<a href="#">EEF recommendations</a><sup>1</sup>)</li> </ul> <p>Focusing on these areas and using cognitive science has developed our “curriculum thinking. This is where we have developed Curriculum Maps and focused on the knowledge students must remember as part of our teaching. Using strategies such as those identified by <a href="#">Rosenshine</a> (and practical guide by <a href="#">Sherrington</a>) and embedding regular modelling and retrieval practice, has enhanced learning at Ribston. This continues to have impact, even when considering remote learning.</p> <p>Throughout our work on developing teaching and learning we have been using resources such as the <a href="#">Education Endowment Foundation’s Teaching and Learning Toolkit</a>. This resource provides outcomes from evidence-based research to provide detail on cost (in time and resources) vs. impact of various strategies to ensure that we are focusing development on the strategies that will provide greatest impact for our learners.</p> <p>Evidence shows that the quality of teaching rather than the method has the highest impact and there is no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”). The <a href="#">rapid evidence assessment on distance learning</a> from the EEF has been used as an evidence base for these strategies.</p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearning-toolkit/">https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearning-toolkit/</a>  <a href="https://educationendowmentfoundation.org.uk/tools/guidancereports/metacognition-and-self-regulated-learning/">https://educationendowmentfoundation.org.uk/tools/guidancereports/metacognition-and-self-regulated-learning/</a></p>	<p>1&amp;3</p>
<p>Assessment framework to identify</p>	<p>Implement our new Assessment framework with core principles that support the development of metacognitive strategies to enhance learning.</p> <p>Establish the consistent implementation of the criteria driven Ribston Cognitive Qualities (RCQs) and the Professional</p>	<p>1</p>

areas of improvement	Predicted Grade (PPG) to provide accurate diagnostic evidence and predictions of student progress. Ensure deep level analysis against targets by middle and senior leaders to facilitate suitable intervention, bridge gaps, and plan next step learning.	
Calendared intervention for assessment and feedback	As part of the implementation of the new assessment policy, rigorous and timely interventions are planned. There are regular calendared meetings for different groups of staff to meet and scrutinise the data, specifically looking at target groups of students, including pupil premium. Middle leaders will report on progress of groups in scheduled meetings with SLT.	1&3

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

Budgeted cost: £16 775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Following the recovery assessments, Curriculum Teams will work in conjunction with the Pastoral Team to analyse the data and identify those who may require more focused intervention at a one-to-one or small group level. This data will also be reviewed by the Curriculum Team who will plan which issues may be tackled through in-class intervention and what wider curriculum area intervention may look like.</p> <p>In cases where a need for more focused intervention has been identified, we will be providing tutoring in English, Maths and Science across Y7-11. This is being provided through the <a href="#">National Tutoring Programme</a> through Vision for Education.</p>	3&5
<p><b>In-Class Intervention</b></p> <p>As part of our additional INSET day in September, Curriculum Teams will work to identify key aspects of the curriculum which may have been affected by the school closure and make changes to the Schemes of Learning as appropriate. The following in class strategies may be used to enable and assist <b>all</b> students in</p>	<p><a href="https://www.ribstonhall.gloucs.sch.uk/curriculum">https://www.ribstonhall.gloucs.sch.uk/curriculum</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/</a></p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p> <p><a href="https://teacher-head.com/2020/03/16/rosenshine-master-class-captured-free-cpd/">https://teacher-head.com/2020/03/16/rosenshine-master-class-captured-free-cpd/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p>	3&5

<p>narrowing gaps in knowledge or consolidating prior learning:</p> <ul style="list-style-type: none"> <li>• Differentiated tasks and/or resources</li> <li>• Variety of learning activities</li> <li>• Regular folder/book checks to ensure work and notes are completed and of an appropriate standard</li> <li>• Targeted support from teacher during independent working</li> <li>• Targeted questioning to check understanding, identify misconceptions, and stretch and challenge</li> <li>• Peer support &amp; Group work</li> <li>• Modelling – processes, concepts, and answers</li> <li>• Writing frames and essay plans</li> <li>• Assessment for learning strategies</li> <li>• Support with revision strategies (taught and modelled)</li> <li>• Activities to promote retention, e.g.: retrieval practice, knowledge organisers, interleaving, knowledge tests</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/">https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</a></p>	
<p><b>Pastoral Intervention</b></p> <p>Every one of our students and staff will have been affected, in a variety of different ways, by the events of the pandemic. In their think piece "A Recovery Curriculum: Loss and Life for our children and schools post pandemic", Carpenter and Carpenter (2020) identified 5 losses that are likely to be experienced: "of routine, structure, friendship, opportunity and freedom" and that these "can trigger the emergence emotionally of anxiety, trauma and bereavement in any child".</p> <p>Pastoral support staff meeting annually with pupils and producing an action plan for support. Tutors and Heads of Year will also meet with students during the mentoring process that follows</p>	<p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,4&amp;5</p>

<p>assessment points four times in each academic year. This will encourage students to talk about their needs both academically and pastorally, and ensure support is effective. This will include ensuring that those pupils eligible can attend school trips and events, and that finance is not a barrier to these. The pupil premium grant will be used to cover the cost of whole year trips, plus subject specific curriculum trips in full. Financial support for extracurricular trips will be assessed on an individual basis. Cost of the school uniform offer set out in our policy will also be part of this strategy.</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £16 775**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance officer will receive training to develop and implement new procedures alongside pastoral lead. This will be local training and network meetings led the local authority.</p> <p>Attendance data to be scrutinised 6 times a year, with an aim to reach 96%, with PA lower than 8%.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p>	1&3
<p>Restructure of our behaviour procedures to maintain high expectations, all sanctions that are applied must be</p>	<p>Tom Bennett's rationale in recent work including publication "Running the Room" and <a href="#">Rebooting behaviour after lockdown- Advice to schools reopening in the age of COVID-19 (behaviourguru.blogspot.com)</a>.</p>	2&3

challenging the behaviour and not the individual, and sanctions must be equitable, consistent, and proportionate to the displayed behaviour.		
Production of a graduated pathway of support when dealing with mental health and wellbeing within school. More time to be allocated to the newly created post of 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  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	2&5
Contingency fund for specific issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 67 100**

## 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.

Our Pupil Premium strategy, and subsequent policy was published in July 2020, and last academic year was the first year of a three-year plan. The impact of the pandemic has meant that some areas of development have not been fully realised, however this has given an opportunity to look at this plan, and ensure that it closely aligns to the whole school development plan, and links closely with work in assessment and developments in T&L.

Our recovery assessment data last academic year, and particularly our Y11 TAG assessment data suggested that there remains a progress gap in KS4, with students achieving 0.25 of a grade lower than those not in receipt of Pupil Premium, however the cohort size of 3 could make this data less significant than it may seem. Work on focusing and targeting students has shown to have an impact in year 10, where the gap in final assessments was 0.01. There is however an attainment gap (63.25 compared to 54), and this is an area that the T&L strategy for 2021/22 will look to address.

Overall attendance is above the national average, however at times when pupils were expected to attend, absence amongst pupil premium students was at 94.95%, 0.5% lower than their peers. These gaps are similar to previous years; however, this remains an area of focus in our plan, and time will be given to the attendance officer to improve this.

Our data, and feedback from middle leaders demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have factored this into several strategic changes highlighted above.