

Pupil premium strategy statement –Ribston Hall High School 24/25

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	753
Proportion (%) of pupil premium eligible pupils	11.8% (89 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 2022 – Aug 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alec Waters Headteacher
Pupil premium lead	Andy Sargent Assistant Headteacher
Governor / Trustee lead	Richard Wallace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,860
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£72,860

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 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 & 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. Each student identified has a meeting 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

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 non-PP students.
2	Overall PP Attendance is lower than non-PP students.
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	PP parents can be reluctant to engage with reporting mechanisms.

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 Careers Programme including an Academic Excellence Pathway where selected students are provided support sessions for Oxbridge Applications. NACE Identification of More Able Dis- advantaged Students provides opportunity to monitor and track progress across the year. Evidence of Targeted Intervention when necessary

	<ul style="list-style-type: none"> • Careers Advisor to prioritise PP students in Year 11 one to ones. • Evidence of an Annual Review Meeting with a member of the Pastoral staff in order to discuss progress in school and 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.
PP students are supported in independent learning - metacognition and self-regulation.	<ul style="list-style-type: none"> • Form Tutor leads Regular Mentoring Sessions and speaks to PP students about progress re. RCQs / PPGs. • Updated Assessment and Feedback Policy allows students to understand justification of RCQ grades.
Increased Parental Engagement supports progress.	<ul style="list-style-type: none"> • Parent Voice and Assessment Focus Group demystify and justify RCQ scores. • Updated Assessment and Feedback Policy allows parents to understand justification of RCQ grades.

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: £ 36,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on adaptive teaching strategies to meet needs of all learners within the classroom	Alex Quigley - Adaptive teaching (2024) InnerDrive - A teacher's guide to Adaptive Teaching Teacherhead - Formative Action teaching concept	4
Develop Assessment framework in order to develop metacognitive thinking	Continue to develop our Assessment framework derived from the recommendations from the Education Endowment Foundation . There are four key areas with a five-point scale (1 is the highest) where 3 or above is our expectation for students.	1&4
In-class intervention strategies to address knowledge gaps and misconceptions	Use of Walkthrus – evidence based teaching and learning strategies that: a) elicits evidence of learning b) provides feedback that moves learning forwards c) cultivates students as learning resources d) encourages students to be owners of their own learning	1&4
Curriculum Leads to include on CADP QA for subgroups including PP students. Specific Maths Intervention Programme for PP students.	EEF Teaching and Learning Toolkit EEF Targeted Academic Support	3&4
NACE identification of More Able Learners ensures the More Able disadvantaged have opportunities to go beyond curriculum	NACE Essentials: More able and the pupil premium NACE Essentials	1&4

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

Budgeted cost: £ 18,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support staff meeting annually with pupils and produce an action plan for support. This will encourage students to talk about their needs both academically and pastorally, and ensure support is effective. Whole year school trips, specific curriculum trips, school uniform and, on an individual basis, extra curricula activities to be funded.</p>	<p>EEF Guide Using Pupil Premium</p>	<p>1,3,4</p>
<p>Tutors and Heads of Year will meet with students during the mentoring process that follows assessment points four times in each academic year.</p>	<p>EEF Guide Using Pupil Premium</p>	<p>1,3,4</p>

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

Budgeted cost: £ 18,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. 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. 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>	<p>2</p>
<p>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.</p>	<p>RHHS Behaviour Policy</p>	<p>1,4</p>
<p>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.</p>	<p>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</p> <p>Adolescent Mental Health: A systematic review on the effectiveness of school based interventions</p>	<p>1,2,4</p>
<p>Contingency fund for specific issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £72,860

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 **2023 to 2024** academic year.

Last academic year was the second year of a three-year plan.

Our results at KS4 suggest that PP students underperformed in respect to the cohort. There was a difference of -4.85 in Attainment and a -0.44 in Progress 8. English Progress 8 was 0.04 below cohort whereas Maths was -0.73 below cohort. Maths intervention will be a priority for 24/25.

In Year 10 PPG4, PP students are closer to cohort's progress. There was a difference of -0.08 in Attainment and 0.07 in Progress 8.

Absence amongst pupil premium students was at 1.4% 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.

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.