

Pupil Premium (including Service Premium) Statement 2021-2024 – as updated 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2023

Detail (as of 11 th Sept 2023)	Data
School name	Risedale School
Number of pupils in school (October census estimate)	566
Proportion (%) of pupil premium eligible pupils (FSM/Ev6)	26.5% (150 pupils)
Proportion (%) of service pupil premium eligible (incl Ev3)	59.5% (337 pupils)
LAC pupils	0.2% (1 pupil)
*number of pupils who are BOTH Service and Pupil Premium	23
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published / updated	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	
Pupil premium lead	Colin Scott
Governor / Trustee lead	John Glahome (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,682
Service Premium funding allocation this academic year	£ 116,771
Recovery premium funding allocation this academic year	£ 28,359
LAC funding	£ 1900
Total budget for this academic year	£ 307,710

Part A: Pupil premium strategy plan

Statement of intent

Risedale School is unique amongst mainstream secondary schools due to its location in the centre of a military garrison and the large number of military children, well over half, who attend. Additionally, the school also has many pupil premium pupils, almost a quarter of the school population. When combined these two significant groups ensure greater challenge than most secondary schools would ever envisage but does add to the cultural mix of the demographics within the school. Some of the challenges met by both groups are similar, such as behavioural, academic, and social/emotional complexities given their backgrounds.

As a school no pupil, regardless of background, is disadvantaged in their access to an education suitable for their needs and futures. We aim to reduce any progress gaps and increase their aspiration to never give up. Backed up by our five curriculum pillars the school's intent is for every child to have the skills needed to access a successful pathway post-16, be that through college, apprenticeships or the world of work. We acknowledge the need to ensure that as many pupils as possible can access EBACC pathways into GCSE and we ensure the KS3 curriculum offers the support to move onto that academic route. We are also aware that EBACC is not the pathway suitable for all. Our intent remains to ensure that all pupils can access the academic pathway (and our options in Y9 for GCSE starting in Y10 ensures it is available for ALL pupils) and that any child belonging to any group, be they LAC, Service, Pupil Premium or SEND, are not disadvantaged on that route to success. It is also our intent to make sure that other options are available to those pupils and parents who choose a route other than academic, whilst ensuring our obligations to the National Curriculum are still met.

In order to ensure equity for all, governors and senior leaders have our curriculum at its heart sitting alongside high-quality teaching. But given the significant disadvantage that many of our population endure, spending of these funds needs to ensure that no child is left behind, the right support is in place to guide young people into meaningful engagement with their learning and that background does not disadvantage their journey through the school years. Key to our intent is true equity. And in 'true' equity we mean ensuring that every child can receive the right support for them, the right resources to aid their learning and right access to a wider world through cultural exposures, regardless of family social and/or financial circumstances. Even if this means different children receiving different tools and support if it matches their needs to give them equal access to learning.

Given the recent challenges of a world pandemic, the school is further challenged ensuring that recovery plays a key part in bridging the loss to learning suffered by most, particularly disadvantaged, SEND, pupils premium and LAC children. This has not been easy and the school is ready for this to be a long-term needs as opposed to a short-term fix, not just academically but also in the behavioural and emotional aspects of some key groups of learners who have lost earlier learning and knowledge in self-regulation, expected behaviours and relationships to others. Our experience of the National tutoring Programme has not been positive with variable support being given through a centralised system of online after-school tutoring. Despite sharing the needs of individual pupils, we were met with tutors who mostly did not know the children or, simply, never turned up! We have decided to increase our own already-existing intervention programmes to further target these pupils from September 2023. Having experienced mixed results from the initial National Tutoring programme, the school has developed its own, more targeted approach to tackle underachievement whilst at the same time developing the skills and knowledge of staff to rebuild confidence and resilience of young people back into valuing education.

Attached to this need is one where parents themselves are proactively contacted to ensure that they fully support the school in its efforts with their children, made more difficult given their own backgrounds where we are dealing with a few parents, particularly disadvantaged, who may not value education due to their own experiences or being part of multi-generational unemployed and whose own undervalue of the system affects their children's belief in the system.

Our approach, which needs to be adaptive and responsive, is routed in:

- ensuring children who belong to any identified group are always challenged in the classroom to do more than the minimum and are given opportunities to excel.
- ensuring all teachers' planning for progress includes specific action to support those in greater need through disadvantage, be they from free school meal or service or LAC or SEND.
- using available funding to target inequity alongside staffing areas with skilled support via training and relevant outside agencies.
- developing the curriculum to match the needs of all, not simply responding to any government ideology.
- true partnership working with parents.
- being robust in ensuring a proactive approach before a need necessarily becomes identified whilst also responding to any identified needs through close and frequent monitoring of an individual's progress in all areas.

Challenges

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

	Detail of challenge
1	Progress gap significant between their peers (FSM/LAC/SEND)
2	Attainment 8 low for all groups compared to national (FSM/Service/LAC/SEND)
3	Higher ability pupils do not always make progress they should (FSM)
4	Social emotional health often low due to local context and army moves (FSM/Service/SEND)
5	Limited vocational options due to access to specialist staffing (FSM/Service/LAC/SEND)
6	Attendance remains an issue to maintaining recent improvements (FSM/Service/SEND)
7	Exclusions causing stall in progress (FSM)
8	Low prior attainment from local primary school (FSM/LAC)
9	Mid-year entries to and from school - out of area and out of country (Service/LAC)
10	Low cultural awareness of wider world and community inc. careers (FSM/Service/LAC/SEND)

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 (tied to numbered challenges above).

	Intended outcome	Success criteria
1/2	Narrow gap in progress and attainment between groups	Gaps negligible due to planning in lessons and expanded bespoke curriculum provision resulting in greater progress with Progress 8 ultimately sustaining positive levels reaching +0.0
3	Further increase achievement in higher ability pupils	High ability pupils identified in all lessons and specific challenges added leading to higher achievement in line with national progress levels for the group
4/9	Support Emotional Well-being and mental health	Reduction in anxiety across target groups as identified by trained counsellor, including trained THRIVE practitioners, leading to improved outcomes and attendance
5/7	Expand vocational curriculum	More options added to curriculum and more pupils accessing more appropriate courses leading to improved resilience, attendance, reduced suspensions and outcomes at Key Stage 4
6	Increase attendance (post-Covid detrimental)	Attendance of all groups rises further above national averages and to be at least 93% by 2024 with further growth to pre-pandemic levels by 2025 – (national levels currently 90% in 2023)
8	Support transition activities at all year levels	Pupils able to re-engage more quickly with learning and their peers after a move across country and from other countries as well as increased understanding of those in local primary schools about to transfer into Y7 as well as into post-16
10	Increase cultural awareness	Pupils from the garrison access more opportunities to explore world cultures, the arts and understand opportunities available to them post-16

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: £62,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE training (£10,000)	EEF Evidence Review Social and Emotional Well-being Teaching and Learning Toolkit. Social and Emotional Learning	1,2,4
Purchase of CAT and standardised testing (£1,600)	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,8
CPD across school targeting staff awareness and implementation of planning for progress, SEND, disadvantaged groups (£15,000)	SEND in mainstream schools Ongoing training exploring various pedagogies (not just Bloomes) to best effect to support different groups.	1,2,3,8
Curriculum development and training across all subject areas including development of subject knowledge (£20,000)	Attendance at curriculum masterclasses and training of all staff in curriculum models and approaches. Membership of subject associations Impact MCCT Core subjects increasingly used 'contextualised' learning to support greater understanding in pupils	1,2,3, 6,7,10
Embedding disciplinary literacy through tutorial programme in line with	Improving Literacy Disciplinary Literacy Quigley	1,2,8,9

the recommendations in the EEF secondary school guidance (£6,000)	Increased rates of literary fluency has enabled more rapid catch-up of lost learning, particularly disadvantaged	
Development of faculty leaders to lead and manage teams and to upskill in challenge to those underperforming (£10,000)	Leadership Evidence Report - School Improvement	1,2,3,6,7,10

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring (£10,000)	Small group and 1 to 1 tuition has positive impact on pupil progress	1,2

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

Budgeted cost: ongoing £315,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring ALL pupils have access to remote online learning - initial whole school cost to keep ICT systems up to date and to renew older technologies for Y10 pupils to flood ALL year groups £60,000	No child unable to continue learning during lockdowns or when otherwise off school ensures no child is left behind. All pupils benefit due to the equitable nature of the project regardless of background. Staff develop online and other skills to engage and excite pupils in their learning through competitive gaming, quizzing, independence, teaching and collaboration. EEF remote learning - access to technology review	1,2,3,8,9
Reduce anxiety to enable learning via fully-qualified school counsellor (£45,000) and also reduction in suspensions caused by poor behaviour when linked to mental well-being	Evidence demonstrates that anxiety amongst target groups (and in our school the data shows anxiety causes lost learning amongst pupil premium, service children and SEND children) that pupils are less nervous about assessments, in-class learning challenges and social tensions (although rare in class, much of the low-level disruption and therefore lower progress is caused through a minority affected by friendship fallouts or social media bullying amongst a few). However this appears to be the tip of the iceberg with mental well-being being a major factor in the progress children make - particularly post-covid where routines and good behaviours have, in part, been forgotten.	4,6,7,9
Increase attendance for those less-willing to return post lockdowns (£15,000)	In the first Autumn term 2022, the school's attendance figures have been much higher than national secondary attendance levels (in mid-October national figures were just under 87%) but since has dropped significantly to below 90%. This is mainly as a result of last year's Y11 who had significant challenges as well as being 'hit' by army moves where we have to keep children on roll for 4 weeks minimum as they move to new schools and are registered. This has a massive impact on our overall figures. Those challenged by coming to school are also supported with our in-school counsellor. This is having some positive impact - albeit slow - and is expected to be an ongoing concern for the next year or two as the country exits the pandemic and routines are re-established.	6
Expansion of curriculum to include	An increase in staffing to enable an increase in practical subject	

some more vocational aspects of learning for a few pupils who may benefit from this curricular approach (£60,000)	offering - which will sit alongside more wider apprenticeship approaches - has already opened the curriculum to a few disengaged pupils. It is envisaged that a further increase, now pupils are back to school and recognise the extra opportunities, will positively impact on attendance, behaviour and achievement.	2,5,6,7
Increase in General Teaching Assistant numbers (£107,000)	Adding to the current 'pool' of general teaching assistants available to staff will enable more targeted support for disadvantaged and service pupils.	1,2
Morning, lunchtime and after-school academic interventions with senior leaders and other teachers (£28,000)	Mentoring via senior leader interventions daily during form time for specific pupils to offer guidance in learning - evidence demonstrates pupils have greater awareness of need and has increased their participation in after-school classes in core and humanities subjects	1,2,3,5,6

Total budgeted cost: £387,600

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 2021 to 2022 academic year.

Year 11: In 2022 pupils sat a range of fully moderated assessments and in 2023 pupils were able to sit 'normal' pre-Covid type GCSE examinations. This took no account of the ongoing legacy of 'The Covid Generation'. However, from this we were able to do a GAP analysis (based on estimates in September 2023):

Service Gap: Service pupils outperformed non-service pupils by +0.1, so very slightly better than non-service. Attainment of service pupils was also slightly better at 0.23 of a grade.

SEND Gap: was -0.75, however this gap was skewed by a few pupils who were either taught in an alternative, but relevant, placement at Darlington College or the two pupils who were not able to physically sit exams one of whom is severely disabled and one who was medically precluded – both in our P8 figures and with a cohort of only **88(?)**. This meant that these five pupils impacted by 5.7%. We are still appealing that the two medical pupils should not be counted in our headline figures.

FSM Ever 6: Whilst there was a gap of -0.2 this again was skewed for the reasons mentioned above.

Key Stage 3 Analysis:

In our pupils at KS3 sat a range of consistent, formal assessments. This is our analysis of these gaps in that Key Stage in 2022/23:

	Service Gap*	SEND Gap	FSM Ever6 Gap
Year 7	+0.02	+0.25	+0.02
Year 8	-0.08	-0.09	+0.02
Year 9	+0.07	-0.40	-0.16

*Service Gap; this mirrors the KS4 picture, with the gap closing and becoming positive by the end of KS3

Headlines of GCSE Year 11 leavers in 2023:

- Service children out-performed others
- Boys out-performed girls (bucking the national trend)
- No discernable gap present in disadvantaged/others

Externally provided programmes:

As already stated, the school has been let down and severely disappointed by the National Tutoring Programme both for the quality of what was provided alongside the need to add school budget to it. It has therefore been stopped within the school