

# Pupil premium strategy statement – Risedale School

This statement details our school’s use of pupil 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	553
Proportion (%) of pupil premium eligible pupils	83% (47% are service pupils, 34% are E6/FSM/LAC, 3% are both)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	L Greenwood
Pupil premium lead	L Greenwood
Governor / Trustee lead	A Hastings

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>Total: £280,362</b> FSM £175,919 (includes £6,300 Ever 6) Service £102,538 LAC/PLAC £1905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£280,362</b>

## Part A: pupil premium strategy plan

### Statement of intent

At Risedale School, we strive to ensure that all pupils, regardless of background and circumstances, have access to a high quality education and a wide variety of opportunities and experiences that contribute to their personal development. We want all of our pupils to leave us with the knowledge, qualifications and cultural capital that enable them to comfortably access their next steps and function as proactive, responsible and kind citizens in society. We wish to close progress and attainment gaps for disadvantaged or vulnerable pupils. Due to the high levels of mobility experienced by our service children, we aim to ensure that transition into the school helps all pupils to quickly feel a sense of belonging to the 'Risedale Family' and to access learning as seamlessly as possible through effective support. We also aim to support pupils' transition out of the school so that they can comfortably access learning in their onward setting as quickly as possible.

We will consider the challenges faced by vulnerable pupils, such as those with SEND, those who have a social worker and young carers. The activity we have outlined here is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching, effective personalised learning, pastoral support and well-managed transition are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. A focus on high quality teaching 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through intervention for pupils whose education has been worst affected.

Our approach will be centred around both common challenges and individual needs, rooted in robust diagnostic assessment and use of data, not assumptions about the impact of disadvantage (including the specific challenges faced by Service Pupils). The strategies we have adopted are evidence-based and rooted in the EEF/other guidance. To ensure they are effective we will:

- ensure disadvantaged pupils are adequately academically challenged, especially those who are high prior attainers
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils (E6/FSM/LAC) do not typically perform as well as their peers, especially disadvantaged girls. These pupils are significantly underperforming, especially when their outcomes at KS4 are compared with their non-disadvantaged counterparts nationally (2024 unvalidated data suggest that these pupils are performing at, on average, almost a grade below others with the same prior attainment).
2	Although they typically outperform their non-service counterparts at Risedale, service children do not make expected progress. Around half of our pupils come from military families and many have moved home and school several times. Changes in school, community and curriculum can have a significant emotional and academic impact on these pupils.
3	The average attendance rate for Risedale pupils fell below national averages in 2023 and 2024. In particular, too many E6/FSM/LAC pupils are persistently or severely absent. 56.6% of E6/FSM/LAC pupils were 'persistently absent' compared to 44.7% of their peers during 2023-24. 36.9% of service pupils were also 'persistently absent' during 2023-24 (although they attend better than their non-service peers, this is high when compared to national PA figures for all pupils - 19.2%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments on entry to Year 7 this year indicate that 44% of our disadvantaged pupils arrived having achieved below age-related expectations in maths compared with 3% of their non-disadvantaged peers. External assessment at GCSE this year showed that 70% of disadvantaged pupils did not achieve in line with age-related expectations in maths compared with 54% of non-disadvantaged pupils (and for disadvantaged girls the attainment in maths is lower: 79% did not reach a grade 4). These are trends which are more pronounced this year.
5	Assessments on entry to Year 7 this year indicate that 32% of our disadvantaged pupils arrived below age-related expectations in reading compared with 15% of their peers. External assessment at GCSE this year showed that 58% of disadvantaged pupils did not achieve in line with age-related expectations in English compared with 41% of non-disadvantaged pupils. Again, this is a trend.
6	Our behaviour, safeguarding and SEND data, observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils, such as trauma, antisocial behaviour, aggression, anxiety,

	<p>and low self-esteem. These challenges particularly affect their ability to self-regulate and their attainment.</p> <p>In the Autumn Term 2024, 61 pupils (50 of whom are disadvantaged) required additional formalised support with social and emotional needs via the inclusion team or School Counsellor. Teacher referrals for wellbeing support remain high.</p>
7	<p>Our observations and monitoring suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, and can approach learning with high levels of passivity. This is demonstrated across the curriculum.</p>
8	<p>Many of our disadvantaged pupils (E6/FSM/LAC) have limited experience of the wider world and low levels of cultural capital.</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
<p>Attainment and progress at KS4 for disadvantaged pupils significantly improve and the gap between E6/FSM/LAC and other pupils reduces (and specifically for disadvantaged girls). Attainment and progress also improve for Service Children.</p>	<p>KS4 performance measures in 2026/27 demonstrate that disadvantaged (E6/FSM/LAC) pupils achieve an average Attainment 8 score of at least 4.0, service pupils achieve an average A8 score of at least 5.0 and at least 30% of disadvantaged and 35% of Service Pupils pass GCSE English and maths at grade 5 or above. These measures also demonstrate that disadvantaged girls are not underperforming compared with their male counterparts.</p>
<p>Systems and processes are established that result in Service Children being quickly assessed on entry to Risedale and information being effectively shared, so that a smooth transition happens and, wherever possible, there is no lost learning.</p>	<p>Pupil and parent voice demonstrates swift settling into learning and routines for service children and staff are promptly informed of any additional learning needs and previous learning/curriculum.</p>
<p>More disadvantaged pupils (especially girls) at KS3 and in Y10 are progressing well in maths.</p>	<p>Internal tracking data for Y7-10 suggest that at least 50% of disadvantaged pupils are on track to achieve a grade 4+ in maths at GCSE.</p> <p>Internal tracking data for Y7-10 suggests at least 50% of disadvantaged girls are on track to achieve a grade 4+ in maths at GCSE.</p>
<p>Attendance of disadvantaged and service pupils improves and is in line with national average attendance.</p>	<p>Attendance of E6/FSM/LAC is at least 90%. Attendance of service pupils is at least 90%.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests demonstrate a 25% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-</p>

	disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
The numeracy gap for disadvantaged pupils is reduced in Key Stage 3.	Internal assessment data demonstrates that at least half of the disadvantaged and Service pupils who did not meet age related expectations in maths at KS2 are achieving in line with expectations by Year 9.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
Disadvantaged and Service Pupils are more able to access the curriculum successfully.	Behaviour (incl. suspensions and exclusions), safeguarding and monitoring data, as well as teacher and pupil voice suggest that these pupils are more settled in school and are accessing lessons well.
Pupils take part in experiences of the wider world that enhance their cultural capital and personal development.	More disadvantaged and service premium pupils participate in enrichment activities, including extra-curricular clubs and educational visits.

## 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: £103,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1, 2
An internal CPD programme based on the ECF, the GTT Evidence Review and EEF guidance for teaching and support staff with a focus on establishing	The <a href="#">EEF guide to Effective Professional Development</a> states that 'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap'.	1, 2, 4, 5, 7

<p>quality first teaching, including adaptive teaching strategies, metacognition, self-regulation and engagement in learning.</p>	<p>The <a href="#">Great Teaching Toolkit Evidence Review</a> details what makes great teaching according to evidence.</p> <p>The <a href="#">Early Career Framework</a> (independently assessed and endorsed by the Education Endowment Foundation - EEF) draws on the best available evidence to ensure all pupils succeed.</p> <p>The <a href="#">EEF Guidance on Metacognition &amp; Self-Regulated Learning</a> details recommendations based on the positive impact associated strategies can have on pupil learning.</p> <p>The <a href="#">EEF SEND in Mainstream Schools guidance</a> outlines 5 recommendations and states that 'to a great extent, good teaching for pupils with SEND is good teaching for all'.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching Mathematics at Key Stage 3</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 2, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF guidance.</p> <p>We will fund professional development and resources to promote and develop pupils' literacy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap (Oxford University Press)</a></p>	1, 2, 5
<p>Upskilling of curriculum leaders to ensure highly effective quality of education is in place across all departments, through excellent curriculum planning and rigorous, action-focused monitoring and quality assurance.</p>	<p>The <a href="#">EEF Schools Guide to Implementation</a> details how having the right leaders in post and developed to a high standard, working in an evidence-based way, can make a difference to pupil outcomes.</p>	1, 2, 4, 5, 7

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

Budgeted cost: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 4, 5
<p>Delivering well-evidenced literacy and numeracy teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:  <a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 4, 5

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

Budgeted cost: £156,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes trained counselling, training for school staff and staff release time where needed.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a>                      Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p>	2, 6



<p>Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a> and the <a href="#">EEF Guidance on Supporting School Attendance</a></p> <p>Staff training and release time to develop and implement procedures. An attendance officer to be appointed.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>The <a href="#">EEF Guidance on Supporting School Attendance</a> also details how to create a culture of belonging for pupils.</p>	3
<p>Continue to embed the Thrive approach in school to support pupils with social, emotional and mental health needs to regulate and access their learning effectively.</p>	<p>The <a href="#">EEF Teaching &amp; Learning Toolkit</a> shows that Social and Emotional Learning approaches can have a positive impact when implemented carefully in schools.</p>	6
<p>Expressive arts and other activities designed to build cultural capital delivered through extra-curricular clubs and cultural trips (discretionary funding by school for FSM/E6/LAC).</p>	<p>As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 5, 6, 8
<p>Develop staffing, systems and processes to specifically support the transition of Service Pupils in and out of the school.</p>	<p>The SCiP Alliance <a href="#">Thriving Lives Toolkit</a> states that, amongst other aspects of school life, effective transition for Service Pupils is crucial.</p>	2
<p>Develop a personal development curriculum including character education to grow pupils' self-esteem and resilience.</p>	<p>The <a href="#">University of Birmingham Framework for Character Education in Schools</a> suggests that explicit teaching of character education can build resilience and character in pupils. The <a href="#">2019 DfE Character Education Framework</a> also suggests this.</p>	6, 8
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools, 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>	All

**Total budgeted cost: £318,494**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's socio-economically disadvantaged and Service pupils during the previous academic year, drawing on our own internal summative and formative assessments (at the time of writing this new strategy for 2024-27 - Oct/Nov. 24 - the publication of verified data had been delayed by problems with the national Autumn Checking Exercise).

Our initial summative data demonstrated that socio-economically disadvantaged pupils (FSM/E6) and LAC pupils did not perform well in 2024 (as in the previous few years). These pupils had an estimated P8 of -0.85 and attained, on average, a grade 2.6 at KS4. In maths, they attained an average grade of 2.2 and had an estimated P8 of -1.07. In English, they attained an average grade of 2.6 and an estimated P8 of -0.95.

Service Pupils performed a little better, with an estimated P8 of -0.39 and an average grade of 3.6 at KS4. In maths, they attained an average grade of 3.14 and had an estimated P8 of -0.88. In English, they attained an average grade of 3.52 and an estimated P8 of -0.56.

To help us gauge the performance of our disadvantaged pupils we compared their results to results achieved by our non-disadvantaged and non-service pupils. We have not yet been able to compare their results to disadvantaged and non-disadvantaged or Service pupils at national and local level due to delays in the publication of national verified data for 2024.

The data demonstrates that our socio-economically disadvantaged pupils (FSM/E6) and LAC pupils did not perform as well as their non-disadvantaged counterparts in school and that there was an attainment gap of almost 1 grade at KS4. Service pupils, however, performed better than their non-service counterparts (almost 0.7 of a grade better); nevertheless, they did not make expected progress (where prior attainment data was available) and average attainment sat below a grade 4 (standard pass).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils (FSM/E6) were absent from school more often, have more negative behaviour events and are suspended more frequently than those who are non-disadvantaged. More of these pupils experience safeguarding or child protection incidents out of school and over a third of referrals for counselling were for these pupils. Service pupils, although absent from school less often, often joined or left the school mid-year and learning was significantly affected because of this. Also, the impact of this on these pupils' wellbeing can be demonstrated in counselling referrals data, which indicates that just under half of referrals to our school counsellor were for Service Pupils.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations.

Our evaluation of the approaches delivered last academic year indicates that either these were not embedded well (other data points to this) or that some, including funding of Chromebooks and remote online learning and non-specific attendance strategies, were less effective.

In this new strategy plan we have made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
NA	NA

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>The previous strategy linked the following approaches to the service pupil premium:</p> <ul style="list-style-type: none"> <li>• Thrive training for selected staff</li> <li>• Curriculum development and training for staff</li> <li>• Embedding disciplinary literacy</li> <li>• Access to personal funded Chromebooks for remote learning</li> <li>• Reducing anxiety through school counselling services</li> </ul>
The impact of that spending on service pupil premium eligible pupils
<p>Some Service Pupils benefited from the Thrive approach, but this was not embedded across the staff and there is more work to be done here.</p> <p>Although Service Pupils outperformed their non-service peers, their attainment was still below where it should be (see above) as effectiveness of transition remains as an issue.</p> <p>A high proportion of counselling work offered to Risedale pupils was to Service Pupils and the School Counsellor reported that the majority of these pupils demonstrated by the end of their period of interventions that there had been a positive impact on wellbeing and self-management.</p> <p>It is unclear if any of the other initiatives described above had impact on Service Pupils.</p>

## Further information (optional)

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