

# Pupil premium strategy statement – Bedale High 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   | 549                                  |
| Proportion (%) of pupil premium eligible pupils  | 21.5%                                |
| 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<br><b>2025/26</b><br>2026/27 |
| Date this statement was published  | December 2025                        |
| Date on which it will be reviewed  | October 2026                         |
| Statement authorised by  | Chris Stokes                         |
| Pupil premium lead   | Alan Dunne                           |
| Governor / Trustee lead  | Simon Raynor                         |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £143220 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £143220 |

# Part A: Pupil premium strategy plan

## Statement of intent

*As a school, we believe that all students, regardless of their background or starting point in life should be given the opportunity to make excellent academic progress and leave school with the qualifications and skills needed to build a successful future.*

*Our pupil premium strategy ultimately aims to ensure that disadvantaged pupils are given the same experience and the same access to education as their non-disadvantaged peers. This, in turn, strives to ensure that their outcomes are in line with their peers.*

*We are aware that evidence suggests that high quality teaching has the greatest impact on outcomes and, as such, CPD takes a prominent place in our strategy to ensure that we are driving standards in the classroom. Alongside this, we have a range of tiered interventions that, where necessary, are prioritised for Pupil Premium students. These interventions aim to address any barriers to learning and allow all students to be able to make the necessary academic progress.*

*Beyond this, the strategy aims to address some significant barriers to learning that disadvantaged students have to overcome. Two of the more urgent barriers are often that aspirations of disadvantaged students are below those of other students and that the attendance of disadvantaged students is below their peers. A real priority of our Pupil Premium Strategy is to simply get our Pupil Premium students into school to benefit from the quality first teaching and other intervention strategies.*

*This strategy should be seen to support our overarching curriculum aims and our school motto of “exceptional without exception.” We should settle for nothing less than excellent for all children, regardless of their background, and this strategy ensures that we strive to achieve that aim*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <i>Develop quality first teaching to ensure wide range of strategies that support pupil premium students</i>                              |
| 2                | <i>Attainment of pupil premium students. In recent years the attainment of pupil premium students has been too far below their peers.</i> |

|   |   |
|---|---|
| 3 | <i>Attendance of pupil premium students. In recent years, pupil premium attendance has been below their peers.</i>                |
| 4 | <i>Literacy of pupil premium students. Reading ability of pupil premium students is below their peers.</i>                        |
| 5 | <i>Raising aspirations of pupil premium students through take up of extra-curricular offer</i>                                    |
| 6 | <i>Raising aspiration of pupil premium students to ensure the number accessing further education is in line with their peers.</i> |

## 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   |
|--|--|
| Consistent teaching strategies to support pupil premium students are embedded across all lessons in school | Internal quality assurance demonstrates that our chosen researched teaching approaches are consistently embedded in all lessons across the school.   |
| Attainment of pupil premium students is improved   | GCSE outcomes show a reducing gap between pupil premium and non-pupil premium students.<br>Internal assessment data shows a reducing gap between pupil premium and non-pupil premium students.   |
| Attendance of pupil premium students is improved.  | Over the course of the plan, raise the attendance of pupil premium students to be closer to that of their peers.   |
| Literacy skills of pupil premium students improve and become more in-line with their peers.                | Data from New Group Reading Test shows improving number of pupil premium students at chronological age in reading.<br><br>Internal data shows that pupil premium students, in English, are achieving in line with their peers.<br><br>Achievement of pupil premium students in GCSE English is in line with their peers. |
| A greater proportion of pupil premium students access enrichment activities                                | Pupil premium attendance on school trips and at enrichment clubs is in line with their peers.<br><br>Pupil premium engagement with school sports teams and school productions is in line with their peers.<br><br>Pupil premium engagement with student leadership is in line with their peers.                          |

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|---|---|
| Pupil premium students are more likely to continue with Post 16 Education | Zero NEET figure for pupil premium students<br>Percentage of pupil premium students attending sixth form / college is in line with peers. |
|---|---|

## 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: £ 59,100

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Implementation of evidenced based teaching strategies such as “purple zone”, “green for growth”, “iterative assessment” and “iterative starters” | EEF Toolkit – High Quality Teaching<br>EEF states that teaching practice has the highest impact on student progress   | 1,2,4,6                       |
| Professional development for staff to support high quality teaching  | EEF Toolkit - High Quality Teaching<br>The whole school CPD package has been designed to facilitate a joined-up approach to supporting all students with a particular focus on PP Students.   | 1,2,4,6                       |
| Employment of On Call Manager to enhance the speed at which we respond to low level concerns in the classroom to avoid escalation.               | EEF Guidance Report: ‘Social and Emotional Learning’<br>EEF Guidance Report: ‘Improving Behaviour in Schools’<br>The On Call manager offers instant support for instances where students are needing support with behaviour or their social or emotional wellbeing.   | 3,5,6                         |
| Intervention centre to reduce the impact of suspension level behaviour on teaching and learning.   | EEF Guidance Report: ‘Improving Behaviour in Schools’<br>EEF Guidance Report: ‘Social and Emotional Learning’<br><br>The intervention centre provides structured, short-term support for students whose behaviour is placing them at risk of suspension. This approach reduces time spent out of mainstream lessons, supports behaviour regulation, and allows students | 1,2,3,4                       |

|  |   |  |
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|  | to continue accessing learning while targeted interventions are put in place. |  |
|--|---|--|

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

Budgeted cost: £ 15,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Diagnostic reading age assessment - New Group Reading Test  | EEF Improving Literacy in Secondary Schools   | 4                             |
| <b>Wave 1 Strategies:</b><br>Students will benefit from regular one to conversations with their form tutor to discuss their engagement with school. PP students prioritised.  | EEF Guidance Report: 'Social and Emotional Learning'<br>EEF Guidance Report: 'Improving Behaviour in Schools'<br>Conversations will happen in PB sessions and allow form tutors to encourage reflection on behaviour and attitude in school and have an oversight of emotional well-being.  | 3,4,5,6                       |
| <b>Wave 1 Strategies:</b><br>Class teachers will use data to target underperformance within their delivery of lessons.  | Students who are underperforming will receive additional support with the teacher within lessons. In line with the EEF toolkit, this may include: <ul style="list-style-type: none"> <li>• Individualised instruction</li> <li>• Within class attainment groups</li> <li>• Parental engagement</li> <li>• Additional Homework</li> <li>• Additional feedback</li> <li>• Metacognitive strategies</li> </ul>   | 1,2,4,5,6                     |
| <b>Wave 2 Strategies:</b><br>Targeted intervention for Y11 students focusing on being "exam ready". In Y7-Y10, students can benefit from interventions such as: <ul style="list-style-type: none"> <li>• Work in learning support centre</li> <li>• Work in personalised learning centre</li> <li>• Use of Teaching Assistants</li> </ul> | EEF Improving Literacy in Secondary Schools<br>EEF Guidance Report: 'Social and Emotional Learning'<br>Students who are underperforming in KS4 may be given the opportunity to participate in departmental intervention with their classroom teacher to support their learning<br>Students may also benefit from reading interventions to improve their reading ability<br>Other students may benefit from targeted support from Teaching Assistants or | 1,2,3,4,5,6                   |

|   |   |         |
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| <ul style="list-style-type: none"> <li>• Reading intervention groups</li> <li>• Computer based reading intervention</li> </ul>  | working in the Personalised Learning Centre or the Learning Support Centre.   |         |
| <b>Wave 3 Interventions:</b><br>Student Passports can be put in place to explore specific strategies to support students where underperformance is in numerous areas across the school. | EEF Guidance Report: 'Social and Emotional Learning'<br>EEF Guidance Report: 'Working with Parents to Support Students Learning'<br>For those who are underperforming across multiple areas, a whole school package of support will be put in place. This could include: <ul style="list-style-type: none"> <li>• Creating an Individual Provision Map to share specific teaching strategies to support individual.</li> <li>• Social &amp; Emotional learning</li> <li>• Parental Engagement</li> <li>• Behaviour intervention</li> <li>• Mentoring</li> </ul> | 1,2,5,6 |

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

Budgeted cost: £ 69,220

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Employment of an additional Attendance Officer to monitor and follow up quickly on absences. First day response provision established to focus on PP students as priority. | EEF Supporting School Attendance<br>Attendance office will be able to foster and develop parental engagement through developing links with families of children who are not meeting attendance expectations.  | 3,5                           |
| Attendance rewards and intervention to incentivise students (including PP) to attend school.   | EEF Supporting School Attendance<br>Attendance team will develop a range of incentives and interventions to support children in attending school.   | 3,5                           |
| Behaviour Managers time to support pupil premium students in regulating and modifying behaviours   | EEF Guidance Report: 'Improving Behaviour in Schools'<br>Behaviour team will provide intervention to ensure that students remain in lessons. These will include: <ul style="list-style-type: none"> <li>• One to one intervention</li> <li>• Group work with students who are struggling to regulate behaviour</li> </ul> | 1,5,6                         |

|  |   |       |
|--|---|-------|
|  | <ul style="list-style-type: none"> <li>• External sessions run by outside providers</li> <li>• Engagement with parents.</li> </ul>  |       |
| Inclusion and Safeguarding officer to support pastoral needs with focus on PP students.  | <p>EEF Guidance Report: 'Social and Emotional Learning'</p> <p>Inclusion team will ensure that pupil premium students are supported and feel able to access school. They will provide further support if required.</p>  | 2,5,6 |
| Use of careers advisor and a careers programme   | <p>All students in KS4 are given access to a careers advisor appointment to ensure they are making well informed choices about their future.</p> <p>All students also access a full careers driven curriculum to ensure that they have a thorough understanding of the options available to them beyond school.</p>   | 6     |
| Enrichment programme will support students in accessing a range of experiences and develop their cultural capital.                               | In a case-by-case basis, support may be available to ensure that PP students are able to access the extracurricular enrichment programme.   | 3,5,6 |
| Supporting Achievement Fund put in place to provide access for all pupil premium students to events / trips etc. beyond the required curriculum. | Where an element of school requires support (finance) from parents / carers, applications can be made to the Supporting Achievement Fund.   | 3,5,6 |
| Intervention centre to reduce the impact of suspension level behaviour on teaching and learning.   | <p>EEF Guidance Report: 'Improving Behaviour in Schools'</p> <p>EEF Guidance Report: 'Social and Emotional Learning'</p> <p>The intervention centre provides a supportive environment for students who are struggling to regulate behaviour or manage their social and emotional wellbeing. It enables early intervention, reduces the need for suspension, and supports students in maintaining positive engagement with school. Targeted pastoral work helps address underlying needs and reduces the likelihood of repeated behaviour incidents.</p> | 3,5,6 |

**Total budgeted cost: £ 143220**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The PP strategy has been running for one year and the intended outcomes and much of the key activity remains the same owing to the impact it is having. There have been some additions to the key actions to try and further accelerate our progress in key areas.

The impact of the strategy in the first year is detailed below:

#### **Signs of improvement in the progress and attainment of disadvantaged pupils**

There are clear signs of improvement in the attainment of disadvantaged pupils over the course of the strategy. Attainment 8 for Pupil Premium students increased from 35.58 to 39.18, representing a significant upward shift. While the attainment gap between disadvantaged and non-disadvantaged pupils remains, this improvement indicates that recent approaches are beginning to have a positive impact.

Internal assessment information in younger year groups also reflects this trend, with smaller gaps emerging between disadvantaged and non-disadvantaged pupils. This provides confidence that changes made to teaching, intervention and pastoral support are starting to embed and that the revised strategy is well placed to accelerate progress further.

#### **Improved attendance of disadvantaged pupils**

Attendance for Pupil Premium students has shown a consistent upward trend over the past three years, which has continued into the current academic year. This reflects the positive impact of strengthened attendance monitoring, first-day response, and targeted pastoral support.

Although attendance for disadvantaged pupils remains below that of their peers, the sustained improvement over time demonstrates that strategies implemented to remove barriers to attendance are effective. Attendance remains a key priority within the current strategy in order to ensure that disadvantaged pupils can fully benefit from high-quality classroom teaching and targeted interventions.

#### **Improvements in literacy and reading outcomes**

There has been a notable improvement in the reading ability of disadvantaged pupils. The percentage of Pupil Premium students reading at chronological age increased from 62% to 67% across the lifetime of the strategy.

Over the same period, the proportion of non-Pupil Premium students reading at chronological age increased from 76% to 79%. While a gap remains, the rate of improvement for disadvantaged pupils was greater, indicating that literacy-focused interventions and whole-school approaches to reading are having a positive impact.

This improvement supports the continued prioritisation of literacy within the current strategy, particularly through disciplinary literacy and targeted reading interventions.

### **Increased engagement in enrichment and extra-curricular activities**

Engagement of disadvantaged pupils in extra-curricular activities has improved significantly. Attendance of Pupil Premium students at clubs and enrichment activities increased by 20% compared to the previous academic year.

This represents strong progress towards the intended outcome of increasing participation in enrichment opportunities and building cultural capital. While continued work is needed to ensure participation is fully in line with non-disadvantaged peers across all year groups, this increase reflects the success of financial support, targeted encouragement and inclusive enrichment provision.

## **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.*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
|                  |                 |
|                  |                 |

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Non-teaching inclusion staff

Counselling and external support services where required

Service children champion

### **The impact of that spending on service pupil premium eligible pupils**

The most significant impact on service pupil premium students has come from the deployment of the inclusion and safeguarding officer, who has provided consistent and targeted pastoral support for this cohort.

Regular check-ins have been held with all service children to monitor wellbeing and ensure that any emerging concerns are identified early. These meetings have provided

students with a trusted point of contact within school and have enabled timely intervention where additional support has been required.

In addition, the appointment of an additional attendance officer has enabled the school to prioritise the attendance of service children. Absences are followed up swiftly, and closer communication with families has helped to identify and address barriers to regular attendance at an earlier stage. This has supported improved engagement with school and reduced the risk of service pupils falling behind academically.

Together, these approaches have helped to ensure that service pupils feel supported, safe and able to engage positively with school life, particularly during periods of parental deployment or transition.

## Further information (optional)

We continue to share the amount of money the school will receive in service pupil premium each academic year and outline the specific intended strategies that this will be spent on.

### **Service Pupil Premium 2025/26**

In 2025/26 Bedale High School received service pupil premium of **£32,900 for 94 students**.

As outlined by the DFE, service pupil premium is to allow schools to provide pastoral support for service children. In order to enhance the pastoral support for our service students, Bedale High School intends to continue to spend the money on four main strategies outlined below:

#### **A) Employment of an Inclusion and Safeguarding Officer**

This person has a pastoral remit across the school. However, part of their job is to champion our service students. This will involve at least one annual face to face meeting with each student, however, where required, this could increase to weekly meetings.

The meeting for all service students will allow us to keep a close eye on the pastoral welfare of all service students and refer them for additional meetings or support if required. The additional meetings will allow for interventions to be put in place.

The member of staff will make themselves available at break and lunch as a key point of contact.

#### **B) Employment of an additional Attendance Officer**

We recognise that some service children have lower attendance than their peers in school and this can be a result of complex needs and circumstances. The additional appointed Attendance Officer as outlined in the main pupil premium plan will also prioritise Service Children who are absent from school to ensure that they do not fall behind in their education.

#### **C) Use of an external counselling service**

We recognise the potential impact that the deployment of parents and moving home can have on the mental wellbeing of some service children. Therefore, it is important that we have access to qualified support for students where this is required. Often this requirement is at short notice, and, therefore, using funding to support immediate access will be advantageous to our students.

#### **D) Funding of the Service Students Club**

Although we will not be using much of our service pupil premium to fund our service students club, it is important that we give students the opportunity to engage in activities that encourage communication with deployed parents. When the service students club is working on such

activities, it is appropriate that the cost of materials or necessary equipment is funded by our service pupil premium.