

Pupil premium strategy statement – Bedale High School

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	571
Proportion (%) of pupil premium eligible pupils	40%
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)	2021/22 2022/23 2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Tom Kelly
Pupil premium lead	SLT
Governor / Trustee lead	Simon Raynor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118813
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>	£17167
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£135980

Part A: Pupil premium strategy plan

Statement of intent

- Our ultimate objective for our disadvantaged pupils is for their outcomes (academic and holistic) to be in line with those who are not disadvantaged.
- We are continuously developing a challenging, values based 'Bedale curriculum' that inspires all students – especially the disadvantaged – to enable them to realise their potential.
- Our pupil premium strategy plan looks at the holistic picture for those pupils in receipt of pupil premium which includes: current and historic attendance, any SEND/safeguarding concerns and academic progress.
- Our strategy also reflection plans for educational (and other) recovery following the COVID-19 pandemic.
- The key principles of our strategy plan are to improve outcomes for disadvantaged pupils and those in receipt of pupil premium by focussing on 4 sub categories:
 - Parental engagement
 - Teaching and Learning
 - Role models
 - Aspirations and experiences

Challenges

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

Challenge number	Detail of challenge
1	Engagement of parents – communication with school, attendance at events/meetings etc.
2	Lack of progress and attainment not being in line with those who are not disadvantaged.
3	Lack of aspiration and commitment to extra-curricular activities
4	Lower attendance of those who are disadvantaged and the number of fixed term suspensions for those who are disadvantaged.
5	The education of many of our disadvantaged pupils was affected during the COVID 19 pandemic.

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
Increased engagement from parents of those who are disadvantaged – i.e attendance at meetings and school events.	<ul style="list-style-type: none"> - Attendance analysis of school events. - Pre-emptive and intervention communication ahead of school events. - Follow up from SLT/HOKS/Pastoral around concerns with 'hard to reach' parents who have not attended meetings i.e readmission meetings. - Reasonable adjustments for more vulnerable/anxious disadvantaged families.
Signs of improvement in the progress and attainment of those who are disadvantaged.	<ul style="list-style-type: none"> - Data analysis by HOF and SLT of subgroups at AP points - Intervention plans by HOF and SLT for subgroups at AP points - Consistent use of information for teachers to inform QFT – IPMS, emails etc. - Continuous CPD around QFT and improving outcomes for disadvantaged pupils.
Higher attendance at extra curricular clubs and activities from disadvantaged pupils.	<ul style="list-style-type: none"> - Registers and attendance analysis of extra curricular clubs. - Analysis of student groups for all events/activities (rewards, ambassadors, visits, interviews etc) to monitor ratio of disadvantaged pupils involved. - Regular and consistent communication with home to remind families of opportunities available.
Signs of improvement in attendance and fixed term suspensions for disadvantaged pupils.	<ul style="list-style-type: none"> - Attendance analysis – fortnightly data monitoring with attendance officer. - Attendance action plan focussing on disadvantaged. - Rigorous use of attendance letters/procedures. - Effective use of funding to support Ladder of Intervention

	<p>and other interventions put in place by school.</p> <ul style="list-style-type: none"> - Data analysis of fixed term suspensions to focus on subgroups and early implementation of the Ladder of Intervention.
The use of the recovery premium has a positive holistic impact on disadvantaged pupils.	<ul style="list-style-type: none"> - Varied spending of recovery premium - Uptake, involvement and progress from strategies/interventions/resources implemented with funding

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: £32,829

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs GTAs	EEF evidence. Data analysis. Faculty review. Pupil voice.	2
Standardised reading and spelling tests. GL assessment	EEF Data analysis Staff feedback	2, 5
Maths Kitchen	Data analysis Staff feedback	2

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

Budgeted cost: £16,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lucid Memory Booster LUCID Recall assessment	Baseline assessment – LASS Staff feedback	2
PT Hub intervention	SEND Code of Practise NYCC Ladder of Intervention	2
Academy 21 online learning	SEND Code of Practise NYCC Ladder of Intervention	2,5
Dyslexia Gold	EEF	2

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

Budgeted cost: £86,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free school meals	School budget	All
AHT	Student voice. Attendance of meetings and events. Intake of service children	3
HOKS	Increased intake of service children. Pupil and parent voice. Data analysis.	1, 2 and 4
Pastoral support	NYCC Ladder of intervention. Data analysis. Parent and pupil voice.	All
Miscellaneous (trips, music lessons, resources etc)	Tiered approach – pupil by pupil assessment of need.	All
Thrive	SEMH underpinned	2,4
Alternative Provisions	NYCC Ladder of intervention	2,4

Total budgeted cost: £ 135,980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Exam results in 2023 have not been in line with previous outcomes at the school. Despite some promising decrease in the performance of disadvantaged students vs non-disadvantaged, this gap has increased in 2023 with disadvantaged students achieving on average a 0.45 lower progress score than our headline measure.

These results are influenced significantly by the impact of a small number of students with significant additional need who struggled to fully reengage with school post pandemic and although this is not by any means an excuse it does explain, in part, why the gap has grown despite the work and spend on this cohort.

The entry for EBacc for disadvantaged students is largely in line with non-disadvantaged.

Promisingly, our internal data would suggest that performance in 2023 is an exceptional circumstance and we are forecasting a lower difference in 2024. This is also true in our KS3 assessment. Equally, lower school reading age diagnostics would suggest that there is minimal difference in ability between disadvantaged and non-disadvantaged students and improvements have been made through intervention when issues have been identified.

Regarding attendance of disadvantaged students, there has been an increase of 5% in the academic year of 2022/23 vs 2021/22. This, we feel, is down to some targeted work with parents to re-engage some with school and improve desire to be in daily.

In 2023 we also saw an 8% reduction in the number of days lost to suspension for disadvantaged students due to targeted pastoral support work and introduction of escalation intervention packages. We have also significantly reduced the proportion of school suspensions that are attributed to disadvantaged students by 11% year on year.

We feel that there are promising signs that the strategy will have long term impact for disadvantaged students, however the short-term impact has not been seen in headline results in our 2023 exam results. This, is in part, due to the difficulty of re-engaging some hard to reach disadvantaged students in some aspects of school post pandemic. However, the signs in our internal data are that the strategy is improving engagement with school and this is reflecting in academic performance on internal assessment.

Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<ul style="list-style-type: none"> • Non-teaching pastoral care. • Social Skills intervention. • Visits • Non-contact time for Head of Key Stages. • AHT – Service children’s champion.
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> • Consistent pastoral care for those service children who are new to the school – enabling them to transition with support. • Integration of some service children into our social skills intervention groups to help with friendships and anxiety. • An ongoing, steady intake of service children on to school roll. • Heads of Key stage are able to meet with pupils and parents to plan a well supported, planned and timely transition. • An increased number of students attending Military Kids Club. Also, more events have been attended – Festival of friends, experience days, Ripon Cathedral service and poetry competitions.