

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 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

| Detail | Data |
|---|---------------------------------------|
| School name | Bedale High School |
| Number of pupils in school | 500 |
| Proportion (%) of Pupil Premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 2022/23 2023/24 |
| Date this statement was published | 31.12.2021 |
| Date on which it will be reviewed | Sept 2022 |
| Statement authorised by | Tom Kelly (Headteacher) |
| Pupil premium lead | Alison Knight (Assistant Headteacher) |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil Premium funding allocation this academic year | £97,715 |
| Recovery Premium funding allocation this academic year | £9425 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £107,140 |

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 developing a challenging, values based 'Bedale curriculum' that inspires all students – especially the disadvantaged – to enable them to realise their potential.
- Our current 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/CP concerns and academic progress.
- 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 proportion of fixed term suspensions for those who are disadvantaged, when compared to non-disadvantaged. |

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 green folders - 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 reduction in fixed term suspensions for disadvantaged pupils. | <ul style="list-style-type: none"> - Attendance analysis – fortnightly data monitoring with attendance officer. - Peer Attendance review – disadvantaged will be a line of enquiry. - Rigorous use of attendance letters/procedures. - Effective use of funding to support Ladder of Intervention and other interventions put in place by school. - Data analysis of fixed term suspensions to focus on subgroups and early implementation of the Ladder of Intervention. |

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: £ 14763

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--|-------------------------------|
| HLTAs | EEF evidence. Data analysis. Faculty review. Pupil voice. | 2 |

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

Budgeted cost: £92,377

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Free school meals | School budget | All |
| GTA | 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 |

Total budgeted cost: £107,140

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 2020 to 2021 academic year.

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| <p>Of those in receipt of Pupil Premium (at the start of the academic year 2021/22:</p> <p>36% of pupils had good attendance, no SEND concerns or CP concerns and were making good progress.</p> <p>32% of pupils - with regards to attendance, progress or any SEND/CP concerns pupils were only showing signs of concern in one of these areas.</p> <p>26% of pupils - with regards to attendance, progress or any SEND/CP concerns pupils were showing signs of concern in two of these areas.</p> <p>6% of pupils have significant concerns around attendance, progress and SEND/CP concerns and receive bespoke support.</p> |
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Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service Pupil Premium allocation last academic year? | <ul style="list-style-type: none">• Non-teaching pastoral care.• Social Skills intervention.• Non-contact time for Head of Key Stages.• GTA – Service children’s champion. |
| What was the impact of that spending on service Pupil Premium eligible pupils? | <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 |

| | |
|--|--|
| | <p>supported, planned and timely transition.</p> <ul style="list-style-type: none">• An increased number of students attending Military Kids Club and attending Wellbeing sessions. Also, more events have been attended – Festival of friends, Ripon Cathedral service and poetry competitions. |
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