

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	501
Proportion (%) of pupil premium eligible pupils	34%
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	Dec 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Tom Kelly (Headteacher)
Pupil premium leads	Alison Knight (Assistant Headteacher) and Alan Dunne (Deputy Headteacher)
Governor / Trustee lead	Greg Horan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	97,715
Recovery premium funding allocation this academic year	4712
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
Total budget for this academic year	102,427

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.

	<ul style="list-style-type: none"> - 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.
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: 24,645

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

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

Budgeted cost: 8,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lucid Memory Booster	Baseline assessment – LASS Staff feedback	2
Specialist SEND Careers appointments	SEND Code of Practise NYCC Ladder of Intervention	2
David Whitfield	NYCC Ladder of Intervention	1, 2 and 4
NTP	DfE	2, 5

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

Budgeted cost: £78,648

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
Thrive	SEMH underpinned	2,4
Educational Psychologist	NYCC Ladder of Intervention SEND Code of Practise	2,4
Support from HRPRS	NYCC Ladder of intervention	2,4

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Total budgeted cost: £115,08

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.

Attainment

KS4 Outcomes 2022	No. pupils	<u>Attainment 8</u>	Nat	Progress 8	Nat	<u>En/Ma 4+</u>	Nat	<u>En/Ma 5+</u>	Nat
Disadvantaged	12	39.1	37.6	-0.3	-0.55	42	48 (-1)	33	30(0)
<u>Non Disadvantaged</u>	85	47.0	52.6	-0.3		71		45	

Figures in brackets show the % gap between national and BHS shown as actual pupil numbers for BHS.

Year 10 End of Year Assessment 2022	No. pupils	<u>Attainment 8</u>	Progress 8	<u>En/Ma 4+</u>	<u>En/Ma 5+</u>
Disadvantaged	17	45	-0.1	59	41
<u>Non Disadvantaged</u>	68	51	0.15	76	51

Key Stage 3

%Making Good or outstanding progress in 10 or more subjects

	Year 7	Year 8	Year 9
Disadvantaged	83	80	60
<u>Non Disadvantaged</u>	94	81	78

	% At-tendance	%PA
Attendance		
Disadvantaged	80.3	58
<u>Non Disadvantaged</u>	90.8	28

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 supported, planned and timely transition. • 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.