



Ripon Grammar School

1. Pupil Premium 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 Students.

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.

2. School overview

Detail	Data
School name	Ripon Grammar School
Number of students in school	930
Proportion (%) of pupil premium eligible pupils	2.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr Jonathan Webb
Pupil premium lead	Mrs Helen Keelan-Edwards
Governor / Trustee lead	Mr Eric Medway

3. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39 860
Recovery premium funding allocation this academic year	£3 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42 860

Part A: Pupil Premium Strategy

1. Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged students and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL students are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable students to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives

- In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all students have access to trips, residential, first hand learning experiences
- Provide opportunities for all students to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable students to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

- We will ensure that effective teaching, learning and assessment meets the needs of all students through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual students which will be reviewed at least termly.
- Alongside academic support, we will ensure that those students who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

2. Challenges

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

Challenge	Detail
1	Recruiting and retaining high quality TA's that can offer in class and one-to-one support
2	Student voice/ oracy – Speech, language and communication - develop students speaking and listening skills. Helpful in improving life chances and employability.
3	Social, emotional and mental health
4	Literacy – poor written work can limit student progress
5	Lacking cultural capital and low aspirations for future destinations.
6	Attendance and punctuality
7	Parental engagement

3. 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
Improve student behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.	<ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • Reduce the number of behaviour incidents logged for PP students, and ensure it is in line with the average for all students. • Improved parental engagement evidence by meeting logs. • Increased engagement is evident in classroom observations, access to the curriculum and progress.
Improve student progress and outcomes for all and especially for key cohorts.	<ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.
Improve literacy and numeracy levels so that students are able to access the whole curriculum.	<ul style="list-style-type: none"> • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Standardised reading scores are in line, or above, national averages. • Achieve average English and mathematics 5+ scores for similar schools/ similar to their peers • Better national average EBacc entry for all students

Maintain attendance levels.	<ul style="list-style-type: none"> • PP students will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through Bromcom logs.
Provide meaningful support to students with Social Emotional Mental Health problems.	<ul style="list-style-type: none"> • All students in KS3 take part in SEMH survey.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	<ul style="list-style-type: none"> • For 80% of PP students to achieve DofE Bronze award. • 100% of PP students attend a meeting with the careers officer in year 11. • NEET figures for PP are in line with, or lower than, national average.

4. 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.

4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants – Recruitment, retention and professional development of teaching assistants to provide targeted in class support, small group and one-to-one intervention.	In class support and one-to-one interventions will help student attainment, not just those on the PP list but others in the group who are in need of academic help.	1, 4
Oracy – focus on student voice both speaking and listening	Research suggests that good oracy skills help raise student attainment.	2
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2, 3, 4
Weekly HOY meetings involving discussion of vulnerable groups	Rigorous monitoring and tracking of student progress through both departments, and SLT link.	3, 4, 6, 7

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

Budgeted cost: £9160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy intervention across KS3 for low attaining disadvantaged students	Small group sessions with identified students to improve confidence and address barriers to learning	2, 3, 4
GCSE intervention – targeted intervention in KS4 ahead of GCSEs, including after school booster groups where necessary.	Improve level of student engagement with support of in class TAs and regular monitoring. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2, 3, 4, 6
Academic mentor to support key students.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 4
Librarian and library	Reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	3, 4, 5
Books and revision guides provided to students as part of Year 11 strategy	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	3, 4

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

Budgeted cost: £20 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Counsellor – introduce a student counsellor to support student mental health and wellbeing	Poor mental health and wellbeing can be barriers to learning. Offering targeted in school support should help students who are struggling with their mental health.	2, 3
Wellbeing in Mind Mental Health Support Team	Work with the Tees, Esk and Wear Valleys NHS Foundation Trust to support student wellbeing across all year groups	2, 3, 5
Student voice – improve student voice and engagement in promoting student health and wellbeing	By seeking student views, we can tailor our support to meet student need.	2, 3

Use pastoral team to positively reinforce attitude to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all students in the classroom due to purposeful learning environment.	2, 4, 5
Wider curriculum opportunities	Students have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	3, 5, 6
Offer consistency through a whole school behaviour policy	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	2, 4, 5, 6
Ensure all identified PP students with poor attendance to school have access to key staff including HOY. Curriculum support via the Inclusion Manager if required.	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	2, 3, 4, 5, 6
Work with external agencies including CAMHS, Kooth and The Hub to support students and families.	Help students so they are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements.	3, 6, 7
Duke of Edinburgh's Award	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	3, 5
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP students feel safe and confident engaging with school. HOY to check appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.	3, 5, 7

Total budgeted cost: £ 39 860

Part B: Review of outcomes in the previous academic year

1. Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

In the year 2019-2020 there were no Pupil Premium students who completed GCSE's.

Key areas of impact:

All subject progress in relation to benchmark grades – end of year 2020-2021:

Year Group	Compared to other students in the year group
Year 7	+0.1
Year 8	+0.2
Year 9	-0.3
Year 10	0.0
Year 11	-0.1

PP attendance figures for end of 2020-2021: 92.3%, this was in line with the all-school average. (COVID-19 related absences impacted the overall figure).

Established a student counsellor practitioner to support most vulnerable pupils

2. Externally provided programmes

Programme	Provider
Wellbeing in Mind Mental Health Support Team	Tees, Esk and Wear Valleys NHS Foundation Trust