



Pupil premium strategy Statement

Summary information of pupil premium (PP)

Name of school:	Harrogate High School		
Academic year:	2016-2017	Total PP budget for year:	£124,215 (received March 2016)
Total number of pupil:	438 (yr7-11)	Number of pupils eligible for PP:	171 (Jan 2017 figure)
Amount per pupil:	£935 for every student currently on free school meals, or has been in the last 6 years. £1900 for every looked after student. £300 for every service student.	Date of next PP strategy review:	September 2017

Mission statement

Barriers to future attainment for pupils eligible for PP

Harrogate High School are committed to diminishing the difference between disadvantaged and non-disadvantaged students across all areas of the curriculum, particularly for those who need additional support in English and Maths, those who are disadvantaged and More-Able and males who are disadvantaged.	
In-school barriers:	
A.	24.4% of Pupil Premium students also have additional special educational needs, which increase barriers to learning. 14% of Pupil Premium students also attract catch up funding.
B.	18.2% of Pupil Premium students are also More-Able.

C.	49% of the pupil premium cohort are male students. Underachieving males are a focus on our school improvement plan.
External barriers:	
D.	Some students in the PP cohort have a poor/chaotic/unpredictable home learning environment. 25% of the PP cohort are supported by external agencies, including CAMHS, Just B counselling service (paid for by pupil premium funding), Compass, Prevention Service, Young Carers, Social Care and Active Engagement Workers.
E.	23% of students (33) who are in the PP cohort have lower than average attendance. 7 of these also have Special Educational Needs.
F.	We have a large cohort of parents who struggle themselves with basic Literacy and maths skills. This impacts on the support they can offer their children with their education.

Aims and outcomes

Desired outcome:		Success criteria:
A.	That all students whether they are Pupil Premium or not and who have Special Educational Needs have appropriately differentiated work, so they can access the curriculum and achieve their highest potential across all subjects.	The senior leadership team consistently checks the quality of differentiation and holds regular work scrutinies. Each primary partner school also has an SLT link that liaises on curriculum, outcomes, differentiation and intervention. Increase in achievement for Pupil Premium students who have Special Educational Needs.
B.	All staff use aspirational language and set challenging lessons that stretch and interest Pupil Premium students who are More-Able. Continue to higher educational opportunities for those whose parents did not attend university.	More-Able, Pupil Premium students make good progress from the end of KS2 to the end of KS4. More-Able, Pupil Premium students are offered the same opportunities as those who are not Pupil Premium and can access Russell Group universities. PP students who are more-able have access to the Shine programme, which enables them to visit universities and have residential trips that help them to aspire to attend university.
C.	Pupil Premium and non-Pupil Premium males are inspired by lesson content.	Pupil Premium males achieve the same outcomes as non-Pupil Premium students both male and female.

	Gain their feedback and share across the whole school.	
D.	100% attendance of all Pupil Premium students in-line with the expectation for all non-Pupil Premium students. All students arrive on time and punctuality is exemplary.	100% attendance for all students.

Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
A and B	Inclusion to target catch up funding, Pupil Premium year 6 students for intervention prior to transition. KS3 booster English and Maths interventions are reviewed and improved to support students achieve from the lower ability cohort as well as the higher ability cohorts.	Those students in KS3 need to make expected progress to access quality KS4 options from year 9 and achieve their expected outcome.	Ensure the intervention is targeted to meet the needs of the learners by: Train a teaching assistant in success@arithmetic (recommended by primary partner schools following research on quality maths interventions) and have a rolling programme of Reading Intervention followed by Lexia for students throughout KS3.	Rickie Wilson Sue Wilkinson Jon O'Neil Jane Moss-Blundell	£10,500	September 2017
C	Whole school focus on males underachieving across all subjects. Learning managers and Achievement Team focus on underachieving males.	School 'group', which has been identified by Raise and the whole school monitoring system who don't make as good progress as others do.	Raising Stars. Focus group with intervention via Senior Leadership Team tracking. Achievement Team focus their intervention on this group and monitor impact.	Ann Francis SLT Achievement Team Teaching staff	£8424	August 2017

D	Weekly meetings with the achievement team to look at which student's attendance in each year group needs improving and planned strategies from the Attendance team and Learning Managers.	To diminish the attendance gap between pupil premium and non-pupil premium students.	Review actions each week to measure impact and varying strategies.	Attendance Team Learning Managers SWI	£20,000	August 2017
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