

Pupil premium strategy statement

This statement details our school's use of pupil 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.

School overview

Detail	Data
School name	Nidderdale High School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	K Jordan
Pupil premium lead	K Draper
Governor / Trustee lead	L Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97885
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97885

Part A: Pupil premium strategy plan

Statement of intent

1. Sense of Belonging and Purpose

All learners eligible for Pupil Premium funding and their parents will feel a strong sense of belonging and purpose as part of 'Team Nidderdale'.

2. Sense of Empowerment and Success

Students eligible for Pupil Premium funding and their parents will be empowered to contribute to their own success and the success of the school.

3. Sense of adventure

We will seek to create opportunities for students eligible for Pupil Premium funding to step out of their comfort zone and develop a sense of adventure. Through maximising the impact of NiddVenture curriculum, the creative curriculum, extra-curricular activities and creative use of AI and other technologies, students eligible for Pupil Premium funding will be taken beyond their usual experience and broaden their horizons.

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
The sense of belonging and purpose is evidenced through strong attendance, behaviour for eligible for Pupil Premium funding which demonstrates commitment to our Team Nidd Values, parental engagement / support and external validation of inclusive practice	<p>% of PP positive behaviour events continue to be in line with non PP. Negative behaviour events in line with Non PP (currently Non PP 67.5% of all negatives, PP 32.5% of all negatives)</p> <p>PP attendance in line with non PP (currently 84.7% at the end of 2025 academic year). Reduce PP persistent absence at KS4. (Currently 18% Non PP, 34% PP.)</p> <p>Attendance of PP parents at school engagement events in in line with non PP students (or alternatives in place)</p>
The sense of empowerment and success will be evidenced as adaptive teaching and appropriate curriculum adaptations, alongside the embedding of our reading strategy will	Maximise and improve outcomes for PP students across all curriculum areas.

<p>ensure all students eligible for Pupil Premium funding can access their learning and make strong progress. The further development of PSHE, PD and Careers will ensure all students eligible for Pupil Premium funding are empowered to understand themselves and be aspirational for their future.</p>	<p>This will be evidenced by A8 and P8 scores. A8 for 2025 exams was 41.77 for Non PP, 33.12 for PP. (42.3 for PP with attendance over 87%, so attendance success above is crucial here)</p>
<p>The sense of adventure is evidenced by our NiddVenture curriculum, the creative curriculum, extra-curricular activities and creative use of AI and other technologies, enabling students eligible for Pupil Premium funding to be taken beyond their usual experience and broaden their horizons.</p>	<p>% of PP pupils accessing NiddVenture, extra curricular in school events and trips and visits is equivalent to that of non PP students.</p>

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 Strategies to enable a Sense of Empowerment and Success (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Intent addressed
<p>Reading Strategy</p> <p>Clear approaches for students eligible for Pupil Premium funding to disciplinary literacy including reading, writing and vocabulary development will be embedded in curriculum planning across all subjects. All teaching and support staff understand and contribute to the 'weakest 20% PP readers' plan to ensure these students do not find reading a barrier to curriculum access.</p>	<p>"From birth to 48 months parent in professional families spoke 32 million more words to their children than parents in welfare families" The achievement gap in reading, RH & SJS</p> <p>"The % of words known to ensure comprehension is a massive 25%" Alex Quigley, Closing the Vocabulary Gap 2018</p>	Empowerment and Success
<p>SEND strategy</p> <p>All staff will be empowered to adapt their practice to support students who are both eligible for PP funding and with SEND through active engagement with ARBOR and pupil passports. Carefully planned interventions will enable PP eligible students to make accelerated progress and 'catch up' to age related expected standards where possible.</p>	<p><u>EEF Special Educational Needs in Mainstream Schools</u></p>	Empowerment and Success

Assistive Technology will be utilised to enable PP eligible students to access the curriculum and demonstrate their knowledge and understanding.		
Successful Independent learners A culture of effective study will be built through review of homework, the specific teaching of effective study techniques and knowledge retention for students eligible for pupil premium funding.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework that is linked to classroom work tends to be more effective. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). Homework EEF (educationendowmentfoundation.org.uk)	Empowerment and Success
Strong Curriculum, Teaching and Assessment Teaching for PP eligible students will be consistently challenging and well-paced to ensure progress and promote strong outcomes and achievement. Quality first teaching underpinned by a range of assessment strategies will result in responsive and adaptive teaching to meet the needs of all, including those with SEND, disadvantaged students and those facing other barriers to learning.	Education inspection framework: for use from November 2025 - GOV.UK	Empowerment and Success

Targeted academic support to enable a sense of belonging and purpose (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Intent addressed
Team Nidd Values Students eligible for pupil premium funding will embrace and exemplify Team Nidd Values in all aspects of their work. Students are given opportunities to demonstrate their commitment to our values in a range of tangible and meaningful ways.	Education for shared values can transform young lives European School Education Platform	Belonging and Purpose
Parental engagement Strong links will be formed with parental volunteers through the re-establishment of the PTFA. The school will actively seek to make this group representative of the school's demographic. Parents will be given the opportunity to contribute to the further development of the school and their child's success through a programme of information events and parent forums.	Working with Parents to Support Children's Learning EEF	Belonging and Purpose
Behaviour	"Behaviour management in schools begin with our choices as	Belonging and Purpose

Through a focus on the continuum of exclusion students eligible for pupil premium funding, staff and parents will be supported to fully understand and embrace the 'reset and restore' model. This will lead to consistently purposeful learning experiences, avoiding low level disruption. Lesson removals, where necessary, will be followed by work to restore relationships. Suspension and exclusion rates will continue to fall.	adults and our behaviour as professional. Unconditional positive regard should be applied to all and lived on a daily basis. It does not mean low expectations, or letting children "get away with it". It does mean that we aim to truly understand the children we teach" The Kindness Principle, Dave Whitaker, 2021	
Attendance strategy Attendance will match and then exceed national benchmarks for all students eligible for pupil premium funding. . Judicious use of part-time timetables will be monitored closely to ensure they contribute to improved attendance. EHE and flexible school requests will be considered with 'professional curiosity' to ensure appropriate decisions are made. All SA students will be supported by a bespoke plan to promote re-engagement. Punctuality to lessons will be high and lesson avoidance low.	School data analysis from the last 3 years has highlighted the attainment gap for students with attendance below 90%. How likely are pupils who are absent in the first week of term to become persistently absent? - FFT Education Datalab	Belonging and Purpose
Student leadership Students eligible for pupil premium funding will have a strong sense of ownership and belonging through opportunities	SSAT Student Leadership for IMPACT	Belonging and Purpose

Wider strategies to enable a sense of adventure (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17, 385

Activity	Evidence that supports this approach	Intent addressed
NiddVenture We will seek to maximise the impact and reach of NiddVenture to provide meaningful opportunities for adventure for Nidderdale students eligible for pupil premium funding, local primary schools and hard to reach young people in the locality. NiddVenture will continue to develop bespoke programmes to meet identified needs and to provide challenge and enrichment through 'once in a lifetime' expeditions.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	Sense of adventure
Use of AI and use of technology PP eligible students will be supported to harness the creative and academic power of AI and other technologies. They will be supported to understand the risks and challenges regarding online safety and intellectual	Digital-Youth-Index-2023-report.pdf PowerPoint Presentation - Sutton Trust	Sense of adventure

integrity associated with new technologies.		
<p>Extra-curricular opportunities</p> <p>All students including those with SEND, disadvantaged students and those with other barriers to learning have access to a wide range of opportunities within and beyond school. Close tracking ensures that all students are encouraged to broaden their horizons through Flourish, school clubs and visits. Opportunities for challenge and enrichment across MLT are planned to be inclusive and minimise potential barriers to inclusion.</p>	<p>“Educational visits can be of substantial benefit to the education and development of pupils. For many they offer opportunities to broaden their horizons and enrich their experiences.” NEU</p> <p>PowerPoint Presentation - Sutton Trust</p>	Sense of adventure

Total budgeted cost: £