

Blythe Bridge High School & Sixth Form Pupil Premium funding impact 2019/2020

Number of students eligible for the Pupil Premium funding (PPF) during the academic year 2019/20

	Number of eligible students	% of year group
7	33	15.5
8	36	19.2
9	23	13.6
10	32	18.9
11	27	16.5

In April 2019, we received £126,190 for eligible students.

The strategies are presented in four keys areas

- Leadership, management and administration
- Academic support
- Equal access, material barriers and aspirations
- Behaviour, attendance, social and emotional

Unfortunately, due to the COVID-19 pandemic, we have not been able to measure student progress and attainment as we normally would. External 2020 results were reached by centre assessed grades. The impact of COVID-19 and the resulting cancellation of external exams has meant that comparisons with previous year's results or with other schools' data are not possible.

However,

- 100% of our Year 11 students eligible for PPF have progressed into further education, employment and training.
- 75% of the Year 13 students who were eligible for PPF in Year 11 have progressed into higher education to study courses including sports coaching and nursing.
- Overall levels of attendance improved in 2019/2020 (March 2020) for the majority of individual students in receipt of the pupil premium. There were improvements in overall year group attendance in all years apart from Year 10. In Year 10, 14 eligible students improved their attendance in 2019/2020.
- The lower figure in Year 10 can be attributed to 7 students.

Attendance 2019-20 (up to 20th March 2020)

	Year 7	Year 8	Year 9	Year 10	Year 11	
Attendance of eligible students	93.6	90.1	91.4	86.9	90.9	90.6
All	96.2	93.7	94.2	92	93.6	93.9



Indicates an improvement in average attendance of eligible students when compared to previous year

Indicates a reduction in the gap in average attendance of eligible students and others when compared to previous year

FTEs

For the academic year 18/19, there were 84 fixed term exclusions issued to 49 students totaling 391 sessions (which is equivalent to 2.33 days per exclusion).

There were 3 permanent exclusions in Year 8 of students all in receipt of PPF.

Year	Number of exclusions	Number of students	Number of PP students	Number of PP exclusions
7	4	4	2	2
8	23	12	6	14
9	23	11	5	12
10	20	12	8	14
11	14	10	3	7
Total	84	49	24	49

For the academic year 19/20, there were 69 fixed term exclusions issued to 40 students totaling 269 sessions (which is equivalent to 1.95 days per exclusion).

Year	Number of exclusions	Number of students	Number of PP students	Number of PP exclusions
7	9	3	3	9
8	18	10	3	8
9	14	7	3	8
10	17	12	6	10
11	11	8	2	4
Total	69	40	17	39

There was one permanent exclusion in Year 8 of a student in receipt of PPF.



Indicates a reduction in the number of exclusions for eligible students when compared to the previous year.

Indicates a reduction in the number of eligible students in receipt of a FTE when compared to previous year.

Spending 2019-20

Individual targeted PP funding	3,337.08
Year 11 English exam preparation (Easter)	Redeployed
English TA support & intervention	18,500.00
Maths TA support & Intervention	18,500.00
DT technician support for practical lessons	3,000.00
Administrative/data analysis support of PP	6,500.00
Daily TA support for PP students (16%)	34,000.00
Pupil premium student welfare officer/pastoral support	28,000.00
Senior Deputy Headteacher – Culture & Ethos (%)	12,780.00
Access to reading	150.00
Year 11 revision guides all curriculum areas	1,502.00
Water & fruit pre-exams	FOC
Invigilation of the conference room for exams	Redeployed
Librarian - PP Reading Challenge Year 8 & 9 (10hrs)	500.00
Librarian PP lunchtime readers (5hrs)	500.00
Class set of Point Blanc	35.00
Exam sets	22.18
DT materials	82.93
Tesco – Jan/Feb 2020	113.78
Final Grand Total	126,022.97
Final Money received into budget for fin. year 2019/20	126,190.00
Pupil Premium money not yet allocated	167.03

NB: Money allocated in the budget for the work of the librarian, exam preparation and invigilation was reallocated during the partial school closure to cover resources and materials for PP students to enable them to work effectively from home. Eligible

students in school during partial school closure were provided with additional refreshments in addition to their FSM.

Strategies 2019-2020

Leadership, management and administration			
Approach	Objective	Evidence Base	Outcome
Administrative support of PP	Ensuring sound, efficient and reliable administration of PP lists, disbursements etc.		All administration conducted accurately and efficiently so that disadvantaged students' needs were met in a prompt and fair manner. PP students accurately identified in a timely manner and administrative records updated promptly
Senior Deputy Headteacher – Culture & Ethos	Ensuring that all activities associated with eligible students are well conceived, effective and monitored closely so that gap in achievement between eligible students and other students reduces. Eligible students' achievement improves	Internal gap between in 2019 reduced significantly (-0.11)	Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.

Academic Support

Approach	Objective	Evidence Base	Outcome
Quality first teaching	To ensure all eligible students experience high quality teaching through teaching that focuses on their needs and on overcoming the barriers while ensuring achievement for all.	EEF (Education Endowment Foundation) – High impact, strong evidence base. Supporting the attainment of disadvantaged students through quality first teaching targeting support to the students who need it most.	There is an evident improvement in the standard of the educational experience of disadvantaged students as part of the whole-school improvement strategies. QA processes last year demonstrated this. During the partial school closure, students' learning continued via FROG VLE.
'Best seat in the room' policy	Where any resource is unevenly distributed by its nature, the school's policy is that PP students will get the best. Their books will be marked first, they will be the ones who do not have to share a textbook, they will get the first phone call home when needed.	This policy is in itself fundamental reallocation of resources that ensures a rebalancing of privilege.	Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.
Lessons are engaging and challenging for all	Use the Rosenshine Principles and Simon Hardwick's Thinking Hard for planning and delivering lessons	Raising challenge of lessons through a series of principles to support progress throughout the lesson reducing passive learners. Engagement and thinking in lessons are increased through the 'thinking hard' principle.	Learning walks showed that the CPD is being actively engaged with, and the narrowing of gaps shows its effectiveness. QA processes, including student interviews also demonstrated this was the case. During partial closure, learning continued with lessons being adapted to enable students to access the materials. Some students received printed resources and were loaned a laptop: Completion rates higher than 50% Year 7 70% of eligible cohort Year 8 59% Year 9 57% Year 10 54%

Approach	Objective	Evidence Base	Outcome
After school, Easter break and half-term Year 11 English, maths & science examination preparation	Ensuring focused differentiated preparation for eligible students in after-school sessions during the run-up to exams	Previous successful interventions. EEF – one-to-one, small group	Interventions ran on Thursday for 90 minutes. 14% of the students identified were PP students with 100% attendance. Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.
Revision and study support for parents/carers of eligible students	All Year 11 eligible students will attend individual support meetings with their parents in school and will be given a bespoke set of revision resources and parents coached in how to support their children in the run-up to the examinations	EEF – Mentoring	Mock examination workshops for Year 11 students. Individual study workshops with disadvantaged students and their families and revision guides given out. 26/27 families attended. (96%)
Technical support for practical DT/art lessons	Providing technical support for PP students in art and technology lessons	Supporting the attainment of disadvantaged students through quality first teaching targeting support to the students who need it most.	Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.
Daily TA support for eligible students	Students are supported and focused in lessons.	EEF - Teaching assistants (low impact for high cost, but where, 'TAs support individual pupils or small groups, which on average show moderate positive benefits')	Lesson observations, learning walks and book trawls suggested that PP students' learning is enhanced thanks to the TA support. TAs in constant contact during partial school lockdown. This supported the students academically and pastorally.

Equal access, material barriers and aspirations

Approach	Objective	Evidence Base	Outcome
Students who are below expected progress receive additional resources to accelerate their progress	Students have access to resources to enable their independent study of their subjects, and can prepare effectively for their crucial examinations, thus supporting meta-cognitive approaches.	EEF – meta-cognition and self-regulation	Students were well prepared for the demands of their examinations, and were not disadvantaged by material / financial barriers. During the lockdown period, students who did not have access to the internet were lent a laptop or were taken paper copies of all lessons set weekly. Completed work was collected for marking.
Other resources and materials	To ensure that eligible students are not disadvantaged further due to a lack of books, stationery, calculators, uniform and other resources.		Disadvantaged students were able to take a full part in all lessons and activities in line with their peers. This is true during the lockdown period.
Food, water and stationery during examination period	Eligible students, whom internal evidence suggests often miss out on breakfast are supplied with food and drink before their exams. Exam stationery and calculators are also made available.	Internal student mentoring interviews	Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.

Separate exam room for students who pastoral support staff identify as benefitting from being in the smaller space.

To ensure that students are given the opportunity to maximise their progress in the most appropriate environment

Reallocation of resources ensures a rebalancing of privilege

Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.

Behaviour, Attendance, Social and Emotional

Approach	Objective	Evidence Base	Outcome
Pupil Premium Student Welfare Officer	Ensure that students' wellbeing is such the BASE issues do not hinder progress, such as intervening at an earlier stage than with NPP pupils with attendance issues, or with behaviour concerns as monitored through the school behaviour system.	EEF – homework, mentoring, social and emotional learning	<p>Students' attendance:</p> <p>The figures for eligible students up to partial school closure indicate that attendance was higher than the same period the previous year.</p> <p>4/9/2019 – 14/2/2020 91%</p> <p>5/9/2018 – 15/2/2019 90.7%</p> <p>Partial school closure – Eligible students accessing provision in school</p> <p>Year 7 15% of PP cohort Year 8 16%</p> <p>Year 9 5% Year 10 14% Year 11 4%</p>
Additional careers guidance	Ensure that the number of disadvantaged pupils who are NEET is minimised	EEF does not directly address careers guidance, and their 'aspiration intervention' category does not cover careers guidance. However, in previous years the prioritisation of careers guidance has kept PP NEET low.	No eligible students were NEET at the end of 2019/2020
Stoke City Inspire Project	Enrol eligible Year 11 students on a practical and interactive personal development journey to support with curriculum time with sessions based upon life skills, careers, attitudes and behaviour. Additional support with	EEF – homework, mentoring, social and emotional learning	<p>Students' motivation and aspirations improve and have a positive impact on their revision and preparation for exams. 11 students took part weekly.</p> <p>The impact of the sessions was significant and it increased their confidence and sociability. As part of the programme, 2 of them started boxing in their own time to help build their self-esteem and confidence.</p> <p>Presentation at SCFC in front of other schools, Under 21 team and a team of executives. The students worked hard to put it</p>

stress management and exam preparation.

together and many participated verbally which they would not have done before the programme started.