

Blythe Bridge High School & Sixth Form Pupil Premium funding plan and proposed spend 2020/2021



Number of students eligible for the Pupil Premium funding (PPF) during the academic year 2020/21

Year group	Number of eligible students	% of year group
7	31	17
8	32	15.2
9	31	17.2
10	21	12.9
11	32	19.2

In April 2020, £126,040 was allocated to the school for the students eligible for PPF.

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

Spending 2020-21

Individual Targeted PP Funding	£	2,855.17
Individual Targeted In Service Children Funding	£	930.00
Year 11 Pupil Premium English Exam Preparation		-
English TA Support & Intervention	£	16,404.00
Maths TA Support & Intervention	£	16,404.00
Technician Support for Practical Lessons	£	1,670.00
Daily TA Support for PP Students (15%)	£	35,433.00
Pupil Premium Student Pastoral Support	£	9,000.00
Pupil Premium Student Welfare Officer Support	£	18,850.00
Senior Deputy Headteacher - Raising Attainment (%)	£	6,950.00
Attendance Officer PP Data Analysis	£	367.00
External Partner PP Attendance Support (50%)	£	1,500.00
Conference Room Year 11 Invigilation	£	-
Year 7&8 PP Swim	£	4,760.00
Access to Reading	£	150.00
Year 11 Revision Guides All Curriculum Areas	£	2,570.00
Water & Fruit Pre Exams		FOC
Dance & Music Support	£	2,560.00
Macbeth Texts	£	231.30
Aprons for DT	£	371.00
Garden Intervention/Nurture Group	£	1,280.00
Final Grand Total	£	122,285.47
Final Money received into budget for fin. year 2020/21	£	126,040.00
Pupil Premium money not yet allocated	£	3,754.53

Strategies 2020-21

Leadership, management and administration			
Approach	Objective	Evidence Base	Outcome
Material support for PP	Ensure curriculum continuity plan so all PP students are well supported in the event of school closure/lockdown/or individuals having to self-isolate.	Evidence that PP pupils and those with turbulent home situations are likely to have fallen further behind their peers during the school closure due to Covid-19 (EEF)	<p>Support interviews at start of year to gather soft data / information, including access to resources to share with staff and knowledge of students.</p> <p>Provide laptops when needed and available.</p> <p>Have Year 11 revision guides ready to send out in case of sudden closure or individuals self-isolating.</p> <p>Close monitoring of data at each data drop and mocks to ensure we are supporting the right students in a timely and effective way.</p>
Commission a pupil premium review to look at how our school is spending its pupil premium funding.	Improve the school's pupil premium strategy, so that we spend the funding on approaches shown to be effective in improving the achievement of disadvantaged pupils.	DfE and EEF	Look at the strengths and weaknesses of the PP strategy and make the necessary improvements
Student voice	Implement student voice prioritising Year 7 PP. Collate soft data and share with staff to establish positive relationships and identify possible barriers	Evidence that PP pupils and those with turbulent home situations are likely to have fallen further behind their peers during the school	<p>Review student responses with priority given to PP students.</p> <p>Implement actions that are timely and effective.</p> <p>Monitor and track progress.</p>

closure due to Covid-19
(EEF)

Academic Support

Approach	Objective	Evidence Base	Outcome
Quality first teaching	<p>Professional development for staff on teaching and learning, in particular retrieval and retention strategies and questioning techniques to ensure high quality provision.</p> <p>Seating plans – students sat at the front where possible</p> <p>Feedback – prioritised for PP students</p>	Evidence suggests that pupils make more progress in productive learning environments where they are challenged and supported.	<p>QA process</p> <p>Student interviews</p>
Curriculum provision	Develop each subject's curriculum to ensure high quality provision, embedded retrieval and retention and access to culturally enriching experiences for disadvantaged students.	EEF- enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	<p>QA process</p> <p>Student interviews</p> <p>Staff interviews</p> <p>Lesson observations</p>
After school, Easter break and half-term Year 11 examination preparation	Ensuring focused differentiated preparation for PP students in after-school sessions during the run-up to exams	Previous successful interventions. EEF – one-to-one, small group	<p>Period 6</p> <p>Remote interventions</p> <p>Teacher tutor</p>
Technical support for practical lessons	Providing technical support for PP students in art and technology lessons	EEF – improve the quality of provision by effectively deploying school's resources	One-to-one support

Daily TA support for PP students	PP students are supported and re-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')	One to one support
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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	One to one interviews based on revision strategies
Other resources and materials	To ensure that students who are disadvantaged are not disadvantaged further through lack of books, stationery, calculators, resources for practical subjects or uniforms	Equity and equitable learning environment Internal students interviews	PP attainment improves and internal gap decreases
Food, water and stationery during the exam period	PP 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	PP students are not disadvantaged.

Separate examination room for students who find it difficult to focus in main hall	To ensure that they are not disadvantaged by taking their exams in an uncongenial setting	Internal student mentoring interviews and observation of students during mocks	Implement optimum environment for identified PP students.
Curriculum leader of music given curriculum time to provide enrichment for PP students in Year 7	To ensure PP students are not disadvantaged by providing additional opportunities to engage in musical experiences	To develop confidence and self-worth as well as raise aspirations and extracurricular opportunities for disadvantaged pupils	Implement project Monitor and track progress
Curriculum leader of dance given curriculum time to provide enrichment for PP students across Years 7 - 13	To ensure PP students are not disadvantaged by providing additional opportunities for them to demonstrate their interests and talents	To develop confidence and self-worth raise aspirations and extracurricular opportunities for disadvantaged pupils	Implement project Monitor and track progress
Eco-garden lead given curriculum time to provide enrichment for PP students in 7A1X	To offer PP students an alternative curriculum experience which will take place outside in our school garden. Activities will complement their current learning and support the students in developing a wider range of skills.	To develop confidence and self-worth raise aspirations and extracurricular opportunities for disadvantaged pupils	Implement project Monitor and track progress
Additional curriculum time for students who wish to take up extra swimming lessons	To offer PP students in Years 7 & 8 the opportunity to do extra swimming to become more proficient.	To become more confident in the water, learn how to stay safe, improve technique and stamina.	Implement project Monitor and track progress

Behaviour, Attendance, Social and Emotional

Approach	Objective	Evidence Base	Outcome
Additional part time 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	One to one mentoring Years 7 & 8 Increased rewards & celebration
Visionary Independent Pathways – Independent Education Welfare support	To prioritise PP students' attendance and punctuality and intervene at an earlier stage to improve overall attendance and reduce PA rates	EEF- social and emotional support from external agency	Attendance clinics with VIP and HoY Parental meetings increased communication Home visits prioritised Safe & Well checks carried out
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.	Ensure that the number of disadvantaged pupils who are NEET is minimized. Prioritise PP students for interview