

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

Unfortunately, due to the COVID-19 pandemic, we have not been able to measure student progress and attainment as we normally would. External 2021 results were reached by teacher 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.

Attendance data for 2020/2021 has been affected by COVID-19.

However,

- 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 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 Eligible 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

For the academic year 20/21, there were 66 fixed term exclusions issued to 40 students totaling 207 sessions (which is equivalent to 1.57 days per exclusion).

Year	Number of exclusions	Number of students	Number of Eligible students	Number of PP exclusions
7	2	2	0	0
8	21	10	7	16
9	10	7	3	3
10	25	13	2	5
11	8	8	0	0
Total	66	40	12	24



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 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 Eligible students (15%)	£	31,833.00
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
Music Peripatetic lessons	£	2,400.00
Careers & IAG	£	1,280.00
Macbeth Texts	£	231.30
Aprons for DT	£	371.00
Garden Intervention/Nurture Group	£	1,280.00
Duke of Edinburgh Year 9 PP enrolment fees	£	3,600.00
Final Grand Total	£	123,405.47
Final Money received into budget for fin. year 2020/21	£	126,040.00
Pupil Premium money not yet allocated	£	2,634.53

Strategies 2020-21

Leadership, management and administration

Approach	Objective	Evidence Base	Outcome										
Material support for PP	Ensure curriculum continuity plan so all Eligible students are well supported in the event of school closure/lockdown/or individuals having to self-isolate.	Evidence that eligible students 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 took place in the autumn term to gather soft data / information with a view to removing barriers to learning, focusing on attendance and homework completion and continuing to build a good relationship with the families. including access to resources to share with staff and knowledge of students.</p> <p>All Year 11 interviews took place 1:1 to provide them with revision guides and strategies for their mock examinations.</p> <p>Student welfare officers redeployed during lockdown Jan- March 2021. Identified students in need of technology to support their remote provision; provision of pastoral support to students and families. DfE allocated 30 laptops. School applied for, and received, additional 25 devices to meet the needs of our students. Distribution as below:</p> <table border="1" data-bbox="1070 802 1861 1038"> <thead> <tr> <th colspan="2">Number of laptops allocated</th> </tr> </thead> <tbody> <tr> <td>Eligible students in receipt of PPF</td> <td>39</td> </tr> <tr> <td>Non-Pupil premium students</td> <td>13</td> </tr> <tr> <td>Eligible students percentage uptake</td> <td>26.9%</td> </tr> <tr> <td>Non-Pupil premium percentage uptake</td> <td>1.7%</td> </tr> </tbody> </table> <p>50% of dongles allocated to Eligible students during lockdown period.</p>	Number of laptops allocated		Eligible students in receipt of PPF	39	Non-Pupil premium students	13	Eligible students percentage uptake	26.9%	Non-Pupil premium percentage uptake	1.7%
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Provision for key worker students and vulnerables in school for the same period fluctuated:

Eligible students accessing online learning in school	Number of eligible students
Year 7	3
Year 8	5
Year 9	5
Year 10	1
Year 11	1
Total Year Groups 7-11	15

Eligible students response to online provision based on a variety of sources:

Year groups	Good engagement Most lessons	Partial engagement Some lessons	Poor engagement Few lessons
Year 7	15	13	3
Year 8	15	13	2
Year 9	16	8	6
Year 10	11	6	4
Year 11	12	14	7
Total Year Groups 7-11	69 (47.6%)	54 (37.2%)	22 (15.2%)

Commission a pupil premium review to look at how our school

Improve the school's pupil premium strategy, so that we spend the funding on approaches shown to be

DfE and EEF

PP external review conducted by Mike Prescott from Entrust. Actions forwarded.



is spending its pupil premium funding.	effective in improving the achievement of disadvantaged pupils.		
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 eligible students 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>Completed Year 7 <i>'Settling In'</i> survey about their transition to Blythe Bridge High School & Sixth Form and for their thoughts on different aspects of the school and their learning.</p> <p>There were 139 responses (77% of Year 7) in total, 21 out of 31 (68%) students in receipt of the pupil premium funding completed the short survey.</p> <p>Responses that were of concern were followed up with a phone call to the child's parent / carer by the Senior Leadership Team to establish the reasons why and implement follow up actions.</p> <p>Eligible students from Years 7 -13 were consulted over the proposed changes to the school day.</p>

Academic Support

Approach	Objective	Evidence Base	Outcome
Quality first teaching	Professional development for staff on teaching and learning, in particular retrieval and retention	Evidence suggests that pupils make more progress in productive learning	<p>Unfortunately, due to the COVID-19 pandemic, we have been unable to complete lesson observations and quality assurance as we would normally.</p> <p>All staff have received CPD regarding our non-negotiables in the classroom.</p>



	<p>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 Eligible students</p>	<p>environments where they are challenged and supported.</p>	<p>All classes have a clear seating plan where disadvantaged pupils are identified and given the best possible opportunities within that lesson.</p> <p>23 staff took part in development opportunities last academic year some of which explored the removal of barriers to learning and increasing boy’s motivation which included a number of Eligible students.</p> <p>Students respond positively to staff and relationships are strong.</p>
Curriculum provision	<p>Develop each subject’s curriculum to ensure high quality provision, embedded retrieval and retention and access to culturally enriching experiences for disadvantaged students both inside and outside the classroom.</p>	<p>EEF- enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>Unfortunately, due to the COVID-19 pandemic, we have been unable to complete lesson observations and quality assurance as we would normally.</p> <p>There was a curriculum continuity plan in place in case of another lockdown. This was implemented from January 2021 – March 2021.</p> <p>As a result of the COVID-19 catch up funding, we created 6 new AHoY positions each with a remit of implementing a programme of positive experiences to combat the time lost through lockdown and safety measures. For each experience, there is a 30% target of eligible students taking part.</p>

After school, Easter break and half-term Year 11 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	Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.
Technical support for practical lessons	Providing technical support for eligible students in art and technology lessons	EEF – improve the quality of provision by effectively deploying school’s resources	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	Eligible 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	<p>TAs in constant contact during partial school lockdown. This supported the students academically and pastorally.</p> <p>Approximately 75% of teaching assistant time is spent with specific students within classrooms. The most effective work takes place with small groups or individuals.</p> <p>Case Study 1 Case Study 2</p> <p>Homework club was re-established in the summer term for Years 7 & 8 with specific TA support. 30% of the students who attended the after school support were eligible students.</p> <p>In the Year 10 intervention group, 43% of students improved their progress in mathematics between autumn and summer following their additional support.</p>

		positive benefits')	
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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	All eligible students' families (Years 7-11) were contacted once per week during the partial school closure from January – March. All Year 11 Eligible students received revision materials and an interview with the student welfare officer to discuss useful revision strategies prior to their mock examinations.
Other resources and materials	To ensure that students who are disadvantaged are not disadvantaged further through lack of books, stationery, calculators, resources for	Equity and equitable learning environment Internal students interviews	<p>Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.</p> <p>We lend out items of uniform to eligible students and have a swap system in place to support families with its cost.</p> <p>Increased focus on rewards for eligible students. In the Hotseat initiative last year, 33% of participants in Years 7 & 8 were eligible students.</p> <p>16% of students participating in the rewards trips to Standon Bowers were eligible students.</p>

	practical subjects or uniforms		
Food, water and stationery during the exam 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 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	Unfortunately, due to the COVID-19 pandemic, we have been unable to measure student progress and attainment as we normally would.

Curriculum leader of music given curriculum time to provide enrichment for Eligible students in Year 7 and 8	To ensure Eligible 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	Project involved 12 students, 50% of whom were pupil premium, learning to play the guitar. The project was designed for students to have the opportunity to learn to play and appreciate what participating in a 'band' means. Project in Year 8 involved 7 Eligible students using keyboards, guitars and ukuleles to perform a piece of music. Students chosen have shown musical aptitude and have been offered increased opportunities to develop their talents.
Curriculum leader of dance given curriculum time to provide enrichment for Eligible students across Years 7 - 13	To ensure Eligible 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	<p>Unfortunately, due to the COVID-19 pandemic, we have been unable to complete the project this year as groups of students were unable to meet and rehearse their performances.</p> <p>Year 7 students study The Tudors as part of their formal curriculum. To link with this, 8 eligible students participated in a day's musical theatre workshop where they explored the costumes of SIX the musical, and either performed some choreography or sang. They had to work collaboratively in a large group which culminated in a performance of 2 numbers from SIX the musical.</p> <p>The students were able to wear costumes that linked the colours worn by one of Henry VIII's wives. Eligible students without a costume were provided with one.</p>
Eco-garden lead given curriculum time to provide enrichment for eligible students in 7A1X	To offer eligible students an alternative curriculum experience which will take place outside in our school garden. Activities will complement	To develop confidence and self-worth raise aspirations and extracurricular opportunities for disadvantaged pupils	Offered to 7A1X, 44% of whom were students in receipt of PPF. This opportunity saw a series of activities implemented in the school garden and designed to complement the Year 7 students' formal curriculum looking at the differences between physical and human geography. It also supported the students in developing a wider range of skills.

	their current learning and support the students in developing a wider range of skills.		
Additional curriculum time for students who wish to take up extra swimming lessons	To offer Eligible 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.	Approximately 30 Eligible students in Years 7 and 8 wished to complete extra swimming lessons in addition to their core PE curriculum. Programme implemented in April 2021 with students completing their sessions on alternate days.

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	<p>654 face to face mentoring sessions took place with the 63 eligible students in Years 7 & 8 between September 2020 and July 2021, compared with 1 per student last academic year. The focus for these sessions was on transition and establishing relationships with the students and their families.</p> <p>50 phone calls were made to parents to promote the importance of progress evenings and discuss concerns during the year.</p> <p>During the partial school closure, every family was telephoned once per week to check on progress and wellbeing.</p> <p>263 face to face mentoring sessions took place this academic year in Years 9 -11 prioritised by progress, homework and attendance.</p>																																																	
Visionary Independent Pathways – Independent Education Welfare support	To prioritise eligible 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	<p>Collaboration with SDHT, attendance officer and VIP to improve attendance rates during 2020/21.</p> <table border="1"> <thead> <tr> <th>Year groups</th> <th>Eligible students Letter 1</th> <th>Non-Eligible students Letter 1</th> <th>Eligible students Letter 2</th> <th>Non-Eligible students Letter 2</th> <th>Eligible students Attendance clinic invites</th> <th>Non-eligible students Attendance clinic invites</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>8</td> <td>11</td> <td>0</td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>Year 8</td> <td>10</td> <td>21</td> <td>2</td> <td>3</td> <td>1</td> <td>3</td> </tr> <tr> <td>Year 9</td> <td>8</td> <td>27</td> <td>0</td> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>Year 10</td> <td>6</td> <td>17</td> <td>0</td> <td>0</td> <td>3</td> <td>3</td> </tr> <tr> <td>Year 11</td> <td>11</td> <td>4</td> <td>0</td> <td>0</td> <td>3</td> <td>2</td> </tr> <tr> <td>Years 7-11</td> <td>43</td> <td>80</td> <td>2</td> <td>9</td> <td>11</td> <td>17</td> </tr> </tbody> </table> <p>Parental meetings increased communication</p>	Year groups	Eligible students Letter 1	Non-Eligible students Letter 1	Eligible students Letter 2	Non-Eligible students Letter 2	Eligible students Attendance clinic invites	Non-eligible students Attendance clinic invites	Year 7	8	11	0	2	3	3	Year 8	10	21	2	3	1	3	Year 9	8	27	0	4	1	6	Year 10	6	17	0	0	3	3	Year 11	11	4	0	0	3	2	Years 7-11	43	80	2	9	11	17
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Home visits prioritised
 Safe & Well checks carried out during during the lockdown period:

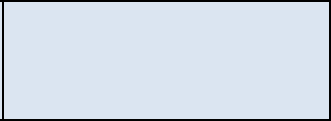
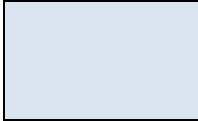
Year groups	Eligible students safe & well checks	Non-Eligible students safe & well checks
Year 7	4	1
Year 8	1	0
Year 9	2	3
Year 10	1	3
Year 11	2	3
Years 7-11	10	10

Additional careers guidance

Ensure that the number of disadvantaged pupils who are NEET is minimised and that students have the opportunity to explore different careers opportunities

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

100% of Year 11 students had careers interviews and IAG advice.
 100% of our Year 11 students eligible for PPF have progressed into further education, employment and training.
 3 students in Year 10 in receipt of PPF (30% of overall attendees) participated in Brilliant Club, an initiative that saw the students working with a HE lecturer to inspire, motivate and encourage university choices.
 10% of the students who participated in the additional careers interviews were eligible for PPF.



guidance
has kept PP
NEET low.

