

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blythe Bridge High School & Sixth Form
Number of pupils in school	1007
Proportion (%) of pupil premium eligible pupils	132 = 13.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Rachael Johnson
Pupil premium lead	Sally Kadri
Governor / Trustee lead	John Boumford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116 404.00
Recovery premium funding allocation this academic year	£ 18 850.00
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	£135 254.00

Part A: Pupil premium strategy plan

Statement of intent

The strategies we have implemented are all drawn from current educational research, such as the EEF, and their impact is carefully tracked and monitored within school. Governors continue to monitor funded activities ensuring that they are targeted specifically at eligible students and evaluate the outcomes. We use a multi-strand approach to our support.

1. Our culture & ethos;

Our staff take responsibility for the learning and progress of all students and have high expectations of all. Due to the relatively small numbers of students in receipt of the pupil premium, mentors within pastoral support, work with individuals and families to raise aspirations and develop a flexible, tailored approach to support. We will ensure secure and well supported transitions, including future destinations.

2. Continually strive to develop teaching and learning;

The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school through the continual development of 'Quality First Teaching'. We will provide stretch and challenge for individuals.

3. Improve the effectiveness of interventions and deploy skilled staff;

We frequently evaluate, through rigorous data tracking, the effectiveness of the interventions we offer. We train our support staff and teachers to deliver the highest quality interventions that reap the greatest benefits for our children in terms of maximising their progress. The Pupil Premium will be used to remove barriers to learning and provide additional educational support to improve the progress and to raise the standard of achievement for students in this category.

4. Increase the opportunities for enriching and inspiring experiences

We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education. We will endeavour to broaden experiences and widen opportunities for students by ensuring they have access to and are fully engaged in all aspects of school life and beyond.

5. Equal access and removal of material barriers

The school will recognise that disadvantaged students are diverse, that many are more able and also come into 'LAC' and 'SEND' categories, and that all have many other unique characteristics. We will identify and remove barriers, including any literacy and numeracy at KS3 and low levels of attendance. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for the Pupil Premium and others.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Acceleration: Eligible students' progress is slower owing to the disproportionately high impact of COVID-19 on their education
2	Attendance: Attendance is lower and levels of persistent absence higher during the pandemic
3	Enrichment: Students not having sufficient access to additional clubs, resources and experiences, reducing their participation in wider school life
4	Social and Emotional: Learning and progress which is hindered by behaviour incidences, passive compliance, emotional well-being issues and/or mental health.
5	Aspirational: Lack of family engagement reducing impact of school strategies and leading to low aspirations resulting in lack of motivation and resilience to achieve in line with potential

Intended 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
Narrow the gap between the Progress 8 of PP and Non-eligible students and improve attainment 8 for eligible students	Gap between disadvantaged and non-disadvantaged pupils is reduced Disadvantaged achieve at least in line with national. Rigorous assessment practices in place to identify any needs for intervention.
%5+ English / maths Improve performance for eligible students so that it is in line with national average for all students	Gap between disadvantaged and non-disadvantaged pupils is reduced Disadvantaged achieve at least in line with national. Rigorous assessment practices in place to identify any needs for intervention. Evident increase in knowledge of key skills in literacy / numeracy shown through low stakes in-class assessments, TOE activities, formal regular assessments and public examinations. Student voice shows increased confidence and enjoyment
PP attendance meets the school's attendance target of 95%+	The attendance of eligible students meets the school target of 95%+. Clear strategies in place for students with low attendance.
Eligible students are not disproportionately	SDHT regularly monitors exclusion data and works with key pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve.

excluded from school	Exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national.
----------------------	--

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 and curriculum (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Action to further improve high impact teaching that engages ‘hard to reach’ students including:</p> <ul style="list-style-type: none"> a) To continue and further develop the focus on metacognition and self-regulation that are currently being rolled out. b) Investment in our professional development offer including development opportunities for 2021-22 with a focus on developing effective strategies for ECTs c) Continued development of high impact teaching and the implementation of Rosenshine’s Principles of Instruction to improve teaching of ‘hard to reach’ students. d) Further 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>Evidence suggests that students make more progress in productive learning environments where they are challenged and supported.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p>	1 & 3
<p>Action to provide a closing the gaps curriculum including:</p> <ul style="list-style-type: none"> a) Further 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 b) Deploy staff who are not at full teaching capacity to create additional groups for high impact literacy and numeracy curricular provision for identified students in key stages 3 and 4 c) Reintroduce homework club for key stages 3 and 4 to aid with closing the gaps and provide support and resources 	<p>EEF- enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	1 & 3

<p>Action to provide equal access, material barriers and aspirations</p> <p>a) Curriculum leader of music given curriculum time to provide enrichment for Eligible students in Year 7. To ensure Eligible students are not disadvantaged by providing additional opportunities to engage in musical experiences.</p> <p>b) Employ a dance tutor to provide enrichment for Eligible students across Years 7 – 9. To ensure Eligible students are not disadvantaged by providing additional opportunities for them to demonstrate their interests and talents</p> <p>c) Eco garden lead to offer Eligible 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.</p> <p>d) To offer eligible students in Years 7 & 8 the opportunity to do extra swimming to become more proficient.</p> <p>e) Students have access to resources to enable their independent study of their subjects, and can prepare effectively for their examinations, thus supporting meta-cognitive approaches. They have the necessary equipment including food, water and stationery before their examinations.</p> <p>f) Subsidise eligible students' route to school whose provision was withdrawn by the local authority in August.</p>	<p>Equity and equitable learning environment</p> <p>Internal student interviews</p>	<p>1 & 3</p>
---	---	------------------

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Implement school led tutoring programme for eligible students to support them in closing gaps in their knowledge</p> <p>b) Provide technical support for Eligible students in art and technology lessons</p> <p>c) 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 examinations</p> <p>d) Daily TA support for eligible students across the curriculum.</p> <p>e) Targeted intervention programme in mathematics and English for eligible students.</p> <p>f) 1:1 pupil progress meetings between Year 11 students and SLT.</p> <p>g) Targeted intervention at Key Stage 3 to improve students' reading ability and literacy skills</p> <p>h) Ensure that the number of eligible students who are NEET is minimized through careers interviews and careers themed events.</p>	<p>'Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the NTP'.</p> <p>EEF – improve the quality of provision by effectively deploying school's resources</p> <p>EEF – meta-cognition and self-regulation</p> <p>The Gatsby Benchmark sets out a</p>	<p>1 & 5</p>

	framework of eight guidelines about what makes the best careers provision in schools and colleges.	
--	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Student Welfare Officer and SDHT 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.</p> <p>b) To prioritise eligible students' attendance and punctuality and intervene at an earlier stage to improve overall attendance and reduce PA rates</p> <p>c) Stoke City Inspires - Enrol eligible Year 7 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 stress management and examination preparation.</p> <p>d) Enrol 6 eligible students on The Brilliant Club to access their tutoring programme and raise their aspirations for HE.</p> <p>e) Implement student voice prioritising eligible students. Collate soft data and share with staff to establish positive relationships and identify possible barriers</p>	EEF – homework, mentoring, social and emotional learning	2, 3 & 4

PP Funding

Individual Targeted PP Funding	£1,200.00
Individual Targeted In Service Children Funding	930.00
Year 11 Pupil Premium English Exam Preparation	-
English TA Support & Intervention	£14,064.00
Maths TA Support & Intervention	£16,404.00
Homework Club	£2,340.00
Technician Support for Practical Lessons	£1,670.00
Daily TA Support for Eligible students (15%)	£31,833.00
Pupil Premium Student Pastoral Support (100% support)	£25,716.00
Senior Deputy Headteacher	£6,950.00
Attendance Officer PP Data Analysis	£367.00
VIP 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	£1510.71
Water & Fruit Pre Exams	FOC
Music Support	£2,400.00
Careers & IAG	£1,280.00
Macbeth Texts	£261.00
Aprons for DT	£371.00
Garden Intervention/Nurture Group	£1,280.00
PP Dance experience/provision - Year 7 & 8	£2,730.00
Subsidised route to school	£3,600.00
Final Grand Total	115,175.29
Final Money received into budget for fin. year 2021/22	116,404.00
Pupil Premium money not yet allocated	1228.71

Recovery Premium Funding

25% School Led Tutoring top up	£3746.25
Christmas Carol Year 10 curriculum experience (12)	£168.00
Brilliant Club Year 10 students (6)	£1080.00
Grand Total	£4994.25
Money received into budget for Year 2021/22	£18,850
Recovery Premium not yet allocated	£13,855.75

