

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	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	Chris Rogers

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

Outcomes

Intended outcome	Outcomes
Narrow the gap between the Progress 8 of PP and Non-eligible students.	<p>The gap between disadvantaged and non-disadvantaged pupils is reduced. P8 is -0.22 for eligible students and -0.05 for all.</p> <p>Progress 8 - English</p> <p>All -0.13</p> <p>Disadvantaged -0.28</p> <p>Progress 8 - Maths</p> <p>All 0</p> <p>Disadvantaged -0.15</p> <p>Progress 8 - EBacc</p> <p>All 0.09</p> <p>Disadvantaged 0.05</p> <p>Progress 8 - Open</p> <p>All -0.21</p> <p>Disadvantaged -0.5</p>
%4+ English / maths Improve performance for eligible students so that it is in line with national average for all students	<p>All 77%</p> <p>Disadvantaged 56.3%</p>

Attendance

20-21* (COVID-19 January – 8th March 2021)

	Year 7	Year 8	Year 9	Year 10	Year 11	
Attendance of eligible students	91.3	86.6	85	85.5	75.6	82.9
All	95.5	93.4	92.2	92	80.4	90.7

21-22

	Year 7	Year 8	Year 9	Year 10	Year 11	
Attendance of eligible students	90.2	88.7	77.1	85.4	79.8	84.2
All	92.3	91.9	88.4	90.0	85.9	89.7



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

Fixed Term Suspensions

For the academic year 20/21, there were 66 fixed term exclusions issued to 40 students totalling 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

FTEs 2021-2022

Since the start of this academic year 21/22 (6th Sept – 22nd June), there have been 95 fixed term suspensions issued to 63 students totalling 330 sessions (which is equivalent to 2.6 days per suspension). Below is a breakdown of the reasons for suspension:

Year	Number of	Number of	Number of eligible students	Number of PP
7	5	4	1	1
8	22	18	8	9
9	44	23	10	24
10	18	13	0	0
11	6	5	1	2
Total	95	63	20	36



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 FTS when compared to previous year.

Impact in this academic year

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

Activity	Outcomes
<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>The focus on three key aspects of teaching and learning to improve ‘Quality First Teaching’ for all students but in particular disadvantaged students, is a real strength. From learning walks it is evident that questioning is used skilfully in most lessons as an effective method of adaptive teaching (particularly linked to the seating plan for PP students). Students’ confidence and ability to articulate has improved; feedback enables progress; students ‘think hard’.</p> <p>The development of the curriculum content, particularly at KS3, which identifies end points for each unit of work through the big questions has been pivotal and is a strength. Meeting time has been given to analyse the effectiveness of student retention and understanding of identified concepts.</p>
<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>Outcomes</p> <p>The school recognises the wide variety of ‘unique characteristics’ and works hard to ensure these students are able to access all aspects of the curriculum wherever possible. Curriculum leaders given time to provide enrichment for eligible students in music, dance, opportunities for extra swimming and participation in ‘Eco-Garden’ activities. Trips, visits and rewards include 30% eligible students.</p> <p>Pupils identified homework club as a way in which the school supports them in developing a positive attitude to learning and is key to maintaining high levels of engagement.</p> <p>Homework Club There were 152 who regularly used it.</p> <p>Y7 - 54</p>

	<p>Y8 - 43 Y9 - 26 Y10 - 19 Y11 - 9 13% were eligible students</p>
<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>Outcomes</p> <p>For peripatetic music sessions, 35% out of 20 students are eligible for pupil premium In Year 8 all 8 eligible pupils are learning keyboards, guitars and ukuleles. 9% of eligible Year 7's and 39% of eligible Year 8's received peripatetic dance lessons during this academic year which positively affected their confidence and engagement as well as improving their attendance.</p> <p>Following a staff CPD development opportunity and CPD an ECO/Nurture garden was set up. This was looked after by Year 7 pupils and at least 30% of these were eligible students.</p> <p>PP swim 28% of Year 7 eligible students took part in before school swimming last year. 37% of Year 7 eligible students took part in after school sessions last year. 13% of Year 8 eligible students took part in after school sessions last year.</p> <p>Students had access to resources to enable their independent study of subjects, and prepared effectively for their GCSEs, thus supporting meta-cognitive approaches. Students received additional resources to accelerate their progress.</p> <p>Route subsidised for the academic year. All eligible students were offered a 'seat' to ensure attendance to school.</p> <p>37% of Year 8 PP students participated in the Clip and Climb experience 31% of Year 7 PP students took part in the Library workshops throughout the year. 75% of Year 8 & 9 PP students went to Edge Hill university and 18% of Years 9, 10 & 11 to Oxford university to explore what university life entailed and the variety of courses available. Student feedback suggests that the visit was very inspirational and helped them to decide that they do want go to university. They learnt more about future employment opportunities.</p>

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

Activity	Outcomes
<ul style="list-style-type: none"> a) Implement school led tutoring programme for eligible students to support them in closing gaps in their knowledge b) Provide technical support for Eligible students in art and technology lessons 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 d) Daily TA support for eligible students across the curriculum. e) Targeted intervention programme in mathematics and English for eligible students. f) 1:1 pupil progress meetings between Year 11 students and SLT. g) Targeted intervention at Key Stage 3 to improve students' reading ability and literacy skills h) Ensure that the number of eligible students who are NEET is minimized through careers interviews and careers themed events. 	<p>SLT took place after school, Easter break and half-term in science, English and Spanish. P8 gap between eligible and all students reduced to -0.17 overall. Student ZK attained 7s in English, a 9 & 8 in combined science and an 8 in Spanish. Overall SPI 2.06. 41% of overall students achieved a positive SPI.</p> <p>0.42 SPI in DT.</p> <p>7% of eligible students in Year 11 attended sessions in either English, science or Spanish.</p> <p>Approximately 75% of teaching assistant time is spent with specific pupils within classrooms. The most effective work is seen when they are working with small groups or individuals; in these cases, effective questioning and the development of key skills are evident.</p> <p>Whole school approach to reading to ensure it is promoted and developed for all students. Collective read in Years 7 & 8.</p> <p>80% of students in receipt of support increased their reading age between ten and sixty months.</p> <p>There has been a whole school focus on student well-being and student engagement to improve attendance and low aspirations of some of the disadvantaged pupils. Getting to know the students through the school's comprehensive mentoring scheme has a strong impact.</p> <p>100% of Year 11 students had careers interviews and IAG advice.</p> <p>100% of our Year 11 students eligible for PPF have progressed into further education, employment and training.</p>

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

Activity	Outcomes
<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>	<p>The use of funding to support the welfare of disadvantaged students and their families through posts such as the Student Welfare Officer has built strong relationships between the students and the local community.</p> <p>There are clear and specific evidence-based systems to support the work of Student and Education Welfare Officer with regard to attendance and the positive impact that they are having. PP attendance 85%, All 90.5% (academic year)</p> <p>31% of year 7 PP students took part in the Inspires Programme throughout the year. The aims of the project were to:</p> <ul style="list-style-type: none"> • Reduce the impact of emotional distress by teaching proactive mental health skills • Enable pupils to recognise their own thoughts, feelings and behaviours <p>Students had to pitch their project to members of the football club. They won, had their design made and were able to visit Anfield as part of their reward.</p> <p>6 students in Year 10 in receipt of PPF (100% of overall attendees) participated in Brilliant Club, an initiative that sees the students working with a HE lecturer to inspire, motivate and encourage university choices. Four students finished with a first and two with a 2:1.</p>

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

MfL TA Support & Intervention	£6802.00
25% School Led Tutoring top up	£3746.25
Christmas Carol Year 10 curriculum experience (12)	£245.00
Brilliant Club Year 10 students (6)	£1074.00
Year 10 mathematics revision packs	£96.00
Year 8 Clip and Climb experience	£245.00
Year 7 & 8 Rewards Trip	£250.00
Year 10 Peak Wildlife Careers Visit	£106.13
School shoes for eligible student	£20.00
Grand Total	£12484.38
Money received into budget for Year 2021/22	£18,850.00
Recovery Premium not yet allocated	£6,368.32