

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1041
Proportion (%) of pupil premium eligible pupils	136 = 13.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£119 830 00
Recovery premium funding allocation this academic year	£16 250 00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6368 32
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	

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. The gap in 2022 narrowed but generally the literacy gap between disadvantaged and non-disadvantaged seems to be sustained throughout their time in school. Research suggests that low literacy levels will have a negative impact not only on performance in English, but across the curriculum.
2	Attendance: According to attendance data in 2021-22, eligible students are more likely to be persistently absent than other students. Our observations and assessments of these students indicate that attendance is having a detrimental impact on progress.
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. Our observations and national research suggest many lower attaining eligible students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers within a classroom setting. However, this is also replicated within social interactions and unstructured time where we have noticed a correlation between poor self-regulation of behaviour leading to a higher number of behaviour points and fixed-term suspensions. Some safeguarding referrals have mental health issues at their core. Disadvantaged students are more than twice as likely to experience mental health issues as their peers. We also recognise that many mental health issues go unrecorded. Wellbeing issues impact significantly on attendance and attainment.
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
Disadvantaged students in Years 7 and 8 to improve their reading age to at least 12 years by the end of Year 8.	Reading tests demonstrate an improved reading age among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers by the end of year 8. Teachers should also have recognised this improvement through progress in lessons.
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 further Disadvantaged achieve at least in line with national.

%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 further particularly in English. Disadvantaged achieve at least in line with national. 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
Improved metacognitive and self-regulatory skills, both academic and social and emotional, among eligible students across all subjects and within unstructured time.	Teacher and student voice and classroom observations suggest eligible students are more able to monitor and regulate their own learning. Measures of impact could include: <ul style="list-style-type: none"> • Homework completion rates across the curriculum • Improved average attitude to learning scores • Less eligible students on behaviour for learning report We would also see this self-regulation in social situations through a reduction in suspensions both fixed term and within our refocus provision.
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 excluded from school	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. 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
Action to further improve high impact teaching that engages 'hard to reach' students including: a) To continue and further develop the focus on metacognition that is currently being 'rolled out'. This aspect of 'learning to learn' will help students think, more explicitly, about their own learning. The self-regulation and managing of their own	Teacher Feedback to Improve Pupil Learning EEF Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) Feedback in particular is shown, from a strong evidence base, to have high impact on the progress of students. Teaching metacognitive strategies to	1,3 & 4

<p>motivation towards learning will be relevant to disadvantaged students in all years.</p> <p>b) Investment in our professional development offer for both teaching and non-teaching staff including development opportunities for 2022-23 with a focus on developing effective strategies for ECTs</p> <p>c) Continued development of high impact teaching and the implementation of Rosenshine’s Principles of Instruction to improve teaching of ‘hard to reach’ students.</p>	<p>pupils can be an inexpensive method to help pupils become more independent learners.</p> <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>	
<p>Action to provide a closing the gaps curriculum including:</p> <p>a) Further develop each subject’s curriculum to ensure high quality provision, challenge and embedded retrieval and retention and access to culturally enriching experiences for disadvantaged students both inside and outside the classroom</p> <p>b) EA - 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</p> <p>c) Ensure the effective use of homework club for key stages 3 and 4 to aid with closing the gaps and provide support and resources</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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 3</p>
<p>Action to provide equal access, material barriers and aspirations</p> <p>a) Employ a dance tutor to provide enrichment for eligible students across Years 7 – 10. To ensure eligible students are not disadvantaged by providing additional opportunities for them to demonstrate their interests and talents</p> <p>b) 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>c) Careers lead to offer eligible students the opportunity to develop stronger community links with an old people’s residential home.</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</p>	<p>Equity and equitable learning environment</p> <p>Internal student interviews</p> <p>EEF – Parental engagement</p>	<p>1 & 3, 4</p>

<p>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) Launch PLUS to offer parents financial support with the cost of school uniform</p> <p>g) Subsidise eligible students' route to school whose provision was withdrawn by the local authority in August.</p>		
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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) Deploy a pastoral teaching assistant within the MfL curriculum to focus on supporting our disadvantaged students with specific SEMH needs and other barriers to learning.</p> <p>f) Targeted intervention programme in mathematics, science, English and MfL for eligible students.</p> <p>g) 1:1 pupil progress meetings between Year 11 students and SLT.</p> <p>h) Reading intervention specifically for students in Years 7 and 8 who are identified as having poor comprehension skills. This includes Year 11 prefects and Year 12 volunteers paired reading with identified students.</p> <p>i) Ensure that the number of eligible students who are NEET is minimized through careers interviews, careers themed events and work experience placements.</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 framework of eight guidelines about what makes the best careers provision in schools and colleges.</p>	<p>1 & 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Broaden the offer of extracurricular activities and explore the use of outside agencies. Funding allocated to subsidise eligible students in attending extracurricular trips and taking part in enrichment activities.</p> <p>b) 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>c) To prioritise eligible students' attendance and punctuality and intervene at an earlier stage to improve overall attendance and reduce PA rates</p> <p>d) Deliver whole school reading to develop transferrable skills and comprehension as well as promoting a love of literature</p> <p>e) Inspires project - 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.</p> <p>f) Enrol 7 eligible students on The Brilliant Club to access their tutoring programme and raise their aspirations for HE.</p> <p>g) Implement student voice prioritising eligible students. Collate soft data and share with staff to establish positive relationships and identify possible barriers</p>	<p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p>This report suggests alongside, research in other national contexts that there is strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills</p> <p>EEF – homework, mentoring, social and emotional learning</p> <p>EEF – Reading comprehension strategies</p> <p>EEF – Oral language interventions</p>	<p>2, 3 & 4</p>

PP Funding

Individual Targeted PP Funding	£1,500.00
Individual Targeted In Service Children Funding	£640.00
English TA Support & Intervention	£7,635.60
Maths TA Support & Intervention	£7,635.60
Science TA Support & Intervention	£7,635.60
MfL TA support & Intervention	£7,635.60
Homework Club	£3,029.00
Technician Support for Practical Lessons	£2,720.00
Daily TA Support for Eligible students	£19,644.00
Pupil Premium Student Pastoral Support (100% support)	£27,806.00
Senior Deputy Headteacher	£8,561.00
Attendance Officer PP Data Analysis	£1,415.00
VIP PP Attendance Support (50%)	£1,500.00
Year 7&8 PP Swim	£6,928.00
Year 11 Revision Guides All Curriculum Areas	£2,018.00
Music peripatetic lessons	£5,688.00
Careers & IAG	£1,325.00
Macbeth Texts	£261.00
Food for DT	£600.00
Materials for DT	£200.00
Garden Intervention/Nurture Group	£2,560.00
PP Dance experience/provision - Year 7-10	£3,798.00
Subsidised route to school	£6,825.00
40% School Led Tutoring top up	£6,500.00
Year 8 Careers drop down experience	£403.94
Christmas Carol Year 10 curriculum experience (12)	£245.00
Brilliant Club Year 10 students (7)	£1281.00
Year 10 mathematics revision packs	£96.00
Year 7 & 8 Rewards Trip	£277.75
Final Grand Total	135,083.09
Final Money received into budget for fin. year 2022/23	119,830.00
Recovery PP C/F from fin. year 2021/22	6,368.32
Recovery PP received into budget for fin. year 2022/23	16,250.00
Pupil Premium money not yet allocated	7,365.23