

Pupil premium impact statement 2022/2023

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 eligible pupils. It outlines our pupil premium strategy and its impact on eligible pupils.

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	Emily Avons
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	

This explains our intended outcomes **for the Pupil Premium strategy plan 2022/203** and the impact of the strategy.

Intended outcome	Outcomes
Eligible students in Years 7 and 8 to improve their reading age to at least 13 years by the end of Year 7 and 14 years by the end of Year 8.	Reading ages of eligible students in Year 7 have improved Average reading age for eligible students October 2022: 12.2 Average reading age for eligible students April 2023: 13.7 + 1 Year and 5 months Reading ages of eligible students in Year 8 have improved Average reading ages for eligible students October 2022: 12.9 Average reading age for eligible students April 2023: 14.4 + 1 Year and 7 months

<p>Narrow the gap between the Progress 8 of eligible and non-eligible students and improve attainment 8 for eligible students</p>	<p>2023 KS4 Examination results (Compared to 2022 KS4)</p> <p>Progress 8: The gap between eligible and non-eligible students has widened. P8 is -0.53 for eligible students and -0.06 for all students.</p> <p>2 x eligible students (8%) on roll did not attend any of their examinations, which negatively impacted the results for the cohort (-0.39)</p> <p>Eligible pupils nationally averaged a Progress 8 score of -0.57.</p> <p>Progress 8 English All = -0.24 Eligible = -0.68</p> <p>Progress 8 - Maths All = -0.07 Eligible = -0.57</p> <p>Progress 8 - EBacc All = 0.10 Eligible = -0.28</p> <p>Progress 8 - Open All = -0.10 Eligible = -0.65</p>
<p>%5+ English / maths Improve performance for eligible students so that it is in line with national average for all students</p>	<p>More eligible students have achieved 5+ in English & maths compared to 2022</p> <p>%5+ English and Maths All = 46.7% (2022: 50%) Eligible = 28% (2022: 18.8%)</p> <p>Percentage of eligible pupils nationally achieving grades 5 or above in English and mathematics GCSEs 2022/23 was 25% (+3%)</p>
<p>Improved metacognitive and self-regulatory skills, both academic and social and emotional, among eligible students across all subjects and within unstructured time.</p>	<p>Reduction in Fixed Term Suspensions (FTS) for social time behaviour across the school.</p> <p>2021/2022: 69% of FTS related to social time/unstructured time 2022/2023: 62% of FTS related to social time/unstructured time September – October 2023: 53% of FTS related to social time/unstructured time</p>
<p>Eligible students' attendance meets the school's attendance target of 95%+</p>	<p>Eligible students' attendance has improved:</p> <p>2021/2022 All students: 89.7% Eligible students 84.2% 2022/2023 All students: 92.1% Eligible students 85.6%</p>
<p>Eligible students not disproportionately excluded from school</p>	<p>Reduction in the % of eligible students being suspended compared to 2021/2022</p> <p>Reduction in the % of suspensions being received by eligible students compared to 2021/2022</p>

Intended outcome: Eligible students' attendance meets the school's attendance target of 95%+

2021/2022

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole school
Eligible students	90.2	88.7	77.1	85.4	79.8	84.2
All students	92.3	91.9	88.4	90.0	85.9	89.7

2022/2023

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole school
Eligible students	91.0	89.4	86.8	74.7	78.6	85.6
All students	94.0	93.1	91.7	90.3	91.4	92.1

Intended outcome: Eligible students are not disproportionately excluded from school

FTEs 2021-2022: 100 fixed term exclusions issued to 65 students totalling 330 sessions (which is equivalent to 2.6 days per exclusion).

Year	Number of exclusions	Number of students	Number of PP students	Number of PP exclusions	Number of SEN students	Number of SEN exclusions	Number of PP & SEN students	Number of PP & SEN exclusions
7	5	4	1	1	0	0	0	0
8	23	19	8	9	1	1	1	1
9	45	23	10	24	6	10	3	7
10	21	14	0	0	2	2	0	0
11	6	5	1	2	0	0	0	0
Total	100	65	20	36	9	13	4	8

% of eligible students being suspended in 2021/2022 = $20/65 = 31\%$

% of suspensions to eligible students 2021/2022 = $36/100 = 36\%$

FTEs 2022-2023: 122 fixed term suspensions issued to 74 students totalling 350 sessions (which is equivalent to 2.6 days per suspension). Of the 74 students suspended, 33% (25 students) have been suspended more than once.

Year	Number of exclusions	Number of students	Number of eligible students	Number of eligible exclusions	Number of SEN students	Number of SEN exclusions	Number of eligible & SEN students	Number of eligible & SEN exclusions
7	11	8	2	2	2	2	0	0
8	17	10	5	8	3	4	1	2
9	39	21	6	14	4	6	1	1
10	37	23	6	12	4	7	1	2
11	18	12	3	5	0	0	0	0
Total	122	74	21	38	12	19	3	5

% of eligible students being suspended in 2022/2023 = $21/74 = 28\%$

% of suspensions to eligible students 2023/2023 = $38/122 = 31\%$

Activity	Outcomes
<p>Action to further improve high impact teaching that engages ‘hard to reach’ students including:</p> <p>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 motivation towards learning will be relevant to eligible students in all years.</p> <p>b) 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>c) 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>Feedback from lesson observations by senior leaders identifies the following strengths across the school:</p> <ul style="list-style-type: none"> • Retrieval tasks as part of the task on entry, or during the main part of the lesson, which were seen in all lessons. This enables eligible students to build on prior learning and deepen their understanding over time. • Behaviour for learning and positive relationships highlighted as a strength in nearly all lessons observed with hardly any reference to off-task behavior. Eligible students benefit from strong relationships with staff • Questioning identified as a strength in most lessons as was the use of tasks that encouraged students to think hard. Eligible students benefit from metacognitive questioning that requires them to consider the process of learning. <p>Year 1 ECTs have completed 30 hours CPD training with a focus on establishing a positive climate for learning; how pupils learn; and developing effective classroom practice. Year 2 ECTs have completed an additional 30 hours CPD training with a focus on embedding and strengthening the elements referenced above. Feedback from our MAT ECT lead commented on the rapid progress ECT teachers have made under our rigorous training programme and support.</p> <p>2 middle leaders completed a National Professional Qualification (NPQ); Leading Behaviour & Culture and Leading Teaching</p> <p>2 middle leaders have begun a NPQSL; National Professional Qualification in Senior Leadership</p> <p>2 senior leaders have both completed a NPQH; National Professional Qualification in Headship with one successfully starting a headship in January 2024.</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 eligible 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>Lesson observation feedback identified retrieval and retention practices as a real strength across all departments. Retrieval tasks as part of the task on entry, or during the main part of the lesson, were seen in all lessons observed by senior leaders across the academic year 2022/2023</p> <p>Curriculum leaders given time to plan and facilitate enriching experiences outside of the classroom. These include trips to Lille Christmas Markets in Year 8, PGL in Year 9 and Spain in Year 10. Eligible students encouraged to take part. For example, Year 11 Theatre Trip to see An Inspector Calls, 35% of eligible students attended.</p> <p>Academic Intervention programme created to deploy staff not at full teaching capacity. Teaching staff delivered a bespoke intervention programme targeting literacy and writing skills to students underperforming in multiple areas of the curriculum.</p> <p>Year 8 students: After 12 weeks, 47% of students making greater progress in English and 36% making expected progress in English Student voice revealed 75% of students believed the 'writing masterclass' had improved their vocabulary. 38% of students believed they had made greater progress as a result of the programme. 8 / 18 students were eligible students: 44%</p> <p>Year 11 students: Students involved in the programme made +1.04 progress in English language. The programme also targeted the skills necessary to succeed in other literacy-based subjects. In geography their average grade improved by +0.10 compared to November mock and in history they made +0.81 progress. Student voice revealed 83% students believed the 'writing masterclass' had improved their writing skills, 92% of students believed the 'writing masterclass' had improved their vocabulary and 58% of students believed they had made greater progress as a result of the programme. 6 / 22 students were eligible: 27%</p> <p>Homework referral system developed to ensure the effective use of homework club and to encourage those most in need of support attending. Data shows referral system effective as attendance to homework club grows each term as staff identify students.</p> <p>Autumn 1: 71 students attended - 14% were eligible students Autumn 2: 112 students attended - 15% were eligible students Spring 1: 132 students attended - 12% were eligible students Spring 2: 137 students attended – 12% were eligible students Summer 1: 147 students attended – 14% eligible students Summer 2: 148 students attended – 14% eligible students</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 eligible by providing</p>	<p>Dance tutor employed to provide peripatetic dance lessons. 17% of eligible Year 7s, 8% of eligible Year 8s, 29% of eligible Year 9s and 4% of eligible Year 10s received peripatetic dance lessons last academic year. This positively</p>

<p>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 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>	<p>affected their confidence and their ability to self-regulate. Some Year 9 students have gone on to take dance as an option subject at Year 10</p> <p>Eco garden alternative curriculum offer provided for 33 Year 7 students to enrich curriculum experience, build confidence and develop a wide range of skills. 30% eligible Year 7 students involved.</p> <p>5 students completed additional work experience at local care home. 60% eligible students. This experience helped students develop their communication skills and their confidence.</p> <p>30 students regularly attended free swimming sessions before school – 30% eligible students 33 students regularly attended free swimming sessions after school – 33% eligible students</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>PLUS (Pre-loved uniform shop) launched and accessed by parents to support with the financial cost of school uniform. Year 7 - Accessed by 13 students (15% eligible students) Year 8 - Accessed by 29 students (21% eligible students) Year 9 - Accessed by 29 students (21% eligible students) Year 10 - Accessed by 23 students (26% eligible students) Year 11 - Accessed by 13 students (46% eligible students)</p> <p>Route subsidised for the academic year. All eligible students were offered a 'seat' to ensure attendance to school.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Outcomes
<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 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 eligible 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>SLT took place in maths, 36% of eligible students achieved a positive P8 in maths.</p> <p>SLT took place in Spanish and focused on improving student speaking outcomes. 22% of students involved were eligible students. Students speaking grades improved from an average of 33/60 in September 2022 to 49/60 in their summer examinations 2023.</p> <p>0.02 residual for the 4 students taking DT.</p> <p>Revision sessions took place after school, during the Easter break and half-term across the curriculum. For example, in history, weekly revision sessions took place and included eligible students. In 2/4 history classes, the SPI of eligible students was greater than non-eligible students. Overall SPI for eligible students = +0.11, All = +0.27</p> <p>Approximately 75% of teaching assistant time is spent with specific pupils within classrooms.</p> <p>Number of students entered for EBacc subjects, including those eligible, considerably higher than national figures. 72% of eligible students entered for Ebacc (National average for all students 39%) 32% of eligible students achieved 4+ EBacc (47% all) 28% of eligible students achieved 5+ EBacc (32% all)</p> <p>Senior leaders met with all Year 11 students to discuss progress, aspirations, and next steps. 30% of eligible students stayed on at Blythe Bridge Sixth Form and 100% went into further education, employment and training</p> <p>Librarian and Student Welfare Officer delivered library induction sessions with eligible students and eligible students were involved in paired reading schemes with Year 11/12 students.</p> <ul style="list-style-type: none"> • 82% of eligible Year 7s increased their reading age • 73% of eligible Year 7s reading age 12+ • 77% of eligible Year 8s increased their reading age • 85% of eligible Year 8s reading age 13+ <p>100% of Year 11 students had careers interviews and IAG advice. 100% of eligible Year 11 students eligible have progressed into further education, employment and training</p>

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

Activity	Outcomes
<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>The school provides a variety of extracurricular opportunities for eligible students and subsidises experiences where there is a cost implication. For example;</p> <p>Year 10 Spain residential trip: 8% of eligible students attended.</p> <p>Year 9 Duke of Edinburgh: 20% of eligible students taking part.</p> <p>Year 9 PGL residential: 27% of eligible students attended.</p> <p>Year 8 Lille residential Trip: 12% of eligible students attended.</p> <p>Year 8 Clip & Climb trip: 37% of eligible students attended.</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 non-eligible pupils with attendance issues, or with behaviour concerns as monitored through the school behaviour system.</p>	<p>The use of funding to support the welfare of eligible students and their families through posts such as the Student Welfare Officer has ensured eligible students benefit from strong & nurturing relationships - See appendix 1.</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.</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>Attendance of eligible students 85.6%, (Improvement on 2021/2022) All 92.1% (academic year)</p>
<p>d) Deliver whole school reading to develop transferrable skills and comprehension as well as promoting a love of literature</p>	<p>Librarian created reading profiles with eligible students, and these are shared with tutors to encourage positive conversations around books read, interests, preferred genres, etc.</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>7 students enrolled on The Brilliant Club programme and all completed final assignment. 1 x student achieved 1st, 3 x students achieved a 2.1, 2 x students achieved 2.2 and 1 student achieved a 3rd. 100% eligible students.</p>
<p>f) Enrol 7 eligible students on The Brilliant Club to access their tutoring programme and raise their aspirations for HE.</p>	<p>Year 7 settling in survey results:</p> <ul style="list-style-type: none"> • 81% of eligible students feel happy at school • 81% of eligible students feel safe at school
<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>Form tutors and heads of Year followed up with students who did not say they felt safe and/or happy at school.</p>

Appendix 1

Student Welfare Officer Case Study

Student A: Year 11

A struggled to motivate himself at the beginning of the year and struggled to keep on top of his IT coursework and homework. I met with A on a regular basis to discuss this and to identify any issues. A found it difficult to ask questions in class and often avoided tasks if he found these difficult. A identified these issues to me in mentoring meetings and I spoke to teaching staff for A so that they could provide specific feedback to him directly.

A often struggled to remember his equipment, etc. and sometimes lost items of his uniform. I replaced these for A from the PLUS shop and gave A items of stationary to help. This helped A with his BFL in class and gave A the confidence to focus on his classwork.

A found it difficult to complete a revision timetable for his mock examinations and summer examinations. I met with A and helped him to organise his revision time at home and helped A to create a revision timetable which worked for him and allowed time for his extra-curricular activities, which were very important to A. I discussed the revision guides (provided by school out of funding for eligible students) with A and explained how to use these in an effective manner. We also discussed different revision techniques which worked well for A and discussed different methods which A could use to help him.

A's confidence grew as the year progressed and A's BFL remained good throughout the year.

A's GCSE outcomes: Progress 8 score: -0.02 All students: -0.06