

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our eligible pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Blythe Bridge High School & Sixth Form
Number of pupils in school	1040
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£134,280.00
Recovery premium funding allocation this academic year	£36,984
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£169,056.00
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 eligible 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 eligible 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 P8 gap grew slightly in 2023 compared to 2022 (still below national figures) and generally the literacy gap between eligible and non-eligible 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 2022 - 2023, 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. Eligible 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
Narrow the gap between the Progress 8 of eligible and non-eligible students and improve attainment 8 for eligible students.	<ul style="list-style-type: none"> • Gap between eligible and non-eligible pupils is reduced • Eligible students achieve at least in line with national
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.	<ul style="list-style-type: none"> • Reading tests demonstrate an improved reading age among eligible pupils and a smaller disparity between the scores of eligible pupils and their non-eligible peers by the end of year 8. • Teachers should also have recognised this improvement through progress in lessons.
%4+ English / maths %5+ English / maths Improve performance for eligible students so that it is in line with national average for all students.	<ul style="list-style-type: none"> • Gap between eligible and non-eligible pupils is reduced further. • Eligible students 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.	<ul style="list-style-type: none"> • 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: • Homework completion rates across the curriculum inline with non-eligible students • Less eligible students on behaviour for learning report
Eligible students' attendance meets the school's attendance target of 95%+.	<ul style="list-style-type: none"> • 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 suspended from school.	<ul style="list-style-type: none"> • Suspension data is equal to or lower than that of non-eligible 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>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>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p>	1
<p>b.) Develop high quality whole school approach to feedback that accelerates the progress of all learners, including those eligible for PP funding.</p>	<p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback in particular is shown, from a strong evidence base, to have high impact on the progress of students.</p>	1
<p>c.) Increase staff CPD sessions (2 hours) focussing on key strategies to improve teaching & learning. Particular focus on challenge, tier 2 & 3 vocabulary & cognitive load.</p> <p>d.) Investment in our professional development offer for both teaching and non-teaching staff including development opportunities for 2023-24 with a focus on developing effective strategies for ECTs.</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>	1
<p>e.) Continued development of classroom support plans (CSPs) for eligible students with SEND.</p>	<p>Eligible pupils with SEND have the greatest need for excellent teaching.</p>	1&4

	EEF - 'Menu of approaches': evidence brief	
<p>f.) Ensure access to culturally enriching experiences for eligible students both inside and outside the classroom.</p> <p>g.) Eco garden lead to continue 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>	EEF - Enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education	3
<p>h.) 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>	EEF – homework, mentoring, social and emotional learning	1&3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a.) Embed bespoke academic intervention programme for eligible students and/or SEND students focused on closing the vocabulary and writing gaps.</p>	The EEF Teaching & Learning toolkit suggests small group tuition can lead to 4 months additional progress . The research used by the EEF suggests literacy interventions (+4 months progress) are more effective than those targeting numeracy skills (+3 months)	1
<p>b.) Targeted Year 11 examination preparation. Ensuring focused preparation for eligible students in additional & after-school sessions during the run-up to examinations.</p> <p>c.) Provide technical support for eligible students in art and technology lessons.</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'	1

d.) Targeted TA support for eligible students across English, maths & science.	EEF- Toolkit – TA support can improve progress by +4 months	1&4
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.	EEF – improve the quality of provision by effectively deploying school’s resources EEF – Oral language interventions	1&4
f.) 1:1 pupil progress meetings between Year 11 students and SLT.	EEF – One to one tuition strategies	1&4
g.) 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.	EEF – Reading comprehension strategies	1
h.) Ensure that the number of eligible students who are NEET is minimized through careers interviews, careers themed events and work experience placements.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges	1&5

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

Activity	Evidence that supports this approach	Challenge number (s)
<p>a.) Broaden the offer of extracurricular activities. Funding allocated to subsidise eligible students in attending extracurricular trips and taking part in enrichment activities.</p> <p>b.) Inspires project – Student Welfare officer to develop & lead bespoke curriculum offer with sessions based upon key skills, careers, attitudes and behaviour.</p> <p>c.) Enrol 6 eligible students on The Brilliant Club to access their tutoring</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>	3

<p>programme and raise their aspirations for HE.</p> <p>d.) Engage eligible students in a range of student leadership opportunities to develop communication, collaboration and leadership skills.</p> <p>e.) To offer eligible students in Years 7 & 8 the opportunity to do extra swimming to become more proficient.</p> <p>f.) To offer eligible students additional extra-curricular opportunities in music and dance.</p> <p>g.) Provide staff development opportunity focused on extending the extra-curricular offer available to eligible students.</p> <p>h.) Facilitate the hire of the cooking room for the 'Open House' cookery course.</p> <p>i.) Support eligible students to participate in the Duke of Edinburgh enrichment programme to improve their confidence, resilience and leadership skills.</p>		
<p>j.) Student Welfare Officer and PP Strategic lead ensure that students' wellbeing is such that 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>k.) To prioritise eligible students' attendance and punctuality and intervene at an earlier stage to improve overall attendance and reduce PA rates.</p>	<p>Evidence from the EEF that sustained mentoring can improve progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>EEF – improve the quality of provision by effectively deploying school's resources</p>	2&4
<p>l.) Develop targeted transition activities to improve relationships with parents and ensure smooth transition from primary to secondary school for eligible students.</p> <p>m.) Eligible students in Year 7 and 8 to lead transition activities for students in KS2.</p>	<p>EEF – Parental engagement</p>	4&5

n.) Continue to provide PLUS to offer parents financial support with the cost of school uniform.		
o.) Deliver whole school reading to develop transferrable skills and comprehension as well as promoting a love of literature.	EEF – Reading comprehension strategies	1
p.) Implement student voice prioritising eligible students. Collate soft data and share with staff to establish positive relationships and identify possible barriers.		4&5
q.) Eligible 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.	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1&3
r.) Provide a free breakfast club before school for eligible students to complete homework and eat breakfast.	EEF – “There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,4&5

PP Funding 2023-2024

Strategy headline	Cost
Individual targeted PP funding	£21,086.00
Individual targeted In Service Children funding (5)	£1,675.00
English TA Support & Intervention – (50%)	£11,025.00
Maths TA Support & Intervention – (50%)	£11,025.00
MFL TA support & Intervention – (50%)	£11,025.00
Science TA support & Intervention – (50%)	£11,025.00
Homework club	£3,029.00
Technician support for practical lessons	£3,663.00
Pupil Premium Student pastoral support (100% support)	£37,660.00
Senior leader PP overview	£9,175.00
Senior leader transition focus	£3,341.50
Attendance officer PP data analysis	£1,465.00
External partner PP attendance support (50%)	£1,560.00
Year 7&8 PP swim	£7,000.00
Year 11 revision guides all curriculum areas	£2,018.00
Extra-curricular dance and music tuition	£7,402.00
Careers & IAG	£1,350.00
Garden intervention/nurture Group	£1,280.00
50% School Led Tutoring top up	£8,775.00
Year 8 Careers drop down experience	£550.00
Brilliant Club Year 10 students (6)	£1,323.00
Duke of Edinburgh enrichment (4)	£1,320.00
Conference room Year 11 invigilation	£6,250.00
N1 Hire – Open house cookery	£400.00
Kickstart – staff salary	£2,539.00
Kickstart – resources	£663.00
Uniform budget	£112.50
Staff development opportunity	£1,300.00
Inspires project – staff salary	£1,300.00
Christmas Carol Trip	£357.00
Final Grand Total	£169,014.00
PP Final Money received into budget for fin. year 2023/24	£134,280.00
Recovery PP 2023 – 2024	£34,776.00
Total money into the budget	£169,056.00