

Pupil premium impact statement 2023/2024

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 and experiences 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	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	

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	Impact
Narrow the gap between the Progress 8 of eligible and non-eligible students and improve attainment 8 for eligible students.	Progress 8 score for eligible students is slightly lower than national at -0.82 (National=-0.70) Progress 8 of all students -0.04. Attainment 8 score is higher than national average at 37.3 +2.8 (National = 34.5) Attainment 8 of all students = 48.1
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.	New Reading test introduced 2023/2024 GL Assessment: 100 is expected score Year 7: 33% of Year 7 Cohort below 100 – 37% of eligible Year 7 students below 100 – % of eligible students below 100 in Year 7 higher than the rest of the cohort Year 8: 34% of Year 8 cohort below 100 – 27% of eligible Year 8 students below 100. % of eligible students below 100 in Year 8 smaller than the rest of the cohort
%4+ English / maths %5+ English / maths Improve performance for eligible students so that it is in line with national average for all students.	More eligible students continuing to achieve a grade 5+ in English and maths in line with positive trend of the last 3 years. %5+ Eligible English and maths = 37.5% (All = 51.5%) + 9.5% compared to 2023 (28%) and + 19% (18.8) compared to 2022 % of Eligible students nationally achieving grades %5+ in English and maths 25.8% (BBHS +11.7%)
Improved metacognitive and self-regulatory skills, both academic and social and emotional, among eligible students across all subjects and within unstructured time.	Reduction in Fixed Term Suspensions (FTS) for social time behaviour across the school. 2021/2022: 69% of FTS related to social time/unstructured time 2022/2023: 62% of FTS related to social time/unstructured time 2023/2024: 41% of FTS related to social time/unstructured time 21% reduction in FTS related to social time/unstructured time.
Eligible students' attendance meets the school's attendance target of 95%+.	Whole school attendance improved by 0.8% - Eligible attendance improved by 0.1% and FSM attendance improved by 0.6% % of all students persistently absent reduced by 4.4% to 18% - % of Eligible students persistently absent reduced by 1.0% and % of FSM students persistently absent reduced by 4.6%
Eligible students are not disproportionately suspended from school.	Reduction in number of suspensions from 122 in 2022/23 to 106 in 2023/2024 Small increase in the % of eligible students receiving an FTS compared to 2022/2023 % of FTS to eligible students decreased by 5% to 26% in 2023/2024

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

ATTENDANCE (excluding Sixth Form) Cumulative (Year to Date %)													
Overall At- tendance Nat 2019 = 94.5% Nat YTD = 91.0%	END OF 2023	YTD Autumn 1 2022	YTD Autumn 1 2023	YTD	YTD Autumn 2 2023	YTD Spring 1 2023	YTD Spring 1 2024	YTD	YTD Spring 2 2024	YTD Summer 1 2023	YTD Summer 1 2024	YTD Summer 2 2023	YTD Summer 2 2024
Whole School (exc Y12 & 13)	92.1 %		93.6 %		92.9%		92.9 %		92.9 %	92.2 %	93.0%	92.1 %	92.9 %
PP	85.6 %		87.4 %		86.0%		86.3 %		86.4 %	85.4 %	86.8%	85.6 %	85.7 %
Non PP	93.5 %		94.6 %		94.3%		94.2 %		94.1 %	93.3 %	94.0%	93.5 %	93.9 %
FSM	85.3 %		86.8 %		85.0%		85.2 %		85.3 %	85.0 %	85.5%	85.3 %	85.9 %

Persistent Absence Cumulative (Year to Date %)													
Persist- ent Ab- sence (90%) Nat Jun 23 = 27%	END OF 2023	YTD Autumn 1 2022	YTD Autumn 1 2023	YTD Autumn 2 2022	YTD Autumn 2 2023	YTD Spring 1 2023	YTD Spring 1 2024	YTD Spring 2 2023	YTD Spring 2 2024	YTD Summer 1 2023	YTD Summer 1 20224	YTD Summer 2 2023	YTD Summer 2 2024
Whole School	22.4%		19.9 %		19.7 %		19.9 %		18%	22.1 %	17.5 %	22.4 %	18%
PP	43.6%		35.3 %		41.0 %		40.3 %		41.2 %	30.8 %	40.4 %	43.6 %	42.6 %
Non PP	23.9%		17.1 %		15.3 %		15.3 %		14.1 %	26.9 %	15.0 %	23.9 %	15.7 %
FSM	49.6%		39.8 %		45.3 %		43.6 %		46.7 %	50.0 %	45.4 %	49.6 %	44%

Intended outcome: Eligible students are not disproportionately excluded from school

FTEs 2021-2022: 100 fixed term exclusions issued to 65 students totalling 330 sessions

Year	Number of FTEs	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 = $36/100 = 36\%$

FTSs 2022-2023: 122 fixed term suspensions issued to 74 students totalling 350 sessions. Of the 74 students suspended, 33% (25 students) have been suspended more than once.

Year	Number of FTSs	Number of students	Number of eligible students	Number of eligible suspensions	Number of SEN students	Number of SEN suspensions	Number of eligible & SEN students	Number of eligible & SEN suspensions
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 = $38/122 = 31\%$

FTSs 2023-2024

(1st Sept – 19th July 2024), there were 106 fixed term suspensions issued to 58 students totalling 381 sessions.

Of the 58 students suspended, 41% (24 students) have been suspended more than once.

Year	Number of FTS	Number of students	Number of PP students	Number of PP suspensions	Number of SEN students	Number of SEN suspensions	Number of PP & SEN students	Number of PP & SEN suspensions
7	10	10	3	3	2	2	1	1
8	8	4	2	3	0	0	0	0
9	31	18	14	6	4	14	2	10
10	48	19	5	18	4	10	1	2
11	9	7	0	0	4	6	0	0
Total	106	58	24	28	14	32	4	13

% of eligible students being suspended in 2023/24 = $24/58 = 41\%$

% of suspensions to eligible students 2023/2024 = $28/106 = 26\%$

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	Impact
<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.) Develop high quality whole school approach to feedback that accelerates the progress of all learners, including those eligible for PP funding.</p> <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>e.) Continued development of classroom support plans (CSPs) for eligible students with SEND.</p> <p>f.) Ensure access to culturally enriching experiences for eligible students both inside and outside the classroom.</p>	<p>Formal lesson observations conducted by senior leaders identified the following:</p> <ul style="list-style-type: none">• In the most effective lessons seen, teachers posed questions that challenged students to articulate entire processes, explain 'why' and how they had arrived at their answers.• In the vast majority of lessons where appropriate (students self-assessed and made written corrections based on the feedback shared by teachers) <p>CPD sessions focused on the following:</p> <ul style="list-style-type: none">• Challenge and 'teaching to the top'• Silent Task on Entry• Explicit vocabulary instruction <p>8 x staff completed the following development opportunities:</p> <ul style="list-style-type: none">• Student leadership advocate• SEA (Skills, employability & aspirations) programme lead• Reading advocate• Five inspire transition advocate• Homework advocate• Tomorrow's Teachers programme lead• Community engagement advocate <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, History trip to Belgium & France in Year 9 and visits to the Lake District, Iceland & Spain in Years 10 & 11.</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> <p>h.) Ensure the effective use of homework club for key stages 3 and 4 to aid with closing the gaps and provide support</p>	<p>The English department run enriching theatre visits and eligible students encouraged to take part. For example, 13% of students who attended the Christmas Carol Theatre Visit were eligible and 43/47 eligible students in Years 10 and 11 took part.</p> <p>Eco garden alternative curriculum offer provided for a small group of students in Years 7 & 8 to enrich curriculum experience, build confidence and develop a wide range of skills.</p> <p>30% of Year 7 students involved are eligible and 25% of Year 8 students involved are eligible.</p> <p>Staff deployed to run a homework class 4 days a week to support with students completing their homework.</p> <ul style="list-style-type: none"> Autumn 1 - 86 students attended - 19% were eligible (14% 2022/2023 +5%) Autumn 2 - 84 students attended - 18% were eligible (15% 2022/2023 +3%) Spring 1 - 85 students attended - 15% were eligible (12% 2022/2023 +3%) Spring 2 - 78 students attended - 15.5% were eligible (12% 2022/2023 +3.5%) Summer 1- 79 - students attended - 18% were eligible (14% 2022/2023 +4%) Summer 2 - 54 students attended - 18% were eligible (14% 2022/2023 +4%)
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	
Activity	Impact
<p>a.) Embed bespoke academic intervention programme for eligible students and/or SEND students focused on closing the vocabulary and writing gaps.</p> <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>28 Year 11 students took part in bespoke academic tutoring led by 5 teaching staff. On average, the students involved in the 'writing masterclass' made 1.0 grades progress in English language in their final GCSE examinations, compared to their mocks. 50% of the students involved were eligible</p> <p>Targeted intervention took place for most subjects. GCSE History Eligible SPI: 0.13 Business BTEC Eligible SPI: 1.20 GCSE PE Eligible: 0.10 GCSE Spanish Eligible SPI 0.94 (Set 1) 0.38 (Set 2)</p>

<p>c.) Provide technical support for eligible students in art and technology lessons.</p> <p>d.) Targeted TA support for eligible students across English, maths & science.</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>+0.53 SPI for the 25 students who took DT</p> <p>Targeted MFL support in lessons ensured improved learning environments, support and progress. For example, French GCSE SPI: 0.42. Specialist TA support in 4/6 Year 11 French lessons.</p> <p>Number of students entered for EBacc subjects, including those eligible, considerably higher than national figures. 70.8% of eligible students entered for EBacc (National average for all students 39%) 29% of eligible students achieved 4+ EBacc (44% all) 21% of eligible students achieved 5+ EBacc (29% all)</p>
<p>f.) 1:1 pupil progress meetings between Year 11 students and SLT.</p>	<p>Senior leaders met with all Year 11 students to discuss progress, aspirations, and next steps. 17% of eligible students stayed on at Blythe Bridge Sixth Form and 98% went into further education, employment and training</p>
<p>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.</p>	<p>All eligible students in Year 8 completed reading intervention in the spring term delivered by 5 members of teaching staff. GL reading assessments in the summer term showed the % of eligible students below the expected score of 100 was smaller than the rest of the cohort. (27% eligible below 100 – 34% whole cohort below 100)</p>
<p>h.) Ensure that the number of eligible students who are NEET is minimized through careers interviews, careers themed events and work experience placements.</p>	<p>All eligible students received comprehensive careers education via weekly citizenship lessons and all received a careers interview.</p>
Wider strategies (for example, related to attendance, behaviour, wellbeing)	
Activity	Impact
<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>33% of eligible Year 7 students attended Clip & Climb Trip 21% of eligible Year 9 students attended History trip to Ypres & Somme Battlefields</p>

<p>b.) Launch 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 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</p>	<p>All Year 7 eligible students a completed bespoke Inspires project focussing on developing the 8 essential skills. Students rated each skill out of 10 before and after taking part and the greatest improvements seen in their communication skills (+4.1), leadership abilities (+3.60) and their confidence (+3.25). 80% of Year 7 eligible parents attended a celebration event in school.</p> <p>6 eligible Year 9 students completed the Brilliant Club programme/ 3 students achieved a 2:2 and 3 students achieved a 3rd. 83% eligible</p> <p>Student leadership gala held in July 2024 to recognise the leadership capacity of all students. 18% of those recognised were eligible students (higher than 13% school figure)</p> <p>Free swimming sessions regularly attended by 17 pupils 35% of students involved eligible</p> <p>37 students made up the cast of the school production of Mary Poppins. 19% of students involved eligible</p> <p>Staff development opportunity has resulted in the creation of a PRK podcast that further promotes the school ethos. 10% of students involved eligible</p> <p>8 x eligible students in Years 7 & 8 completed the 'Open House' cookery course where they learnt to prepare 6 meals and hosted a community meal for their families. 100% of students involved eligible</p> <p>4 x eligible students completed bronze and silver DofE awards.</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>
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<p>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>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>n.) Continue to provide PLUS to offer parents financial support with the cost of school uniform.</p> <p>o.) Deliver whole school reading to develop transferrable skills and comprehension as well as promoting a love of literature.</p> <p>p.) Implement student voice prioritising eligible students.</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. Attendance of eligible students 85.7%, (Improvement on 2021/2022) All 92.9% (academic year)</p> <p>18/28 eligible (64%) Year 5 students in partnership schools attended a Roman enrichment day in school led by 5 eligible Year 7 students. 72% of their parents attended a celebration assembly in school.</p> <p>12/26 (46%) eligible Year 6 students attended additional familiarisation days as part of their transition to high school.</p> <p>PLUS (Pre-loved uniform shop) accessed by parents to support with the financial cost of school uniform. 42 students accessed PLUS 2023-2024 Year 7 – 14 (7 PP students) – 50% eligible Year 8 – 10 (4 PP students) – 40% eligible Year 9 – 8 (4 PP Students) – 50% eligible Year 10 – 9 (3 PP Students) – 33% eligible Year 11 – 1 (0 PP students) – 0% eligible</p> <p>Whole school reading policy launched with students reading during form time and being read to with a shared book.</p> <p>Year 7 settling in survey results:</p> <ul style="list-style-type: none"> • 82% of eligible students said they answer questions in lessons (89% non-eligible) • 94% of eligible students said they 'think hard' in lessons (84% non-eligible) • 70% of eligible students said they regularly receive praise (76% non-eligible) • 76% of eligible students said they feel happy at school (80% non-eligible) • 86% of eligible students said they feel safe at school - +5% compared to the same question in 2022/2023. (89% non-eligible) <p>Form tutors and heads of Year followed up with students who did not say they felt safe and/or happy at school</p>
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<p>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.</p> <p>r.) Provide a free breakfast club before school for eligible students to complete homework and eat breakfast.</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>43 students regularly attended kickstart club 15/43 are eligible students (35%)</p> <p>Year 7 attendance (whole year group) = 95.0% Year 7 students who attend kickstart club = 96.1% (+1.7%)</p> <p>Year 7 Eligible attendance who attend kickstart club = 94.1% (+8.4%) Whole school Eligible attendance = 85.7%)</p> <p>Year 8 attendance (whole year group) = 93.5% Year 8 attendance who attend kickstart club = 97.4% (+3.9%)</p> <p>Year 8 Eligible attendance who attend kickstart club = 95.4% (9.7%) (Whole school Eligible attendance = 85.7%)</p> <p>Year 9 attendance (whole year group) = 92.2% Year 9 attendance who attend kickstart club = 92.7% (+0.5%)</p> <p>Year 9 Eligible attendance who attend kickstart club = 89.4% (+3.7%)(Whole school Eligible attendance = 85.7%)</p>
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Appendix 1

Student Welfare Officer Case Study

Student A: Year 11

A often struggled to focus in class during Year 9 and 10 and BFL (behaviour for learning) data reflected this lack of engagement. A often struggled to regulate his behaviour and emotions and reacted to comments made by his peers, this resulted in a number of removals from lessons. A had low aspirations and often did not complete his homework. A's attendance was also below expectations in Year 9 and 10 and he struggled to motivate himself to produce his best work in class. A did not have a plan for when he left school and did not know what he wanted to do.

I held regular mentor meetings with A and we discussed strategies which A could use to help him stay focused in class. A started to ignore any comments made to him by his peers and reported these instead to the class teacher when needed. I also discussed A's progress with his form tutor who also helped A on a daily basis with advice and contact home when needed. After conversations with A we also decided that A could have a 5-minute time out card to refocus and speak to me when needed during his English lessons, A still found it difficult to focus in this lesson. This support enabled A to manage to complete most lessons successfully by Year 11. As a result of this mentoring, A's BFL also began to improve in Year 11, as did his attendance. His attendance improved from 93% at the end of Year 10 to 97% at the end of Year 11 (+4%). A began to discuss his future and applied to college and was very excited about this. A also started to see the value of completing his homework after regular contact with mum and this independent learning at home also had a significant impact on A's progress.

A's GCSE outcomes: Progress 8 score: 0.42 All students: -0.04

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