

Pupil premium strategy statement 2024 - 2025

This statement details our school's use of pupil premium funding to help improve the outcomes and experiences 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 | 1037 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| 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 | £132,464.50 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £132,464.50 |
| 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 and ensure CPD is evidence informed and improves practice.

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 widened slightly in 2024 compared to 2023 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 2023 - 2024, 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 |
| 6 | Homework: Our students from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement or ambition in school from their family. As the children grow older, the importance of them keeping up with their homework becomes even greater, as they can fall behind their peers, leading to homework becoming a non-preferred task. |

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 |
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| Narrow the gap between the progress 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 achieve an SAS score of 100 or more | <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. Teachers should also have recognised this improvement through progress in lessons across the curriculum. |
| %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. Homework completion rates across the curriculum in line 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. |
| Eligible parents' attendance at school events in line with non-eligible | <ul style="list-style-type: none"> The attendance of eligible parents at parents evening in line with non-eligible parents The attendance of eligible parents at other schools' events in line with non-eligible parents. Eligible parents' engagement with parent surveys is in line with non-eligible parents. |
| To close the gap in homework completion between eligible and non-eligible students | <ul style="list-style-type: none"> Improved homework quality and completion rates. Homework detention numbers will be low for eligible students. |

Activity in this academic year

This details how we intend to spend our pupil premium **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 |
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| <p>a.) To prioritise self-directed staff CPD to focus on evidence informed areas of teaching & learning to improve student experience and accelerate progress.</p> <p>Areas of focus:</p> <ul style="list-style-type: none">• Adaptive Teaching• Using artificial Intelligence• Building positive relationships• Leadership matters• Assessment & feedback• Metacognition• Oracy opportunities | <p>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>Early Career Framework</p> <p>The EEF guidelines for improving student behaviour states “Every pupil should have a supportive relationship with a member of school staff”</p> <p>Improving behaviour in schools</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> | 1,6 |
| <p>b.) To prioritise improving whole school literacy to reduce the gap in literacy skills for eligible students compared to their non-eligible peers. E.g the introduction of explicit vocabulary instruction</p> | <p>Improving Literacy in Secondary Schools EEF</p> | 1,6 |
| <p>c.) Continue to 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> | 1,6 |

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| d.) Carry out regular QA of curriculum through student voice, learning walks, lesson observations and book looks. All to include a specific focus on the provision, experience and outcomes of eligible students compared to their non-eligible peers. | | |
| e.) Investment in our professional development offer for both teaching and non-teaching staff including development opportunities for 2024-25 with a focus on improving outcomes and embedding a culture of reading. | Evidence suggests that students make more progress in productive learning environments where they are challenged and supported. “ Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. ” EEF guide to the Pupil Premium. | 1 |
| f.) Continued development of classroom support plans (CSPs) for eligible students with SEND. | Eligible pupils with SEND have the greatest need for excellent teaching. EEF - 'Menu of approaches': evidence brief | 1&4 |
| g.) Ensure access to culturally enriching experiences for eligible students both inside and outside the classroom. h.) 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. | EEF - Enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education | 3 |
| i.) Ensure the effective use of homework club for Key Stages 3 and 4 to aid with closing the gaps and provide support and resources. j.) Continue to develop the 'Book of Knowledge' for Year 7 students to improve routines around home learning and to improve long term retention of key knowledge. | EEF – homework, mentoring, social and emotional learning The effect of homework has been rated as having an impact of +5 months by the EEF toolkit. | 1,3 & 6 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| a.) Embed bespoke academic intervention programme for eligible students and/or SEND students focused on closing the vocabulary and writing gaps. | 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 |
| b.) Embed bespoke academic intervention programme for eligible students in KS3 to improve their reading skills. Assess, intervene and track regularly using GL assessments. | The EEF Guide to the Pupil Premium Education Endowment Foundation | 1 |
| c.) Targeted Year 11 examination preparation. Ensuring focused preparation for eligible students in additional & after-school sessions during the run-up to examinations. d.) Revision guides subsidies e.) Provide technical support for eligible students in art and technology lessons. | Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils benefited from the NTP' One of the challenges faced by eligible students is homework completion. Where revision/homework requires a revision guide this can be difficult as they may not have the correct guide. Therefore, subsidising the cost has proven effective in increasing access to the necessary educational resources. The subsidising of revision guides supports our strategies relating to meta-cognition and self-regulation because our teachers instruct and teach pupils how to use them effectively, which in turn helps them become more independent and lead their own learning. | 1,6 |
| f.) Targeted TA support for eligible students across English, mathematics & science. | EEF- Toolkit – TA support can improve progress by +4 months | 1&4 |

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| g.) 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 |
| h.) 1:1 pupil progress meetings between Year 11 students and SLT. | EEF – One to one tuition strategies | 1&4 |
| i.) Reading intervention specifically for students in KS3 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 |
| j.) 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 |
| k.) Online education platforms (Sparx Maths, CorbettMaths, Textivate) | The effect of homework has been rated as having an impact of +5 months by the EEF toolkit. Online platforms are an accessible way for our students to access resources easily at home With Sparx Maths, we can track homework completion and differentiate it according to weaker areas. | 6 |

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

| Activity | Evidence that supports this approach | Challenge number (s) |
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| a.) Broaden the offer of extracurricular activities. Funding allocated to subsidise eligible students in attending extracurricular trips and taking part in enrichment activities. b.) Inspires project – Student Welfare Officer to lead bespoke curriculum | An Unequal Playing Field report.pdf (publishing.service.gov.uk) This report suggests alongside, research in other national contexts, that there is strong evidence of a link between extra-curricular activities and | 3 |

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| <p>offer for Year 7 students with sessions based upon key skills, careers, attitudes and behaviour.</p> <p>c.) Create and launch a bespoke 'Blythe Bridge Graduates' programme to raise aspirations of eligible students in Year 9.</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.) To offer eligible students the opportunity to become Dance Leaders to develop their confidence and communication skills.</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.) Spring term – MHST workshops for all Year 11 students prior to mock examinations. Identify students for further small group work.</p> <p>k.) Spring term – Year 7 mental health & anxiety workshops led by external MHST as part of RSHE.</p> <p>l.) Develop the student leadership role of Wellbeing Champions to support younger students with their mental health.</p> | <p>educational outcomes as well as other positive outcomes, such as soft (especially social) skills</p> | |
| <p>m.) Attendance officer and SDHT monitoring attendance of eligible students and implementing interventions based on weekly data</p> <p>n.) Student Welfare Officer and PP Strategic lead ensure that students' wellbeing is such that BASE issues do not hinder progress, such as</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>2&4</p> |

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| <p>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>o.) Develop a database of key information about eligible students to support the building of positive relationships amongst all staff</p> <p>p.) To prioritise eligible students' attendance and punctuality and intervene at an earlier stage to improve overall attendance and reduce PA rates.</p> | <p>EEF – improve the quality of provision by effectively deploying school's resources</p> <p>Attendance officer has user defined group of eligible students for first day intervention, calling parents of eligible students to encourage better attendance.</p> <p>Data-driven strategies have been used to target families where a tendency towards non-attendance is casual, and a graduated approach of attendance monitoring is followed. This has resulted in improved attendance percentage, as well as reported improved connection between the school and families</p> | |
| <p>q.) Develop targeted transition activities to improve relationships with parents and ensure smooth transition from primary to secondary school for eligible students.</p> <p>r.) Eligible students in Year 7 and 8 to lead transition activities for students in KS2 to provide further opportunities to develop key leadership skills.</p> | <p>EEF – Parental engagement</p> | 4&5 |
| <p>s.) Develop additional opportunities for eligible parents to attend school such as coffee mornings, celebration events, student leadership galas.</p> <p>t.) Continue to provide PLUS to offer parents financial support with the cost of school uniform</p> | <p>EEF – Parental engagement</p> <p>"School communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success).</p> | |
| <p>Embed whole school reading at form time policy to foster a love of reading for pleasure.</p> <ul style="list-style-type: none"> Each student has the same copy of the book they are reading so that they can have deliberate practice in the | <p>EEF – Reading comprehension strategies</p> | 1 |

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| <p>techniques required to become a successful reader.</p> <ul style="list-style-type: none"> Twice per week, they independently read | | |
| <p>u.) Develop opportunities to gather eligible student & parent voice about school experience, curriculum, extra-curricular opportunities, etc. Share and action findings</p> | | 4&5 |
| <p>v.) 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>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> | 1&3 |
| <p>w.) Continue to provide a free breakfast club before school for eligible students to complete homework and eat breakfast.</p> <p>x.) Provide staff development opportunity focused on promoting & tracking attendance to kickstart breakfast club</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> | 1,4&5 |

PP Funding 2023-2024

| Strategy headline | Cost |
|------------------------------------------------------------------|--------------------|
| Individual Targeted PP Funding | £8,799.00 |
| Individual Targeted In Service Children Funding (5) | £1,739.00 |
| English TA Support & Intervention – (40%) | £11,564.00 |
| Maths TA Support & Intervention – (40%) | £13,631.00 |
| MFL TA support & Intervention – (15%) | £4,498.00 |
| Science TA support & Intervention – (40%) | £9,642.00 |
| Homework Club | £3,029.00 |
| Technician Support for Practical Lessons | £3,663.00 |
| Pupil Premium Student Pastoral Support (100% support) | £41,517.00 |
| Senior leader PP overview | £9,075.00 |
| Attendance Officer PP Data Analysis | £1,465.00 |
| External partner PP Attendance Support (50%) | £1,560.00 |
| Year 7&8 PP Swim | £3,816.00 |
| Year 11 Revision Guides – Core subjects | £1,009.00 |
| Extra-curricular dance and music tuition | £5,100.00 |
| Careers & IAG | £500.00 |
| Garden Intervention/Nurture Group | £1,280.00 |
| Academic Intervention | £4,211.00 |
| Year 8 Careers drop down experience | £550.00 |
| Year 9 Blythe Bridge Graduates Programme | £200.00 |
| Duke of Edinburgh Enrichment (3) | £990.00 |
| N1 Hire – Open house cookery (6) | £400.00 |
| Dance Leaders (8) | £356.00 |
| Staff salary – Kickstart Club | £1,544.00 |
| Kickstart resources | £280.00 |
| Uniform budget – ties | £112.50 |
| Staff development opportunity linked to Kickstart Breakfast Club | £1,577.00 |
| English Theatre Trips | £357.00 |
| Final Grand Total | £132,464.50 |
| Total money into the budget Inc. In-Service Funding | £132,464.50 |