

Pupil premium Impact 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 in the. It outlines our 2024-2025 pupil premium strategy and its impact on eligible students. This document, along with other sources of information, was used to inform the 2025 – 2028 3 Year pupil premium strategy.

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

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	Outcome
Narrow the gap between the progress of eligible and non-eligible students and improve attainment 8 for eligible students.	Attainment 8 of Eligible students = 34.7% (All 46.72%) This is in line with the national picture for 2024/2025 (34.9%)
Eligible students in Years 7 and 8 to achieve an SAS score of 100 or more	11 eligible students (34 all) below 88 on NGRT reading test 20 eligible students (94 all) below 100 on NGRT reading test
%4+ English / maths %5+ English / maths Improve performance for eligible students so that it is in line with national average for all students.	5+ in Maths 30.4% (All 53.9%) 5+ in English 13% (All 50.35) 5+ Eng/Maths nationally 25.6%
Eligible students' attendance meets the school's attendance target of 95%+. (See attendance data)	Eligible attendance 2024/25 87.6% (+1.9% on previous year) Gap between eligible and non-eligible attendance in 2023/2024 7.2%. Gap between eligible and non-eligible students in 2024/2025 5.7% Gap narrowed by 1.5% Similarly positive picture for FSM: 2023/2024 FSM attendance was 84.6% 2024/2025 FSM attendance improved by 3.2% (87.8%) Comparing us to other schools - Similar schools report DfE - FSM 87% BBHS 87.8% (+0.8%) Persistent absence decreased from 42.6% (2023/24) to 39.2% 92024/25)
Eligible students are not disproportionately suspended from school.	Reduction in the number of repeat suspensions whole school 2023/2024 41% of students suspended more than once 2024/2025: 24% of students suspended more than once However, eligible students account for 41% of the students suspended from school (13% of the school population)
Eligible parents' attendance at school events in line with non-eligible	On average 45% of eligible students attended parents evening, compared to an average of 65% for non-eligible parents. Improvements were seen with other school events. For example, 94% of eligible Year 7 parents attended the celebration event for our Diamond Day event 2025.
To close the gap in homework completion between eligible and non-eligible students	'Book of Knowledge' introduced to Years 7 and 8 has reduced the gap between homework completion rates amongst eligible and non-eligible students. Some gap remains when using online platforms.

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	Impact
<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>Teaching staff engaged in 3 x CPD sessions focusing on one area of teaching practice. The initial session was led by senior leaders and utilised research from the EEF and other sources.</p> <p>Teaching staff then trialled different strategies and engaged in paired observations.</p> <p>Teaching staff shared their experiences with their colleagues as part of the final session and developed action plans for continued development moving forward.</p> <p>Feedback from staff was positive.</p>
<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>Lesson observations have shown that “Vocabulary is now visibly prioritised across subjects, whether through explicit instruction or teacher-led emphasis on key terms”</p>
<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>CPD delivered to curriculum leaders regarding principles of effective feedback. Quality assurance practices highlighted a disparity in response to feedback between eligible and non- eligible students. Responses to feedback a focus for whole school CPD moving forward.</p>
<p>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.</p>	<p>Student voice exercise Summer 2026 with JTMAT leaders found eligible students to speak confidently about their experiences at school. Students talked about the positive impact of retrieval practice at the start of every lesson and the many extracurricular opportunities afforded to them</p>

<p>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.</p>	<ul style="list-style-type: none"> • Early career teacher training – Teaching school • Mentoring training – Teaching school • 1 x member of staff completed NPQBLC • 1 x member of staff completed NPQSEND • 1 x member of staff completed a NPQLL+ • 1 x member of staff completed NPQLT • 1 x member of staff completed NPQSL
<p>f.) Continued development of classroom support plans (CSPs) for eligible students with SEND.</p>	<p>Lesson observations highlighted that classroom support plans are followed by classroom teachers for SEND students, including those eligible.</p>
<p>g.) Ensure access to culturally enriching experiences for eligible students both inside and outside the classroom.</p> <p>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.</p>	<p>Lillie Trip December 2024: 15% Eligible representation</p> <p>Spain Trip Summer 2025: 15% Eligible representation</p> <p>Battlefields Trip to Belgium and France Summer 2025: 12% Eligible representation</p> <p>Eco garden nurture group: 27% Eligible representation</p>

<p>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.</p>	<p>On average, 60 students attended homework club regularly each half term. Increase in overall engagement by eligible students.</p> <p>Autumn 1: 19% of students eligible 2023/2024 19% were eligible 2022/2023) 14% were eligible</p> <p>Autumn 2: 18% of students eligible 2023/2024 18% were eligible 2022/2023 15% were eligible</p> <p>Spring 1: 20% of students eligible (+5%) 2023/2024 15% were eligible 2022/2023 15% were eligible</p> <p>Spring 2: 18% of students eligible (+3%) 2023/2024 15% were eligible 2022/2023 13% were eligible</p> <p>Summer 1: 19% students eligible (+1%) 2023/2024 18% were eligible 2022/2023 14% were eligible</p> <p>Summer 2: 25% of students eligible (+7%) 2023/2024 18% were eligible 2022/2023 14% were eligible</p>
<p>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.</p>	<p>Students in Year 7 have responded positively to the introduction of the 'Book of Knowledge' 2024/2025: 0.09 average missed homework per half for all students (0.2 for eligible) Gap: -0.11. This has continued into Year 8 where the current gap remains low (-0.12)</p>

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 and improving reading skills.</p>	<p>80 students received academic intervention with a focus on reading, literacy and vocabulary.</p> <p>54% made expected or better progress (SAS score) 61% of eligible students made expected or better progress (SAS score)</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>c.) Revision guides subsidies</p> <p>d.) Provide technical support for eligible students in art and technology lessons.</p> <p>e.) Targeted TA support for eligible students across English, mathematics & science.</p> <p>f.) 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>Year 11 Success Clinics held in the Spring Term (2025) to ensure all eligible Year 11 students and their parents/carers have access to adequate revision resources and understand the requirements of preparing effectively for GCSE subjects.</p> <p>35% met with the Senior leader responsible for Eligible students</p> <p>30% met with the Head of Year 11</p> <p>9% met with the Senior leader: SENDCo</p> <p>22% of eligible students had Teaching assistant support in core subjects.</p>
<p>g.) 1:1 pupil progress meetings between Year 11 students and SLT.</p>	<p>All Year 11 eligible students engaged in 1:1 student meetings to discuss aspirations and futures. Destination data shows 17% of eligible students stayed on at Blythe Bridge High School Sixth Form, 52% attend FE colleges, 13% secured an apprenticeship, 9% attend a Sixth Form college and 4% went into employment & training.</p>
<p>h.) 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.</p>	<p>32 Year 8 and 9 students received academic intervention to support their reading, delivered by teaching staff.</p> <p>42% made better than expected progress</p> <p>58% made expected or better progress</p> <p>14/32 were eligible students – 43% made expected or better progress</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>95% of eligible students destination known and in education, employment or training 5% unknown destination.</p>
<p>j.) Online education platforms (Sparx Maths, CorbettMaths, Textivate)</p>	<p>Sparx Maths Insight reports highlight slight disparity between % of students not completing their homework. 18% eligible non-completion compared to 13% non-completion for all students.</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>b.) Inspires project – Student Welfare Officer to lead bespoke curriculum 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, including dance leaders.</p>	<p>An Inspector Calls Theatre visit:</p> <ul style="list-style-type: none"> • 6% eligible representation • 22% of eligible students attended <p>A Christmas Carol Theatre visit:</p> <ul style="list-style-type: none"> • 11% eligible representation • 65% of eligible students attended <p>All eligible Year 7 students took part in a 7 week Inspires project linked to the essential skills. The impact on essential skills was measured by a before and after questionnaire where students rated themselves out of 10 in 6 key areas. The final questionnaire indicated that students had made progress in all areas. Resilience, problem solving and communication, went from, on average, 6 to 9, 5 to 8 and 5 to 8 respectively.</p> <p>8 Eligible Year 9 students took part in a bespoke graduate programme aimed at improving their ability to write at length.</p> <p>Student leadership log 2024/2025– 137 students (33 eligible – 24%) Student leadership gala July 2025– 32 nominees – 14/32 eligible students – 44%</p> <p>Increase in eligible students becoming Year 11 prefects:</p> <ul style="list-style-type: none"> • 2022/23: 1/29 Prefects eligible 3% • 2023/2024: 4/46 Prefects eligible 9% • 2024/2025: 8/41 Prefects eligible 20% <p>We have continued to offer additional free swimming lessons for eligible students.</p> <ul style="list-style-type: none"> • 4/13 of the students who regularly attend before school swim are eligible: 31% • 10/21 of the students who regularly attend after school swim are eligible PM swim 48% • 4/25 of the students who regularly attend our catch-up swims sessions are eligible catch up swim 16%

<p>g.) Facilitate the hire of the cooking room for the 'Open House' cookery course</p> <p>h.) Support eligible students to participate in the Duke of Edinburgh enrichment programme to improve their confidence, resilience and leadership skills.</p> <p>i.) Spring term – MHST workshops for all Year 11 students prior to mock examinations. Identify students for further small group work.</p> <p>j.) Spring term – Year 7 mental health & anxiety workshops led by external MHST as part of RSHE.</p> <p>k.) Develop the student leadership role of Wellbeing Champions to support younger students with their mental health.</p>	<p>6 x eligible students completed a dance leasers award and performed at the Student Leadership Gala. For many, this was the first time they had performed in something similar.</p> <p>8 x eligible students took part in a cookery course focussing on nutrition and how to make healthy and nutritional meals.</p> <p>We have continued to support with the cost of Duke of Edinburgh:</p> <ul style="list-style-type: none"> • 4/37 students completing bronze were eligible students: 11% • 2/16 students completing Siver were eligible: 13% <p>All Year 7 and 11 s students completed mental health workshops hosted by our MHST.</p> <p>12 x Year 12 Wellbeing Champions hosted a 'cuppa club' offering a free space for students to spend time together and have the opportunity to discuss their wellbeing with older peers.</p>
<p>l.) Attendance officer and SDHT monitoring attendance of eligible students and implementing interventions based on weekly data</p> <p>m.) 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>n.) Develop a database of key information about eligible students to support the building of positive relationships amongst all staff</p> <p>o.) To prioritise eligible students' attendance and punctuality and intervene at an earlier stage to improve overall attendance and reduce PA rates.</p>	<p>Increased sense of belonging and improved attendance figures for eligible students:</p> <p>Eligible attendance 2024/25 87.6% (+1.9% on previous year)</p> <p>Gap between eligible and non-eligible attendance in 2023/2024 7.2%. Gap between eligible and non-eligible students in 2024/2025 5.7% Gap narrowed by 1.5%</p> <p>Similarly positive picture for FSM:</p> <p>2023/2024 FSM attendance was 84.6% 2024/2025 FSM attendance improved by 3.2% (87.8%) Comparing us to other schools - Similar schools report DfE - FSM 87% BBHS 87.8% (+0.8%)</p> <p>Persistent absence decreased from 42.6% (2023/24) to 39.2% 92024/25)</p> <p><u>See Student A case study below</u></p>

<p>p.) Develop targeted transition activities to improve relationships with parents and ensure smooth transition from primary to secondary school for eligible students.</p> <p>q.) 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>r.) Develop additional opportunities for eligible parents to attend school such as coffee mornings, celebration events, student leadership galas.</p>	<p>We hosted a Year 6 & 7 Diamond Day celebration to include eligible Year 6 students transitioning to us and the eligible Year 7 students who had completed the Inspires project</p> <p>25 eligible Y6 students took part</p> <p>17/19 eligible Y7 students took part</p> <p>Of the 25 Year 6 students, 22 parent/carers joined us for the celebration assembly - (88%)</p> <p>Of the 17 Year 7 students involved 16 parents/carers joined the presentation - (94%)</p> <p>We also hosted a Year 5 Roman Day for eligible students in our partnership schools, hosted by eligible Year 7 and 8 students</p> <p>14/17 (eligible Year 5 students in partnership schools and 10/14 parents attended the ceremony 71%)</p>
<p>s.) Continue to provide PLUS to offer parents financial support with the cost of school uniform</p>	<p>Year 6 parents invited to a Headstart event where they were provided with additional information about the school and given a school tie, headphones and access to our plus shop. 13/27 parents invited came to one of the two headstart mornings during the summer holidays.</p> <p>Access to PLUS: Year 7 - 9 students in total - 44% eligible students Year 8 - 24 students in total - 37% eligible Year 9 - 11 students in total - 63% eligible Year 10 - 10 students in total - 60% eligible</p>
<p>t.) 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 techniques required to become a successful reader. 	<p>Feedback from JTMAT Peer Review January 2024: <i>“Clear, evidence informed vision for raising the profile of reading and embedding a culture of reading across the school. Reading in form time is well considered and structured throughout the week.”</i></p>

<p>u.) Develop opportunities to gather eligible student & parent voice about school experience, curriculum, extra-curricular opportunities, etc. Share and action findings</p>	<p><u>Year 7 settling in survey:</u> 45/51 respondents to the Year 7 settling in survey recorded feeling happy in school, including the eligible responders. 47/51 respondents said they felt safe in school, including the eligible responders Follow up actions have taken place.</p>
<p>v.) Continue to provide a free breakfast club before school for eligible students to complete homework and eat breakfast. w.) Provide staff development opportunities focused on promoting & tracking attendance to kickstart breakfast club</p>	<p>Breakfast club: 43 students regularly attended kickstart club 15/43 are eligible students (35%) Year 7 Eligible attendance who attend kickstart club = (+8.4%) Whole school Eligible attendance Year 8 Eligible attendance who attend kickstart club = 95.4% (+9.7%) Year 9 Eligible attendance who attend kickstart club = 89.4% (+3.7%)</p>

CASE STUDY FROM STUDENT WELFARE OFFICER:

Case Study – **Student A: Eligible** Year 11 2024/2025 LPA/SEND

Student A often struggled with their confidence and initially had low aspirations, they would often say that they were not good enough and did not know what they would like to do when they left school. Student A's attendance was good, but they sometimes struggled to focus during lessons. During Year 9, Student A was often distracted by others which led to BFL scores of 3s (requires improvement) in some lessons. They did not like to be taken out of class to discuss their behaviour but were happy to discuss this during form time and social time. I regularly spoke to Student A and discussed their future and what was needed in school to help achieve this. Student A really enjoyed going to Cadets and we often discussed this and drew the positives and tried to apply them in a school setting. For example, Student A always focused during Cadet's training and their behaviour was fantastic during this time. We discussed how to apply this within the classroom.

As a result, they began to settle down in Year 10 and after a career's interview began to focus on their future. Student A said that he would like to apply for the RAF. We discussed this and what grades would be needed to achieve this goal. Student A began to focus more in class and was well supported at home who were very keen for Student A to also have a back-up plan regarding their career aspirations. We talked about this and how they really needed to aim high. This focus on aspirations led to Student A beginning to grow in confidence and they started to believe that they could do well in school. We discussed how to revise, and I also discussed this with home.

Student A's behaviour for learning really improved throughout Year 11 and Student A was achieving more 1 (outstanding) lesson scores and no 3's. As Student A's confidence grew, they began to engage more in lessons and began to ask more questions in class when they did not understand the work. We regularly discussed revision and how this was going, Student A maintained improved attendance throughout Year 11 and achieved well in their final GCSE outcomes, including a 4 in English Literature.

PP Funding 2024-2025

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