

Pupil premium strategy statement Broughton Hall Catholic high School 2019-20

| 1. Summary information | | | | | |
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| School | Broughton Hall Catholic High School | | | | |
| Academic Year | 2019-20 | Total PP budget | £360,000 Estimated | Date of most recent PP Review | September 2019 |
| Total number of pupils (Years 7-11) | 1036 | Number of pupils eligible for PP (Years 7-11) | 387 | Date for next internal review of this strategy | March 2020 |

| 2. Current attainment | | |
|---|-----------------------------|---|
| | Pupils eligible for PP (BH) | Pupils not eligible for PP (national average) |
| % achieving expected progress in English / Maths (Grade 4+) | 51.3% | 67% * |
| Progress 8 score average | -0.22 | 0.12* |
| Attainment 8 score average | 42.1 | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | Teaching & Learning: Quality of Learning in Mathematics |
| B. | Teaching & Learning: Vocabulary gap upon entry to secondary |
| C. | Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils |
| D. | Outcomes and progress in EBACC subjects |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Attendance of pupils who attend Broughton Hall - Reduce Persistent Absence for Disadvantaged pupils |

| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria |
|---|--|---|
| A. | Teaching & Learning: Quality of Learning in Mathematics | Progress 8 Maths Score at End of Year 11 for Disadvantaged Pupils improves to above -0.5 Curriculum Review of Maths demonstrates rationale that includes disadvantaged pupils in its planning. |
| B. | Teaching & Learning: Vocabulary gap upon entry to secondary | Introduction of reading lesson in Year 7. Focal point for the learning will be improvements in vocabulary. Source material will include History, Geography and RE linked materials. |
| C. | Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils | Progress 8 Score at End of Year 11 for Open Basket Disadvantaged Pupils is above -0.1 Improvement in proportion of Disadvantaged pupils completing enrichment activities. |
| D. | Outcomes and progress in EBACC | Progress 8 Score at End of Year 11 for EBACC Basket Disadvantaged Pupils improves to above -0.4 |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E. | Attendance of pupils who attend Broughton Hall - Reduce Persistent Absence for Disadvantaged pupils | Reduce Persistent Absence for Disadvantaged pupils to below National Average percentage |

| 5. Planned expenditure | | | | | |
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| Academic year | | £320,000 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A Diminish the difference in Mathematics | <p>Reduction in class sizes through additional recruitment or maintaining retention of staff in Maths</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> <p>Recruitment of new maths staff with aim of improving improved first time teaching.</p> <p>Continual Professional Development including Craig Barton Maths training and NCTEM.</p> <p>Continued development of curriculum and the depth of understanding for mathematical concepts with the rationale of order to be considered. This will be added to by the use of Craig Barton Strategies including SSDD, Low Stake Quizzes, Intelligent Practice</p> <p>Improvements in feedback techniques to be departmental target.</p> | <p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Feedback improvements (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Meta Cognition Strategies (Low Stake Quizzes and SSDD – Metacognition strategies + 7 months according to EEF).</p> <p>OFSTED and ISDR data indicates that this is an area requiring improvement</p> | <p>Departmental Monitoring</p> <p>Appraisal</p> <p>Learning Walks</p> <p>Monitoring of outcomes</p> <p>External verification</p> | <p>GPR ALU</p> <p>Director of Subject</p> <p>SCN HBR</p> | <p>External Verification – March 2020</p> <p>Governor, SLT ongoing interviews with Pupils</p> <p>Ongoing through Departmental and school Monitoring</p> |

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| <p>B Teaching & Learning: Vocabulary gap upon entry to secondary</p> | <p>Mixed Ability classes formed for this teaching group</p> <p>Maintain extra class to facilitate smaller numbers for the delivery of these lessons</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> <p>Head of English to create and lead a reading lesson programme with a focus on vocabulary and supporting humanity subjects</p> | <p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research)</p> <p>Improvement in Reading Comprehension (+6 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> | <p>Drop ins</p> <p>Appraisal</p> <p>Book monitoring</p> <p>Pupil Interviews</p> | <p>DJO LNA</p> <p>BDA</p> <p>SiL - LK</p> | <p>External verification in Summer term</p> <p>Monitoring in Autumn and Spring term</p> |
| <p>C Outcomes and progress in EBACC and Open Subject areas</p> | <p>Reduction in class sizes through additional recruitment or maintaining retention of staff in Science, Geography and History</p> <p>CPD in knowledge retention strategies. Addressing misconceptions in History to lead similar methodologies within RE, Geography and Science</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> | <p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> | <p>Drop ins</p> <p>Departmental Review - Termly analysis of data</p> <p>Departmental Monitoring of T&L</p> <p>Appraisal</p> <p>Pupil Interviews</p> | <p>CBE JRO CMG MGR GPR</p> | <p>PP monitoring for April</p> <p>Governor, SLT ongoing interviews with Pupils</p> <p>Ongoing through Departmental and school Monitoring</p> |
| <p>Total budgeted cost</p> <p>£42,000 (Maths) + £42,000(English)+£38,000(Science)+£32,800 (Humanities)</p> | | | | | <p>Total = £154,800</p> |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A Diminish the difference in Mathematics | <p>Employment of Teacher in Mathematics to support targeted groups</p> <p>Morning attendance instead of tutorial for a small groups DOS time and NQT</p> <p>School wide approach to registration for maths in Year 11</p> | Small Group Tuition (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review) | <p>Pupil Voice</p> <p>Observation of sessions</p> | SCN CHE HBR | Half termly to discuss progress and confidence with pupils |
| E Improved Attendance for PP Pupils - reducing PA for PP Pupils | Counselling – appointment of counsellor | The counsellor appointed within school works with particular and pupils whose needs have been identified to support attendance. | Individual pupils monitored and attendance tracked over time to see if any significant improvements. | DLO & Attendance Officers | Termly |

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| E Improved Attendance for PP Pupils – reducing PA for PP Pupils | Connexions – Independent, Advice and Guidance to be given with specific reference to Attendance and Punctuality importance | PP Pupils are interviewed at least twice and have prime access to this facility. However, this is a benefit for all pupils. Have a focused meeting on importance of attendance with all PA Pupils. | SLT to meet with advisor to review the programme by Feb Half term – to discuss impact and future changes. DoL for year groups complete an initial review at end of Autumn Term. | Support Managers DoL | Termly |
| E Improved Attendance for PP Pupils – reducing PA for PP Pupils | Attendance Officer & Support Managers: Link from home to school. Challenge poor attendance where appropriate and support reintegration and alternative settings as suits pupil need best. | EWO targets Disadvantaged and SEND pupils <i>The DfE Research Report of November 2015 indicates: 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</i> | Direct Line Management by Headteacher for key cases (AEP) Attendance of individual pupils tracked and demonstrate improvements AEP is tracked carefully and monitored for attendance and quality. | | |
| Total budgeted cost | | | | | £148,600 |
| Includes (Attendance Officer, Contribution to Support managers, SLT contribution, IAG advice, Counselling support) | | | | | |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| E Improved Attendance for PP Pupils – reducing PA for PP Pupils 'The aim and drive to continue to improve attendance was | Continue with the 'Attendance Initiative' This includes letters home, changes to the website, Banners stressing the | Improvements in previous years indicate that the initiatives for improving attendance have worked but PA for Disadvantaged Pupils remains stubbornly high. | Monitor Weekly Attendance figures by Focus group and Year Group Individual pupils monitored and acted upon where need as quickly as possible. | Assistant Head (DLO), Attendance Officer | Half termly |

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| <p>identified as a key improvement. Pupils can't learn if they don't attend school.'</p> | <p>importance of Attendance, Texts home, legal follow up, whole school priority and publications for the pupils to access</p> <p>Rewards for Disadvantaged Pupils who are PA based on improvement.</p> | <p><i>pupils with 'Good' attendance have achieved positive Progress 8 values consistently at Broughton Hall.</i></p> <p><i>The DfE Research Report of November 2015 indicates:</i></p> <p>'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</p> | <p>Reintegration interviews completed by EWO/Support Managers</p> <p>AEP for individual pupils as appropriate to need.</p> | <p>Support Managers</p> | |
| <p>C. Increased participation rates in accessing cultural enrichment activities for PP pupils</p> | <p>To introduce the Broughton Hall Journey for all Pupil Premium Pupils</p> | <p>Following research into local successful schools for PP pupils, with a similar profile on entry, the SJP model of experiences was adapted.</p> <p>This Journey includes:</p> <p>Outward Bounds (+4 Rating)</p> <p>Arts Project (+2 Rating)</p> <p>Learning to Learn Experience (+8)</p> <p>Numbers in Brackets refer to the EEF Sutton Trust Toolkit Rating</p> | <p>Ensure over 50% of PP Pupils in each year group access the 'BH Journey'. Ensure that those that do not choose to do so do for a valid reason. (Such as illness)</p> | <p>GPR</p> <p>Progress Managers</p> <p>All staff support and promote</p> | <p>Annually</p> |
| Total budgeted cost | | | | | £49,600 |

6. Additional detail

- A number of other activities in addition to the above have been planned that have contributed to success in the past or in line with EEF thinking.
- After School/Homework club with ICT and printing facilities available to all with PP targeted termly (+5 EEF Toolkit) (£4,200)
- Employment of Foreign Language Assitant (£5,200)
- The facility for subject and/or pastoral areas to enter a bid so as to target individual PP Pupils. This is a significant development over the last two years with bids and impact statement needed for all financial payments. This area of PP funding is controlled by the PP Coordinator. There is significant funding (£20,000) available to be bid for. The bids funded have included:
 - Uniform Purchases
 - Bus Passes
 - Ingredients & Materials in Technology subjects
 - Subsidies for attendance trips
 - Peripatetic Music Lessons for PP Pupils
 - Purchase of GCSE Pod to encourage the use of Digital Technology (+4 EEF Toolkit)
 - Purchase of English Revision Guides

This has widened the staff understanding of PP funding, who it is attached to and how it is outcome related – impact bids. The decision to award the monies is decided by a group of staff from all aspects of school life.

7. Useful Information for Parents

How is this funding amount arrived at?

The Pupil Premium was introduced in April 2011 and is funding provided to schools and schools to address inequalities in educational outcomes for disadvantaged children.

All pupils within the school who have been identified as being in receipt of Free School Meals (FSM) over the last six years (known as Ever 6 FSM) are eligible to draw down funding from the Government and for the academic year 2012-13 the level of funding per pupil was set at £623.00, this rose to £900.00 in 2013-14. In 2014-15 the funding rose again to £935.00 per pupil, this funding rate of £935.00 per pupil was maintained for academic year 2018-19. The funding levels is greater in Year 6 and below.

Children who are Looked After (CLA) continue to be eligible for a higher rate of funding. Funding of £2,300.00 is received¹⁵ for looked-after children (this is known as Pupil Premium Plus). The eligibility criteria was extended to include those pupils who have been in care for one day or more, as compared with the six months in care currently required. The service child premium will continue to be paid to schools at the rate of £300.00 per pupil.

As a school, we have the autonomy of how to use the Pupil Premium at a local level to ensure best impact, whilst also having the accountability for what should be an improvement in attainment/achievement/progress for pupils in receipt of Pupil Premium Funding.

Identifying Pupil Premium Pupils

A profiling activity that identifies Ever 6 FSM (Pupil Premium), those eligible for Pupil Premium Plus funding and support (CLA and SCIE) pupils is undertaken annually, and SISRA, SIMS and other school based systems are continually updated with codes for this group allowing all staff to track progress of the Ever 6 FSM (Pupil Premium) groups across all teaching groups and provide timely intervention. Individual teaching staff are aware of exactly who the pupil premium pupils are so as to continuously assess their progress on a lesson by lesson basis by the provision of a broadsheet and inclusion on all SIMS mark sheets and pupil records, this information is shared regularly with staff.

The school identified the following areas of specific priority and aimed to address these in terms of improving achievement, well-being and the ability to access a full curriculum.

Pupil Premium Priorities Removing the Barriers to Educational Achievement

Following a number of fact finding activities that included reviewing pupil achievement, interviews with a cross section of staff, interviews with Pupil Premium pupils and research into the main challenges faced by Pupil Premium pupils we at Broughton Hall have prioritised the areas of focus for the school. This is to ensure the best outcomes and future life chances for our pupils, in particular our Pupil Premium pupils. The priorities are defined at the beginning of this document.

Any Questions or queries regarding Pupil Premium please direct these to your daughter's Support or Progress Manager. If you need any additional help with your query please contact Mr G Preston – Deputy Head Teacher.

