

Pupil premium strategy statement Broughton Hall Catholic high School 2018-19

1. Summary information					
School	Broughton Hall Catholic High School				
Academic Year	2018-19	Total PP budget	£320,000 Estimated	Date of most recent PP Review	September 2018
Total number of pupils (Years 7-11)	1016	Number of pupils eligible for PP (Years 7-11)	395	Date for next internal review of this strategy	February 2019
2. Current attainment					
		Pupils eligible for PP (BH)		Pupils not eligible for PP (national average)	
% achieving expected progress in English / Maths (Grade 4+)		42.9%		67% *	
Progress 8 score average		-0.49		0.12*	
Attainment 8 score average		39.1			
3. Barriers to future attainment (for pupils eligible for PP)					
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: Ensuring outcomes in English reflect progress made within school				
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 and Open Subject areas				
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 English Score at End of Year 11 for

		Disadvantaged Pupils improves to above -0.5 Number of Disadvantaged Pupils on Track in Year 8 increases.
B.	Teaching & Learning: Ensuring outcomes in English reflect progress made within school	Progress 8 English Score at End of Year 11 for Disadvantaged Pupils improves to above -0.25 Number of Disadvantaged Pupils on Track in Year 10 increases
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 improves to above -0.2 Improvement in numbers of Disadvantaged pupils completing enrichment activities.
D.	Outcomes and progress in EBACC and Open Subject areas	Progress 8 Score at End KS4 for Open Basket Disadvantaged Pupils improves to above -0.2 Progress 8 Score at End of Year 11 for EBACC Basket Disadvantaged Pupils improves to above -0.5 End of Year 8 & 10 more pupils, with a focus on disadvantaged, on track in Geography, History and Science
	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 24%
5. Planned expenditure		

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>Introduce a 'Shared PPA' to support joint planning and improved preparation.</p> <p>Recruitment of new and innovative maths staff with aim of improving improved first time teaching.</p> <p>Continual Professional Development including use of LEAP training, internal coaching and the access to Princes Trust training.</p> <p>Continued development of WRH and the depth of understanding for mathematical concepts.</p>	<p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>ISDR data indicates that this is an area requiring improvement</p>	<p>FULL PP REVIEW</p> <p>Departmental Reviews</p> <p>Appraisal</p> <p>Termly analysis of data</p> <p>Pupil Interviews</p>	<p>GPR ALU EFL</p> <p>Directors of Subject</p> <p>SCN HBR</p>	<p>Full PP Review (External support) in December</p> <p>Governor, SLT ongoing interviews with Pupils</p> <p>Ongoing through Departmental and school Monitoring</p>

<p>B Teaching & Learning: Ensuring outcomes in English reflect progress made within school</p>	<p>Reduction in class sizes through additional recruitment or maintaining retention of staff in English Maintain PPA at above 10% to facilitate high quality T&L Introduce a 'Shared PPA' to support joint planning and improved preparation.</p> <p>Through QLA ensure of current exams and 2018 GCSE aid the pupils develop the appropriate skills to be used to demonstrate their ability.</p> <p>School Improvement Liverpool Project on Improvement for the More Able and Progress into Grade 5 Includes improvement in Analysis and the 'Tick, Tick Approach'</p>	<p>EEF – Collaborative Learning (rated as +5 rating on EEF Toolkit)</p> <p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research)</p> <p>Access to future opportunities includes English qualifications in the main.</p> <p>Ensure intervention, is targeted and appropriate aimed at Upper ability Pupils and Grade 5</p>	<p>Lesson Observations to reflect impact of new approaches</p> <p>Departmental Review (including External verification of SiL to support SLT)</p> <p>Departmental Monitoring of T&L</p> <p>FULL PP REVIEW</p> <p>Appraisal</p> <p>Termly analysis of data</p> <p>Pupil Interviews</p>	<p>DJO TKE MLO</p> <p>SiL - LK</p>	<p>Full PP Review (External support) in December</p> <p>Governor, SLT ongoing interviews with Pupils</p> <p>Ongoing through Departmental and school Monitoring</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>Training in LEAP for members of these three departments</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> <p>Introduce a 'Shared PPA' to support joint planning and improved preparation.</p>	<p>EEF – Collaborative Learning (rated as +5 rating on EEF Toolkit)</p> <p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>Lesson Observations to reflect impact of LEAP approaches</p> <p>Departmental Review - Termly analysis of data</p> <p>Departmental Monitoring of T&L</p> <p>FULL PP REVIEW</p> <p>Appraisal</p> <p>Pupil Interviews</p>	<p>CNE CMG MGR GPR</p>	<p>Full PP Review (External support) in December</p> <p>Governor, SLT ongoing interviews with Pupils</p> <p>Ongoing through Departmental and school Monitoring</p>
<p>Total budgeted cost</p> <p>£31,000 (Maths) + £42,000(English)+£38,000(Science)+£31,400 (Humanities)</p>					<p>Total = £142,400</p>

ii. Targeted support

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 Small Group Tuition Teacher in Mathematics</p> <p>This will be implemented after Feb half term as the impact at this time was much more effective.</p> <p>Morning attendance instead of tutorial for a small groups DOS time and NQT</p>	<p>Last year the member of staff targeted the Pupils in Mathematics with some notable success</p> <p>EEF – Small Group Tuition (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>Pupil Voice</p> <p>Termly Assessment Tracking</p> <p>Observation of sessions</p>	SCN KNY	<p>As part of Full Review in December</p> <p>Half termly to discuss progress and confidence with pupils</p>
A Diminish the difference in Mathematics	Over Capacity for allocated teaching staff in Mathematics	<p>Mathematics Teachers are used to target classes which have large numbers of PP pupils within them and for some PP pupils across the school to receive One to One tuition in Mathematics.</p> <p>One to one and targeted support for individuals</p>	<p>Director of Maths to place Teachers in classes with higher than average PP cohorts</p> <p>One to One pupils outcomes to be tracked and checked for improvement</p>	SCN HBR	Termly

E Improved Attendance for PP Pupils - reducing PA for PP Pupils	Counselling – appointment of counsellor & partial payment for Chaplain	The counsellor appointed within school works with particular and pupils whose needs have been identified. The Chaplain works with a similar group but whose need is less	Individual pupils monitored and attendance tracked over time to see if any significant improvements.	DLO & Attendance Officers	Termly
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
Total budgeted cost					£74,600
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 identified as a key	Continue with the 'Attendance Initiative' This includes letters home, changes to the website, Banners stressing the importance of	Improvements in the last 2 years indicate that the initiatives for improving attendance are working and real improvements can be seen <i>in overall attendance. Pupils with 'Good' attendance have achieved positive Progress 8 values consistently at Broughton Hall.</i>	Monitor Weekly Attendance figures by Focus group and Year Group Individual pupils monitored and acted upon where need as quickly as possible. Reintegration interviews	Assistant Head (DLO), Attendance Officers Support Managers	Half termly

improvement. Pupils can't learn if they don't attend school.'	Attendance, Texts home, legal follow up, whole school priority and publications for the pupils to access Rewards for Disadvantaged Pupils who are PA based on improvement.	<i>The DfE Research Report of November 2015 indicates:</i> 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'	introduced during the year as part of NPQSL project	EAN	
C. Increased participation rates in accessing cultural enrichment activities for PP pupils	To introduce the Broughton Hall Journey for all Pupil Premium Pupils	Following research into local successful schools for PP pupils, with a similar profile on entry, the SJP model of experiences was adapted. This Journey includes: Outward Bounds (+4 Rating) Arts Project (+2 Rating) Learning to Learn Experience (+8) Numbers in Brackets refer to the EEF Sutton Trust Toolkit Rating	Ensure over 80% 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)	GPR Progress Managers All staff support and promote	Annually
Total budgeted cost					£69,600

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) (£7,200)
- Employment of Foreign Language Assistant (£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.

