

# Strategic Analysis of 2018-19 Pupil Premium Spending and Impact - BHCHS

1. Summary information					
School	Broughton Hall Catholic High School				
Academic Year	2018-19	Total PP budget	£365,855 Estimated	Date of most recent PP Review	September 2019
Total number of pupils (Years 7-11)	1019	Number of pupils eligible for PP (Years 7-11)	399	Date for next internal review of this strategy	February 2020
2. Current attainment					
	16-17	17-18	18-19	Pupils not eligible for PP (national average)	
% achieving expected progress in English / Maths (Grade 4+)	47.7%	42.9%	51.3%	71.7% (SISRA estimates for 18-19)	
Progress 8 score average	-0.67	-0.50	-0.22	0.15 (SISRA estimates for 18-19)	
Attainment 8 score average	38.3	39.4	42.1	50.1 (SISRA estimates for 18-19)	
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 (desired outcomes and how they will be measured)						Success criteria	
A.	Teaching & Learning: Quality of Learning in Mathematics Diminish the difference in Mathematics					Progress 8 Maths Score at End of Year 11 for Disadvantaged Pupils improves to above -0.5 <b>The difference in mathematics continues the trend of diminishing the difference over the last 5 years. Focused and targeted interventions, EEF research lead T&amp;L strategies are being implemented within maths, curriculum engagement improved over the last year as has the use of assessment.</b>  Number of Disadvantaged Pupils on Track in Year 8 increases. <b>Pupils on track in Year 8 has been kept in line but the GAP of pupils staying on track has increased. This gap is to be addressed.</b>	
	Mathematics Progress 8	2014-15	2015-16	2016-17	2017-18		2018-19
	Disadvantaged - All	-1.05	-0.94	-0.74	-0.69		-0.56
	More Able Disadvantaged	-1.12	-0.63	-1.22	-0.89		-0.50
	Percentage on track	End of Year 8 in 17-18		End of Year 9 in 18-19			
	OTHER PUPILS	68.1%		68.3%			
	DISADVANTAGED PUPILS	60.3%		57.3%			
	GAP	7.8%		11%			
B.	Teaching & Learning: Ensuring outcomes in English reflect progress made within school					<b>Target:</b> Progress 8 English Score at End of Year 11 for Disadvantaged Pupils improves to above -0.25 <b>Target Met</b>  <b>The difference in English diminished significantly last year. EEF research lead T&amp;L strategies are being implemented, curriculum engagement improved over the last year as has the use of assessment. Specifically, viewpoint writing has been improved.</b>  <b>Target:</b> Number of Disadvantaged Pupils on Track in Year 10 increases – <b>Not met</b> <b>Table indicates that Disadvantaged pupils on track has decreased but that the gap has fallen. This indicates that a further push in Year 11 is needed if improved results of 2019 are to be replicated.</b>	
	ENGLISH Progress 8		2017-18		2018-19		
	Disadvantaged English Value		-0.65		-0.08		
	Year 10 English in		2017-18		2018-19		
	OTHER PUPILS		56.8%		53.4%		
	DISADVANTAGED PUPILS		41.9%		38.7%		
	GAP		14.9%		14.7%		

**C.**

Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils

Open Progress 8	2016-17	2017-18	2018-19
Disadvantaged - All	-0.67	-0.50	-0.27
Disadvantaged - Open	-0.50	-0.20	-0.04

Duke of Edinburgh – Bronze	2017-18	2018-19
Disadvantaged Pupils	18% of Disadvantaged cohort	41% of Disadvantaged cohort

### Overall Bids

	Total Number of Bids 2016-17	Total Number of bids 2017-18	Total Number of bids 2018-19
7	11	22	20
8	10	12	13
9	7	9	15
10	8	11	10
11	28	22	24
<b>Total</b>	<b>68</b>	<b>76</b>	<b>82</b>

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.

### **Target Achieved**

*The Open subjects measure is on an upward trend and the Broughton Hall journey – far from complete – is growing and establishing itself within the culture of the school.*

*The school bid system, tracking individual pupils by addressing individual pupil needs, subject areas, pastoral support and bespoke interventions has had clear and decisive impact upon progress. Number of pupils and PP pupils' achieving Dof E Bronze is increasing. An increased number of PP (and non) pupils attending the Outward Bounds trip with Year 7.*

**D.**

**Outcomes and progress in EBACC and Open Subject areas**

Progress 8 EBACC	2016-17	2017-18	2018-19
EBACC – All	-1.00	-0.61	-0.47

Value Added Disadvantaged Pupils	2016-17	2017-18	2018-19
Science - All	-0.91	-0.79	-0.55
Languages - All	+0.21	0.00	+0.63
Humanities - All	-1.03	-0.25	-0.20

	2017-18				2018-19		
	Other Pupils	Disadvantaged Pupils	GAP		Other Pupils	Disadvantaged Pupils	GAP
Yr 10 Geography	63.2%	26.7%	36.5%		73.5%	91.7%	No Gap
Yr10 History	13.1*%	11.1*%	2%		71.4%	68.2%	3.2%
Yr 10 Science	70.6%	67.6%	3%		51.8%	35.7%	16.1%
Yr 8 Geography	92.4%	73.1%	18.7%		78.1%	62.1%	16%
Yr 8 History	84%	71.2%	12.8%		74.6%	69.2%	5.4%
Yr 8 Science	72%	55.2%	18.8%		59.6%	56.3%	No Gap

Progress 8 Score at End of Year 11 for EBACC Basket Disadvantaged Pupils improves to above -0.5 **Target achieved.** Improved T&L strategies including EEF research supporting this. Key focus on Engagement and expectations in Science have led to improved progress. Specific strategies in History tackling misconceptions are particularly successful for disadvantaged pupils.

End of Year 8 & 10 more pupils, with a focus on disadvantaged, on track in Geography, History and Science.

**Changes and improvements to the assessment procedures in Year 8 mean that some of the assessment grades have become more accurate.**

**Year 8 – The gap has reduced as was desired and improvements noted in reducing the gap**

**\*Year 10 – New HoD in History has significantly changes the assessment procedures in Year 10. Improvements are significant in Geography. History gap is small and therefore pleasing but Science gap has increased substantially and will be followed up.**

External barriers (issues which also require action outside school, such as low attendance rates)												
E.	Attendance of pupils who attend Broughton Hall - Reduce Persistent Absence for Disadvantaged pupils					Reduce Persistent Absence for Disadvantaged pupils to below 24%						
	How improvements aimed at Disadvantaged Pupils are impacting upon All Pupils					Using FSM figures						
	All Pupils	2015	2016	2017	2018*	2019 (Term 1-5)	All FSM	2015	2016	2017	2018	2019
	Absence	6.6	4.6	5.13	4.88	4.9	Abse nce	10.2	6.8	6.83	7.8	9.5
	National Absence	5.2	5.0	5.2	5.1	5.1*						
	Persistent Absence	NA	11.5%	12.9%	13.3%	12%	Persis tent Abse nce	38.5 %	20.4 %	25.0 %	29.9 %	25.1 %
	National PA	NA	12.4%	12.8%	12.9%	12.9%*						
Standards of attendance reflect improvements made over the last few years with PA now consistently below national figures. This reflects that many of the strategies brought in to improve the PA figures for FSM pupils has impact upon the All Pupil cohort.						Target not met but difference diminished and reflects improvement in reducing FSM pupils who are Persistently Absent.						

5. Planned expenditure																	
Academic year		£365,855															
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?	Evidence at February Half Term Review and September update	Changes to be made during 18-19	Review of September 2018-19 Actions will be in 2019-20 Plan												
A Diminish the difference in Mathematics	Reduction in class sizes through additional recruitment or maintaining retention of staff in Maths	EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	PP Review indicated that Maths was making progress against its three major targets of Engagement, Expectations and Challenge.	WRH programme of study was abandoned due in part to the Review findings.	Improvements required from February PP Review are starting to embed and ongoing improvements in progress made by PP pupils in maths can be seen in end of year 11 performance. This is the 4 <sup>th</sup> year in a row that the progress achieved by Disadvantaged pupils has improved. <table border="1"><tr><td>Mathematics Progress 8</td><td>2014-15</td><td>2015-16</td><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>Disadvantaged - All</td><td>-1.05</td><td>-0.94</td><td>-0.74</td><td>-0.69</td><td>-0.56</td></tr></table>	Mathematics Progress 8	2014-15	2015-16	2016-17	2017-18	2018-19	Disadvantaged - All	-1.05	-0.94	-0.74	-0.69	-0.56
	Mathematics Progress 8	2014-15	2015-16	2016-17		2017-18	2018-19										
Disadvantaged - All	-1.05	-0.94	-0.74	-0.69	-0.56												
	Maintain PPA at above 10% to facilitate high quality T&L	ISDR data indicates that this is an area requiring improvement	Observations and Learning Walks reflected the improvements being made with prompt starts and positive activities in making a difference for Engagement. Behaviour and completion of work indicated that expectations were also improving. However, the PP Review did indicate that work completed early in the academic year was too easy and that some pupils (PP and non-PP) were not being challenged with work appropriate to their level of understanding. This was more prevalent in KS3 than KS4.	All staff as part of the departmental action plan completed a lesson starter activity for pupils as they entered the room. From minute 1 became the mantra.	Another step forward in maths with the P8 Score for Disadvantaged now ½ grade better than when the tracking of this target began in 2014-15.												
	Introduce a 'Shared PPA' to support joint planning and improved preparation.		Review also indicated that the WRH SoW was not being interpreted correctly by class teachers, particularly those teaching the more able.	Review of data indicate improvements in Disadvantaged performance across the Year 11 cohort and similarly in Year 10. However, Year 8 needs some improvements in comparison to previous year groups.													
	Recruitment of new and innovative maths staff with aim of improving improved first time teaching.																
	Continual Professional Development including			Assessment and feedback was too varied.													

<b>B Teaching &amp; Learning:</b> Ensuring outcomes in English reflect progress made within school	<p>Reduction in class sizes through additional recruitment or maintaining retention of staff in English</p> <p>Maintain PPA at above 10% to facilitate high quality T&amp;L</p> <p>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</p> <p>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>Use of App</p>	<p>PP Review showed inconsistency of practice in relation to EEF T&amp;L strategies within English. However, best practice was seen within the observations.</p> <p>School Improvement Liverpool support for T&amp;L strategies was already in place and was extended following the review. Increased monitoring took place.</p> <p>Review found that the initial engagement at the start of the lesson needed improvement.</p> <p>Engagement in text and those selected for use, particularly in KS3, was also found as an area that needed improvement to support and increase engagement.</p> <p>No differences between PP and Non-PP Pupils was observed in lessons or within books.</p> <p>Feedback could be improved to have more impact with PP Pupils.</p>	<p>Tick Tick writing and Viewpoint writing were targeted as a priority across Year 11.</p> <p>Starts of lessons were targeted as areas for staff to improve – increased monitoring and this was completed as part of the Alpha plan.</p> <p>Rewriting Programmes of study for KS3. Changing the assessment/feedback model at KS4 so improving progress.</p> <p>Greater differentiation in the SoW was also prioritised.</p> <p>Prompt follow up to Appraisal and detailed info as to where and how the Disadvantaged Target is progressing.</p>	<p>Outcomes in English showed marked and significant improvement from previous years. Disadvantaged pupils performed better in 2019 than Non Disadvantaged pupils did in 2018 for English.</p> <table><tr><th>ENGLISH Progress 8</th><th>2017-18</th><th>2018-19</th></tr><tr><td>Disadvantaged English Value</td><td>-0.65</td><td>-0.08</td></tr></table> <p>Viewpoint writing was a major success in the analysis of the examination and assessment.</p>	ENGLISH Progress 8	2017-18	2018-19	Disadvantaged English Value	-0.65	-0.08
ENGLISH Progress 8	2017-18	2018-19									
Disadvantaged English Value	-0.65	-0.08									

<b>C</b> Outcomes and progress in EBACC and Open Subject areas	<p>Reduction in class sizes through additional recruitment or maintaining retention of staff in Science, Languages, 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&amp;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>Shared PPA lesson used particularly well by Languages and History. Shared planning across the year groups, stretching the most able strategies and in particular high impact Pupil Premium T&amp;L strategies.</p> <p>Class sizes in Learning walks are being used fully in languages and Geography. Science and English to improve their prompt start to make best use of small class sizes.</p> <p>Review indicated that interaction and pupil engagement are to be improved. This was particularly true at KS3 and in Science.</p> <p>T&amp;L strategies from EEF not fully in place and needs development in Science.</p>	<p><b>Languages HoD and History HoD to lead on relevant CPD.</b></p> <p><b>Structures of Shared PPA to be used across the staff</b></p> <p><b>Science to change their laboratory lay out to improve efficiency in entering lessons so as to improve start.</b></p> <p><b>CPD sessions for Questioning in place for all staff.</b></p> <p><b>Alpha plan in place for all staff focusing on Engagement from Minute 1.</b></p>	<p>Outcomes improved as detailed below. Ofsted of May 2019 acknowledged improvements in T&amp;L and that time to embed was needed including for Disadvantaged pupils.</p> <p>Pleasingly the impact of the changes to T&amp;L and the emphasis placed on these strategies had immediate impact for observed lessons and from drop ins completed.</p> <table><tr><td>Value Added Disadvanataged Pupils</td><td>2016-17</td><td>2017-18</td><td>2018-19</td></tr><tr><td>Science</td><td>-0.91</td><td>-0.79</td><td>-0.55</td></tr><tr><td>Languages</td><td>+0.21</td><td>0.00</td><td>+0.63</td></tr><tr><td>Humanities</td><td>-1.03</td><td>-0.25</td><td>-0.20</td></tr></table> <p>Engagement improve, prompt start and an improved focus on targeted and varied questioning techniques.</p>	Value Added Disadvanataged Pupils	2016-17	2017-18	2018-19	Science	-0.91	-0.79	-0.55	Languages	+0.21	0.00	+0.63	Humanities	-1.03	-0.25	-0.20
Value Added Disadvanataged Pupils	2016-17	2017-18	2018-19																		
Science	-0.91	-0.79	-0.55																		
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Humanities	-1.03	-0.25	-0.20																		
<p><b>Total budgeted cost</b></p> <p>£18000 (Languages) + £38,400 (Maths) + £43,000(English)+£43,000(Science)+£38,400 (Humanities)</p>					<p>Total = £180,800</p>																



ii. Targeted support											
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evidence at February Half Term Review and September update	Changes to be made during 18-19	Review of September 2018-19 Actions will be in 2019-20 Plan						
<b>A</b> Diminish the difference in Mathematics	Employment of Small Group Tuition Teacher in Mathematics  This will be implemented after Feb half term as the impact at this time was much more effective.  Morning attendance instead of tutorial for a small groups DOS time and NQT	Last year the member of staff targeted the Pupils in Mathematics with some notable success EEF – Small Group Tuition (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Evidence from Pupil voice indicated that small group worked but with their class teacher or teacher know to them. Small group tuition used current staff.  Pupil Voice also indicated that Maths during registration would be a good use of time for pupils and have impact.	Registration maths taught by class teachers  Some pupils taught in small groups by intervention BH teacher  Money redirected into supporting current maths staff with pupils in supported lessons, withdrawals from maths and in registration etc.	<b>Difference in maths noted above.</b>  <b>Small group tuition not to run this year unless pupil voice at Christmas indicates need.</b>						
<b>A</b> Diminish the difference in Mathematics	Over Capacity for allocated teaching staff in Mathematics	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.  One to one and targeted support for individuals	One to one pupils analysis indicates improvements in specific topics.  Supported classes benefitted and performed well with PP pupils.  Minimised the amount of tuition and proved to be more cost effective.	Most Able Disadvantaged pupils in maths made significant improvements. Using these strategies.  Further development of strategies that have similar impact and improvements for Middle Ability to be investigated.	<table border="1"><tr><td>Disadvantaged</td><td>17-18</td><td>18-19</td></tr><tr><td>Most Able</td><td>-0.89</td><td>-0.50</td></tr></table> <b>The strategies employed demonstrated that the difference in performance of the Disadvantaged most able diminished significantly. (Nearly half a grade). Improvements are still needed.</b>	Disadvantaged	17-18	18-19	Most Able	-0.89	-0.50
Disadvantaged	17-18	18-19									
Most Able	-0.89	-0.50									

<b>E</b> 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.  Improvements noted in some of the pupils especially the ‘hard to reach pupils’	Counselling to support pupils has become an integral part of the school’s offer to support well-being and hence attendance. This will be repeated next year.	See above for figures as improvements made but target missed.
<b>E</b> 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.	IAG to be embedded at a subject level as curriculum is reviewed and developed. Year 7 & 8 IAG curriculum to be developed with aspiration (aimed at PP) to be significant factor in decisions.	See above for figures as improvements made but target missed.
<b>Total budgeted cost</b> <b>Includes</b> (Attendance Officer, Contribution to Support managers, SLT contribution, IAG advice, Counselling ..					£107,300
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Evidence at February Half Term Review and September update</b>	<b>Changes to be made during 18-19</b>	<b>Review of September 2018-19 Actions will be in 2019-20 Plan</b>
<b>E</b> Improved Attendance for PP Pupils – reducing PA for PP Pupils  ‘The aim and drive to continue to improve	<b>Continue with the ‘Attendance Initiative’</b>  This includes letters home, changes to the website, Banners	Improvements over the years indicate that the initiatives for improving attendance are working and real improvements can be seen <i>in overall attendance. Pupils with ‘Good’</i>	Weekly Attendance figures by Focus group and Year Group available and indicate where differences are being made are or need to be made	Reintegration interviews to be widened and adopted as consistent practice	Again as seen above figures indicate that improvements have been made but targets not fully met.

attendance was identified as a key improvement. Pupils can't learn if they don't attend school.'	<p>stressing the 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>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><b><i>'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</i></b></p>	<p>Individual pupils monitored and acted upon where need as quickly as possible.</p> <p>Reintegration interviews introduced during the year as part of NPQSL project – initial figures indicate success</p>	<p>Increase in the use of Counsellor time.</p> <p>Increase in EWO time with a specific emphasis on the extra day being for targeting Disadvantaged pupils</p>	EWO time to be maintained to be included
C. Increased participation rates in accessing cultural enrichment activities for PP pupils	To introduce the Broughton Hall Journey for all Pupil Premium Pupils	<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>Clear evidence that increase in extracurricular activities has increased. See DofE Bronze as an example.</p> <p>Try to analyse and measure some impact of Outward Bound and similar activities for Disadvantaged Pupils. This idea is within the EEF ratings but little evidence on how it is impacting in BH.</p>	<p>Clear evidence that increase in extracurricular activities has increased. See Dof E Bronze as an example.</p> <p>BH has been accepted by the end of the year into an EEF project analysing the impact of Outward Bound activities. This will be a Year 8/9 project.</p>	<p>Outward Bound project will be within the future planning</p> <p>Continued increase in D of E</p>

<b>Total budgeted cost</b>	<b>£57,755</b>
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## 6. Additional detail

- A number of other activities in addition to the above took place that 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 received 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.**

