

Pupil premium strategy statement Broughton Hall Catholic High School 2020-21

1. Summary information					
School	Broughton Hall Catholic High School				
Academic Year	2020-21	Total PP budget	£364,885	Date of most recent PP Review	March 2020 (postponed)
Total number of pupils (Years 7-11)	1048	Number of pupils eligible for PP (Years 7-11)	362	Date for next internal review of this strategy	January 2021

2. Current attainment *(All results analysis has been completed using CAG's, therefore there is no comparable data available. To aid strategic analysis of spend previous year's results and national comparative measures have been used to guide and assess impact)*

	Pupils eligible for PP (BH)	Pupils not eligible for PP (national average)
% achieving expected progress in English / Maths (Grade 4+)	54.5%	71.5%
Progress 8 score average	-0.05	
Attainment 8 score average	44.2	50.67%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Teaching & Learning: Quality of Learning in Mathematics
B.	Teaching & Learning: Vocabulary gap upon entry to secondary
C.	Outcome and progress in EBACC subjects
D.	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum
E.	Metacognition and self regulatory skills
F.	Individual barriers to learning

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G	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 Score at End of Year 11 for disadvantaged Pupils to be in line with 2020 values from CAG analysis PP interim and annual review Curriculum Review of Maths
B.	Teaching & Learning: Vocabulary gap upon entry to secondary	Whole school reading strategy successfully implemented across the school Improvements in reading ages – Years 7 and 8 Focal point for curriculum reviews to be on identification, understanding and application of disciplinary literacy
C.	Outcome and progress in EBACC subjects	Progress 8 score at End of Year 11 for EBACC basket disadvantaged to be in line with 2020 values from CAG analysis
D.	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum	Progress 8 score at End of Year 11 for Open Basket to be in line with 2020 values from CAG analysis Continued upward trajectory in the percentage of students involved in enrichment activities
E.	Metacognition and self regulatory skills	Overall Progress 8 score to be in line with 2020 values from CAG analysis Percentage of students secure and excelling in KS3 to be improving picture across data captures Improvements in ATL scores for disadvantaged pupils
F.	Individual barriers to learning	Improvements in pupil progress and behaviour

	External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance of Pupils who attend Broughton Hall – Reduce Persistent Absence for Disadvantaged pupils	Reduce Persistent Absence for Disadvantaged pupils to below National average

5. Planned expenditure

Academic year	£364,885
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Total number of PP Pupils = **362**

Pupil Premium breakdown

Year Group	Numbers
7	75
8	51
9	58
10	44
11	55

The three headings that follow 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 Teaching & Learning: Quality of Learning in Mathematics	<p>Maintain reduction in class sizes through retention of staff</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> <p>CPD to include:</p> <ul style="list-style-type: none"> • Improving subject knowledge • Emphasis on building purposeful partnerships to aid CPD • Incorporating new technologies into practice • Assessment strategies to aid student progress <p>Deployment of Associate SLT to work collaboratively with department to develop curriculum intent and implementation to ensure schema planned allows students to gain the necessary skills and knowledge to progress</p>	<p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF toolkit)</p> <p>Feedback improvements (rated as +8 in Sutton Trust/EEF toolkit)</p> <p>Meta Cognition Strategies (rated as + 7 months in Sutton Trust/EEF toolkit)</p> <p>Digital Technology (rated as +4 months in Sutton Trust/EEF toolkit)</p> <p>Feedback (rated as +8 months in Sutton Trust/EEF toolkit)</p>	<p>Departmental monitoring</p> <p>Appraisal</p> <p>MLT/SLT monitoring</p> <p>Monitoring of outcomes</p> <p>External verification</p>	<p>MGR</p> <p>ALU</p> <p>SCN</p> <p>HBR</p>	<p>Governor and SLT – ongoing monitoring throughout academic year</p> <p>On-going via departmental monitoring calendar</p> <p>Curriculum review of department date TBC</p>

	<p>Identified members of the department to be involved in whole school coaching programme to develop EEF teaching and learning specific strategies to aid disadvantaged student progress</p> <p>Purchase of software packages such as 'hegarty' maths to aid gap analysis and inform feedback is purposeful and meaningful</p>	OFSTED and ISDR data indicates that this is an area requiring improvement			
<p>B Teaching & Learning: Vocabulary gap upon entry to secondary</p>	<p>New curriculum vision launched September 2020 – key driver for academic pillar is reading</p> <p>Deployment of Associate SLT to work collaboratively with departments to develop academic scholarship and reading within subject areas; a key foci being on reading in lesson delivery</p> <p>Head of English to lead a reading lesson programme with a focus on tier 3 vocabulary to support understanding across humanity subjects</p> <p>Maintain capacity to support smaller mixed ability teaching groups</p> <p>Maintain PPA at above 10% to facilitate high quality T&L</p> <p>Pilot study run year group 'literature journey'</p>	<p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF toolkit)</p> <p>Improvement in Reading Comprehension (+6 in Sutton Trust/EEF toolkit)</p>	<p>SLT/MLT monitoring</p> <p>Appraisal</p> <p>Pupil interviews</p>	<p>BDA</p> <p>DJO</p> <p>LNA</p>	<p>Monitoring in Autumn and Spring Term</p>

<p>C Outcome and progress in EBACC subjects</p>	<p>Outcomes 2019-20 indicated areas of priority to improve EBACC basket to be Geography and Science</p> <p>Deployment of Associate SLT to work collaboratively with departments to develop curriculum intent and implementation to ensure schema planned allows students to gain the necessary readiness and knowledge needed to progress</p> <p>CPD to include:</p> <ul style="list-style-type: none"> • Improving subject knowledge • Emphasis on building purposeful partnerships to aid CPD • Incorporating new technologies into practice • Assessment strategies to aid student progress <p>Identified members of the department to be involved in whole school coaching programme to develop EEF teaching and learning specific strategies to aid disadvantaged student progress</p> <p>Maintain reduction in class sizes through retention of staff</p>	<p>EEF – Reduction in Class Sizes (rated as +3 in Sutton Trust/EEF toolkit)</p> <p>Feedback improvements (rated as +8 in Sutton Trust/EEF toolkit)</p> <p>Meta Cognition Strategies (rated as + 7 months in Sutton Trust/EEF toolkit)</p> <p>Feedback (rated as +8 months in Sutton Trust/EEF toolkit)</p>	<p>Departmental monitoring</p> <p>Appraisal</p> <p>SLT/MLT monitoring</p> <p>Monitoring of outcomes</p>	<p>CBE JRO CMG MGR ALU</p>	<p>Governor and SLT – ongoing monitoring throughout academic year</p> <p>On-going via departmental monitoring calendars</p> <p>Curriculum review of department date and subjects TBC</p>
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<p>E Metacognition and self regulatory skills (please refer to section iii other approaches)</p>	<p>Two fold approach to this: T&L and providing student with a way prioritise and evaluate their learning</p> <ul style="list-style-type: none"> Through Associate SLT ensure vision is realised – associate SLT to work with departments to ensure planning, sequencing and implementation of curriculum incorporates the 7 step model of teaching metacognition CPD – evidence based practice to support development of metacognition <p>In addition to this whole school coaching programme supports the development of these strategies in practice</p>	<p>EEF Metacognition and self-regulatory guidance -7 step model for explicitly teaching metacognitive strategies</p> <p>Meta Cognition Strategies (rated as + 7 months in Sutton Trust/EEF toolkit)</p>	<p>Departmental monitoring</p> <p>SLT/MLT monitoring</p> <p>Pupil Interviews</p>	<p>HOD</p> <p>SLT</p>	<p>Termly review</p>
<p>£15,000 (Associate SLT) + £38,500 (Maths) + £43000 (English) + £43000 (Science) + £38500 (Humanities)</p> <p style="text-align: right;">Total budgeted cost</p>					<p>£178,000</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 Teaching & Learning: Quality of Learning in Mathematics	<p>PP funding will part fund whole school tutoring programme – PP students be provided with extra Maths tuition</p> <p>Employment of Teacher in Mathematics to support targeted intervention</p> <p>Programme of afterschool and Saturday sessions for Year 11</p> <p>Morning FT Maths sessions</p>	Small Group Tuition (rated as +4 in Sutton Trust/EEF Toolkit)	<p>Observation of sessions</p> <p>Pupil interviews</p> <p>Monitoring of outcomes</p>	MGR SCN HBR ALU	Half-termly review
B Teaching & Learning: Vocabulary gap upon entry to secondary	PP funding will part fund whole school tutoring programme – PP students be provided with extra literacy tuition	Small Group Tuition (rated as +4 in Sutton Trust/EEF Toolkit)	<p>Observation of sessions</p> <p>Pupil interviews</p> <p>Monitoring of outcomes</p>	BDA DJO ALU	Half-termly review

G. Attendance of Pupils who attend Broughton Hall – Reduce Persistent Absence for Disadvantaged pupils	Appointment of counsellor	Consequence of pandemic and results from pastoral review after lockdown decided it was imperative that school counsellor remained	Individual pupils monitored and attendance tracked over time to see if any significant improvements	DLO & Attendance Officers	Termly
G. Attendance of Pupils who attend Broughton Hall – Reduce Persistent Absence for Disadvantaged pupils	Connexions – Independent, Advice and Guidance to help students understand the importance of attendance and punctuality in the wider world of work	PP Pupils are interviewed at least twice and there are focused meeting on importance of attendance with all PA Pupils Consequence of pandemic more capacity will be needed to facilitate IAG missed last year	AHT to meet with advisor end of term to report findings Year team co-ordinate programme and attendance is tracked and reported	Support Managers AHT	Termly
G. Attendance of Pupils who attend Broughton Hall – Reduce Persistent Absence for Disadvantaged 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.	Attendance Officer 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</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.	Support Managers DLO	Termly

<p>F Individual barriers to learning</p>	<p>Purchase of programmes such as Boxall, Lexia, Lucid Exact to diagnose / identify any individual barriers to learning and implement bespoke interventions</p>	<p>As a school we know our main internal and external barriers to learning but to ensure our disadvantaged pupils are given the best chance to fulfil their potential it is imperative that we find out anything that is a barrier to their own learning</p> <p>Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit)</p> <p>Early intervention (rated as +5 in Sutton Trust/EEF Toolkit)</p> <p>Social and Emotional (rated as +4 in Sutton Trust/EEF Toolkit)</p>	<p>Early identification of potential barrier(s), clear internal system for referral to SEND team</p> <p>Half termly meeting between DHT and SEND team to ensure all referrals have been followed up and appropriate actions and dissemination of information has taken place in a timely manner</p>	<p>SENDCO</p> <p>DLO</p>	<p>Termly</p>
<p>Includes (Tutoring part funded, Attendance Officer, Contribution to Support Managers, SLT contribution, IAG advice, Counselling, Diagnostic packages, SEND support)</p> <p style="text-align: right;">Total budgeted cost</p>					<p>£117,300</p>

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 Metacognition and self regulatory skills <i>(please refer to section i QT)</i>	<p>Covid dependent run elevate session for students in Y8-11 to help develop their self-regulatory skills</p> <p>ATL reporting system, class charts and edulink purchased to help students plan, monitor and evaluate their educational journey and also to allow for early intervention strategies to be implemented</p>	<p>Meta Cognition Strategies (rated as + 7 months in Sutton Trust/EEF toolkit)</p> <p>Early intervention (rated as +5 in Sutton Trust/EEF Toolkit)</p>	<p>Pupil Voice</p> <p>AHT half-termly meeting with HOY</p>	HOY Support Managers	<p>After events</p> <p>Half termly</p>
E Improved Attendance for PP Pupils – reducing PA for PP Pupils	Continue with the 'Attendance Initiative' which includes texts home, legal follow up, whole school priority and publications for the pupils to access	<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>Monitor Weekly Attendance figures by sub-groups and Year Group</p> <p>Individual pupils monitored and interventions put in place</p> <p>Reintegration interviews completed by EWO/Support Managers</p> <p>AEP for individual pupils as appropriate to need.</p>	DLO Attendance Officer Support Managers	Half termly

<p>Wider Outcomes:Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum</p>	<p>To continue the Broughton Hall Journey for all Pupil Premium Pupils - an initiative that ensures that all PP students are involved in one cultural/educational experience beyond the formal curriculum</p>	<p>Outward Bounds (rated as + 7 months in Sutton Trust/EEF toolkit)</p> <p>Arts Project (rated as + 2 months in Sutton Trust/EEF toolkit)</p> <p>Learning to Learn Experience (rated as + 7 months in Sutton Trust/EEF toolkit)</p>	<p>Ensure over 50% of PP Pupils in each year group access the 'BH Journey'.</p>	<p>ALU</p> <p>Progress and Support Managers</p>	<p>Annually</p>
Total budgeted cost					£52585

6. Additional detail

A number of other activities in addition to the above also run for our disadvantaged students these include:

- 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 Assistant (£5,200)
- The facility for staff to bid for funds to Dtd and improve outcomes for our disadvantaged students. This area of PP funding is controlled by the PP Coordinator. There is significant funding (£17,000) available to be bid for. The bids funded have included:
 - Uniform Purchases
 - Bus Passes
 - Ingredients & Materials in Technology subjects
 - Subsidies for 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

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 2020-21 is £935 per pupil.

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.

