

# BROUGHTON HALL CATHOLIC HIGH SCHOOL

## Pupil Premium Summary 2016-2017

(please note that this document should be read in conjunction with the Pupil Premium Strategy 2016-2017)

The Government allocates a specific Pupil Premium grant to every school, to provide financial support for pupils who:

1. were registered as eligible for free school meals (FSM) in the last 6 years.
2. were adopted from care, left care under a special guardianship order, child arrangements order or residence order.

Children who have been in local-authority care for 1 day or more also attract pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

**The belief that every child regardless of background, culture, social deprivation, or any other potential barrier should be given every chance to succeed is at the heart of how we use the Pupil Premium grant at Broughton Hall.**

### *Key principle for the Pupil Premium grant*

To narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families.

### *What we expect to see:*

Strategic, targeted additional support which enables all pupils, regardless of financial disadvantage, to be able to:

- improve their levels of attainment and progress
- close attainment gaps relative to school and national averages
- have full access to our curriculum
- access our extra-curricular provision and wider personal developmental opportunities

Although improvements in terms of Progress 8 can be seen for students in 2016 results the Pupil Premium students' performance is still significantly behind the performance of other students nationally. Improvements were seen when compared against the data of 2015 but more significant improvements are needed and so diminish the difference.

## How we use the grant

# Academic year 2015-2016

The funds were used to help overcome barriers to educational achievement faced by disadvantaged pupils in the school. These include attendance & engagement with school life, making more limited progress by the end of Year 11 than the non-disadvantaged cohort and more restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum. Particular attention was given to ensure the progression of higher ability children in receipt of the Pupil Premium more closely aligned with the national figures for non-disadvantaged pupils. There was particular concentration in this regard to the progress of high ability disadvantaged pupils in Mathematics and lower ability students in English.

The strategic work with disadvantaged pupils was not only closely tied with our own experiences and evaluations, but was undertaken with an evidenced-based approach using the research of the Education Endowment Foundation.

The spending was allocated into the broad areas outlined below. The initiatives have been highlighted to the following 'key':

Initiative will be continued

Initiative will be continued with further development

Initiative will not be continued

## *Investment in specialist teachers in English, Maths and Science*

Such spending resulted in reduced class sizes (rated as +5 in the Sutton Trust-EEF Teaching & Learning Toolkit<sup>1</sup>) and maintaining non-contact time for teaching staff, well above the 10% guidance, and subject leadership staff. This allowed the pedagogy to deliver improved, and in the majority of subjects higher quality, Feedback (+8 rating), identified as one of the most effective methods to improve the performance of those eligible for Pupil Premium. Additional teaching sessions after school and in holiday periods took place with Pupil Premium students actively encouraged, coerced and targeted to attend.

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<sup>1</sup>aggregated research identified through the Sutton Trust – EEF Teaching & Learning Toolkit, which contains references for the research cited. See

<http://educationendowmentfoundation.org.uk/toolkit/> for further information

## *Investment in specialist support staff*

In tandem with the areas above, specialist staff were funded to focus on specific areas of support and strategic response. This included identified pastoral support through Support Managers and

**Attendance Officer** as well as wider contributions to meetings to analyse performance and collaborate with key colleagues to draw up strategic responses to support pupils eligible for the Premium. This work was specifically to secure good attendance to school from the identified pupils, supporting the work of the Year Teams, and to support engagement within school life through improved behaviour strategies.

The role of **Welfare Officer** was designed as a support model primarily for pupils but also for their parents so as to **enable engagement in school life** with a major focus on attendance so school life could be accessed. FSM Pupils attendance in 2015 was significantly below the attendance of All Pupils nationally and the Persistent Absenteeism rate was also significantly above National figures for all students. This is supported in initial reports linking poor attendance with poor outcomes for Pupil Premium pupils. This correlation was clear in statistical enquiry at Broughton Hall and professional opinion in staff focus groups established this as a major cause for concern and a major hindrance in Pupil Premium pupils making progress.

***'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'<sup>2</sup>***

In addition to the above specialist staff were able to deliver **Small Group Tuition**, in mathematics, (+4 rating on EEF Toolkit) with a particular focus on the more able Pupil Premium pupils. A small number were also able to access **one to one support** (+5 rating on EEF Toolkit) from key support staff. Two staff were employed to support **after school club**. This was to support the **completion of homework** (+ 5 rating on EEF Toolkit) coursework and give full access to ICT equipment, including the use of printers. This support was put in place to enable the completion of homework in particular for the younger students. The **Language assistant** is employed to primarily support the Pupil Premium Students at Broughton Hall in their acquisition of a Spanish. This is completed as small group and **one to one support**, (+4 rating on EEF Toolkit). The Continual Professional Development of teaching staff has also been supported by the funding with a focus on Engagement and **Collaborative Learning** (+5 rating on EEF Toolkit. A number of staff were trained towards the end of 2015-16 in Science and Mathematics. They followed the LEAP model. Three of our Middle Leaders followed the **National Challenge Initiative for Middle Leaders**. This proved to be very informative, confidence building and in many cases lead to improved outcomes for our Pupil Premium Pupils. In particular in Performing Arts.

#### Targeted support for high-impact extra-curricular provision and specific projects

A range of projects and initiatives were funded through the Pupil Premium. These include support for a systematic programme of extra-curricular learning which incorporates a school-wide commitment to experience and supports the school's commitment to inclusion.

Activities included **Arts Participation** (+2 rating), Social & Emotional Learning (+4 rating), the use of **Digital Technology** (+4 rating), **Outdoor Adventure Learning** (+ 3 rating); all of these initiatives have been measured for a positive impact on engagement and progress and in many cases represent good value for money . A major undertaking in the cycle 2015-16 was the extensive series of bids for funding from a variety of staff across the school – this was led by the Pupil Premium coordinator. This was to raise the profile of Pupil Premium Funding across the school and the associated pupils. Strategically this was to ensure that more directly monies would be spent on extra-curricular events that would benefit Pupil Premium Pupils. This benefit could include academic progress, skills for life

(so reducing the possibility of NEET) or the benefit of participating in wider extra-curricular activities as well as attendance.

**<sup>2</sup>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 Shona Macleod, Caroline Sharp, Daniele Bernardinelli - National Foundation for Educational Research'**

### **Funding for 2015-16**

Qualifying students at Broughton Hall Catholic High School for the academic year 2015-16 generated funding of £372,000

As discussed earlier the funding was used to provide a more personalised approach to tuition across all of the subjects. In the case of mathematics this was in particular at KS4. This enabled smaller groupings at KS4 and where this was not possible; The Mathematics Teaching Assistant (With PGCE in Maths) was placed to support the key groups.

### **Average Class Size**

	Maths	English	Languages
KS3	24	24	24
KS4	18	20	25

As well as the curriculum support identified above the funding was also used to support the Support Manager, Attendance Officer, Pupil Premium Coordinator, Welfare Officer and activities/subsidised trips and rewards trips.

Interventions were accepted and hence personalised on a case by case approach by the Pupil Premium Coordinator.

### *Spending of Pupil Premium Funding in 2015-16*

<b>Detail</b>	<b>Cost</b>
Attendance and Welfare Officer	£47000
Maths, English and partial RE, Languages and Science Teacher	£102000
Pupil Premium Coordinator	£2500
Maths Learning Support Assistant	£10000
Support Managers	£58100 (7 X £8300)
Well-being support	£6300
Peripatetic Support Lessons	£4000
Partial contribution to Chaplaincy Role	£8000
Careers Support: Independent Advice & Guidance	£5100
CPD: Middle Leaders PP Initiative & LEAP Training for Maths Department	£16100
After School Club Support Staffing	£7200
Languages Assistant	£5300
Attendance Support: Legal, Administrative and Electronic	£6400
After School Computing	£4000
Pupil Premium Bidding including: Subsidised Trips, ICT innovations, Reward Activities and maths intervention tutor	£44600

SLT time and allocation with a particular focus on attendance	£20100
Administrative Support across the Pupil Premium Targeting	£3500
Appointment of Fulltime Chaplain – increased contact time with students	£8000
In School Speakers – Aspiration	£700
Educational Visits & Outside Speakers and Mock Interviews	£1900

## Impact Summary 2015-16

### Disadvantaged Students Diminishing the Difference

#### 2016 Key Stage 4 Results - Analysis

##### PROGRESS

All comparisons made below are between Disadvantaged and students not classed as Disadvantaged within our school population. Those not classed as Disadvantaged will be known as 'Other' within the tables.

<b>PROGRESS 8</b>	Disadvantaged	Other - National	Difference
2015	-0.95	0.12(from 2016)	-1.07
2016	-0.72 (-0.62)	0.12	-0.84 (-0.74 )

This table shows that performance of Disadvantaged students was significantly below national for all students but that the school is strategically trying to improve its performance of Disadvantaged students as can be seen by the 0.23 rise in Progress 8. It is Diminishing the Difference.

If the -0.62 is accepted the measure of underperformance of Disadvantaged students in comparison to all students nationally has halved between 2015 and 2016. This would indicate that the Difference is diminishing more rapidly as it has fallen by one third approximately.

The DATA DASHBOARD indicates that Progress 8 for Low and Middle Ability Disadvantaged students is in the lowest 10% nationally compared to all students. Middle ability is the weakest area of performance and has the most significant gap of all the ability levels.

The adjusted data does indicate that we are still below the national figures we wish to achieve with our students. However an analysis of change since 2015 indicates that all in all ability groups the Progress 8 score was diminishing and if the School's own data is used the rate of this improvement is more rapid for Middle Ability students.

##### OVERALL PROGRESS 8 by Ability

<b>PROGRESS 8</b>	Disadvantaged	Other - National	Difference
2015 Lower Ability Students	-1.02	0.19	-1.21
2016 Lower Ability Students	-0.65	0.19	-0.84
2015 Middle Ability Students	-1.02	0.14	-1.16
2016 Middle Ability	-0.89 (-0.70)	0.14	-1.03 (-0.84)

Students			
2015 Upper Ability Students	-0.84	0.07	-0.91
2016 Upper Ability Students	-0.46	0.07	-0.53

The school understand and are determined to ensure that further improvement is made and that the difference must continue to fall whilst also improving the performance against national figures for non-Disadvantaged students.

## Progress 8 English and Mathematics

The analysis of English and Mathematics demonstrates that the school has made some major improvements in progress, in particular in terms of progress. However it also indicates that there are a number of areas that require improvement and some are a major concern.

### ENGLISH - Disadvantaged

<b>PROGRESS 8</b>	Disadvantaged	Other - National	Difference
2015 Lower Ability Students	-2.00	0.16	-2.16
2016 Lower Ability Students	-0.05 (-0.05)	0.16	-0.21
2015 Middle Ability Students	-0.42	0.11	-0.99
2016 Middle Ability Students	-0.35(-0.11)	0.11	-0.6 (-0.22)
2015 Upper Ability Students	-0.27	0.05	-0.32
2016 Upper Ability Students	0.06 (0.06)	0.05	+0.01
2015 ALL Students	-0.53	0.09	-0.91
2016 ALL Students	-0.18(-0.05)	0.09	-0.27(-0.14)

The difference fell significantly from -0.99 to -0.6 for Middle ability students (If the School's Own data is accepted then moved from -0.99 gap to a -0.22). Similarly in English for all Ability levels the difference diminished. Much of the improvement in overall Progress 8 can be attributed to the significant changes made in the achievement and performance of Disadvantaged Students in English. The pupils performance improved at all ability levels and overall in the English element for Disadvantaged students reflecting the benefit of smaller class sizes and the additional staffing that allowed for the targeting of Disadvantaged students.

### MATHS - Disadvantaged

<b>PROGRESS 8</b>	Disadvantaged	Other - National	Difference
2015 Lower Ability Students	-1.27	0.19	-1.46
2016 Lower Ability Students	-1.13 (-1.13)	0.19	-1.32
2015 Middle Ability Students	-0.97	0.12	-1.09
2016 Middle Ability Students	-1.06 (-0.95)	0.12	-1.18 (-1.07)
2015 Upper Ability Students	-1.12	0.06	-1.18
2016 Upper Ability Students	-0.63 (-0.63)	0.06	-0.69(-0.69)
2015 ALL Students	-1.05	0.11	-1.16

2016 ALL Students	-0.94(-0.88)	0.11	-1.05 (-0.99)
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The improvements in diminishing differences in mathematics are not as rapid enough as Broughton Hall would like for its students. There were significant improvements in the achievement of the Upper Ability Disadvantaged students' progress. This was a positive and reflected the monies spent via the Pupil Premium spend. If the School's Own data is accepted the Progress 8 score for all students is improving in mathematics. (From -1.05 to -0.88). With targeted intervention and improvements in teaching & learning the school believes further improvement is possible and likely.

Pupil Progress for Disadvantaged students improved by 1% for 3 levels of Progress and by 3% for students achieving 4 Levels of Progress or more.

The rates of improvement in progress are slower than we would have desired and indicate the need for some rapid changes in the department if mathematics results are to be in line with national figures.



## **Thresholds for GCSE Performance in Mathematics, English and EBACC**

<b>MATHS</b>	A*-C		Difference	A/A*		Difference
	Disadvantaged	Other - National		Disadvantaged	Other - National	
2014-15	52	73	-21	3	24	-21
2015-16	44	75	-31	7	24	-17

<b>ENGLISH</b>	A*-C		GAP	A/A*		GAP
	Disadvantaged	Other - National		Disadvantaged	Other - National	
2014-15	68	74	-6	11	26	-15
2015-16* (new measure)	72	80	-8	19	26	-7

<b>EBACC</b>	A*-C		
	Disadvantaged	Other - National	Difference
2014-15	8	28	-20
2015-16	18	29	-11

The Attainment Thresholds are a mixed set of figures for Disadvantaged Students from 14-15 to 15-16.

Maths showed improvements at the A/A\* threshold and the difference at this benchmark did diminish which was a specific aim for the department. However the difference at the A\*-C benchmark increased as the performance for A\*-C grades which fell for Disadvantaged pupils.

English results were around 70% for the A\*-C threshold with relatively small differences in performance. The school target to improve outcomes for A/A\* was once again fulfilled with a significant rise from 11 to 19%. This ensured the difference fell considerably by over half.

The EBACC suite of subject showed a marked improvement in the Percentage of Disadvantaged students passing this benchmark. Double the percentage of Disadvantaged students achieved the EBACC standard in comparison to the 2015 figures whilst diminishing the difference between themselves and other pupils nationally.

### **OTHER SUBJECTS that reflect improvements and reflect Pupil Premium Spend**

#### **Performing Arts**

#### **ATTENDANCE**

##### **Attendance for key focus groups: Disadvantaged Students with a Focus on FSM**

This has been our major push for external Barriers over the last two years. This has been a focus for Disadvantaged Students over the last two years in particular. Attendance for all students has been a Whole School drive and target for improvement. Many of the strategies have been aimed at Disadvantaged students but the effect has been to improve attendance across the school. One of the main reasons for this is that a key strategy for raising attendance has been the consistency of message from all staff – teaching and support – to

students and parents/carers. The attendance and PA measures have been a key measure for us at Broughton Hall and judging the success of our Pupil Premium spending.

The FSM gap between Broughton Hall pupils and FSM pupils nationally has closed. The gap has improved from a **negative 3.2%** to a **positive 0.4%**. (See Table 2.1). When comparing FSM pupils to all pupils nationally the difference has also reduced considerably with a move from **5.6% in 2012-13** to **2.2% in 2015-16**.

Similarly the gap between Disadvantaged students and all pupils nationally has fallen from **4.7%** in 2013-14 to **1.5%** in 2015-16 - a significant improvement in diminishing the difference. (See Table 2.3)

**Table 2.1**

Attendance	2012-13	2013-14	2014-15	2015-16
FSM BH	88.5%	89.7% ↑	89.8% ↑↑	93.2% ↑↑↑
FSM National	91.7%	92.7%	92.5%	92.8%
GAP with FSM Nationally	- 3.2	- 3.0	- 2.7	+0.4
GAP with ALL Pupils Nationally	-5.6	-5.2	-4.9	-2.2

**Table 2.1**

	2013-14	2014-15	2015-16
Disadvantaged Pupils - BH	90.2%	91.1%	93.5% ↑
All Pupils Nationally	94.9%	94.7%	95.0% (SFR)
GAP	- 4.7%	- 3.6% ↑	- 1.5% ↑↑

These improvements in 2015-16 did not move FSM Attendance above the lowest 10% nationally but the school have made a significant step towards this goal. At an absence level of 6.8% the school has to improve by a further 0.3% to achieve this goal.

The national figure of 92.8% for FSM students was surpassed by Broughton Hall students for the first time in 2015-16 with 0.4% above the FSM national figure. This was a major target that the school achieved in improving attendance for FSM students. In 2016-17 this achievement is in line to be maintained and improved upon. Although we are aiming for our FSM and Disadvantaged pupils to be in line with All Pupils nationally we are pleased to have moved above this significant benchmark when comparing to the FSM pupil population.

Disadvantaged students' attendance was also monitored. Again significant improvement was noted with a 3.3% rise over two years.

Importantly the attendance team and Disadvantaged students at Broughton Hall have maintained these improvements and the impact of the pupil premium spend can be seen in the data as well as individual case studies.

These changes are due to excellent leadership by the Assistant Headteacher, the pastoral team and the shared commitment to attendance. The strategic decision to prioritise

attendance has been supported financially. A significant proportion of the Pupil Premium Funding has been spent on staffing in order to target and improve FSM and Disadvantaged students attendance. Pleasingly this has also supported improvements in attendance for all students.

PA 15%	2013-14	2013-14	2014-15	2015-16 (15% benchmark)
FSM BH	23.4%	18.9% ↑	20.2% ↓	
All Pupils Nationally	6.6%	5.8%	5.6%	5.6% (14-15)
GAP	-16.8%	-13.1%	-14.6%	
FSM National	12.8%	11.5%	10.9%	10.9% (14-15)
GAP	- 9.6%	- 7.4% ↑	- 9.3% ↓	NA

PA 10%	2015-16 (10% benchmark)
FSM BH	20.4% ↑
All Pupils Nationally	12.4%
GAP	-8%
FSM National	25.1% (SFR)
GAP	+ 4.7% ↑

The PA figures show a pleasing decline from 2014-15 to 2015-16 which reflects the improvements in attendance and previous Persistent Absentees improving their attendance. current performance is below the standards of last year and we are working hard to improve them to last year's standards and ensure we move above the lowest 10% nationally (PA needs to be below 19.8%). This was a weakness identified in the Data Dashboard.

These improvements in attendance and Persistent Absenteeism rates reflect the value of the spending on, Pupil Premium students, and the staff tasked with these improvements. The improvements in Attendance and absenteeism rates are clear to see.