

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Broughton Hall Catholic High School				
Academic Year	2016-17	Total PP budget	£372,000 Approx	Date of most recent PP Review	February 2017
Total number of pupils (Years 7-11)	372	Number of pupils eligible for PP (Years 7-11)	1012	Date for next internal review of this strategy	July 2017
2. Current attainment					
			Pupils eligible for PP (BH)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			41%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			75% / 42%	75.8% / 73.4%	
Progress 8 score average			-0.72	0.12	
Attainment 8 score average			42.4	52	
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: Quality of Learning in Science				
C.	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils				
D.	Literacy Skills both oral and written (Added following February Review)				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Attendance of students who attend Broughton Hall with a particular focus on Year 11				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	Diminish the difference in Mathematics (continue any improvements)			Mathematics Progress 8 Score improved and	

		the difference reduced
<b>B.</b>	Diminish the difference in Science (Guide will be Science Progress 8 Score)	Difference diminished in Science PP Scores
<b>C.</b>	Increased participation rates in accessing cultural enrichment activities for PP students	Development of the Broughton Hall journey as a minimum – all students to be given this opportunity.
<b>D.</b>	Maintain the improvements in Literacy Skills, ensure the barrier of Literacy and English barriers continues to be overcome as in previous years.  Address the increased number of PP students not at 'National Standard' in Year 7.	Maintain PP English attainment and diminish the difference in English  Increase Literacy provision in Year 7 and try to focus upon spoken written Literacy
<b>E.</b>	Improved Attendance for PP students	Ensure the difference in Attendance between PP Pupils in BH and All Pupils nationally is reduced
<b>F.</b>	Reduced rates of Persistent Absence for FSM students	Be in line with national figure for All Students

5. Planned expenditure					
Academic year		£372,000			
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?
<b>A</b> Diminish the difference in Mathematics  <b>B</b> Diminish the difference in Science	Reduction in class sizes through additional recruitment or maintaining retention of staff in Maths and Science this allows for improved feedback  Maintain PPA at above 10% to facilitate the improvements in marking required	EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review) RAISE data indicates that this is an area requiring improvement Recruitment of additional experienced staff to provide informed support within the department as well as drawing on professional experience for in-class quality  RAISE indicates improvements are needed in Mathematics and Science  Standards in English are significantly better than the other subjects but these are to be maintained.	Book Monitoring on a fortnightly basis  Departmental Reviews  Performance Management  Termly analysis of data	GPR/MGR  Directors of Subject  SCN MBR KPN	February half term

<b>B</b> Diminish the difference in Science	Teacher Training using the LEAP trainers with a focus on Collaborative Learning	EEF – Collaborative Learning (rated as +5 rating on EEF Toolkit)	Lesson Observations to reflect impact  Departmental Review (including External verification)	MGR/MBR	Termly
<b>D</b> Maintain standards for attainment in English whilst diminishing the difference for Progress	Reduction in class sizes through additional recruitment or maintaining retention of staff in English - this allows for improved feedback  Maintain PPA at above 10% to facilitate the improvements in marking required	EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Lesson Observations to reflect impact  Departmental Review (not including External verification)  Book Monitoring	KPN GPR MGR	Termly
<b>D</b> Maintain the improvements in Literacy Skills in overcoming barriers in the humanities.  This forms part of a long term strategy to overcome barriers in the Humanity subjects	Reduction in class sizes (In Year 9) through additional recruitment or maintaining retention of staff in History/Geography - this allows for improved feedback  Maintain PPA at above 10% to facilitate the improvements in	EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)  RAISE online indicates this is an area of development for the school. With changing curriculum for 2018 - 19 the increase in specialist staff is essential with the skill set to ensure PP pupils and All Pupils overcome the literacy barriers to learning.	Lesson Observations to reflect impact  Departmental Review (not including External verification)  Book Monitoring	JDY CMG ALU GPR	Termly
<b>Total budgeted cost</b>					<b>£147,300</b>

## 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?
<b>A</b> Diminish the difference in Mathematics	Employment of Small Group Tuition Teacher in Mathematics	Last year the member of staff targeted the More Able in Mathematics with some success (Difference for Progress 8 diminished from -1.18 to -0.69) – widen this strategy EEF – Small Group Tuition (rated as +4 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Half termly review of pupil attendance at the sessions, impact upon topics taught in exam analysis and pupil feedback	SCN CHE	Half Termly or after any Mock examinations
<b>A</b> Diminish the difference in Mathematics	Mathematics Teaching Assistant	The Mathematics TA is used to target classes which have large numbers of PP students within them and for some PP students across the school to receive One to One tuition in Mathematics. (the Maths TA is a fully Qualified Maths Teacher) EEF – one to one support (+5 rating on Sutton Trust/EEF Teaching and Learning Toolkit research review)	Director of Maths to place TA in classes with higher than average PP cohorts  One to One students outcomes to be tracked and checked for improvement	SCN HBR	Termly
<b>E</b> Improved Attendance for PP Students	Counselling – appointment of counsellor & partial payment for Chaplain	The counsellor appointed within school works with particular and students whose needs have been identified.  The Chaplain works with a similar group but whose need is less	Individual students monitored and attendance tracked over time to see if any significant improvements.	DLO & Attendance Officers	Termly

E Improved Attendance for PP Students	Connexions – Independent, Advice and Guidance	<p>Student Feedback – exit interviews – indicates that this is both useful and valuable for students across the ability ranges.</p> <p>PP Pupils are interviewed at least twice and have prime access to this facility. However, this is a benefit for all pupils.</p>	Where attendance is a concern this can be used as part of the motivation for improved attendance.	Support Managers	Termly
<b>Total budgeted cost</b>					£54,600

### 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?
<p>E Improved Attendance for PP Students</p> <p>‘The aim and drive to continue to improve attendance was identified as a key improvement. Students can’t learn if they don’t attend school.’</p>	<p><b>Continue with the ‘Attendance Initiative’</b></p> <p>This includes letters home, changes to the website, Banners stressing the importance of Attendance, Texts home, legal follow up, whole school priority and publications for the students to access</p>	<p>Improvements in the last 2 years indicate that this initiative is working and real improvements can be seen (<i>Note 205-16 was 95.1% and 2014-15 was 93.4%</i>)</p> <p><i>The DfE Research Report of November 2015 indicates:</i></p> <p><b>‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics’</b></p>	<p>Monitor Weekly Attendance figures by Focus group and Year Group</p> <p>Individual students monitored and acted upon where need as quickly as possible.</p>	<p>Assistant Head (DLO),</p> <p>Attendance Officers &amp; Support Managers</p>	Half termly
<p><b>F.</b></p> <p>Reduced rates of Persistent Absence for FSM students</p>	<p><b>Continue with the ‘Attendance Initiative’ with a focus on Persistent Absenteeism</b></p>	<p>Improvements in the last 2 years indicate that this initiative is working and real improvements can be seen</p> <p>PP Persistent Absenteeism difference was <b>4%</b> (15-16) and</p>	<p>Monitor Weekly Persistent Absenteeism figures by Focus group and Year Group</p> <p>Individual students monitored and acted upon where need as</p>	<p>Assistant Head (DLO),</p> <p>Attendance Officers &amp; Support Managers</p>	Half termly

		<p><b>10.1% in (14-15)</b></p> <p><i>The DfE Research Report of November 2015 indicated correlation as in objective above</i></p>	<p>quickly as possible.</p> <p>Build positive relationships with parents/carers to support good attendance wherever possible.</p>		
C. Increased participation rates in accessing cultural enrichment activities for PP students	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>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)</p>	<p>GPR</p> <p>Progress Managers</p>	<p>Annually</p>
<b>Total budgeted cost</b>					<b>£132,200</b>

## 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)
- After School Computing Lessons (£4000)
- 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 students 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 student 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 2015-16.

Children who are Looked After (CLA) continue to be eligible for a higher rate of funding. Funding of £1,900.00 was introduced in 2014-15 for looked-after children (this is called 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.

As in 2014-15, schools will also receive £1,900.00 for eligible pupils who have been registered on the school census as having been adopted from care or leaving care under



a special guardianship or residence order. The service premium will continue to be extended so that in 2015 to 2016, any pupil in reception to Year 11 who has been flagged as a service child since 2011 will continue to receive the premium ('Ever 5' measure). 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 students in receipt of Pupil Premium Funding.

### **Identifying Pupil Premium Students**

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 for 2014-15 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 student achievement, interviews with a cross section of staff, interviews with Pupil Premium students and research into the main challenges faced by Pupil Premium students 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 students, in particular our Pupil Premium students. 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.**



