

# BROUGHTON HALL CATHOLIC HIGH SCHOOL

## Pupil Premium Summary 2017-2018

(This includes impact of 2016-17 spend)

(please note that this document should be read in conjunction with the Pupil Premium Strategy 2017-2018)

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 pupils in 2017 results the Pupil Premium pupils' performance is still behind the performance of other pupils nationally. Improvements were seen when compared against the data of 2015 and 2016 demonstrating an improving trend in most areas. However, continued and significant improvements are needed and so as to diminish the difference.

Given this need for further and sustained improvement the SLT and Governors have decided that Pupil Premium pupils progress will be a compulsory target within the Appraisal for all staff.

## How we used the grant

# Academic year 2016-2017

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 pupils 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. (Using the work of the Sutton Trust).

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 pupils 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 pupils. 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 across the academic year**, in mathematics, (+4 rating on EEF Toolkit) with a particular focus on the more able Pupil Premium pupils. Pupil feedback and staff feedback indicate that this initiative is more worthwhile later in the academic year. 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 pupils. The **Language assistant** is employed to primarily support the Pupil Premium Pupils 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).

#### 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 2016-17 was the 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.

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<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 2016-17

Qualifying pupils at Broughton Hall Catholic High School for the academic year 2016-17 generated funding of £333,755

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.

Much of the reduced class sizes had impact (see improved standards for Middle and Lower Ability Pupils) however this was focused upon KS4 in the main. Some of these have been maintained and in Years 7-9 and extra class has been introduced for all Core and EBACC subjects as well as a number of the 'Open' subject areas.

## *Spending of Pupil Premium Funding in 2016-17*

<b>Detail</b>	<b>Cost</b>
Attendance and Welfare Officer	£47500
Maths, English and partial RE, Languages and Science Teacher	£108000
Pupil Premium Coordinator	£2500
Maths Learning Support Assistant	£10200
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	£4100
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	£39600
SLT time and allocation with a particular focus on attendance	£16100
Administrative Support across the Pupil Premium Targeting	£3500
In School Speakers – Aspiration	£700
Educational Visits & Outside Speakers and Mock Interviews	£1900

# Impact Summary 2016-17

## Disadvantaged Pupils Diminishing the Difference

### 2017 Key Stage 4 Results - Analysis

#### PROGRESS

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

The numbers in brackets highlight an adjusted cohort for Year 11 2016 and 2017 due to long term absence or similar at the time of the examinations.

We believe any judgement made of the school should reflect the number in brackets rather than Raiseonline figures. The numbers have been calculated using RAISEonline – School own data.

The safeguarding and attendance team will be happy to discuss, as far as they are allowed, any of the cases we have chosen to withdraw from our data. These are only a very small number of pupils.

<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 )
2017	-0.65(-0.55)	0.12	-0.77 (-0.67)

This table shows that performance of Disadvantaged pupils was significantly below national for all pupils but that the school is strategically trying to improve its performance of Disadvantaged pupils as can be seen by the 0.3 (0.4 if accepted) rise in Progress 8. It is Diminishing the Difference.

The Difference would indicate that the Difference is diminishing more rapidly as it has fallen by well over one third.

The DATA DASHBOARD indicated in 2016 that Progress 8 for Low and Middle Ability Disadvantaged pupils is in the lowest 10% nationally compared to all pupils. Given the improvements in All Middle Ability Pupils performance to -0.03 from -0.30 and improvements in Disadvantaged overall we expect a significant move upwards. Our own current calculations indicate this as well.

Our own measurements indicate that our Pupil Premium Lower Ability Pupils will outperform non Pupil Premium pupils of similar ability. This would reflect a marked improvement since 2016 outcomes.

This is not the same picture for Upper Ability Disadvantaged pupils. Their indicators show a drop in their Progress 8 Scores.

Full Attainment 8 scores for 2017 have not been released yet by the DfE and the table below will be updated when the data is available.

**OVERALL PROGRESS 8 by Ability**

<b>PROGRESS 8</b>	<b>Disadvantaged</b>	<b>Other - National</b>	<b>Difference</b>
2015 Lower Ability Pupils	-1.02	0.19	-1.21
2016 Lower Ability Pupils	-0.65	0.19	-0.84
2015 Middle Ability Pupils	-1.02	0.14	-1.16
2016 Middle Ability Pupils	-0.89 (-0.70)	0.14	-1.03 (-0.84)
2015 Upper Ability Pupils	-0.84	0.07	-0.91
2016 Upper Ability Pupils	-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 pupils.

## 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 Pupils	-2.00	0.16	-2.16
2016 Lower Ability Pupils	-0.05 (-0.05)	0.16	-0.21
2017 Lower Ability Pupils	TBC		
2015 Middle Ability Pupils	-0.42	0.11	-0.99
2016 Middle Ability Pupils	-0.35(-0.11)	0.11	-0.6 (-0.22)
2017 Middle Ability Pupils	TBC		
2015 Upper Ability Pupils	-0.27	0.05	-0.32
2016 Upper Ability Pupils	0.06 (0.06)	0.05	+0.01
2017 Upper Ability Pupils	TBC		
2015 ALL Pupils	-0.53	0.09	-0.91
2016 ALL Pupils	-0.22	0.09	-0.31
2017 ALL Pupils	-0.17*	0.09	-0.26

***\* Included in this cohort are a significant number of pupils who have received an increased grade due to a remark. We await the impact of these changes to be calculated.***

2017 data indicates that the difference continues to diminish and that English results for Disadvantaged pupils at Broughton Hall are below national for All Pupils and below pupils who are non-Pupil Premium. However the difference is being diminished.

The standards improved upon from 2015 to 2016 have been maintained in 2017 for all pupils that are disadvantaged.

The improvement in English for ALL Pupils has also improved for the Progress 8 English measure. This is pleasing. Some of this is due to the Pupil Premium spend aimed at improving class size and feedback for the Pupil Premium pupils.

## MATHS - Disadvantaged

<b>PROGRESS 8</b>	Disadvantaged	Other – National	Difference
2015 Lower Ability Pupils	-1.27	0.19	-1.46
2016 Lower Ability Pupils	-1.13	0.19	-1.32
2017 Lower Ability Pupils	TBC		
2015 Middle Ability Pupils	-0.97	0.12	-1.09
2016 Middle Ability Pupils	-1.06	0.12	-1.18
2017 Middle Ability Pupils	TBC		
2015 Upper Ability Pupils	-1.12	0.06	-1.18
2016 Upper Ability Pupils	-0.63	0.06	-0.69
2017 Upper Ability Pupils	TBC		
2015 ALL Pupils	-1.05	0.11	-1.16
2016 ALL Pupils	-0.94	0.11	-1.05
2017 ALL Pupils	-0.74	0.11	-0.85

### 2017 Data

The improvements in diminishing differences in mathematics are not as rapid enough as Broughton Hall would like for its pupils though they do show improvement year on year. Similar to English the Middle and Lower Ability Pupils improved upon their 2017 Progress 8 Score. However Upper Ability were on the wrong direction as their Progress 8 Score dropped below 2016 figures,

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

<b>MATHS</b>	A*-C (Grade4+)		Difference	<b>ENGLISH</b>	A*-C (Grade4+)		Difference
	Disadvantaged	Other - National			Disadvantaged	Other - National	
2014-15	52	73	-21	68	74	-6	
2015-16	44	75	-31	72	80	-8	
2016-17	51	75	-24	86	80	+6	

<b>ENGLISH &amp; Maths</b>	A*-C (Grade4+)		Difference
	Disadvantaged	Other - National	
2015-16* (new measure)	42	62	-20
2016-17	49	62*	-13

<b>EBACC</b>	A*-C		
	Disadvantaged	Other - National	Difference
2014-15	8	28	-20
2015-16	18	29	-11
2016-17	16		



The Attainment Thresholds demonstrate an improving picture for A\*-C (Grade 4+) measures consistently in English and an improvement from 2016 to 2017 in mathematics. Similarly in the English and Mathematics figures improvements can be seen

English results were above 80% for the A\*-C (Grade 4+) threshold for disadvantaged pupils which was above national according to initial data releases for all pupils. (Figures for non Pupil Premium are not yet available).

The EBACC suite of subjects showed a marked improvement in the Percentage of Disadvantaged pupils passing this benchmark from 2015 to 2016. Pleasingly this standard and improvement was maintained in the main into 2017.

### **Examples of SUBJECTS that reflect improvements and reflect Pupil Premium Spend**

#### **Spanish**

	A*-C	A/A*	3LOP+	4LOP+
2016	51	7	33	12
2017	81	13	65	26

The impact of prior spends on CPD, improved leadership, higher standards of Teaching & Learning, smaller groups and targeted use of the MFL Assistant for Pupil Premium Pupils have been factors in the improvement clearly seen above.

#### **Music – Peripatetic Spend Impact**

The peripatetic spending ensures that some pupils each year can access and succeed with the Music curriculum. This is part of our desire to make the curriculum balanced, open to all and successful.

	A*-C	A/A*	3LOP+	4LOP+
2016	100	33	33	33
2017	100	0	100	33

#### **Core Science**

	A*-C	A/A*	3LOP+	4LOP+
2016	31	7	22	7
2017	37	5	30	8

#### **Additional Science**

	A*-C	A/A*	3LOP+	4LOP+
2016	29	2	16	2
2017	43	2	37	8

The Science improvements reflect improved setting, LEAP training investment for staff and intervention activities bid for including Pizza Evenings.

## Business Studies GCSE

	A*-C	A/A*	3LOP+	4LOP+
2016	0	41	35	0
2017	8	75	42	17

## Business Studies BTEC (equivalents)

	A*-C	A/A*	3LOP+	4LOP+
2016	80	0	80	40
2017	92	0	92	58

Business Studies improved across the board with Intervention including the infamous 'Chippy Nights' as well as increased focus on quality teaching and learning. Staff within the department completed LEAP training to support and facilitates these improvements.

## ATTENDANCE

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

For external Barriers this has been a focus for Disadvantaged Pupils over the last three years in particular. Attendance for all pupils has been a Whole School drive and target for improvement. Many of the strategies have been aimed at Disadvantaged pupils 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 pupils and parents/carers. The attendance and PA measures have been a key measure for Broughton Hall pupils and judging the success of our Pupil Premium spending.

The FSM gap between Broughton Hall pupils and FSM pupils nationally has closed over time. The gap has improved from a **negative 3.2%** to a **negative 0.4% in 2017**. When comparing FSM pupils to all pupils nationally the difference has also reduced considerably with a move from **5.6% in 2012-13** to **2.6% in 2016-17**.

Similarly the gap between Disadvantaged pupils 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)

The story behind these numbers reflect a cultural change brought about by the prioritizing of Pupil Premium spending on attendance. The improved attendance of the pupils and in particular the Disadvantaged pupils is reflected in the improving Progress 8 Scores as well as the attendance figures.

Our instincts and assertions within school were backed up by the research of Shona Macleod, Caroline Sharp, Daniele Bernardinelli in working for the National Foundation for Educational Research. The research – **'Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015'** was a useful document in demonstrating the causality of improved attendance can improve outcomes for our pupils.

**Table 2.1**

Attendance	2012-13	2013-14	2014-15	2015-16	2016-17
FSM BH	88.5%	89.7% ↑	89.8% ↑↑	93.2% ↑↑↑	92.4%↓
FSM National	91.7%	92.7%	92.5%	92.8%	92.8%
GAP with FSM Nationally	- 3.2	- 3.0	- 2.7	+0.4	-0.4
GAP with ALL Pupils Nationally	-5.6	-5.2	-4.9	-2.2	-2.6

**Table 2.1**

	2013-14	2014-15	2015-16	2016-17
Disadvantaged Pupils - BH	90.2%	91.1%	93.5% ↑	93.2%↓
All Pupils Nationally	94.9%	94.7%	95.0%	95%
GAP	- 4.7%	- 3.6% ↑	- 1.5% ↑↑	-1.8%↓

The figures for 2016-17 did not represent move for FSM Attendance to be above the lowest 10% nationally for ALL pupils but the school have made significant steps towards this goal since 2014-15. The national figure of 92.8% for FSM pupils was surpassed by Broughton Hall pupils 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 pupils. In 2016-17 this was targeted to be maintained but fell slightly.

Disadvantaged pupils' attendance was also monitored. Again significant improvement was noted with a 3% rise over the 4 years tracked.

Importantly the attendance team and Disadvantaged pupils 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 pupils attendance. Pleasingly this has also supported improvements in attendance for all pupils.

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)	2016-17
FSM BH	20.4% ↑	21.5% ↓
All Pupils Nationally	12.4%	12.4%
GAP	-8%	-9.1%
FSM National	25.1%	25.1% (Estimate)
GAP	+ 4.7% ↑	+3.6%

The PA figures show a pleasing decline from 2014-15 to 2015-16 and very slight rise in 2016-17. This reflects the improvements in attendance and previous Persistent Absentees improving their attendance.

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