

Pupil Premium Plan 2020-2021

We at Byrchall High School believe all pupils should be provided with a quality first educational experience that enables them to meet their full potential regardless of social and economic circumstance.

SUMMARY INFORMATION	2019-20	2020-21
Total number of pupils on roll	960	970
% of pupils in receipt of PP	25.6%	32%
Amount of money received per pupil	£935	£955
Total amount of PP monies received	£263 310	£244 480

The Pupil Premium is additional funding that is given to raise the attainment of disadvantaged pupils and to close the gap between them and their peers.

Byrchall High Pupil Premium Objectives for 2020-21 are as follows:

1. To raise the attainment and achievement of pupils in receipt of pupil premium across all year groups so that gaps close to national average 'other' across P8, A8 and the basics measure.
2. To ensure that pupils who require additional social and emotional and behavioural support receive the necessary interventions within a timely manner. Attitudes to learning data will indicate that key measures are reducing across the school and that all gaps are closing.
3. To raise the attendance of pupils in receipt of pupil premium across all year groups in order to decrease the proportion of pupils who are PA in this category and ensure that attendance for these pupils is as close to 95% as possible.
4. To increase pupils' aspirations and enabling them to participate in a wide range of extra-curricular activities. These increased aspirations will ensure that all PP pupils secure a positive Post-16 destination.

Background

The pupil premium is additional funding that should be used to tackle disadvantage. It is up to schools to decide how the pupil premium should be spent as they are best placed to assess the additional provision that is necessary for pupils in their school, as they are aware of their backgrounds, needs and experiences.

A child is eligible for Pupil Premium funding if they qualify for FSM or if they have been in continuous care for more than six months, or if they have met either of these criteria at any point in the last six years. They are also eligible if they are adopted or if they have parent(s) in the armed forces.

Barriers

The objectives above are focused around the main barriers and gaps that are seen with our pupil premium pupils. The main barriers lie within the areas of raising attainment and achievement, SEMH support, levels of cultural capital, raising aspirations post-16 and raising attitudes to learning and attendance. It must be noted that these barriers do not exist universally for all pupil premium pupils across school, but are barriers faced by a higher proportion of our pupil premium pupils, (following data analysis), or are strategies that we know can support pupil premium

pupils in other areas. In addition, due to the Covid 19 situation, internet access, devices and the need to adhere to social distancing guidelines all present our pupils with additional barriers to learning.

Context

Our 2019/2020 profile placed us in the third Quintile for PP. (*Secondary Inspection Data Summary 25th February 2020*)

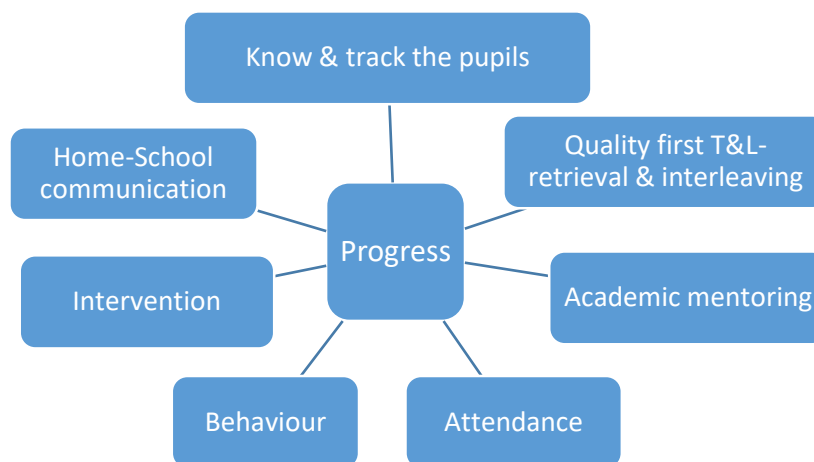
The current profile as of 1st December 2020 can be summarised by;

Year	Number of PP	% of PP
Year 7	72	38
Year 8	82	34
Year 9	52	29
Year 10	45	26
Year 11	57	30
Total	308	32

Data analysis of the previous 3 years GCSE results have evidenced a small improvement in the progress and attainment of this cohort. In particular middle and lower ability girls showed significant improvement. The progress of boys of all abilities despite securing improvement remains a focus. Further analysis of the data show that DP pupils with a SEND are an at risk group of underachievement. Over the last 2 years there has been strong improvements in both percentages of Standard (4+) and Strong (5+) passes in English and Maths, this improvement is less significant in other subjects and in particular the open bucket subjects remain a focus. The work conducted with MTA PP and PP+ pupils is strong and shows impact. There is a clear year 7 catch up programme for pupils identified as not meeting the required standard in English and/or Maths on entry which has supported a large proportion of students to reach expected. Attendance of PP is above National average and had improved prior to the pandemic.

Research of good practice has led to the following areas being identified; quality first teaching, staff awareness of pupil cohorts at all levels, rigorous monitoring coupled with swift interventions and monitoring the impact of interventions. Research regularly cites that for progress 50% of the work is via quality first teaching within the classroom via professional development, recruitment and retention, support for early career teachers, 25% via targeted academic support such as structure interventions, small group tuition, 1-2-1 support and 25% via wider strategies

such as behaviour approaches, increased attendance. This contextual information and wider research has informed our focus areas for further strengthening this aspect of school development this academic year.



Action Plan – Pupil Premium 2020-21

Areas for development	Goals
<ul style="list-style-type: none"> • Increase profile of PP across school. • Strengthen Quality First Teaching so it is responsive to individual gaps • Further Improve Outcomes of High ability PP girls • Improve Outcomes of Boys of All ability bands. • Improve Outcomes of SEN PP boys • Further improve the Attendance of PP cohort • Further strengthen home school links to increase engagement of those hard to reach • Further improve the evaluations of strategy to evidence impacts 	<ul style="list-style-type: none"> • Narrow the gap in P8 and A8 between DP and Non DP in particular within bucket 2 and open bucket so PP pupils achieve at least in line with their Non-PP peers. [2018-19: Non PP P8 0.21, PP P8 -0.60, Gap 0.81] • Raise aspirations within PP cohort leading to progress at least in line with their Non-PP peers [2018-19: Non PP P8 0.21, PP P8 -0.60, Gap 0.81] • Close the gaps from COVID closure so PP pupils achieve at least in line with their Non-PP peers. [2018-19: Non PP P8 0.21, PP P8 -0.60, Gap 0.81] • Narrow gap in attendance between DP and Non DP to 0. [2018-19: Non PP 95.8, PP 91.3%, Gap 4.5%]

<i>Measure</i>	<i>Activity</i>	<i>Success Criteria</i>	<i>Cost</i>	<i>Staff lead</i>	<i>Evaluation</i>
CURRICULUM					
Focus on PP pupils.	<p>Overview of all areas regularly disseminated – Whole School, HODs, Dept, Establish Achievement Strategic Group.</p> <p>Enhanced data analysis of cohorts / groups to inform strategic plans and next steps</p> <p>Ensure accountability of all staff for Pupil Premium Outcomes. Increased awareness of PP pupils via CPD, regular communication and PP wall. Effective Implementation of DTT to address gaps in knowledge and learning.</p>	<p>Strategic overview of PP strategies, interventions and impact</p> <p>Regular data analysis across all years with summative commentary informs Strategic group agenda / next steps</p> <p>Evidence via Line Management / Dept CPD / Progress Meetings show specific strategies implemented and reviewed</p> <p>PP pupils identified on class profile – strategies identified, implemented and reviewed (DTT).</p>	<p>Catch up/Pupil Premium salary – £16,883 (part funded by catch up premium)</p> <p>Data Analysis Manager / Post Holder</p> <p>Staff Time</p>	<p>CDS</p> <p>CE</p> <p>CDS / HOD</p> <p>CDS</p> <p>HODs</p>	
Quality First T&L	<p>Delivery effective T&L strategies via CPD including;</p> <ul style="list-style-type: none"> • ‘9 PP strategies that show impact’. • Questioning for pupil progress. • Effective Implementation of DTT to meet pupil needs and address learning gaps. • Personalising learning including boys, SEND and PP 	<p>At least 80% PP pupils making expected progress.</p> <p>Premium seating of PP pupils on seating plans.</p> <p>Increased directed questions use in lessons, evidenced by lesson observations and learning walks.</p> <p>Evidence of DTT responding to pupil needs with impact on achievement</p>	Within CPD budget	T&L team / CDS (re PP)	

	<ul style="list-style-type: none"> • Effective application of learning strategies <p>Ensure Class profiles / Intervention plans / QLA effectively identify student needs and delivery addresses</p> <p>Strategies for teaching from the front based on current educational research shared including feedback and checking for understanding strategies.</p> <p>Enhanced Dept / Individual CPD including launch NC platform</p> <p>Purchase and effective use of classroom visualisers to support teaching from the front for all departments.</p> <p>Quality Assurance cohort with response effectively evaluates impact on PP</p>	<p>Quality first teaching maintained as shown in lesson observations, learning walks.</p> <p>Quality of feedback and work monitored via work sample and student voice</p> <p>Interim reviews / Dept CPD targeted impacts practice</p> <p>Increased modelling and feedback as shown in lesson observations, learning walks and progress data.</p> <p>QA documentation highlighting impact of above strategies on PP pupils. Subsequent challenge if not.</p>	<p>Staff Meeting time</p> <p>Within CPD budget</p> <p>Within CPD Budget</p> <p>£1,000 (funded by Catch-Up Premium)</p> <p>Leadership time</p>	<p>HODs</p> <p>PP</p> <p>PP</p> <p>PP</p> <p>PP CDS HoD</p>	
<p>Ensuring low levels of literacy is not a barrier to success.</p>	<p>Increasing profile of reading for pleasure across the school (Refer to Literacy Plan).</p>	<p>Strengthen achievement across all subject areas and support addressing gaps that have arisen during lockdown</p>	<p>Literacy CPD & Resources via Literacy budget</p>	<p>IB JT</p>	

	<p>Use of Accelerated Reader at lower school to encourage regular reading and inform lower school delivery.</p> <p>Increase access to wider reading across all subjects including launch of MYON and Tutor period programme</p> <p>CPD on Literacy to support learning to include strategies for improving Reading and Vocabulary in the classroom</p> <p>Increased access to Literacy enrichment to enhance engagement with wider reading including Author visits and competitions</p> <p>Reading buddying programme to be extended across year groups to encourage reading out loud.</p> <p>Family reading opportunities to be increased.</p>	<p>Decrease the gap between chronological and reading age</p> <p>Wider exposure to reading across all subjects for all students</p> <p>QA evidences more effective support for students with lower literacy levels.</p> <p>Increase percentage of students reading for pleasure including those who are disadvantaged</p> <p>Programme of events for school community on offer</p> <p>Increased opportunities for families to engage with wider reading.</p>	<p>Literacy Resource: Accelerated Reader (Y7&8) and MyON (All Yrs) Resources - £6,062</p> <p>CPD Time</p> <p>Literacy Post holder and budget</p>		
<p>Improving Achievement of More Able & Boys</p>	<p>CPD revisiting effective More-able strategies (to include Teaching to the top, Challenge and support for all) that show impact.</p>	<p>Boys progress across all abilities achieve at least P8:0.</p> <p>Increase in 7-9 grades. 7-9 in English & Maths 2018-19: PP7%, Non-PP 20.4%, Gap 13.4%.</p>	<p>More Able/Boys Co-ordination - £19,000</p>	<p>PMV</p> <p>PMV</p> <p>PMV</p>	

	<p>Academic profile documentation produced and shared.</p> <p>Develop student metacognition knowledge. (Explicitly teach) pupils how to plan, monitor and evaluate their learning.</p> <p>Development of growth mind-set through LORIC further improves aspiration.</p> <p>Refer to More Able/Boys Plan.</p>	<p>Learning walks, student voice and work samples evidence higher levels of challenge and extension for the more able</p> <p>Programme in place to support student metacognition</p> <p>PiXL LORIC programme in place and student records evidence increased engagement</p> <p>More Able Plan implemented</p>	<p>Personal Development Budget</p>	<p>PMV</p> <p>PMV HoD</p> <p>DF, PMV HoY</p>	
Swift academic interventions	<p>Embed effective use of Departmental CPD to Diagnose student need, plan and implement therapy, and test effectiveness of approach.</p> <p>Refine and rebrand P6 > targeted study support within and outside of school day including school holidays.</p> <p>Increased home school communication for study support targeted pupils.</p>	<p>At least 80% PP pupils making expected progress.</p> <p>At least 95% attendance to sessions for targeted pupils.</p> <p>All departments to improve home school communication (including via Edulink/phone).</p> <p>Increased engagement and study support attendance.</p>	<p>Within school timetable.</p> <p>Intervention Fund £6,090.</p> <p>Dept time</p>	<p>SLT / HoD</p> <p>CDS HoD</p> <p>CDS / HoDs</p>	

Small group interventions	Capacity built for in-house intervention team comprising of an English, Maths and Science Teacher.	80% of students making at least expected progress in identified subject.	Intervention team salaries 50% - £41,371 (part funded by Catch-up)	CDS	
	Plan and implement intervention programme with clear entry / exit criteria	QA of intervention programme shows high levels of engagement, and effective delivery		CDS	
	Bespoke cross-curricular small group intervention with teaching staff via the use of pen portraits.	Individual Learning plans used to inform support	Staff periods – £12,000	CDS SC	
	Focused EBacc small group intervention for identified disadvantaged pupils through the NTP.	NTP programme engagement and access in place Improved achievement for targeted students.	£15,000 (funded by Catch-Up Premium)	CDS / HoD	
	Plan and implement programme of afterschool remote study support.	Increased access, engagement and attendance to revision support	Staff time & Intervention budget	CDS/HoDs	
	Relaunch GCSE Pod for all students and monitor PP usage	Increased usage of GCSE Pod as a revision tool	Licence budget	CDS / HOY10/11	
	PIXL build-up app Tassomai. 15 pupils in year 11.	Improved Science outcomes for identified students	Part of PiXL membership	CDS KLM	
	Tutor literacy/numeracy programme for identified SEND pupils who require additional support.	Improved outcomes in Literacy and Numeracy for SEND cohort	Built into SEND budget,	KS	

Bespoke English & Maths programme of study for identified cohort of year 7 pupils	<p>Further enhance Year 7 Catch Up provision in English and Maths, so that students identified make accelerated improvements in the basics.</p> <p>Tracking over time updated and impact of programme with bespoke support if required.</p>	<p>At least 80% of pupils caught-up with their secondary ready peers.</p> <p>Skills lesson programme of study resourced and in place.</p>	Within staffing budget.	IB JH	
SEND PP	<p>Tighter alignment with SEND department to ensure provision is cross mapped and cost effective.</p> <p>Regular strategy meetings between SENCO / PP Lead</p> <p>Mapping documentation in place effectively tracks intervention and support available</p> <p>SEND Cross-curricular meeting with Dept links focus on pupil need and next steps</p>	<p>At least 80% of cohort make expected or better progress from KS2 starting point.</p> <p>Mapping document outlines support and intervention to ensure effective deployment of resources and funding</p> <p>Quality First Teaching outcomes in place securing personalised planning to meet the needs of students identified</p>	Within SEND budget.	CDS KS	
PP+	Close tracking of PP+ pupils with bespoke support identified and implemented as required through the PEP process	<p>At least 80% of cohort make expected or better progress.</p> <p>Barriers to learning for cohort addressed through the PEP process</p>	Within LAC budget.	AH/KMacey	
Ensuring gaps in skills and	Coordinated programme of intervention for timetabled intervention staff	At least 80% of cohort making expected or better progress.	Intervention Team salaries 50% (See above)	CDS SC	

<p>knowledge have been narrowed.</p>	<p>Relaunch of GCSEPod as homework tool.</p> <p>Low stakes quizzes to build pupils confidence and identify gaps. Teachers to use this as DTT strategy to inform teaching.</p> <p>CPD in use of retrieval practice and interleaving to facilitate closing the gap.</p> <p>Form time programme in Literacy, Numeracy and Science to support progress of pupils.</p> <p>CPD effective use of Numeracy via 'How to Guides'</p>	<p>Increased engagement [2019-20: 4697 pods watched].</p> <p>Further embed the advancements of DTT and Retrieval evident in Learning walks, book sample and student voice</p> <p>Skills programme integrated into Tutor Periods to improve student Numeracy and Literacy</p> <p>Enhanced Maths outcomes and Numeracy skills.</p> <p>Strengthen staff confident in delivering cross-curricular Maths skills</p>	<p>Licence budget</p> <p>Within CPD budget.</p> <p>Within CPD budget</p> <p>Numeracy TLR – £2,903.</p>	<p>CDS HoY HoD</p> <p>HoD</p> <p>PP</p> <p>HoD E/M/S CE</p>	
<p>Remote learning plan that ensures all students have access to high quality learning throughout periods of isolation/closure.</p>	<p>Remote learning packs produced half termly for all year groups; allowing pupils who require paper work packs to receive one immediately.</p> <p>High quality bespoke CPD and guidance for all staff in delivery of remote learning (Including Microsoft Teams) and responsive teaching.</p>	<p>All pupils to access learning during periods of isolation/closure as per DFE guidelines.</p> <p>95% attendance and engagement to online lessons during periods of isolation.</p> <p>All staff deliver online lessons confidently.</p>	<p>Learning packs - £2000</p> <p>£1,100 (from Catch-Up Premium).</p>	<p>PP</p> <p>PP</p> <p>PP</p>	

	<p>Robust tracking of home learning engagement by attendance and pastoral team to ensure maximum pupil's progress including PP / vulnerable. No pupil is lost.</p> <p>Ensure equality of access to devices and internet via regular surveys and feedback</p> <p>Implement Laptop Loan system and address barriers to access identified</p> <p>Implement Return to Learn post Covid discussion between tutors and students to identify next steps required</p>	<p>95% attendance during periods of isolation.</p> <p>All staff to deliver high quality online lessons and are clear on progress of learners.</p> <p>All students have access to remote learning offer from day 1</p> <p>Loan system in place and effectively allocated</p> <p>Return to learn effectively identifies need and informs next steps</p>	<p>Support Staff deployed</p> <p>CPD Budget</p> <p>DFE Laptops</p> <p>Pastoral Resources</p>	<p>PP / AH / CDS /NJ / HOY</p> <p>PP</p> <p>PP</p> <p>DF/TW/HOY</p>	
PERSONAL DEVELOPMENT (INC ATTENDANCE, BEHAVIOUR, SAFEGUARDING)					
Monitoring & swift intervention of attendance	<p>Increase attendance to narrow gap between PP and Non-PP pupils through effective staff training, tracking, intervention and support systems (Refer to Attendance Plan).</p> <p>Transportation subsidy supports attendance and</p>	<p>Narrow gap between PP and Non-PP attendance. [2018-19: Gap 4.5%].</p> <p>Reduce gap in PP PA. [2018-19: Gap 14%].</p>	<p>Attendance officer- £37,448</p> <p>Transport subsidy - £28,310</p>	<p>AH NJ</p> <p>DF</p>	

	access to school from most deprived catchment wards	Lack of transport / affordability is not identified as a barrier to attendance			
Plan and implement programme focused on well-being and support post school closure and during pandemic.	<p>Implement Post-Lockdown Well-Being programme via CASP / Tutors and PE</p> <p>All staff access accredited Well-Being training</p> <p>Implement personalised programme for identified pupils with identified barriers.</p>	<p>Raise achievement - 80% of cohort making at least expected progress.</p> <p>Student voice identifies effective reintegration post lockdown</p> <p>Improved wellbeing leading to increased attendance and engagement with lessons.</p>	<p>Planning time / CPD</p> <p>Pastoral support and behaviour support staffing - £63,318</p>	<p>DF TW HoY</p> <p>HoY JC</p>	
Ensuring a smooth year 6 – 7 transition.	<p>Modified transition for year 6 pupils to ensure parents and pupils are adequately prepared for September 2021.</p> <p>Virtual meet the tutor events organised.</p> <p>Website redesign with bespoke transition section including: virtual meet the team, subject area introductions and lessons and virtual tour.</p> <p>1-to-1 meetings with identified pupils to identify and overcome barriers to learning.</p>	<p>All students have access to pastoral support on arrival.</p> <p>Retain Year 7 pupil numbers. 2020-21 192.</p> <p>Barriers to learning effectively identified and plans in place to address</p>	<p>Within transition budget.</p> <p>Part of Pastoral Support Staffing</p>	<p>DF</p> <p>NJ</p>	

Strengthening engagement as a barrier to achievement.	Close monitoring of students' engagement & ATL over time planning, implementing and evaluation of personalised interventions.	80% of cohort making at least expected progress. Improved engagement and ATL scores for students identified	Part of Pastoral support and behaviour support staffing	HoD HoY DF TW NJ KS	
High aspirations securing positive outcomes for pupils	All Y10/11 pupils to receive personalised guidance with PP prioritised. Locate different opportunities for raising aspirations* Virtual speakers and panels, refreshments Refer to Careers/Aspiration Plan & Able/Boys Plan.	80% of cohort making at least expected progress. Ensure NEET figure remains in line with previous figures for all pupils.	Within careers budget	TW AR	
LEADERSHIP					
Strategic planning, tracking and delivery	Strategic review of PP practice and responsibilities Increase profile and secure accountability at all levels Implement strategic plan with milestones to review progress.	Strengthened strategic plan and implementation Ownership of PP agenda by all staff leading to improved provision	DoL responsible for PP & Intervention (See above)	CDS	
Robust tracking of pupil progress at all levels including groups of pupils.	Close tracking of students effectively informs delivery, intervention and bespoke tutoring (including use of NTP) which supports raising achievement	At least 80% of cohort making expected progress. QA of Intervention sessions	Data tracking lead and oversight – £9,854	CDS CE KS PMV HoD HoY	

Renewal of GCSEPod to provide support for consolidation of current and prior learning,	Relaunch to staff in CPD. Relaunch to pupils by use of publicity tools including tutor time roll out presentation. Earlier usage by Year 9 and year 10.	Increase in usage from 2019-20: 4697 pods watched. 85% of students judged as making at least expected progress by the end of the year.	Within Licence Subscription Renewal Budget	CDS	
Maintain high quality home-school communication	New system in place for parents' evenings 2020-21 to ensure regular contact home.	High levels of parental engagement via virtual approach supports raising achievement. 85% of students judged as making at least expected progress by the end of the year.	Pastoral / Support Staff Deployment	TW DF HoY	
Ensuring those entitled to PP claim.	Increased information on website/head teacher letter for parents. Identified pupil families support with claim process if necessary.	No pupil entitled to PP funding doesn't claim due to lack of knowledge.	Support Staff Deployment	CDS	
Removing physical barriers to learning.	HoD bids for equipment for PP pupils.	Lack of equipment is not cited as a barrier. At least 80% of cohort making expected progress.	PP contingency budget. £10,000	CDS CE	