

# Pupil premium strategy statement – Byrchall High School

## School overview

Metric	Data
School name	Byrchall High School
Pupils in school	976
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£244 480
Academic year or years covered by statement	2020/21
Publish date	October 2020
Review date	September 2021
Statement authorised by	P Paul
Pupil premium lead	C Smith
Governor lead	J Shaw & S Barton

Pupil profile	Total	Male	Female	SEND	LAC	Prior attainment
Y11	57	24	33	9	5	Low: 14 Middle:33 Upper/High:10
Y10	45	21	24	9	3	Low: 4 Middle:15 Upper/High:19
Y9	51	30	21	6	2	
Y8	86	45	41	13	5	
Y7	72	35	37	16	3	

Cognition with a number with SEMH make up the majority of SEND profile within the school.

Attendance		
	National 2018-19	School 2018-19
% of Non PP Cohort	95.2%	95.8%
% of PP Cohort	90.8%	91.3%
% PA of Non PP Cohort	19.8%	9.7%
% PA of PP Cohort	23.4%	23.7%

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.57	Nat average PP -0.45
Ebacc entry	34.9%	Nat average PP 27.79%
Attainment 8	37.79	Nat average PP 36.70
% Grade 5+ in English and maths	34.9%	Nat average PP 24.7%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve 0 or better	Sept 2022
Attainment 8	PP cohort to achieve National Average for attainment for 'non PP pupils' (2019 50.3%)	Sept 2022
% Grade 5+ in English and Maths	Narrow gap in English and Maths 5+ scores for PP pupils so closer with National (2019 Gap – 10%).	Sept 2022
Other	Narrow gap in attendance between PP and NonPP 18-19: PP 91.3% NonPP 95.8%. (Gap 4.5%)	Sept 2022

## Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Continue to improve consistency of Teaching and Learning with a specific focus on swift improvement in Science, Humanities and Languages therefore securing increased achievement for all pupil premium students including those who are More-Able and Boys.</p> <p>Embed effective use of Departmental CPD to Diagnose student need, plan and implement therapy, and test effectiveness of approach.</p>
Priority 2	<p>Secure strong profile of Literacy including reading for pleasure and vocabulary across the school so that gaps in literacy levels can be addressed effectively</p> <p>Reduce the gap between reading age and chronological age through effective implementation of Literacy Action Plan 2020-21</p>
Barriers to learning these priorities address	<p>Addresses low literacy levels of some students that impact subject performance across the curriculum. Addresses and improves departmental methods of tracking and feedback resulting in more targeted .</p>
Projected spending	<p>Literacy Resource: Accelerated Reader (Y7&amp;8) and MyON (All Years) Reading Programmes and Resources - £6062</p> <p>Numeracy Co-ordinator - £2903</p> <p>More Able/Boys Co-ordination - £19 000</p> <p>Pupil Premium contingency spending - £15,000</p> <p>Catch up/Pupil Premium salary - £16 883 (part funded by catch up premium)</p>

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Further enhance Year 7 Catch Up provision in English and Maths, so that students identified make accelerated improvements in the basics.</p>
Priority 2	<p>Targeted intervention and support for pupils implemented across school and at department level, is effective in addressing identified learning gaps including those exacerbated by Covid closures. This results in improved achievement.</p> <p>Increase use and access of Remote Learning provision to support pupil progress for identified pupils.</p> <p>Ensure Accountability of all staff for Pupil Premium outcomes.</p>

Barriers to learning these priorities address	Low aspirations leading to some pupils not fully engaging with support offered to them. Low engagement levels.
Projected spending	Intervention Team salaries 50% - £41 371 Data tracking lead and oversight - £9 854 Remote learning work packs - £2,000 Intervention timetable periods - £12,000 Intervention strategies - £6,090

### Wider strategies for current academic year

Measure	Activity
Priority 1	Increase attendance to narrow gap between PP and Non-PP pupils through effective tracking, intervention and support systems (2018-19 10% Gap) Transportation subsidy supports attendance and access to school from most deprived catchment wards Further strengthen pastoral systems so that barriers to learning are effectively identified and appropriate intervention is in place to ensure good levels of attendance, behaviour and engagement further impacting on raising achievement
Priority 2	Close tracking of students effectively informs delivery, intervention and bespoke tutoring (including use of NTP) which informs raising achievement
Barriers to learning these priorities address	Lower than average attendance to address academic gaps. Wellbeing barriers.
Projected spending	Pastoral support and behaviour support staffing - £63 318 Attendance officer- £37 448 Transport subsidy - £28 310

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure staff have the time to develop professionally and have deeper curriculum discussions with colleagues.</p> <p>Ensure staff engage with current educational research to drive improvements in Teaching &amp; Learning including in the specific subject areas cited.</p>	<p>Effective use of staff development meeting times including departmental CPD periods to implement DDT strategy.</p> <p>Increased staff capacity and monitoring in place, to hold staff accountable and provide appropriate support and development.</p>
Targeted support	<p>Swift identification of needs and swift responsive action.</p> <p>Engagement of pupils with intervention programmes.</p>	<p>Effective deployment of intervention team.</p> <p>Home school links strengthened to increase buy-in.</p> <p>Increased senior management capacity in place, to hold staff accountable and provide support and development.</p>
Wider strategies	<p>Further improving attendance to maximise the impact on progress of other initiatives.</p> <p>Strengthen Pastoral Systems so they continue to effectively target and overcome barriers to learning</p>	<p>Attendance data regularly shared with staff, form tutor focus on attendance with pupils.</p> <p>Pastoral Team to explore barriers to attendance with pupils, families and teachers.</p> <p>Attendance team to provide support/action to those whose attendance is a concern.</p>

## Review: last year's aims and outcomes

Aim	Outcome
Improved teaching and Learning: Effective use of departmental weekly CPD period to address issues, develop a coherent and carefully planned effective curriculum. To continue to develop high quality and effective teaching; leading to improved outcomes.	Partially met – the attainment 8 figure improved but the progress 8 figure only marginally improved. A gender gap remains.
Develop catch up programmes in English and maths, with additional staffing capacity. The Study Centre and its additional staff developed to provide support for students, in addition to the support provided by teaching staff in lessons.	Partially met – the % of pupils achieving 5+ in English and Maths improved, this is now to be fully embedded taking into account the absence of KS2 data and impact of Covid closures.
Embed a remodelled MTA academic induction with specific focus on MTAs that are also disadvantaged, with Pastoral Support Officers	Achieved.