

## Pupil premium strategy statement

Considering best practice advice from the DFE and EEF, Byrchall High School now publishes a longer-term Pupil Premium Strategy Statement which is reviewed annually. The impact will be reviewed annually and any concerns addressed. The impact of socio-economic issues and, in addition, the COVID-19 pandemic will need to be addressed in the long term.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### EEF Research

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

**Targeted Academic Support:** Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

**Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

## School overview

Detail	Data
School name	Byrchall High School
Number of pupils in school	978
Proportion (%) of pupil premium eligible pupils	29.1% (285 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	13 <sup>th</sup> September 2021

Date on which it will be reviewed	1 <sup>st</sup> July 2022
Statement authorised by	A Birchall
Pupil premium lead	C Smith
Governor / Trustee lead	J Shaw

## School profile

Year	Number of PP	% of PP	Male	Female	SEND	PP+	SPP
Year 7	59/194	30%	24	35	21	0	1
Year 8	74/191	39%	36	38	16	3	5
Year 9	80/247	32%	43	37	16	3	4
Year 10	43/171	25%	26	17	7	2	3
Year 11	40/170	24%	19	21	9	3	1
Total	296/973	30%	148	148	69	11	14

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,698
Recovery premium funding allocation this academic year	£41, 252
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£312, 950

# Part A: Pupil premium strategy plan

## Statement of intent

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.

Our objectives for disadvantaged pupils are outlined below:

1. To raise the attendance of all pupils in receipt of pupil premium including SPP, SEN PP and PP+ 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.
2. To raise the attainment and achievement of all pupils in receipt of pupil premium, including SPP, SEN PP and PP+ across all year groups so that gaps are close to national average 'other' across P8, A8 and the basics measure. Teacher CPD ensuring all pupils receive quality first teaching, with curriculum adaptation to support learners as appropriate.
3. To ensure that pupils who require additional social, emotional, and behavioural support receive the necessary interventions within a timely manner. Summer school and transition events supporting this. Attitudes to learning data will indicate that key measures are reducing across the school and that all gaps are closing.
4. To increase pupils' aspirations. These increased aspirations will ensure that all PP pupils, including SPP, SEN PP and PP+ pupils follow an aspirational curriculum, experience a smooth transition from lower to upper school and secure a positive Post-16 destination.
5. Varied curriculum plus offer that develops cultural capital of pupils.

This strategy plan has been written with these objectives in mind and in line with best practice evidence from EEF and DfE.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance gap exists between DP and Non-DP pupils.
2	Literacy levels, gap between chronological age and reading age.
3	Pupils not secondary ready on entry.
4	Gaps in learning due to attendance and impact of Covid,
5	Low aspirations for some pupils leading to low engagement levels.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Narrow gap in attendance between DP and Non-DP pupils.	DP pupils' attendance to be in line with Non-DP. 2019 Nat gap 10%. 2018-19: Non PP 95.8, PP 91.3%, Gap 4.5%
Narrow gap between reading age and chronological reading age.	80% of pupils to have a reading age close to their chronological age so that reading is not a barrier to success.
Pupils on entry identified as not secondary level receive bespoke intervention to ensure catch-up with peers.	80% of pupils identified successfully close the gap within 1 academic year. Pupils who have not to continue to receive bespoke intervention.
Close the gaps in learning as a result of school closures and periods of isolation.	<p>Progress of DP pupils to be in line with Non-DP. 2019 Nat Av -0.45, Gap -0.58</p> <ul style="list-style-type: none"> <li>- 2017-18: Non PP P8 -0.09, PP -0.61, Gap -0.52.</li> <li>- 2018-19: Non PP P8 +0.21, PP -0.60, Gap -0.81</li> <li>- 2019-20: Non PP P8 + 0.43, PP -0.57, Gap -1.00</li> <li>- 2020-21: Non PP P8+ +0.36, PP -0.38, Gap -0.74</li> </ul> <p>Attainment of DP pupils to be in line with Non-DP. 2019 Nat Av 3.67, Gap 1.34</p> <ul style="list-style-type: none"> <li>- 2017-18. Non PP:5.34, PP:4.08. Gap:1.26</li> <li>- 2018-19. Non PP:5.30: PP:3.77. Gap:1.53</li> <li>- 2019-20. Non PP:5.72, PP:4.41. Gap:1.31</li> <li>- 2020-21. Non PP:5.63, PP: 4.41. Gap: 1.22</li> </ul>
All DP including those that are SPP and PP+ pupils to have high aspirations and secure outcomes to enable them to continue with the next steps in their education and/or employment.	<p>Pupils follow an aspirational curriculum that offers depth and breadth.</p> <p>NEET figures for DP pupils to remain low 2019 &amp; 2020 NEET 0.</p> <p>Attitude to learning levels in line with non-DP pupils.</p> <p>Reduction in behaviour logs over time for identified DP pupils.</p>



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £123 025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of internal intervention team comprising of English, Maths and Science teachers.	EEF Guide to the Pupil Premium.	1, 2, 3 & 4.
Continue to improve consistency in Teaching and Learning with a specific focus on swift improvements in EBacc and Open Bucket subjects,	EEF Guide to the Pupil Premium EEF Guidance Report: Teacher Feedback to Improve Pupil Learning. EEF Toolkit: Homework EEF: Collaborative Learning Approaches EEF: Oral Language Interventions.	1, 2, 3 & 4.
Effective use of departmental CPD to diagnose student need, plan and implement therapy to successfully close gaps in learning.	EEF Evidence Insights: Diagnostic Assessment	1, 2, 3 & 4.
Purchase of MyOn & AR to reduce gap between reading age and chronological age whilst promoting a love of reading.	EEF Guidance Report: Improving Literacy in Schools. EEF Toolkit: Reading Comprehension Strategies	1, 2, 3 & 4.
More able coordinator and subsequent plan leading to improvements in strength and depth in the classroom resulting in high levels of attainment and progress for these pupils.	EEF Toolkit: Individualised Instruction	1, 2, 3, 4 & 5.

### Targeted academic support

Budgeted cost: £ 79 254

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Small group intervention programme for identified students via in house English, Maths, Science & SEND intervention team.	EEF Toolkit: Reading Comprehension Strategies EEF Toolkit: Small Group Tuition EEF Toolkit: Extending School Time EEF Guidance Reports: Use of Teaching Assistants. EEF Toolkit: Teaching Assistant Interventions.	2, 3 & 4
NTP for identified pupils including SEN PP and PP+ in core and EBacc subjects.	EEF Toolkit: Small Group Tuition EEF Toolkit: Extending School Time	2, 3 & 4
School-led tutoring for identified pupils including SEN PP and PP+..	EEF Toolkit: Small Group Tuition EEF Toolkit: Extending School Time	2, 3 & 4.
Catch-up provision for pupils identified as not secondary ready in English and Maths.	EEF Toolkit: Individualised Instruction EEF Toolkit: Phonics	2, 3 & 4.

## Wider strategies

Budgeted cost: £129 076

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Increased capacity within attendance team with addition of attendance officer.	EEF Guide to the Pupil Premium. EEF Toolkit: Parental Engagement. EEF Toolkit: Social and Emotional Learning.	1 & 5.
Transport subsidy supports attendance and access to school from most deprived catchment wards.	EEF Guide to the Pupil Premium	1 & 4.
Further strengthening of pastoral systems so that barriers to learning are effectively identified and appropriate intervention in place to ensure good	EEF Guidance Report – Improving behaviour in schools. EEF Toolkit: Behaviour Interventions EEF Toolkit: Mentoring	1, 4 & 5.

levels of attendance, behaviour and engagement including academic mentoring.		
Careers and curriculum+ plan in place leading to raised aspirati0ons of pupils.	EEF Guide to the Pupil Premium	1, 4 & 5.

**Total budgeted cost: £331 355**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**\*\*See Pupil Premium Review 2020-2021 document\*\*.**

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, standardised teacher assessments were used across school to measure attainment, performance and identify gaps across the academic year 2020-2021.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider