Pupil Premium Strategy Statement 2023-2024

School overview

Detail	Data
School name	Barnhill Community High School
Number of pupils in school	1578
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	Three years
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr John Jones & Mrs Tayyba Qureshi
Pupil premium lead	Andrew Mashida
Governor / Trustee lead	Jackie Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 480,240
Recovery premium funding allocation this academic year	£ 128,340
Pupil premium funding carried forward from previous years	NA
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 608,580

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding that aims to improve the educational outcomes of disadvantaged pupils. Evidence shows that children who come from disadvantaged homes generally face additional challenges and barriers in reaching their full potential and as a result do not perform as well as non-disadvantaged pupils. At Barnhill we believe that ALL students can and should succeed despite their social or economic backgrounds. Our intent is to raise aspirations and instil our pupils with the academic and personal qualities needed to be positively active and contributing members of society, capable of achieving success beyond school.

Our strategy is informed by research and a variety of data that allows for the identification of the internal and external barriers to learning faced by our disadvantaged pupils. Once barriers are identified, we aim to provide our disadvantaged students with bespoke interventions and appropriate skillset, targeted at overcoming these challenges and barriers to learning using our 3-tiered approach in line with the EEF guidance.

Our Pupil Premium outcomes for the last five years are significantly above national average; however, we are aware of the short and long term impact COVID has/will have on our students. As such, this year's strategy places great importance on CPD for our teaching and non-teaching staff in order to further embed opportunities in every lesson that allow students to develop their literacy and numeracy skills. Our Character Curriculum will continue to create opportunities that enhance pupil's cultural capital and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	**Lower levels of literacy** Based on literacy on-line data
2	**Accessibility to resources** Our commitment to our disadvantaged students having equal access to resources and opportunities is integral to our whole school strategy, enabling them to develop their knowledge and understanding of the world and achieving success.
3	**Independent learning skills** Lack of motivation and skillset to learn independently and self-regulate, enabling academic resilience and the ability to articulate learning strategies they have acquired.
4	**Lower levels of attendance** In some year groups, our disadvantaged students are likely to be late more often or have higher unauthorised absences.
5	**Lower than expected aspirations** Our disadvantaged students often come from homes where there may be no experience of higher education, this can lead to low aspirations as well as a general inability to set ambitions and long-term goals.

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
1. Disadvantaged students read fluently, regularly and widely with good comprehension, enabling them to develop literacy skills to easily access the curriculum and national and internal assessments.	- Disadvantaged pupils reading ages improve as they progress through the curriculum. - The reading age gap between disadvantaged and non-disadvantaged pupils decreases year upon year.

	- Learning walks and literacy assessments show that a reading activities are well embedded across the curriculum. - Pupil voice regarding opportunities and the benefits of reading is positive.
2. Disadvantage students continue to make exceptional progress in all subjects particularly in English and Maths. Students consistently take up resources that the school offers to support their learners, e.g. Saturday interventions, enrichment, books, trips and others.	- Disadvantaged students make progress in line (and increasingly above) with the schools expectations and significantly above national average - Increased number of disadvantaged students are entered for the full Ebacc qualification. - Disadvantaged students participate in clubs and trips equally to non-PP - Disadvantaged pupils have daily opportunities to read. Students below their chronological reading age are enrolled in one of the school's reading intervention programmes; making sustained rapid progress.

3. Disadvantaged students demonstrate positive attitude to learning. Their contributions have an impact within and beyond the classroom.	- Learning walks demonstrate that students are engaged and active in their learning.
	- The books & assessments of disadvantaged students demonstrate sustained progress of knowledge and skills over time with evidence of knowing more, remembering more and applying more
	- Student/staff voice and schools records show positive attitudes to learning.
	- Disadvantaged students are well represented amongst:
	    ➢ Ethos Committee
	    ➢ Prefects
	    ➢ Student council
	- Not an over representation in behaviour incidents.
	- Attitude to Learning data demonstrates increasingly higher average point score for disadvantaged students.
	- Not an over representation of homework detentions, where students are completing their hw tasks in line with non-PP students

4. Disadvantaged students have excellent levels of attendance & punctuality. Student voice shows students feel safe and supported by the school.	- Attendance is in line or above national averages. - Students with low attendance & punctuality are supported by the school's attendance and pastoral teams using tactics such as reports and parent meetings. - Clear and effective use of the school's attendance & punctuality policy, with appropriate referrals made once the threshold is met. - Personalised and close contact with home to ensure the school is working in collaboration with parents and students - Rewards are proactively promoted with PP students
5. Disadvantaged students access level 3 Post 16 courses and secure places at Universities (including Russell Group), employment and apprenticeships.	- Destinations records demonstrate an increasing number of disadvantaged students taking Level 3 post 16 courses.

	• Sixth form destinations show an increasing number of students go onto higher education, including Russell Group universities, employment and apprenticeships • Disadvantaged students are well represented amongst the Gifted & More Able cohort

Pupil Premium Spending

Activity in this academic year – 2023-2024
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Item:	Cost:	Objective:
Whole school development		
CPD	£10,000	A bespoke tailored CPD plan allows for all members of staff to develop in their roles and strengthen Quality First Teaching, leading to low staff turnover and thus an enhanced quality of education for all students.
SLT meetings 2hrs x 4 = 8hrs	£8,191	Ensuring that students are taught by subjects specialists, experts in their fields in order to expose our pupils to the best that has been thought and said.
Staffing (1 staff extra in English, maths and science)	£148,640 (core) 1 extra X6 class in year 11: £12,099	Assistant Head Teacher in charge of tracking and monitoring the progress of PP students that leaders at all levels take accountability and close gaps.
PP AHT (1-day P/W)	£20,218	A key responsibility for tracking, identifying PP students and intervening to ensure they achieve as well as non PP.
TLR in Maths	MBH £7,220	A key responsibility for tracking, identifying PP students and intervening to ensure they achieve as well as non PP.

Assessments		
Literacy on-line	£8,400	These are carried out twice a year enabling systematic tracking of students' reading ages. This method allows for clear identification of students in need of extra literacy support and review the impact of our reading implementation.
MidYis	£5,072	MidYis is used in the absence of KS2 data. This data is used to ensure all students are set appropriate and aspirational targets.
Access arrangements- testing and invigilation	£33,000	To remove barriers experienced by students during formal examinations in order to ensure students with bespoke needs are not disadvantaged.
Reading Interventions		
Lexia	£3,050	The programme aims to develop student's reading/literacy skills whilst also improving comprehension and brining students' literacy proficiency in line with their peers.
Bedrock Learning	£8743	A program designed to help develop a breadth of vocabulary across all subjects and set as part of homework in English
Thinking Reading	£6,457	An intensive programme aimed at students who are 2 years or more below their chronological reading age, enabling students to make rapid and sustained progress and bring in line with their peers to access the curriculum.
Accelerated Reader	£4,824	Promotes the love of reading and accessibility to all subjects
Reading technologies coordinator	£4,338	To ensure that reading is at the heart of the curriculum, introducing a consistent approach across the school to promote reading.
Targeted Academic support		
KS3 and KS4 Raising Standards Leaders	£25,034	To use assessment In order to track and monitor the progress made by students belonging to protected cohorts. Enabling middle leaders with the identification of underperforming students and facilitating the necessary intervention aimed at reducing gaps in knowledge and content.
Numeracy bursary	£1500	

Protected Cohorts Maths Rep	£1,500	Uses Maths assessment data to identify underachieving students belonging to the protected cohorts. Advises the department regarding necessary adaptations to intent & implementation that will allow students to make the expected progress and bridge gaps in skill and knowledge.
Protected Cohorts English Rep	£1,500	Uses English assessment data to identify underachieving students belonging to the protected cohorts. Advises the department regarding necessary adaptations to intent & implementation that will allow students to make the expected progress and bridge gaps in skill and knowledge.
GAMA (Gifted And Most Able) coordinator (JCO TLR)	£2,072	Ensures students who make exceptional progress and attainment are recognised and supported in through post 16 and higher education processes. To promote this especially with PP students to raise aspirations.
Out of school hours Interventions. (Saturday) & Half terms. (Only year 11)	£62,770	These interventions are targeted at those who would most benefit from learning in smaller groups. COVID catch up plans involve a series of interventions with a particular focus on core subjects.
Yr11 Maths Breakfast Club	£3,000	Students in need of extra support in Maths are able to attend this intervention on a daily basis, building both confidence and knowledge in the subject.
Breakfast/Homework club	£10000	Provide opportunities and appropriate nurture support to enable pupils to access learning beyond the classroom (homework).
Educational resources/ revision guides	£15,000	All disadvantaged students are provided with the necessary resources to access the learning from home. Lack of resources should not be a barrier to learning.
Wider Support		
Attendance support officer	£33,113	Allows for the close tracking and monitoring of student attendance, enabling the pastoral teams to put measures in place aimed at reducing persistent absence and potential school refusers.
Student services	£35,641	Helps students who struggle with organisational skills or encounter emotional barriers to learning overcome barriers in order to maximise learning time in the classroom.
School counsellor	£32,061 – Counsellor £4,862 – mentoring	A necessary post COVID resource aimed at helping students who struggle to overcome emotional barriers to learning.

	£5,533	
EWO attendance services	£30,000 – 3 DAYS	This service works alongside the attendance team in order to prevent further attendance issues and prolonged disruptions to learning as a result of missing school.
Barnhill Careers advisor	£38,032	Provides all students with the necessary advice and opportunities focussed on educational and career aspirations, leading to an increased uptake of courses at post 16 and employment, education or training at post 18.
Trips & Visits	£10,000	Builds students cultural capital and skill.
Rewards	£5,000	Acts as a constant incentive, celebrating achievements and attitudes.
Sparx and Mathswatch subscription	£2,375	Remote Maths learning platform that students can access in school and beyond. Encourages pupils to work independently, tackling their own gaps in knowledge.
Tassimai Subscription	£3,189	Remote Science learning platform that students can access in school and beyond. Encourages pupils to work independently, tackling their own gaps in knowledge.
Resources, equipment, uniform etc	£8500	To support students financially and ensure equal access to resources
Total	£611,382 (£2,802 is being subsidised by school funds)	

Main activities this academic year:

High Quality Teaching for all

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Aim
1/2/3	All staff will receive appropriate CPD to facilitate the development of high quality teaching. With a particular focus on reading, challenge and checking for understanding. Additionally, the school will have a conscious focus on developing articulation through think, pair, share.	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership. The EEF states that investing in high quality teaching should rightly be a top priority for PP funding. Strategies to support this includes CPD and training for staff. Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)	Continue to improve Quality First Teaching and learning experience for all pupils in line with whole school aims. Teachers to have high expectations for all students, where they are all being challenged equally to exceed. There is a consistent approach to T & L at Barnhill.
1/2/3	All staff will participate in 'instructional coaching'- aimed at improving classroom practice and overall quality of provision. '	All staff are assigned a coach who works with the throughout the year, offering observations and granular steps for development in Teaching and Learning. Research Review- Elizabeth Foster 'Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses immediate problems of practice, and targets instructional practices with the intent of improving student learning (Croft, Coggshall, Dolan, Powers, & Killion, 2010). Coaching is a core element of Learning Forward's comprehensive professional learning work with districts and schools. We therefore have a special interest in research findings about its impact.	Continue to improve High Quality Teaching where staff are actively seeking to refine their core practice and ensure their students have outstanding learning experiences in line with whole school aims. The school creates an environment that promotes growth among both staff and students.
1/2	Extra teachers of core subjects are available across the timetable to allow for targeted small scale intervention.	Having extra teachers on the core subjects allows for more sets within a year group – reducing some of the class sizes and also for small scale intervention with subject drops. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (EEF). Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)	Provide those who need it with 'extra' opportunities to develop knowledge and skill in core subjects allowing them to make sustained progress over time.

| 1/2 | Raising standards leaders and protected cohort representatives ensure pupil premium progress data is readily available and used to inform future planning and provision in line with student/cohort needs. | Education policy

Data is used to identify our school's priorities and future planning for PP students. EEF states it is very important to use both external and internal data to inform decision making. Using careful judgement and insight into the school's needs will enable leaders to strategically plan how to close gaps and improve outcomes.

Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net) | Ensuring a robust and systematic system of tracking & monitoring of disadvantaged pupils so that no pupil gets left behind. |

Targeted academic support

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Aim
1/2	Reading/Literacy 121 interventions- Thinking Reading	Literacy on-line to have a robust and systematic process to gather and analyse data. Use results to adapt or set up intervention. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	To ensure disadvantaged pupils reading age is in line or above their expected reading age and gaps are significantly reduced between PP and non-PP
1/2/3	Saturday academic Interventions and period 6 lessons for KS3 & 4	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behavior, and better relationships with peers. (EEF)	Bridge the identified gaps in knowledge and skill to allow disadvantaged pupils to continue to make outstanding progress.
4/3	A strategic and robust careers programme to ensure students are appropriately prepared for their post 16 choices.	By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment (EEF)	To ensure disadvantaged pupils are able to fulfil their aspirations and remain in employment, education or training beyond 18 years of age
2/4/3	121 Specialist academic mentoring	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. (EEF) Using the school's data to formulate an underperforming student mentoring programme, where, PP students will be mentored by specific teachers who may be able to support their future goals or help them find their goals.	Provide disadvantaged students with a mentor that can help and support them overcome academic and personal barriers to learning.

Wider strategies

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Aim
5	Counselling to support emotional health and wellbeing	**DFE Impact of behaviour and wellbeing on outcomes paper**: As children move through the school system, **emotional and behavioural wellbeing** become more important in explaining school engagement, while Demographic and other characteristics become less important. The school to create capacity for more counselling from qualified members of staff to address any social and emotional wellbeing concerns.	Provide a safe and supported environment where disadvantaged pupils can make both academic and personal progress.
1/5	Breakfast Club	More generally, this work shows that health- and nutrition-based policies can have real impacts on educational outcomes. In fact, providing a breakfast club in disadvantaged schools looks more cost-effective than both the universal provision of free school meals for infant pupils and many other interventions targeted directly on educational outcomes. (Institute for Fiscal Studies)	To ensure that disadvantaged pupils have access to food which allows for better levels of concentration.
4	Help with cost of educational trips and visits	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. The searches in the Toolkit look for studies that include an academic impact, so there may be a greater number of studies that focus on non-academic outcomes. . (EEF)	To enrich the cultural capital of our disadvantaged pupils.
1/2	Help with subject specific resources/materials.	Among the many potential outcomes, the trips have been provided many opportunities to students for doing new experiences which can enhance interest and association in science and its results must be affective and science students are satisfied with more positive and pleasant feelings towards science learning.(Global Social Sciences Review)	To allow our disadvantaged pupils to learn independently beyond the classroom.

Total budgeted cost: £600,000

Further information   Strategy overview:

1.Clear identification of macro & micro barriers.
Aim: Know our students!
Identification of cross cohort barrier.

2. Using ongoing assessment we identify where and **how** the 'barriers' impact students' ability to progress through the curriculum.

3. Hearts & Minds
Building strong relationships with students and their families in order to collectively work and contribute to the common goal- Pupil's personal & academic success
High Aspirations for ALL

4.Universal approach- quality first teaching for all.

5.Targeted approach- Additional interventions.

6.Specialist approach- Highly personalised interventions.

Track/Monitor/Review & Adapt
7. Ongoing Impact Evaluation