

Pupil premium and Covid catch up strategy statement

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.

School overview

Detail	Data
School name	Barr's Hill School
Number of pupils in school	846
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	Termly
Statement authorised by	Chris Jupp
Pupil premium lead	Robert Cleaver
Governor / Trustee lead	Tony Fitzpatrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,024
Recovery premium funding allocation this academic year	£18,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£256,024

Part A: Pupil premium strategy plan

Statement of intent

Our strategic approach to the use of additional funding at Barr's Hill will dovetail closely with the EEF Guide to the Pupil Premium published in June 2019. A three-tiered approach focused on Teaching, Targeted Academic Support and Wider Strategies, underpinned by appropriate precise interventions is outlined in this plan. Pupil Premium is directly overseen by the Headteacher but is the responsibility of all leaders in the school. It is pervasive and a focus in every school system and a clear feature of accountability through Performance Management for all teachers. For the forthcoming year the Local Governing Body of the school has therefore allocated well over 80% of the budget to focus upon high quality teaching and targeted academic support in English and Maths to improve the basic literacy and numeracy of the students. The resource is targeted heavily at The Bridge and Year 8/9 whilst also giving students the best possible learning opportunities and support in KS4. The governors believe that providing additional resources to improve the development of these critical basic skills will improve the life chances of Barr's Hill School students and ensure their success across the curriculum and at each stage of their education.

The evaluation of progress of disadvantaged learners will be made against all students nationally. The minimum aim will be for all PP students to perform in line with the national cohort. Covid catch-up funding will be used to strengthen and deepen this approach.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy – Communication Skills
2	Attendance
3	High quality inclusive first wave teaching
4	Behaviour for learning
5	Positive destinations

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. Progress towards these outcomes will be measured 5 times a year. Actions will be put in place for individual students through the use of RAP and OB2L meetings where outcomes fall below targets.

	<u>Target</u>	<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 3</u>	<u>Cycle 4</u>	<u>Cycle 5</u>
PP %E&M Standard Pass (4+)	70%					
PP %E&M Strong Pass (5+)	50%					
PP Progress 8	+0.5					
SEND %E&M Standard Pass (4+)	65%					
SEND %E&M Strong Pass (5+)	30%					
SEND Progress 8	+0.5					
PP & SEN Progress 8	+0.5					
Y7 Reading age vs. Chronological age (negative indicates that reading age is less than chronological)	0					
Y8 Reading age vs. Chronological age (negative indicates that reading age is less than chronological)	0					
Y9 Reading age vs. Chronological age (negative indicates that reading age is less than chronological)	0					

Overall Attendance (Y7-11) (SEND / PP / PP&SEND)	95%					
Persistent absence (Y7-11) (SEND / PP / PP&SEND)	13.5%					
Exclusions (% pupils) (Y7-11) (SEND / PP / PP&SEND)	7.6%					
Y11 Positive Destinations (SEND / PP / PP&SEND)	100%					
% Y11 staying P16 / of those, % staying with us (PP)	60%/90%					
P16 Destinations Measure (PP)	100%					
Y13 Progress to L4 Study (SEND / PP / PP&SEND)	90%					
Y13 % to Top Universities (course in top 15) (PP)	50%					
Ave Enrichment Sessions Attended (Y7-11) (SEND / PP / PP&SEND)	20					

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: £ 180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Leader – The Bridge (Literacy Intervention Teacher)	EEF Tiered Approach 1 - Teaching Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. Support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.	1, 3
<i>1.5 x English overstaffing (Allows smaller groups for low ability)</i>		1, 3
<i>1 x Maths Teacher overstaffing (Allows smaller groups for low ability)</i>		1, 3
<i>Specific resources and CPD for Literacy and Numeracy Intervention programmes such as Fresh Start and Catch Up numeracy.</i>	The School Development Plan has prioritised a number of approaches that are recommend in the T&L Toolkit. These include: <ul style="list-style-type: none"> • Feedback (+6 mths) • Homework (+5 mths) • Mastery learning (+5 mths) • Metacognition and self-regulation (+7 mths) • One-to-one tuition (+5 mths) • Oral language interventions (+6 mths) • Parental engagement • Reading comprehension strategies (+6 mths) • Small group tuition (+4 mths) CPDL is targeted on school priorities including the above and is featured in performance management.	1, 3
<i>Casual staff employed for one-to-one tutoring.</i>		1, 3

Targeted academic support

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fresh Start – The Bridge (Targets greatest phonics need)</i>	EEF Tiered Approach 2 - Targeted Academic Support “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”	1, 3
<i>Reading Inference – The Bridge (Targets students with low reading ages but no Fresh Start need)</i>		1, 3
<i>Lexonic -The Bridge (Targets PP students of all abilities)</i>		1, 3
<i>Power of 2 – The Bridge</i>		1, 3
<i>Nessy – The Bridge – Targets students with dyslexia.</i>		1, 3
<i>Catch up Numeracy – The Bridge</i>		1, 3
<i>Numeracy withdrawal – The Bridge</i>		1, 3
<i>Fresh Start – Year 8</i>		1, 3
<i>Fresh Start – Year 9</i>		1, 3
<i>Thinking Reading – Year 8 and 9</i>		1, 3
<i>Reading Inference – Year 8 and 9</i>		1, 3
<i>Additional TA x 1 to support with delivery of programmes above.</i>		1, 3

Wider strategies

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Peer reading</i>	EEF Tiered Approach 3 - Wider Strategies “Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.”	1
<i>Nurture group</i>		2, 4
<i>Lego Therapy</i>		2, 4
<i>Reward shop</i>		4
<i>Employability pathway</i>		5
<i>Music lessons (1-to-1)</i>		2, 4
<i>Trips</i>		4, 5
<i>Breakfast club</i>		2, 4
<i>Careers interviews</i>		5
<i>The Scholars club – Year 7 PP HA</i>		4, 5
<i>The Graduate club – Year 8/9 PP HA</i>		4, 5
<i>Pastoral leads – Focus on attendance of targeted PP cohort</i>		2

Total budgeted cost: £ 256,000

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.

The lack of impact the funding had in 2015-17 on diminishing the difference between pupil premium students' performance and the performance of their peers nationally led to the Governing Body and Senior staff working together to restructure the school and better target the spend. Since then it has focussed on 3 key areas (which were subsequently identified by the EEF in June 2019 as best practice¹).

In 2017-18 and 2018-19 this approach had significant impact and Year 11 outcomes for Pupil Premium students significantly improved meanwhile a deep and sustainable early intervention programme has been built into the fabric of the school via 'The Bridge' and 'The Year 8/9 Hub'.

Historical outcomes at KS4 can be seen below:

		Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	4+ EM	5+ EM
2017-18	All	+0.19	+0.68	-0.14	-0.20	0.04	59	32
	PP	0.16	+0.27	-0.65	-0.24	-0.25	43	29
2018-19	All	+0.65	+0.97	+0.88	+0.27	+0.67	52	45
	PP	+0.06	+0.29	+0.08	-0.37	-0.01	41	31
2019-20 (CAGs)	All	N/A	N/A	N/A	N/A	N/A	57	42
	PP	N/A	N/A	N/A	N/A	N/A	47	36
2020-21 (TAGs)	All	N/A	N/A	N/A	N/A	N/A	60	44
	PP	N/A	N/A	N/A	N/A	N/A	52	35

¹ The EEF Guide to Pupil Premium – June 2019

In the previous academic year – the spend had clear impact. 24 year 10 students completed 15 hours of small group tuition with Pet-Xi. Tutoring targeted students' weaker areas in English and Maths and clear impact was seen in the end of year trial exams. Two former Primary school teachers were employed on a casual basis. They worked 1-to-1 with students in year 7-year 9 on a mixture of Fresh Start, Reading inference and comprehension. 34 students in The Bridge went through the Fresh Start programme. All made expected progress with 16 making better than expected progress and 4 making outstanding progress. 12 student in The Bridge went through the Reading Inference programme. All made expected progress with 11 making better than expected of which 9 made outstanding progress. 8 students in The Bridge went through the Lexonic intervention programme. All students made between 6-21 months of progress. 7 students in year 8/9 were extracted from tutor time twice a week. The literacy lead delivered the Fresh start programme to these students. All made at least expected progress. Numeracy withdrawal in year 7 improved student confidence and enabled students to access learning in lesson. A further 4 members of staff were trained in the catch up numeracy programme.

To help measure student progress – reading ages were measured as a baseline and then calculated again several months later. Between this time the gap between reading age and chronological age closed by 4 months for PP students in the Bridge despite their being a lockdown and students received much of their teaching virtually.

47/51 PP students in year 11 attended careers interviews, this significantly reduced the NEET figure for PP students. Over 20 PP students received 1-to-1 Music lessons. PP students also attended Art Therapy and Nurture groups. This helped build belonging for these students and has improved their attendance.

Although in recent years, the school has been able to close the gap between PP students at Barr's Hill School and the national cohort (including non PP) it has not completely closed the gap internally between PP and non-PP students. The school continues to work with equity to ensure that disadvantaged learners receive both the academic and pastoral support they need to achieve in line with their peers.

Externally provided programmes

Programme	Provider
	Fresh Start
	Reading Eggspress
	Lexonik
	Nessy
	Catch up numeracy
	Thinking Reading
	Common Lit
	Accelerated Reader
	Myon