

Pupil premium and Covid catch up strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2022
Date on which it will be reviewed	Termly
Statement authorised by	Chris Jupp
Pupil premium lead	Rowena Butterworth
Governor / Trustee lead	Tony Fitzpatrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,335
Recovery premium funding allocation this academic year	£30,229
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	£348,564

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. The whole school KPIs are below with those particularly pertinent to PP and Covid Catch up highlighted in yellow, the other KPIs give useful context.

* = Mix of CAGs and Awarded Grades

Key performance Indicators

	A8	P8	E&M Stand Pass	E&M Strong Pass	EBacc Strong Pass	EBacc Entries
National (2018-19)	46.7	-0.03	65%	43%	17%	40%
Actual (2016-17)	30.7	-0.49	34%	12%	1%	33%
Actual (2017-18)	39.0	+0.16	59%	32%	6%	24%
Actual (2018-19)	43.7	+0.67	53%	45%	16%	43%
Actual (2019-20)*	42.6	NA	57%	42%	3%	6%
Actual (2020-21)*	44.9	NA	60%	44%	17%	31%
Actual (2021-22)	48.3	+0.7 TBC	69%	50%	21%	30%
Target (2022-23)	53.0	+0.80	75%	55%	25%	45%
Predicted (2022-23)						

	Latest National	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results*	2020-21 Results*	2021-22 Results	2022-23 Targets	2022-23 Predicted
% 4+ / 5+ / 7+ of PP E/M	53 / 31 / NA	24 / 6 / 0	43 / 29 / 0	41 / 31 / 2	47 / 36 / 4	52 / 35 / 5	68 / 46 / 19	75 / 55 / 30	
PP P8	-0.45	-0.76	-0.25	-0.01	NA	NA	+0.5 TBC	+0.50	

Wider Outcomes & Destinations KPIs

	Latest National	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results*	2020-21 Results*	2021-22 Results	2022-23 Targets	2022-23 Predicted
Yr 11 Positive Destinations	94%	92%	97%	94%	96%	95%	97% (TBC)	100%	
Y11 Positive Destinations (SEND / PP)	83% / 81%	NA	NA	NA	NA	89% / 93%	86% / 95%	100%	
Y13 Positive Destinations (E, A, or E)	81%	93%	73%	79%	96%	97%	98% (TBC)	100%	
Y13 Progression to HE – L4+	66%	33%	44%	68%	70%	90%	94% (TBC)	90%	
Y13 Progression to HE - L4+ (SEND / PP)	65% / 57%	NA	NA	NA	NA	NA / 50%	100% / 82%	90%	
Ave Enrichment Sessions Attended	NA	NA	NA	NA	NA	NA	25	40	
Ave Enrichment Sessions Att (SEND / PP)	NA	NA	NA	NA	NA	NA	21 / 22	40	
Y7 Reading age vs. Chronological age	0	NA	NA	NA	NA	NA	-1.2	0	
Y8 Reading age vs. Chronological age	0	NA	NA	NA	NA	NA	-0.2	0	
Y9 Reading age vs. Chronological age	0	NA	NA	NA	NA	NA	-0.4	0	

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: £ 220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Leader – The Bridge (Literacy Intervention Teacher)	<p>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.</p> <p>The School Development Plan has prioritised a number of approaches that are recommend in the T&L Toolkit. These include:</p> <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) <p>CPDL is targeted on school priorities including the above and is featured in performance management.</p>	1, 3
<i>1.5 x English overstaffing (Allows smaller groups for low ability)</i>		1, 3
<i>1.5 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>		1, 3

Targeted academic support

Budgeted cost: £ 82000

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
<i>Employed 1:1 P16 tutors</i>		1, 3
<i>2 X HLTAs to support with delivery of programmes above.</i>		1, 3
<i>A Level Psychology tutoring via ‘my tutor’ agency</i>	1, 3	

Wider strategies

Budgeted cost: £ 46,564

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>Reading books</i>		4, 5
<i>Spare uniform & equipment</i>		4
<i>Pastoral leads – Focus on attendance of targeted PP cohort</i>		2

Total budgeted cost: £348,564

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		
In the academic students in went Fresh Start 60% of completed programme academic those still the	2016 - 2017	All	-0.02	-0.9	-0.26	-0.26	-0.62	22	10	previous year – 47 The Bridge through the programme those the within the year. Of completing
		PP	-0.8	-0.12	-0.32	-0.32	-0.85	17	4	
	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	
	2022-2023	All	TBC	TBC	TBC	TBC	TBC	69	50	
		PP	TBC	TBC	TBC	TBC	TBC	68	46	

¹ The EEF Guide to Pupil Premium – June 2019

programme, 32% are making expected progress, 63% are greater than expected and 5% have made outstanding progress. 2 pupils were not making expected progress and were quickly identified, starting a 1:1 Switch-On Reading intervention, and are now back on track. 12 pupils in The Bridge went through the Reading Inference programme. 94% of students made expected progress. 1 pupil made progress; however, this was slower than expected. This student will be taking part in Switch-On Reading in Sept 2022 in order to further support comprehension. 16 students in The Bridge went through the Lexonic intervention programme. 25% made expected progress and 75% made outstanding progress. The average reading age of those students completing the programme increased by 1 year 1 month, beyond expected, this significantly closed the gap between actual and chronological reading age. 15 pupils took part in Catch Up Numeracy intervention this year. 100% of those made expected progress.

To help measure student progress – a triangulated approach to assessment ensured accuracy. Reading ages were measured post and pre-intervention, teacher assessment was used by both the intervention staff and English Faculty teacher and start and end point intervention assessments were completed at the beginning, mid-point and end of intervention. Within this time, the gap between reading age and chronological age closed by an average of 6 months for PP students in the Bridge.

All PP students in year 11 attended careers interviews, this significantly reduced the NEET figure for PP students. Over 21 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
	Flash Academy

	Lexonik
	Nessy
	Catch up numeracy
	Switch On Reading
	Common Lit
	Accelerated Reader
	Myon
	Reading Inference