

## Pupil premium and Covid catch up statement 2021-22

The Pupil Premium is allocated to schools based upon the number of low-income families who are currently known to be eligible for FSM as well as students who have been looked after continuously for more than six months. The pupil premium is calculated on the number of students who have been eligible for free school meals (FSM) at any point in the last 6 years.

In 2021-22, the school received a Covid Catch up grant. Schools are instructed to use this funding for specific activities to support pupils to catch up for lost teaching during the Covid-19 lockdown period. Schools have the flexibility on how they spend this money. Barr's Hill is using research published by the Education Endowment Foundation who have published a support guide for schools with evidence-based approaches to catch up students. This includes a range of strategies including one-to-one tuition.

*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 practice<sup>1</sup>).*

*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'.*

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. The targeting of the spend has been devised based on the Education Endowment Foundation (EEF) toolkit and evidenced based best practice. 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 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.

### Teaching

- Additional teachers in English and Maths allow for smaller classes for the most vulnerable learners and intensive lessons and intervention close to the exams.
- The Literacy Leader (a former Primary School Literacy Lead) focusses a significant portion of their time on CPD for teacher across the curriculum to embed the school Communication Skills plan and therefore raise standards of literacy across the school.
- Specific CPD for teachers and TAs to upskill them in delivery of specific proved evidence based interventions such as Fresh Start, Thinking Reading, Reading Inference, Catch Up Numeracy, and Lexonic.
- The Hub structure means that the KS3 years are not wasted. Hub directors are directly accountable to the Headteacher for the learning and progress of students in their cohorts, this means that KS3 students are prominent in the school and known well as learners by senior leaders.

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<sup>1</sup> The EEF Guide to Pupil Premium – June 2019

### **Targeted academic support**

- All students entitled to the pupil premium are highlighted in the schools data systems. Aspirational targets expect them to make more progress than 'all pupils' nationally.
- Regular data is monitored at all Key Stages to closely track the progress of pupil premium students and adjust interventions where necessary through RAP meetings
- Regular meetings amongst key colleagues within the Hub Teams focus upon student progress and removing barriers to learning.
- The Literacy Leader (a former Primary School Literacy Lead) oversees a team of TAs and personally delivers literacy intervention to pupil premium students in Y7 and 8 where they are not yet at Age Related Expectations.
- Proven intervention programmes such as Fresh Start, Thinking Reading, Reading Inference, Catch Up Numeracy, and Lexonic are delivered by teachers and TAs and focus on KS3 students to ensure they are GCSE ready.
- Rigorous intervention and support in KS4 to ensure students are ready for exams including free revision resources and extra lessons.
- 1 to 1 intervention teaching for the most academically vulnerable pupil premium students in Year 11.

### **Wider strategies**

- The Bridge, The Y8/9 Hub and KS4 & P16 Hubs provide targeted mentoring and support for a named caseload of vulnerable learners to remove barriers to learning.
  - A free breakfast club gives a good start to the day to vulnerable learners
  - The library is kept open daily until 5:30pm to complement our large enrichment programme and provide a quiet place for study for vulnerable learners.
  - Free revision resources (revision guides and materials) for all Pupil Premium students
  - Free 5's (equipment) and uniform for vulnerable families so that our high standards are maintained by all students all of the time
  - Free trips and visits for vulnerable students so that they are not excluded from aspirational enriching experiences.
  - Work related learning courses to motivate a small number of key students
  - Free 1 to 1 music lessons
- On which students does Barr's Hill School use the money to prioritise its spending?**
- Free school meal (FSM) students and other vulnerable students (including CLAs) who are underachieving at KS3 & 4
  - Some other underachieving students

*“There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.”*

*(DFE Guidance June 2019)*

## **School Overview**

<b>Metric</b>	<b>Data</b>
School name	Barr's Hill School
Pupils in school	846
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£238,024
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	Click or tap here to enter text.
Statement authorised by	Chris Jupp
Pupil premium lead	Robert Cleaver
Governor lead	Catherine Skirrow

## **Disadvantaged pupil performance overview for last academic year**

Progress 8	N/A
Ebacc entry	22
Attainment 8	39.54
Percentage of Grade 5+ in English and maths	35

**Strategy aims for disadvantaged pupils**

**Pupil Premium KPIs**

	<b><u>Target</u></b>	<b><u>Cycle 1</u></b>	<b><u>Cycle 2</u></b>	<b><u>Cycle 3</u></b>	<b><u>Cycle 4</u></b>	<b><u>Cycle 5</u></b>
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					

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%					
Y13 Progress to L4 Study (SEND / PP / PP&SEND)	90%					
Ave Enrichment Sessions Attended (Y7-11) (SEND / PP / PP&SEND)	20					

## Spend

The make-up of the student body at Barr's Hill has not changed over the last 5 years but changes to the eligibility criteria for pupil premium have led to a fall in percentage of students that receive it and resultant drop in funding. The funding is targeted at Teaching, Targeted Academic Support and Wider Strategies in line with the best practice recommendations from the DFE and EEF.

Year	% eligible for FSM	PP Funding	Covid Catch up grant
2015/16	51	£284,240	NA
2016/17	46	£248,710	NA
2017/18	43	£238,425	NA
2018/19	33	£203,823	NA
2019/20	33	£196,416	NA
2020/21	33	£226,896	£52,400
2021/22	36	£ 238,024	£18,600

## Teaching priorities for current academic year

Area	Breakdown	Spend
Teaching (£202,500)	Literacy Leader - The Bridge (Literacy Intervention Teacher – Y7/8)	£51,000
	1.5x English Teacher (overstaffing)	£77,500
	1x Maths Teacher (overstaffing)	£50,000
	Specific resources and training for Literacy and Numeracy Intervention Programmes such as Fresh Start.	£10,000

**Targeted academic support for current academic year**

Area	Breakdown	Spend
<b>Targeted Academic Support</b>  (£44,750)	Portion of 2x Learning Mentor/TAs for targeted teaching of small group literacy and numeracy intervention	£15,069
	Free revision resources for KS4 and 5 students	£5000
	Academic mentor via the national tutoring programme	£4000
	One-to-one tutoring for targeted students	£10000

**Wider strategies for current academic year**

<b>Wider Strategies</b>  (£34,000)	Free or subsidised trips and visits	£5,000
	Free 1 to 1 music lessons	£1,000
	Work Related Learning for some key students	£10,000
	Free Equipment and Uniform	£3,000
	Library open until 5:30pm daily	£1,000
	Free Breakfast Club	£4,000
	Counselling via private practitioner	£10,000
	Proactive mental health screening and targeted support via Coventry MIND and CAHMS pilot project	£0

### **Monitoring and implementation**

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Specific CPD for teachers and TAs to upskill them in delivery of specific proved evidence based interventions such as Fresh Start, Thinking Reading, Reading Inference, Catch Up Numeracy, and Lexonic.	Professional development, training and support for teaching staff including internal/ external CPD.
Targeted support	Head of Maths and Head of English to work closely with Primary Lead to effectively evaluate impact of specific interventions.	Effective quality assurance of the impact of interventions and actions to improve outcomes.
Wider strategies	Engagement of parents of disadvantaged learners.	Proactive pastoral work focusing on attendance and social and emotional support to remove non-academic barriers to learning.



**Pupil Premium Students – Current Performance**

Year Group	Prior Attainment	Number Eligible	% at ARE (5+/Secure)			
			English	National (All Pupils)	Maths	National (All Pupils)
Year 7	H			86		83
	M			49		29
	L			11		3
	Total			56		50
Year 8	H	9		86		83
	M	22		49		29
	L	19		11		3
	Total	50		56		50
Year 9	H	10		86		83
	M	26		49		29
	L	20		11		3
	Total	63		56		50
Year 10	H	18		86		83
	M	19		49		29
	L	10		11		3
	Total	53		56		50
Year 11	H	11		86		83
	M	20		49		29
	L	21		11		3
	Total	60		56		50

### Specific Interventions

<u>Intervention</u>	<u>Target Cohort</u>	<u>Number Students</u> <u>(PP students)</u>	<u>Likely Length</u>	<u>Impact</u>																																			
KS4 Subject Intervention	RAP students in Y10 & 11. Specific targeted subject intervention after school.	See RAP lists	Bespoke & varies wk to wk.	<table border="1"> <tr> <td></td> <td>Y11 PP P8</td> </tr> <tr> <td>Cycle 1:</td> <td></td> </tr> <tr> <td>Cycle 2:</td> <td></td> </tr> <tr> <td>Cycle 3:</td> <td></td> </tr> <tr> <td>Cycle 4:</td> <td></td> </tr> <tr> <td>Cycle 5:</td> <td></td> </tr> <tr> <td>Cycle 6:</td> <td></td> </tr> </table>		Y11 PP P8	Cycle 1:		Cycle 2:		Cycle 3:		Cycle 4:		Cycle 5:		Cycle 6:																						
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Support Option	Lowest ability KS4 learners - supported curriculum intervention time for Eng/Maths and GCSE Catch up.	Y10 Y11	1 Year 3 hrs/wk	<table border="1"> <tr> <td></td> <td>Y11 Eng PP LA P8</td> <td>Y11 Math PP LA P8</td> <td>Y10 Eng PP LA P8</td> <td>Y10 Math PP LA P8</td> </tr> <tr> <td>Cycle 1:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cycle 2:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cycle 3:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cycle 4:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cycle 5:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cycle 6:</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Y11 Eng PP LA P8	Y11 Math PP LA P8	Y10 Eng PP LA P8	Y10 Math PP LA P8	Cycle 1:					Cycle 2:					Cycle 3:					Cycle 4:					Cycle 5:					Cycle 6:				
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Additional KS4 English, Maths and Science	Targeted withdrawal from PE or completed vocational courses where appropriate to support catch up in Eng/Maths/Sci	Y11	All Year but shifts with need		Y11 Eng PP P8	Y11 Math PP P8			
				Cycle 1:					
				Cycle 2:					
				Cycle 3:					
				Cycle 4:					
				Cycle 5:					
				Cycle 6:					
1 to 1 tutoring	Eng/Maths Year 11 underachieving PP students	Y11	TBC						
6 <sup>th</sup> Group in KS4 English & Maths	Smaller classes and more targeted matching of teacher to student	All Year 10 and 11	5 hours per week		Y11 Eng PP P8	Y11 Math PP P8			
				Cycle 1:					
				Cycle 2:					
				Cycle 3:					
				Cycle 4:					
				Cycle 5:					
				Cycle 6:					
Attendance	Attendance of targeted PP cohort	The Bridge Year 8/9 KS4	Ongoing targeted work		PP Att Bridge	PP Att Y8/9	PP Att Y10/11	PP Att Y12/13	
				September:					
				October:					
				November:					
				March:					

Careers	100% of PP students have positive destinations P18 to university, apprenticeship or employment of choice.	All years	Ongoing							
Careers	Targeted career interviews	KS4	Ongoing							
The Graduate club	Year 8/9 HA PP workshop programme	Y8/9	Ongoing							
The Scholars Club	Y7 PP High Achievers	The Bridge	Ongoing							
Careers	A significant number of PP students successfully applying to Russell Group Universities.	All years	Ongoing							
Breakfast Club	Free breakfast club	All Years	Daily 8am							
Trips	PP Students attending trips at no charge including Yr. 11 revision trip May half term	All Years	Ongoing							
Music Lessons	1 to 1 music lessons	All Years	Ongoing							
Work Related Learning	Targeted Work Related Learning	KS4	Ongoing							
Bridge Fresh Start Eng set	Targets greatest phonic need; will include PP and non-PP students	Bridge	Ongoing 4-6 x week depending on group	progress	total	PP	Not PP	SEN	Not SEN	
				none						
				expected						
				better						
				outstanding						
Bridge Reading Inference	PP students with the lowest reading ages (but no Fresh Start need)	Bridge	Ongoing (6 week sessions)							
Bridge Lexonik	PP students – L, M and H. Beneficial for all ability groups	Bridge	Ongoing							

	(so long as no Fresh Start need)		(6 week sessions)	
Bridge Thinking Reading	PP students with the lowest reading ages & greatest risk of falling further behind.	Bridge	9 month period – twice a week	
Bridge Nessy	Those diagnosed with dyslexia; those with dyslexic tendencies & high prob of dyslexia as measured using screener test.	Bridge	Ongoing – 20 mins a week	
Bridge peer reading DoE?	PP students <i>below reading age</i>	Bridge	TBC	
Bridge peer reading KS4	PP students <i>below reading age</i>	Bridge	TBC	
Bridge peer reading KS5	PP students <i>HA</i>	Bridge	TBC	
Bridge Catch up Numeracy students	PP students below expected numeracy age	Bridge	Twice weekly 20 mins	
Y8 Fresh Start	Students identified with greatest phonics need at end of Y7	Y8	Ongoing (5hrs a week)	
Y9 Fresh Start	Students identified with greatest phonics need at end of Y8	Y9	Ongoing (4 hrs a week)	
Y8/9 Thinking Reading	PP students with the lowest reading ages & greatest risk of falling further behind.	Y8 or 9	9 mths (twice a week)	
Y8/9 Reading Inference	PP students with the lowest reading ages (but no Fresh Start need)	Y8/9	Ongoing (twice a week)	

SEN KS3 interventions	EHCP + Lego Therapy + Nurture; identified through OB2L; likely to include PP and non-PP	Y7-9	Ongoing (6hrs a week)		Lego therapy	Nurture Tutor	Boomerang	Protective Behaviours
				Year 7				
				PP				
				SEND				
				Year 8				-
				PP				-
				SEND				-
				Year 9				-
				PP				-
SEND				-				
Well-being	Art Therapy at targeted students	Y7-Y11	Ongoing					
Power of 2 Maths	Students identified with greatest numeracy needs.	Y7	Ongoing					
Numeracy withdrawal	Student in The Bridge with the greatest numeracy needs	Y7	Ongoing (6 hours a week)					
Reward Shop	PRIDE points generate rewards for all year groups	All years	Ongoing					
Employability Pathway	PP students with SEND at risk of NEET	Focus Y10/11 with additional workshops for 7-9	Weekly timetabled lesson and one off workshops					

