

Pupil premium and Covid catch up strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	928
Proportion (%) of pupil premium eligible pupils	43.9%
Academic year/years that our current pupil premium strategy plan covers	2024- 2028
Date this statement was published	October 2024
Date on which it will be reviewed	Termly
Statement authorised by	Emma Martin
Pupil premium lead	Beth Fife
Governor / Trustee lead	Tony Fitzpatrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 390,600
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	£ 390,600

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 September 2023. 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.

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* = Mix of CAGs and Awarded Grades

Key performance Indicators

	A8	P8	E&M Stand Pass	E&M Strong Pass	EBacc Strong Pass	EBacc Entries	Creative Entries
National (2023-24)	46.0	TBC	64%	44%	17%	40%	
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)	48.5	+0.74	70%	50%	21%	32%	
Actual (2022-23)	49.4	+0.8	69%	53%	20%	30%	
Actual (2023-24)	46.3	+0.47	65%	53%	18%	33%	

	Latest National	2017-18 Results	2018-19 Results	2019-20 Results*	2020-21 Results*	2021-22 Results	2022-23 Results	2023-24 Results
% 4+/5+/7+ PP E/M	TBC	43 / 29 / 0	41 / 31 / 2	47 / 36 / 4	52 / 35 / 5	69 / 48 / 21	63 / 51 / 16	53 / 36 / 13
PP P8	-0.57	-0.25	-0.01	NA	NA	+0.63	+0.54	+0.28

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.

	Latest National	2017-18 Results	2018-19 Results	2019-20 Results*	2020-21 Results*	2021-22 Results	2022-23 Results	2023-24 Results
Yr 11 Positive Destinations	94%	97%	94%	96%	95%	97% (TBC)	89%	94%
Y11 Positive Destinations (SEND / PP)	87% / 88%	NA	NA	NA	89% / 93%	86% / 95%	78% / 94%	85%/95%
Y13 Positive Destinations (E, A, or E)	82%	73%	79%	96%	97%	98% (TBC)	97%	95%
Y13 Progression to HE – L4+	68%	44%	68%	70%	90%	94% (TBC)	94%	93%
Y13 Progression to HE - L4+ (SEND / PP)	51% / 63%	NA	NA	NA	NA / 50%	100% / 82%	86% / 98%	100%/92%

Ave Enrich Sess Att	NA	NA	NA	NA	NA	25	31.2	14.79
Ave Enrich Sess Att (SEND/PP)	NA	NA	NA	NA	NA	21 / 22	28.6 / 28.3	14.2/13.7

Y7 Reading age vs. Chron age	NA	NA	NA	NA	NA	-2.9	+6.3	0
Y8 Reading age vs. Chron age	NA	NA	NA	NA	NA	-14.1	-3.5	+4.7
Y9 Reading age vs. Chron age	NA	NA	NA	NA	NA	-1.5	+2.4	-3

Teaching

Budgeted cost: £ 210,000

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: £ 130,000

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	1, 3
<i>Reading Inference – The Bridge (Targets students with low reading ages but no Fresh Start need)</i>	“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>Lexonic -KS3 and KS4 (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>Switch On Reading – KS3</i>		1, 3
<i>Reading Inference – KS3 and KS4</i>		1, 3
<i>Additional HLTA x 2 to support with delivery of programmes above.</i>		1, 3
<i>Employed 1:1 P16 tutors</i>		1,3

<i>Additional TA x 1 to support with delivery of programmes above.</i>	1,3
<i>Additional support staff x2 (0.2) to support with delivery of bespoke literacy support for KS4 and EAL students.</i>	1,3

Wider strategies

Budgeted cost: £50,600

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>Spare uniform & equipment</i>		
<i>Free reading books</i>		
<i>Pastoral leads – Focus on attendance of targeted PP cohort</i>		2

Total budgeted cost: £390600

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 2023 to 2024 academic year. Part B below states the outcomes for disadvantaged students in relation to outcomes, EBAC entry, comparison to national figures and school data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

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).

Our approach has 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 Gateway'.

Historical outcomes at KS4 can be seen below:

		Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	4+ EM	5+ EM
2016- 2017	ALL	-0.02	-0.9	-0.26	-0.26	-0.62	22	10
	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
	All	N/A	N/A	N/A	N/A	N/A	57	42

¹ The EEF Guide to Pupil Premium – June 2019

2019-20 (CAGs)	PP	N/A	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	N/A	60	44
	PP	N/A	N/A	N/A	N/A	N/A	N/A	52	35
2021-2022	All	+0.04	+0.98	+0.93	+0.23	+0.71		67	49
	PP	-0.09	-0.78	+0.79	+0.15	+0.52		67	45
2022-2023	All	+0.98	+0.92	+1.27	+0.52	+0.80		69	53
	PP	+0.78	+0.82	+1.07	+0.26	+0.54		63	51
2023-2024	All	+0.31	+0.73	+0.78	0.01	+0.47		66	53
	PP	+0.25	+0.56	+0.51	-0.43	+0.28		53	36
		A8	P8	E&M Stand Pass	E&M Strong Pass	EBacc Strong Pass		EBacc Entries	
	National (2023-24)	45.9	-0.03	65%	45.9%	18%		40%	
	Actual (2023-24)	46.3	+0.47	65%	53%	18%		33%	

	Pupil Premium P8
Barr's Hill (2023-24) PP	+0.28
National 2023 2024 PP	-0.57

In the previous academic year – 21 students in The Bridge went through the Fresh Start programme 95% of those completed the programme within the academic year. 1 pupil was not making expected progress and were quickly identified, the student now has a bespoke package or provision for literacy with 1:1 support. 52 pupils in The Bridge went through the Reading Inference programme, this is an increase of 8 pupils since the previous year. 80% of students made expected progress and 100% of students had an increase in reading age following the 24 week intervention. 47 students in The Bridge went through the Lexonic intervention programme, with a focus on higher/middle attainers. 96% made outstanding progress. The average reading age of those students completing the programme increased by 2:01 years, beyond expected, this significantly closed the gap between actual and chronological

reading age. 20 pupils took part in Catch Up Numeracy intervention this year, an increase of 11 since last academic year. 95% 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 7:02 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 36 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.

	Latest National	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results	2021-22 Results	2022-23 Results	2023-24 Results
Overall Attendance % (Y7-11) (PP)	88	89.5	91.0	91.0	91.8	89.7	90.6	90.6	88
Persistent absence % (Y7-11) (PP)	37.4	36.3	29.3	26.0	19.5	37.4	28.2	27.9	35
Suspensions (% pupils) (Y7-11) (PP)	28.9	13.9	15.4	18.1	5.5	2.9	7.5	7.4	17.1
Repeat suspensions (% of pupils) (PP)	11.3	7.0	8.8	4.7	2.5	1.0	4.2	4.3	8.4

	2021-22 Results	2022-23 Results	2023-24 Results
Average Enrichment Sessions Att (PP)	22	28.3	13.7

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
Provision for students not yet reading fluently.	Fresh Start
Etymology and morphology programme to support students with specific difficulty with spelling and also for high attainers in decoding complex, subject specific vocabulary.	Lexonik
Dyslexia programme.	Nessy
1:1 LKS2 maths support.	Catch up numeracy
1:1 UKS1 and LKS2 maths support.	Switch On Reading
Reading assessment programme and used to ensure students are selecting the right books, challenging at their level.	Accelerated Reader
Online library.	Myon
1:4 reading comprehension programme.	Reading Inference