

# Pupil premium strategy statement (Secondary)

## School overview

Metric	Data
School name	<b>Burnley High School</b>
Pupils in school	556
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£189,000
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	October 2020
Review date	October 2021
Statement authorised by	Phillip Walmsley
Pupil premium lead	Paul McDermott
Governor lead	

## Disadvantaged pupil performance overview for last academic year

	2019	2020 (COVID)	National (2019)
Progress 8	-0.32	+0.23	-0.45
Ebacc entry	15%	17.6%	27.5%
Attainment 8	38.89	43.31	36.7
% Grade 5+ in English and maths	38.5%	35.3%	24.7%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 23 (an upward trajectory towards this target until this date)
Attainment 8	Achieve national average for attainment for all pupils	Sept 23 (an upward trajectory towards this target until this date)
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 23
Attendance	Improve attendance > 95%	Sept 23

	PA<13%	Sept 23
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## Teaching priorities for current academic year

Measure	Activity	Mitigating action
<p><b><u>TEACHING</u></b></p> <p>Consistent quality first teaching across the school</p> <p>Curriculum gap filling to ensure consistency of academic results (SIP1)</p> <p>Consistency in quality of education across all subjects</p>	<p>Extensive curriculum planning to ensure all subjects have similar layout and plan. Including Curriculum maps, KLCs, road maps and rubrics.</p> <p>Other areas such as Careers, British Values, literacy and numeracy are highlighted within curriculum plans for each department</p> <p>Each department has written a specific “catch up” plan to promote accelerated learning</p> <p>All departments are creating Department Evaluation and Improvement Plans (DEIP) to ensure constant evaluation and improvement is taking place.</p> <p>Regular review of the impact of the recovery curriculum. Leaders to ensure that the delivery of the curriculum is meeting intended outcomes</p> <p>Together Improving Practice (TIPs) sessions delivered by middle and senior leaders (SIP5) to ensure consistency throughout the school.</p>	<p>LEAD: DHT- <i>part salary</i> (£)</p> <p><b>Implementation will be assured through:</b></p> <ul style="list-style-type: none"> <li>• SLT line management of HODs</li> <li>• Work scrutiny</li> <li>• Teacher folder and I4P reviews</li> <li>• Observations and learning walks</li> <li>• Whole school QA process</li> <li>• DA QA process</li> <li>• Curriculum Reviews</li> </ul>

	<p>Laptops provided for DA pupils over lockdown to minimise impact of COVID-19 and ensure any gaps are minimal</p> <p><b><u>EVIDENCE</u></b></p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=STAFF">https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=STAFF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></p>	
<p><b><u>Literacy and Numeracy</u></b></p> <p>Disadvantaged pupils read widely and often, with fluency and comprehension appropriate to their age</p>	<p>Literacy Focus Drive is a part of every lesson with DA pupils targeted.</p> <p>DA pupils at KS3 receive a literacy lesson. 1 hour a week.</p> <p>TA and HLTA additional support in Maths and English lessons</p> <p>Support DA pupils who are below expected standard for English and Maths. Offer support to bridge gaps due to COVID-19 (£).</p> <p>HLTA used in maths to support in small groups for more targeted intervention</p>	<p>LEAD: PMc/VY- <i>part salary (£)</i></p> <p><b>Implementation will be assured through:</b></p> <ul style="list-style-type: none"> <li>• SLT line management of HODs</li> <li>• Work scrutiny</li> <li>• Teacher folder and I4P reviews</li> <li>• Observations and learning walks</li> <li>• Whole school QA process</li> <li>• DA and Literacy QA process</li> <li>• Curriculum Reviews</li> </ul>

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Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Gaps in knowledge due to COVID-19</li> <li>• Low prior attainment</li> <li>• Study skills</li> <li>• Low aspiration</li> </ul>	
Projected spending	£155,000	

### Targeted academic support for current academic year

Measure	Activity	Mitigating action
<p><b><u>Attendance</u></b></p> <p>To ensure school attendance is closely monitored with particular focus on DA pupils and PA</p>	<p>Attendance officer now in place</p> <p>New plan implemented at the start of September for rapid response. If a DA pupil is absent, texts sent home, phone call follow up and home visits for PA</p> <p>Rewards driven by pastoral for pupils above 95% and for those pupils whose</p>	<p><b>Lead CW</b></p> <p><b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management of attendance officer</li> <li>• Line management of pastoral and safeguarding team</li> <li>• Progress and attendance data analysis</li> <li>• Parent seminars attendance</li> <li>• Parent voice</li> </ul>

	<p>attendance increases the most.</p> <p>Removal of barriers through counselling, uniform provision and parental engagement activities such as parent seminars (COVID permitting)</p> <p><b><u>Evidence</u></b></p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p>	
<p><b><u>Behaviour</u></b> To reduce the percentage of exclusions for DA pupils</p>	<p>Clear Behaviour Policy at BHS and distinct behaviour for learning language used by all staff</p> <p>DA pupils behaviour is tracked and monitored by form tutors</p> <p>Weekly monitoring of behaviour and appropriate early intervention to support improvement. The HOY to monitor and assess the types of behaviours evident in school and implementing appropriate strategies to improve.</p> <p>“at risk” register produced by MN to monitor pupils who may be close to exclusion.</p>	<p><b>Lead MN/PMc</b> <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management of pastoral and safeguarding</li> <li>• Data of exclusions</li> <li>• Data and information from Alternative Provision providers</li> </ul>

	<p>PMc to develop appropriate and effective Alternative Provision for DA pupils at risk of exclusion.</p> <p><b>Evidence</b>  <a href="https://educationendowmentfoundation.org.uk/school-themes/pupil-engagement-behaviour/">https://educationendowmentfoundation.org.uk/school-themes/pupil-engagement-behaviour/</a></p>	
<p><b><u>Mentoring</u></b>  Assertive mentoring program for DA pupils not making sufficient progress in year 11</p> <p>Peer mentoring program for KS3</p>	<p>Following mock exam results analysis in September, DA pupils not making sufficient progress will be assigned a mentor to guide and support them through year 11.</p> <p>Mentors monitor progress, behaviour and attendance in a booklet</p> <p>Following completion of PASS survey (see below), new year 7 pupils identified who would benefit from having a DA role model within school</p>	<p><b>Lead CC/PMc</b>  <b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management meetings PMc and CC/ES/PW</li> <li>• Mentor meetings with pupils</li> <li>• QA of process</li> <li>• Pupil voice</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Gaps in knowledge due to COVID-19</li> <li>• Low prior attainment</li> <li>• Study skills</li> <li>• Low aspiration</li> <li>• Parental engagement</li> </ul>	
<p>Projected spending</p>	<p>£12,000</p>	

## Wider strategies for current academic year

Measure	Activity	Mitigating action
Ensure that the school provides a board and enriched curriculum that allows disadvantaged students the opportunity to learn without barriers	<p>Department funding for DA pupils £22,000</p> <p>Alternative budget available to be applied for by departments as and when required. Must be demonstrated how it will impact our DA pupils.</p>	<p><b>Lead PMc/PW</b></p> <p><b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Line management meetings PMc and CC/ES/PW</li> <li>• Meetings with departments</li> </ul>
PASS Survey	<p>Pupils Attitudes to Self and School</p> <p>All pupils in the school take survey and allows us to provide specific interventions in a number of areas. Specifically helps with:</p> <ul style="list-style-type: none"> <li>• Identifying pupils for peer mentoring</li> <li>• Identifying pupils we may consider for Alternative Provision</li> <li>• Identifying pupils who may have barriers to attendance</li> </ul> <p>Approx £3,000</p>	<p><b>Lead PMc/CBr</b></p> <p><b>Implementation assured through:</b></p> <ul style="list-style-type: none"> <li>• Analysis of data post tests</li> <li>• Implementation of peer mentoring</li> </ul>
DA staff handbook	<p>Handbook produced that identifies all DA pupils, outlines successful strategies classroom teachers could use and helps staff with overall planning.</p>	
Careers	<p>DA pupils to have specific Individual support plan to help make progress post 16</p> <p>NEET levels</p>	



Barriers to learning these priorities address	<ul style="list-style-type: none"><li>• Gaps in knowledge due to COVID-19</li><li>• Low prior attainment</li><li>• Study skills</li><li>• Low aspiration</li><li>• Parental engagement</li></ul>
Projected spending	<b>£25,000</b>

**Review: last year's aims and outcomes (to be completed by 1 April 2021)**

Aim	Outcome																									
<p>to improve transition for identified PP students to ensure students are equipped and ready to engage in school life</p>	<p>DA pupils identified early and information passed to staff.                      Transition days attended in June/July of year 6 to help acclimatise pupils.                      Pass survey took in term 1 and identified PP students in year 7 were selected to participate in our peer mentoring scheme. Unable to complete PASS survey due to COVID – 19. This will be completed again in Term 1 20/21 to analyse the impact (Covid permitting)                      Transition plans for identified year 6s</p>																									
<p>to improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress</p>	<table border="1" data-bbox="802 824 1388 1160"> <thead> <tr> <th></th> <th>DA BHS</th> <th>National DA ,</th> <th>Non-DA BHS</th> <th>National non-DA</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>+0.23</td> <td></td> <td>+0.61</td> <td></td> </tr> <tr> <td>A8</td> <td>43.31</td> <td></td> <td>51.36</td> <td></td> </tr> <tr> <td>E&amp;M 5+</td> <td>35.3%</td> <td></td> <td>66%</td> <td></td> </tr> <tr> <td>EBACC entry</td> <td>17.6%</td> <td></td> <td>30%</td> <td></td> </tr> </tbody> </table>		DA BHS	National DA ,	Non-DA BHS	National non-DA	P8	+0.23		+0.61		A8	43.31		51.36		E&M 5+	35.3%		66%		EBACC entry	17.6%		30%	
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<p>To improve curriculum engagement and academic achievement for PP students.</p>	<p>Each department has developed subject specific curriculum maps.                      Each subject has identified key concepts but is then broken into key elements such as British Values, Careers, computing, literacy and numeracy opportunities and these are used to promote the content in a beneficial way for DA learners.                      (See results above)</p>																									
<p>To implement strategies addressing the attendance gap between PP and non PP students and remove emotional barriers to progress</p>	<p>19/20 PP attendance 90.2%</p> <p>National average PP attendance is secondary schools (18/19) 90.2%</p>																									
<p>To maintain the reading scheme intervention to improve the reading ages of students whose reading age is below chronological reading age.</p>	<p>Reading ages at start of 19/20</p> <p>Unable to test again due to COVID                      Testing will be completed by Jan 2021 and updated here.</p>																									

