

Burnley High School Pupil premium 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	Burnley High School
Number of pupils in school	580
Proportion (%) of pupil premium eligible pupils	39.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021-2022/2023
Date this statement was published	1st October 2020 (amended in October 2022)
Date on which it will be reviewed	1 st October 2023
Statement authorised by	Emma Starkey, Headteacher
Pupil premium lead	Viki Cooke, Deputy Headteacher
Governor / Trustee lead	Christian Pountain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 206,850
Recovery premium funding allocation this academic year	£ 15,042
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	£ 221,892

Part A: Pupil premium strategy plan

Statement of intent

At Burnley High School, our intention is that all of our students, irrespective of their background, family circumstances or the challenges they may face, make good progress and attain highly across the curriculum. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal by addressing the immediate concerns across subjects because of any missed learning or gaps in their schemata through the implementation of effective strategies for improvement that support disadvantaged student progress through the tailored curriculum to remove gaps in knowledge.

We will consider the challenges faced by vulnerable students; such as those who have a social worker and those who are young carers and ensure we do all that we can to remove any barriers they may face. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the very heart of our approach, with a focus on areas in which disadvantaged students require the most support. Implicit in the intended outcomes outlined below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Middle Leaders will utilise subject research and engage with their subject community to develop subject specific, high quality pedagogy delivered to all students (in particular disadvantaged and SEND). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

We aim to direct our Recovery Premium towards literacy and reading strategies to remove the barriers that our disadvantaged students with lower reading ages (than their chronological ages) face when trying to access their curriculum, irrespective of their year group. This strategy is also targeted at our non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in evidence based, robust and repeated diagnostic assessments.

The approaches we target complement each other to help our students excel. To ensure they are effective we will:

- ensure disadvantaged students make sustained and improved progress through early identification and intervention

- ensure disadvantaged students enter KS4 reading at their chronological age, allowing them to fully access their curriculum.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students that are below their chronological reading ages compared to their peers suggests that many students struggle with accessing the curriculum due to their literacy ability. This affects progress across all subject areas.
2	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum
3	Our assessments (including our PASS wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about exams and future prospects, and the lack of enrichment opportunities provided at home and in the community. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Maintaining consistent quality first teaching across the school, through the implementation of a high quality, well-sequenced, broad and balanced curriculum to ensure consistency of academic results.

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.

Intended outcome	Success criteria
Improved Progress 8 among disadvantaged pupils across the curriculum at the end of KS4	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve at least national average for attainment for all pupils, particularly in English and Maths
To increase the number of pupils who achieve grade 5+ in English and Maths, with a particular focus on English Language	Achieve average English and maths 5+ scores for similar schools
Improved chronological reading ages and reading comprehension among disadvantaged pupils across KS3 and KS4.	100% of disadvantaged students enter KS4 at their chronological reading age with our current Year 8 being a high priority. Reading comprehension tests demonstrate improved comprehension 4 skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by attendance figures of > 95%, with the percentage of all pupils who are persistently absent being <13%
To improve Gatsby Benchmark compliance to maximise future educational/life chances	100% compliance across all 8 of the Gatsby Benchmarks, externally verified using Compass plus tracker.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £199,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintaining consistent quality first teaching across the school, through the implementation of a high quality, well-sequenced, broad and balanced curriculum to ensure consistency of academic results. Each department has a Departmental Improvement Plan and robust curriculum thinking documentation.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education</p>	5
<p>HOD's will ensure the school's feedback policy is implemented consistently and successfully, allowing teachers to maintain meaningful dialogue. All disadvantaged students receiving high quality feedback on how to improve has proven impactful through the EEF research into high quality feedback, with disadvantaged students, where disadvantaged students respond to bespoke feedback and are</p>	<p>All disadvantaged students receiving high quality feedback on how to improve has been proven to be impactful through the EEF research into high quality feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2, 3, 5

<p>clear on their next steps for improvement. MLL will use the QA process to ensure that feedback is regular and addresses misconceptions</p>		
<p>MLL develops and delivers a subject specific CPD programme that focuses on improving subject and pedagogical knowledge.</p>	<p>The EEF funded publications below outline effective CPD strategies and the outcomes from a School participating in these strategies. We have used the best practice from these along with the subject specific training from the National College of Teachers</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/research-into-practice-evidence-informed-cpd-in-rochdale?utm_source=/projects-and-evaluation/projects/research-into-practice-evidence-informed-cpd-in-rochdale&utm_medium=search&utm_campaign=site_search&search_term=cpd</p>	5
<p>Disadvantaged students that are below their chronological reading ages compared to their peers suggests that many students struggle with accessing the curriculum due to their literacy ability. This impacts progress across all subject areas.</p> <p>Diagnostic testing to take place 3 times a year, with targeted intervention (based on 3 waves) to be implemented, tracked and the impact measured.</p> <p>MLL embed current research on reading and literacy levels, with a</p>	<p>Literacy is a high priority in the planning and delivery of lessons; opportunities are created by teachers to improve reading for all disadvantaged students. The importance of a clear strategy that is implemented across all subjects is evidenced in the EEF Improving literacy in Secondary schools report.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&utm_medium=search&utm_campaign=site_search&search_term=literacy</p>	1

particular focus on disadvantaged and SEND		
Explicit teaching of metacognitive and self-regulatory strategies to encourage pupils to practise and use these skills more frequently in the future.	There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Improving information sharing with parents/carers in relation to academic and pastoral progress, encouraging home to be accountable for their child's progress.	The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017); indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	3
Attendance interventions, both in school and through parental engagement, to lead to an improvement in the attendance of all, and in particular disadvantaged, to ensure the attendance gap is closed.	Evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes, particularly of disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective	2,3,4,5

<p>Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Residential Trip (Anderton Centre)</p>	<p>Residential weekend for 60 year 11 students, which combines revision and team building activities. Provide targeted academic support, such as tutoring and deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. Specific target revision in the mornings and team building in the afternoon. Aim to raise attainment as well as motivation, resilience and focus as we head towards the exams.</p>	<p>1,2,3,4,5</p>
<p>The Brilliant Club</p>	<p>Programme for HA in years 9 and 10 to take part in a PHD project, experience university and increase engagement in school. Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. Break down barriers to future education, stretch and challenge and raise aspirations</p>	<p>2,3</p>
<p>Positively You</p>	<p>A selection of student, teacher and parent workshops designed to raise aspirations and attainment. These workshops are designed to complement any framework & support students and their pathway to HE.</p>	<p>2,3,4</p>
<p>Commando Experiences</p>	<p>Targeted intervention based on fostering self-regulatory behaviour and resilience for students</p>	<p>2,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school's 'waved approach' reading strategy for those significantly below reading age expectation. This includes a phonics reading, literacy catch up and Accelerated Reader programmes.</p> <p>Catch up programme Disadvantaged students; with a scale score of less than 100 receive priority interventions for Maths and Literacy. At least 1 x 20 minute one to one catch up lesson each week for all students identified.</p> <p>Reading strategy for</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf</p>	<p>1</p>

<p>those significantly below reading age expectations, wave 1, 2 and 3 programme including phonic and reading vocabulary and comprehension, 3 x 20 minute sessions for each student</p>		
<p>Attendance incentives, to reward excellent attendance – including above 95%, 97% and 100%</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>5</p>
<p>School trips – to allow students to experience a life outside of their current lived experiences</p>	<p>EEF believe enriching education has intrinsic benefits because all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, it can be argued that enrichment approaches can directly improve pupils' attainment</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>2,3,5</p>

Total budgeted cost: £221,892

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 2021 to 2022 academic year.

Aim	Target	Outcome
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools. Target date 2023	Progress 8 was -0.40. P8 for disadvantaged was -0.53, P8 for non-disadvantaged was -0.34. This remains an area of focus.
Attainment 8	Achieve national average for attainment for all pupils. Target date 2023	A8 was 41.79. Disadvantaged A8 was 38.05, non-disadvantaged was 43.69. Although A8 has improved, this remains an area of focus.
% Grade 5+ English and Maths	Achieve average English and maths 5+ scores for similar schools	55 students achieved grades 5-9 in English and Maths. 40 students were non-disadvantaged, 15 were disadvantaged. Although this is an improvement on the previous year, this is still an area of focus.
Attendance	Improve attendance > 95% PA<15% Target date 2023	Attendance was 92.40%. Attendance of disadvantaged pupils was 89.52%. Work is still to be done in this area.

Externally provided programmes

Programme	Provider
PASS SURVEY	GL assessment
Positively You	https://positivelyyou.org.uk/
The Brilliant Club	https://thebrilliantclub.org/

Further information

Rationale for amount allocated to Teaching

An average year group at Burnley High School has 116 pupils.

Split into four classes would result in each class having 29 pupils.

National benchmark suggests classes should have 27 pupils. 27 pupils in 4 classes would total 108 pupils, leaving 8 pupils. By increasing to 5 classes for the 116 pupils, we can facilitate an average class size of 23.2 pupils per class and therefore allow greater teacher interaction with learners.

In doing so, we increase the budget for those staff that teach by around 20% due to 125 additional periods taught per week. The school utilises £199,892 to underpin the additional cost.