

Pupil Premium Strategy 2019 -20



The term 'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding.

The Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per secondary child)
- Who have been continuously looked after for the past six months (£1900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a special Guardianship or Residence Order (£1900)
- For children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension for the MoD (£300 per child)

Schools are held accountable for the spending of these monies; performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Burnley High School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic and personal outcomes.

This document details the proposed spend of Pupil Premium for 2019-2020. It is based around five key objectives which have been identified by the school as key barriers faced by PPG eligible pupils.

Pupil Premium 2019-20 - £143,990 (based on 154 pupils in receipt of the grant)

Our main objective is to close the attainment gap

The five key strategies we use to achieve this objective are:

1. **Transition:** to improve transition for identified PP students to ensure students are equipped and ready to engage in school life
2. **Attainment:** to improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress
3. **Engagement:** to improve curriculum engagement and academic achievement for PP students.
4. **Attendance / emotional barriers to progress:** to implement strategies addressing the attendance gap between for PP non PP students and remove emotional barriers to progress
5. **Literacy/Numeracy:** to maintain the reading scheme intervention to improve the reading ages of students whose reading age is below chronological reading age.



Key Objective 1:				
Transition: to improve transition for PP students to ensure students are equipped and ready to engage in school life				
Rational:				
Initiative to help disadvantaged students make a successful transition from primary to secondary school. Reduce the traditional attainment dip between year 6 and 7 for an identified group of PP students				
Action 1: transition support days for Year 6 identified PP students				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
<p>March 19 onwards for pastoral transition to begin</p> <p>Pass survey to be completed to identify potential issues before they arise.</p>	<p>EC for English and Maths</p> <p>VY</p>	Data analysis of KS2 entry and year 7 first DC point	<p>£600 - £1000 supply cost</p> <p>£300</p>	<p>Students who attend the transition maintain / improve KS2 level in maths and English. Gap narrowed in year 7 between PP and NPP students and between PP that attended the transition. From a pastoral perspective, PP students are supported in making the transition into the secondary environment, especially those with SEND</p> <p>Support in place at the start of year 7 to enable a seamless transition. The pupils who are identified through the PASS survey will be placed on weekly intervention. Repeat the PASS survey at the end of the academic year.</p>
Action 2: Identified cohort of parents of PP students to be invited in to look at their child's timetable and go into some lessons and receive advice on how best to support their child in year 7				
Dates	Person Responsible	Monitoring and Evaluation	COST	Success Criteria

October/November 19	EC and VY	Data analysis of KS2 and first year 7 data entry	Cost of refreshments Potential cover for EC and PMC - £2000	Students of the parents who attend the workshops are shown to be making good progress at each assessment point of year 7
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Action 3: all vulnerable or identified PP students have a mentor in an adult or peer in order to support them				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria

Sept – Aug 20	EC, MN overseen by PMC	Central records for incidents, including CPOMS inserts	<p>Approximately: Hot chocolate/tea Toast once a week for 1 academic year</p> <p>£250</p> <p>£2000</p>	<p>Vulnerable students know who and where to go to for support</p> <p>Peer mentoring program to be set up and monitored by VY.</p> <p>Use PASS survey during transition to identify pupils who will require a peer mentor.</p> <p>List of peer mentors identified by VY with help from relevant form tutors Peer mentoring to include approx. 30 students, 15 mentors and 15 mentees. Mentoring will take place weekly (Wednesday. AM registration) at first and analysed after Christmas.</p> <p>Breakfast supplied to all</p>
September 2019	EC, VY and Year 7 form tutors	Provide a stationary pack for PP pupils with financial restraints.		<p>Year 7 form tutors to identify PP pupils without stationary and provide them with a pen, pencil, and ruler during AM registration. Ensuring PP pupils are fully equipped will ensure they have a more positive learning experience.</p>

Key Objective 2:

Attainment: to improve attainment outcomes for PP students in subject areas where there is a PP to non-differential to ensure attainment is in line with or exceeding expected levels of progress .

Action 1: Focussed provision of quality first teaching, along with interventions where appropriate, matched to pupils' needs				
Rational: To ensure that quality first teaching is in place across the school				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September to August	VY to co-ordinate with PMC and ES	QA schedule documentation on Lessons learned.	No cost to school	All identified PP students and the provision they are receiving is visible in planning and all documentation,
				triangulated by pedagogy in the classroom Already added to QA schedule for 2019/20 Training given to NQT's and trainees by VY on effective strategies that can be used with PP pupils.
Action 2: Assertive mentoring programme to be further extended, developed and embedded across the school				
Rational: To ensure that PP students who would benefit and are falling behind in their progress have intervention during lessons.				
Dates	Person responsible	Monitoring and evaluation	COST	Success criteria

November 2019 to July 20	JP, VY, PMc, CC, AI, AJ and DP	Evaluation of data post data drop	No cost to the school	<p>A reduction in the attainment gap of PP and non PP students in year 7 to 10 from in core subjects in particular.</p> <p>Data collated by JN for VY at each data drop. This is then used to help identify which pupils require further support in during lesson.</p> <p>Peer mentoring to be introduced.</p> <p>Monitored by PMc (as mentioned above)</p>
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Action 3: Focussed intervention for core subjects led and coordinated by HOD for English, Maths and Science happening during period 6 time

Rational:

To support underachieving PP students from a subject level prospective

Dates	Person responsible	Monitoring and evaluation	COST	Success criteria
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September – July 20	SLT overview, HOD for English, Maths, Science	Evaluation of data post data drop	Time of staff, 1 hour each week	A reduction in the attainment gap of PP and non PP students in year 11 in core subjects in particular from September 19 to June 20.
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Action 4: Increased parental engagement for PP students who are not making expected progress				
Rational: Increase engagement and support from home in order to further secure academic progress				
Dates	Person responsible	Monitoring and evaluation	COST	Success Criteria
September 2019 – Aug 20	VY overseeing All form tutors, SLT and HOY.	% of PP attendance at parents evenings Evaluation of data post data drop	No cost to School	Increased engagement of PP students parents at parents evening and other information evenings A reduction in the attainment gap of PP to non students.
Action 5: Ensure in class support is being effective and helping secure strong progress for PP students in line with teaching plans				
Rational: All PP students that are working under or at risk of working under EP are supported in lesson				
Dates	Person responsible	Monitoring and evaluation	COST	Success Criteria
September – Aug 20	VY oversee HOD - DP, CC, AI, AJ AB – SENCO	QA of in lesson support by all LSAs Evaluation post data drop of in class support by AB and the impact it is having	Proportional LSA salary for those working with SEN&PP students £15000	PP students make expected progress at every data point

Key Objective 3:

Engagement: to improve curriculum engagement and academic achievement for PP students

Action 1: To implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap				
<p>Rational: Sutton document ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’</p> <p>Staff may apply for this support for students. Examples of spending may include revision guides, resources for technology, etc., all of which must have a direct impact curriculum engagement.</p>				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2019	VY and PMc overview of experiences	Progress of students provided with support to be monitored to ensure value for money. Departments rationale for spend in academic / enrichment terms. Music lessons	<p>£3000 peripatetic lessons £10000 towards educational resources and experiences</p> <p>Revision guides for all PP year 11 for Core subjects</p>	The attainment gap between PP and non PP reduces. PP students make progress in line with expectations across all year groups Enrichment activities for PP students has an impact on curriculum engagement, as pupils feel more self-confident Departments able to prioritise funding for maximum impact

December 2019 April 2020	VY and JN	Monitor the progress made by PP pupils from each year group who are achieving above their target grade at the end of each data capture. Have a celebration breakfast for the identified pupils.	<p>Approx cost: Maths 27 x £7 English 27 x £7 Science 27 x £7 Total £567</p> <p>Every PP year 11 student to be bought a calculator</p> <p>27 x £7 = £189</p> <p>Approx £300.</p>	<p>Revision guides should be given out by core HOD. This should aid in reducing the attainment gap between PP and non PP.</p> <p>Celebrate the achievements of PP pupils who are achieving above their target grade or who have made exceptional progress from September to December and January till April.</p>
<p>Action 2: Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap.</p>				
<p>Rational: National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement. It is envisaged that students will use VIVOs (or similar) for subsidising their own enrichment activities, e.g. Prom and rewards day.</p>				
Dates	Person responsible	Monitoring and evaluation	COST	Success criteria

September 2019	MN	Progress of students provided with support to be monitored to ensure value for money	Support to participate in enrichment visits (£ 13,000)	PP cohort attendance of extra-curricular activities not inhibited by financial constraints Enrichment activities designed to raise aspirations funded by school; clear impact on engagement in lesson
Action 3: Resilience building to provide PP students with necessary skills to achieve and fully access the curricular and raise aspirations.				
Rational: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'				
Dates	Person responsible	Monitoring and evaluation	COST	Success criteria
September to December 2019	VY	Resilience session offer to year 7 PP pupils identified through PASS survey.	Cost of supply to cover 1 X VY lesson.	Conduct a pupil voice to see how pupils attitudes have changed or improved towards their education.

Action 4: Ensure pupils have the opportunity to explore possible future career aspects by interacting with employers.				
Rational: All PP students that are working under or at risk of working under EP are supported in lesson				
Dates	Person responsible	Monitoring and evaluation	COST	Success Criteria
September – Aug 20	VY oversee CB – Head of Careers	Use the pupil survey completed in July 2019 to gain an understanding of which careers PP pupils are interested in. During careers day provide activities for PP pupils to further improve their prospects of employability.	£2500	Pupils should understand which particular skills employers look for when recruiting and how they can better their chances of obtaining a place on their desired course at college or future career.

Key Objective 4:
Attendance: to implement strategies addressing the attendance gap between PP and non PP students and remove emotional barriers to progress
Action 1: Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students
<p>Rational: EEF ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’</p> <p>For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.</p>

<p>Intervention for targeting attendance During registration daily target of PP attendance cohort Rewards for cohort for improved attendance – in line with whole school rewards for high attendance Rewards to maintain PP attendance – in line with whole school rewards for high attendance Removal of barriers to attendance e.g. counselling support, uniform provision</p>				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2019	MN, CB and pastoral team	<p>Pastoral Care intervention to promote attendance</p> <p>Complex role supporting students with problems at home or in school to remove barriers and achieve success.</p>	<p>MN partial £2000 EC partial salary £1500</p> <p>CB salary £5000</p>	Attendance gap between PP and non PP reduces. PP student cohort in each year group attain at least attendance average Parental engagement of selected cohort ensures students' confidence levels increase and more willing to attend school
	MN and pastoral team	Rewards for attendance with specific focus on PP students	£10000	Attendance gap between PP and non PP reduces.
	MN and pastoral team including AB	Counselling Support	£20000	Attendance gap between PP and non PP reduces
	JM	Uniform provision	£5000	Pupils' feel part of the community which leads to improved attendance
	AB and MN	Phycology service	£10000	PP students mental wellbeing results in willingness to attend school and attendance therefore improves

Key Objective 5:				
Literacy: to maintain the reading scheme intervention to improve the reading ages of students whose reading age is below chronological reading age.				
Action 1: Embed the Reading scheme and whole school Literacy Policy to improve the reading age of all students whose reading age is below their chronological age.				
Rational: Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2019	AB , VY and DP	Reading level assessment at start of Y7 to identify cohort. Similarly for all other year groups too Appointment of TLR to oversee reading and library provision	£1000 £2000	All students targeted for reading support attain their chronological reading age
September 2019	All form tutors	Form time 'classics' programme to be embedded and delivered	£1500 for further texts	Students receive a high aspiration diet of reading materials, supported by an adult to unpick the difficult language used in these GCSE texts.