

# Burnley High School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023/2024 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	614
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	22 <sup>nd</sup> December 2023
Date on which it will be reviewed	1 <sup>st</sup> December 2024
Statement authorised by	Emma Starkey, Headteacher
Pupil premium lead	Jon Howarth Assistant Headteacher
Governor / Trustee lead	Christian Pountain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,566
Recovery premium funding allocation this academic year* <i>*Projected spend outlined in separate Recovery Premium Report</i>	£63,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£298,566

# 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. Recognising the challenges faced by our diverse community, where our pupil premium cohort constitutes 41.7% of the student body, we have developed a comprehensive pupil premium strategy to address the specific needs of these students.

The focus of our pupil premium strategy is to ensure that all our pupils have equal access to a broad and balanced curriculum, both academic and beyond, which provides rich experiences for pupils' broader development. It aims to support our students to be ambitious, respectful, resilient and responsible in line with our school's core values.

Our curriculum is well planned and sequenced to provide rich experiences for pupils' broader development as well as supporting pupils to be confident, resilient and independent. The activities we have outlined in this statement are 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.

High quality professional development has an emphasis on subject knowledge, assessment and pedagogy; teachers at Burnley High School understand the needs of pupils very well and are able to skilfully assess learning to address misconceptions or gaps in knowledge. Teachers provide clear feedback, supporting pupils to improve their recall and application of key component and composite knowledge. In addition, 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 an increasing number of pupils (particularly those from disadvantaged backgrounds) whom are suffering with mental health issues which in turn are causing significant barriers to their learning. Post pandemic we have seen an exponential increase in pupils requiring professional help and the funding gives us the ability to provide much needed support, rapidly in a familiar and safe environment.

## 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 2023/24 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: £ 215,566

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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education</a></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 clear on their next steps for improvement. MLL will use the QA process to ensure that feedback is regular and addresses misconceptions.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	2, 3, 5
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a></p>	5

	<a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cpd">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cpd</a>	
<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 particular focus on disadvantaged and SEND.</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 EFF Improving literacy in Secondary schools report.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=literacy</a></p>	1
<p>Explicit teaching of metacognitive and self regulatory strategies to encourage pupils to practise and use these skills more frequently in the future.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2
<p>Improving information sharing with parents/carers in relation to academic and pastoral progress, encouraging home to be accountable for their child's progress.</p>	<p>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).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</a></p>	3
<p>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.</p>	<p>Evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes, particularly of disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	4

## Targeted academic support

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential Trip (Anderton Centre)	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.	1,2,3,4,5
Careers Guidance & Work experience	<p>Provide external specialist 1-2-1 career guidance interviews and advice for all our Y11 students to assist with their next steps when they leave school.</p> <p>Y10 students to conduct work experience at the end of the academic year with reputable companies within our community. In addition, they will receive external specialist 1-2-1 careers guidance before they carry out their work experience and enter their final year of education at Burnley High School.</p>	3
Game changers The National Literacy Trust (Provided through BFCitC)	<p>Game Changers is a reading intervention developed by the National Literacy Trust. The programme has been designed specifically for pupils who are at risk of exclusion. It uses football-themed activities, texts and role-models to motivate and equip students to read.</p> <p>Staff from BFCitC, trained by the National Literacy Trust, will be delivering Game Changers with students in schools and alternative provision settings across the local area with the aim of improving attitudes towards reading as well as their reading skills.</p>	1,2,4,5
Peer Tutoring	<p>Identified Y10 students to support students in Y7/8/9 within core subjects. This is run during a lunchtime within given departments to help students bridge identified gaps through their peers delivering the sessions under the supervision of teaching staff.</p> <p>EEF states that peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p>	1,2,3,4,5

## Wider strategies

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance incentives, to rewards excellent attendance – including above 95%, 97% and 100%	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	4
School trips – to allow students to experience a life outside of their current lived experiences	<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>Support will include diarised trip including theatre visits, ski trip, curriculum trips.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	2,3,4
Burnley Football Club Inspires Programme	<p>Through Premier League Inspires, Burnley FC and the Community will:</p> <ul style="list-style-type: none"> <li>• Support young people to improve their wellbeing</li> <li>• Develop young people's character and life skills</li> <li>• Help schools keep pupils present and committed</li> <li>• Provide young people with access to more opportunities</li> <li>• Enable young people to plan for the future and be work ready.</li> </ul> <p>Learners are identified by schools as having one or more barriers to succeed. The programme uses a positive role model approach to improve learners outlook towards education and life.</p>	2,3,4
Commando Experiences	<p>Targeted intervention based on fostering self-regulatory behaviour and resilience for students.</p> <p>Learners are identified by schools as having one or more barriers to succeed. The programme uses a positive role model approach to improve learners outlook towards education and life.</p>	2,3,4
Brilliant Club	<p>Programme for HA in year 9 to take part in a PHD project, experience university and increase engagement in school.</p> <p>Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.</p> <p>Break down barriers to future education, stretch and challenge and raise aspirations.</p>	2,3,5
Duke of Edinburgh Award	<p>Y10 students are provided the opportunity to complete their bronze Duke of Edinburgh award. Through a DofE</p>	2,3

	programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.	
Breakfast club	<p>Breakfast club will provide all students the opportunity to have breakfast each morning before school.</p> <p>Breakfast clubs can help pupils concentrate and pay attention in class</p> <p>According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn.</p>	4

**Total budgeted cost: £ 235,566**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-23 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 -0.53. P8 for disadvantaged was - 0.41, P8 for non-disadvantaged was -0.74.  37.4% of the Y11 cohort was disadvantaged.  This remains an area of focus due to the size of the gap.
Attainment 8	Achieve national average for attainment for all pupils  Target date 2023	A8 was 39.31. Disadvantaged A8 was 35.74, non-disadvantaged was 41.43.  This remains an area of focus due to the size of the gap.
% Grade 5+ English and Maths	Achieve average English and maths 5+ scores for similar schools.  Target date 2023	29 students achieved grades 5-9 in English and Maths. 36.8% of students achieved this from a non-disadvantaged background, whilst 23.5% achieved this from a disadvantaged background.  This remains an area of focus due to the size of the gap.
Attendance	Improve attendance > 95% PA<15%  Target date 2023	Whole school attendance in 2022/23 was 90.7%.  Whole school PA was 24.8% for 2022/23. Attendance of DA pupils was 87.9% and PA for DA pupils was 38.9%.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
PASS SURVEY	GL assessment
Mental Health Wellbeing	Burnley Football Club in the Community
Mental Health Wellbeing	Brighter Lives/Commando Experiences
Positively You	<a href="https://positivelyyou.org.uk/">https://positivelyyou.org.uk/</a>
The Brilliant Club	<a href="https://thebrilliantclub.org/">https://thebrilliantclub.org/</a>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

An average year group at Burnley High School has 130 pupils. Split into four classes would result in each class having 33 pupils. National benchmark suggests classes should have 27 pupils.

27 pupils in 4 classes would total at 108 pupils, leaving a deficit of 22 pupils.

It is our intention therefore to use 5 classes for the 130 pupils, which would result in 26 pupils per class which is below national benchmark. This will help the school particularly because of its high than average percentage of pupil premium children.

In doing so the school requires an additional 5 teachers to service the additional number of classes required. The additional cost to salaries for this would be £247,998 of which the school would use £215,566 of PP to part fund.