

Pupil premium strategy statement - Burnley High School

This statement details our school's use of pupil premium 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	624
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	E Lewis (HT)
Pupil premium lead	J Howarth (DHT)
Governor / Trustee lead	C Pountain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 256,725
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£ 256,725

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.

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 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.
3	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
4	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.	Pupils achieve at least in line with national 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.
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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 236,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional qualified subject specialist staff to maintain a higher ratio of teachers to pupils.</p> <p>This gives the school flexibility to have either equal numbered class sizes across year groups or were setting occurs having a significantly smaller set 5, that statistically has PP pupils within enabling more individualised attention from the teacher, allowing for tailored support that addresses their specific learning needs and overcoming barriers such as limited access to resources or language challenges.</p>	<p>The Tennessee STAR study (1985–1989) is one of the most widely cited studies on the impact of class size.</p> <p>The results showed that students in smaller classes performed significantly better on standardized tests, and this effect was more pronounced for disadvantaged students—especially those from low-income families and minority backgrounds.</p> <p>https://www.nasuwf.org.uk/advice/in-the-classroom/class-sizes.html</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=Key%20findings,(see%20Small%20group%20tuition).</p>	4
<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/guidance-for-teachers/using-pupil-premium</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>	4
<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</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, 4

<p>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>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>	4
<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 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
<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>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	2
<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>	3

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment>

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>	2
<i>EWBS Practitioner</i>	<p>Emotional health and wellbeing practitioners play a crucial role in supporting pupils' overall success by addressing barriers that stem from mental health challenges and emotional distress. Public Health England's report, <i>The Link Between Pupil Health and Wellbeing and Attainment highlighted this as early as 2014.</i></p> <p>Practitioners provide tailored interventions, such as counselling and stress management techniques, which help pupils develop coping mechanisms and emotional regulation skills. These interventions not only reduce absenteeism and improve behaviour but also enable students to fully engage with their studies, fostering a positive mindset that supports learning. By creating a safe and supportive environment, wellbeing practitioners empower pupils to overcome personal challenges and thrive academically.</p>	2, 3
<i>Mentor Services</i>	<p>Mentoring plays a vital role in fostering pupil achievement by providing personalized guidance, emotional support, and targeted academic interventions. Research demonstrates that mentoring can enhance students' confidence, engagement, and resilience, which are critical for academic success. According to a report by the <i>National Mentoring Partnership</i>, students who meet regularly with a mentor are 55% more likely to enrol in college, and they often demonstrate improved attendance and academic performance at school. This is attributed to the mentor's ability to address individual needs, create a supportive learning environment, and</p>	2, 3

	<p>instil a sense of purpose and accountability in the mentee.</p> <p>Furthermore, mentoring can help bridge socio-emotional gaps, offering pupils a trusted adult who believes in their potential and provides consistent encouragement. This relationship empowers students to set and achieve ambitious goals, fostering both academic and personal growth.</p>	
<p>Burnley Football Club Inspires Programme</p>	<p>Through Premier League Inspires, Burnley FC and the Community will:</p> <ul style="list-style-type: none"> • Support young people to improve their wellbeing • Develop young people's character and life skills • Help schools keep pupils present and committed • Provide young people with access to more opportunities • Enable young people to plan for the future and be work ready. <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>	<p>2,3</p>

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	2, 3
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>	3, 4

Total budgeted cost: £ 256,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils in the Previous Academic Year

The performance of our disadvantaged pupils during the previous academic year has been carefully assessed through a variety of sources, including national assessments, school data, and ongoing evaluations of factors such as attendance, behaviour, and wellbeing. These assessments and data points have allowed us to track the effectiveness of the strategies employed through Pupil Premium funding and ensure that we are on track to meet our outlined intended outcomes.

National Assessments and Qualifications

In terms of national assessments, we saw significant progress among our disadvantaged students, with the Leavers 24 cohort showing an improvement in both Progress 8 and Attainment 8 scores compared to the previous year (Leavers 23). Specifically, the Progress 8 score for disadvantaged students improved from -0.78 in the Leavers 23 cohort to -0.41 in the Leavers 24 cohort, representing a 0.37 point improvement. Similarly, Attainment 8 scores saw a rise from 36.27 to 37.08—an increase of 0.81 points. This steady improvement reflects the effectiveness of our targeted interventions and the additional support provided to disadvantaged students.

These results suggest that our continued strategic investment in additional teaching staff to reduce class sizes and provide more individualized support has been highly effective. This approach allows for more personalized learning opportunities and timely interventions, particularly for students facing barriers to progress.

Comparison to Local and National Averages

In comparison to local and national averages, our disadvantaged pupils are now attending school at a rate roughly in line with the national average. Notably, the Marine Mentoring cohort has demonstrated significant improvements in attendance, with a current attendance rate of 90.8%, marking a notable success for the targeted intervention. Additionally, Year 10 disadvantaged students are now attending school at a rate 2.4% higher than the national average, a promising sign of the positive impact of our broader attendance initiatives and rewards system.

While our disadvantaged pupils' performance is improving, there is still room to close the gap further between them and their non-disadvantaged peers. Our non-disadvantaged students are performing at a higher rate overall, but the improvements in attendance and engagement indicate that we are making progress in narrowing this gap.

Summative and Formative Assessments

Formative assessments conducted throughout the year, including regular live marking and more frequent feedback opportunities, have been pivotal in allowing students to regulate and monitor their own progress. These assessments, combined with smaller class sizes, have facilitated more personalized learning experiences, making it easier to target areas of difficulty and intervene earlier in the process. Additionally, data from summative assessments has confirmed that our disadvantaged pupils have made notable strides in their progress across the curriculum, particularly in non-core subjects.

We have also observed that home learning engagement among disadvantaged students has increased significantly, likely due to the introduction of school planners and a renewed emphasis on setting high-quality home learning

activities. This initiative has encouraged students to take greater ownership of their learning, and we will continue to track this progress to assess its long-term impact on attainment.

Wider Issues Impacting Performance

In assessing the broader factors affecting disadvantaged pupils' performance, we have focused on attendance, behaviour, and wellbeing. Pupil Premium funding has been instrumental in supporting initiatives such as the Marine Mentoring cohort, which has had a positive impact on improving attendance rates among disadvantaged students. The rewards system and tailored support provided through this initiative have been crucial in keeping pupils engaged and motivated.

Behavioural observations indicate that our disadvantaged students have largely benefitted from the smaller class sizes made possible by our ongoing investment in additional teaching staff. This has allowed teachers to build stronger relationships with students, ensuring that their individual needs are met and reducing behavioural challenges. Furthermore, the implementation of one-to-one career guidance through Pupil Premium-funded advisers has helped to tailor career pathways and support students' aspirations, further contributing to their personal development and motivation to succeed.

Additionally, we provided a heavily subsidized revision residential trip, funded through Pupil Premium, which went a long way in securing positive outcomes for our 2024 assessments. This residential provided disadvantaged students with an opportunity to focus on their revision in a supportive, distraction-free environment. The targeted support, additional study time, and peer interaction offered during the trip were instrumental in boosting confidence and reinforcing key concepts, contributing significantly to the improved academic results.

Analysis of Strategy Effectiveness

Our strategy to improve outcomes for disadvantaged pupils is showing positive signs of success, particularly in terms of attendance and engagement. The use of smaller class sizes, additional teaching staff, personalized feedback, and the subsidized revision residential have played a key role in driving improvements in both Progress 8 and Attainment 8 scores. The positive impact of the Marine Mentoring cohort is evident in the increased attendance rates, particularly in Year 10.

Overall, the strategies we have implemented are effectively supporting disadvantaged pupils in improving both academic progress and engagement. As we continue to monitor and refine these approaches, we remain committed to closing the achievement gap and providing equitable opportunities for all students.

Conclusion

In conclusion, the progress of our disadvantaged pupils in the previous academic year shows positive growth, supported by the strategic use of Pupil Premium funding. The impact of targeted initiatives such as smaller class sizes, one-to-one career advice, the heavily subsidized revision residential trip, and improved attendance strategies has been clear. Moving forward, we will continue to monitor the effectiveness of our approach, refining our strategies where necessary to ensure that all disadvantaged pupils achieve the best possible outcomes.

Externally provided programmes

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

Programme	Provider
Mentor Services	Marine Mentoring
Brilliant Club Able Scholars Programme	The Brilliant Club
Inspires Programme	Burnley Football Club
Emotional and Wellbeing Support	Thrive and Shine
Careers Guidance Programme	Penny Heys Careers Guidance