

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	570
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 – 2022/23
Date this statement was published	October 2020 (amended 2021)
Date on which it will be reviewed	October 2022, October 2023
Statement authorised by	Emma Starkey, Headteacher
Pupil premium lead	Paul McDermott
Governor / Trustee lead	Christian Pountain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,810
Recovery premium funding allocation this academic year	£82,650
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	£256460

Part A: Pupil premium strategy plan

Statement of intent

At Burnley High School, our intention is for all pupils, irrespective of background or circumstances they face, make good progress and high attainment across the curriculum.

The main focus of our pupil premium strategy, is to achieve that goal through supporting disadvantaged students in our care. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and ensure we do our utmost to break down 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 pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Maintaining consistent quality first teaching across the school. Curriculum gap filling to ensure consistency of academic results Maintaining consistency in quality of education across all subjects.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Literacy is vital for pupils to be able to access all areas of the curriculum. At Burnley High School, we strive for disadvantaged pupils to read widely and often, with fluency and comprehension appropriate to their age
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
4	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
5	Our assessments (including 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 catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension

	skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
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.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve national average for attainment for all pupils
To increase the number of pupils who achieve grade 5+ in English and Maths	Achieve average English and maths 5+ scores for similar schools
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%
Reducing the number of DA exclusions	

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: £155,493

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent quality first teaching across the school	Extensive curriculum planning to ensure all subjects have similar layout and plan. Including Curriculum maps, KLCs, road maps and rubrics.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_i_PDF.pdf	1
Curriculum gap filling to ensure consistency of academic results	Other areas such as Careers, British Values, literacy and numeracy are highlighted within curriculum plans for each department Each department has written a specific “catch up” plan to promote accelerated learning	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf	
Consistency in quality of education across all subjects	All departments are creating Department Evaluation and Improvement Plans (DEIP) to ensure constant evaluation and improvement is taking place. Regular review of the impact of the recovery curriculum. Leaders to ensure that the delivery of the curriculum is meeting intended outcomes Together Improving Practice (TIPs) sessions delivered by middle and senior leaders (SIP5) to ensure consistency throughout the school. CPD is adaptive and reactive to the needs of the staff. Quality Assurance is conducted regularly, monitored by leaders, and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	

	feeds directly into our extensive CPD program.		
<p>Literacy</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 English lessons</p> <p>Support DA pupils who are below expected standard for English Offer support to bridge gaps due to COVID-19 and other circumstance</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p>	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring 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,	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,3,4

including those who are high attainers.		
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, 3, 5
The Brilliant Club	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.	1, 3, 5
Positively You	A selection of student, teacher and parent workshops designed to raise aspirations and attainment. These workshops are designed to compliment any framework & support students and their pathway to HE.	1, 3, 5
Revision Guides		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</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>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	6

<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 attendance increases the most.</p> <p>Removal of barriers through counselling, uniform provision and parental engagement activities such as parent seminars</p>		
<p><u>Behaviour</u></p> <p>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>PMc to develop appropriate and effective Alternative Provision for DA pupils at risk of exclusion.</p>	<p>https://educationendowmentfoundation.org.uk/school-themes/pupil-engagement-behaviour/</p>	<p>5</p>
<p><u>Mentoring</u></p> <p>Assertive mentoring program for DA pupils not making sufficient progress in year 11</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<p>Pupils Attitudes to Self and School</p> <p>All pupils in the school take survey and allows us to provide specific</p>		

<p>interventions in a number of areas. Specifically helps with:</p> <ul style="list-style-type: none"> • Identifying pupils for peer mentoring • Identifying pupils we may consider for Alternative Provision • Identifying pupils who may have barriers to attendance 		
<p>Contingency Fund</p>	<p>Allocated to help departments as and when it is needed. Departments follow a strict application process and must highlight the intended impact of the funding before it is allocated.</p>	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Due to the covid-19 closures the grades awarded nationally were a hybrid of teacher assessed grades and higher 'algorithm' grades (2020) and Teacher Assessed Grades (2021). Consequently, these outcomes were not comparable to previous years and/or other schools so all outcome/impact statements that cite performance data must be treated with caution.

Aim	Target	Outcome
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools Target date 2023	P8 in 2021 was -0.20 Using data collaboration provided by Sisra, 0.01 was the P8 for all schools involved. Our DA pupils achieved a P8 score of -0.56 and the collaboration was -0.35. Must remain a focus.
Attainment 8	Achieve national average for attainment for all pupils	Whole school attainment is 39.46 compared to collaboration data of 46.87. Difference of 7.41 For DA pupils, 33.28 compared to 38.71. Difference of 5.43 Must remain a focus.
% Grade 5+ English and Maths	Achieve average English and maths 5+ scores for similar schools	27 students achieved grades 9-5 in English and Maths. 7 were DA and 20 non DA.
Attendance	Improve attendance > 95% PA<15%	Whole school attendance in 2020/21 was 95.1%. Therefore, we have exceeded our target by 0.1%. Whole school PA was 14.1% for 2020/21. Therefore, we

Aim	Target	Outcome
		<p>have exceeded our target by 0.9%</p> <p>Attendance of DA pupils was 93.3% and our target for the year was 90.8%. Therefore, we have exceeded our target by 2.5%</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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

Further information (optional)

Rationale for amount allocated to Teaching

An average year group at Burnley High School has 120 pupils. Split into four classes would result in each class having 30 pupils. National benchmark suggests classes should have 27 pupils.

27 pupils in 4 classes would total at 108 pupils. Leaving 12 pupils.

If we were to use 5 classes for the 120 pupils, that would result in 24 pupils per class. This is what we are proposing to do.

This is equivalent to half a class that we would already be using. As there are 5 classes: $\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$

Total average salary = £1,554,931

$1,554,931 \times \frac{1}{10} = \text{£}155,493.10$