

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 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	Broughton High School
Number of pupils in school	918
Proportion (%) of pupil premium eligible pupils	10.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Botes Headteacher
Pupil premium lead	Joseph Brady Assistant Headteacher
Governor / Trustee lead	Matthew McConnon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,380
Recovery premium funding allocation this academic year	£N/A
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	£N/A

Part A: Pupil premium strategy plan

Statement of intent

All our pupils are entitled to a high quality, broad and challenging education. No pupil should receive a lower standard of educational outcomes as a result of their background or where they live. Our ultimate objective is that we eradicate the attainment gap between our disadvantaged pupils and non-disadvantaged pupils.

The key to delivering our plan is that teachers routinely deliver great lessons and use a range of effective strategies ensuring good progress of all pupils. We know our pupils, we assess them often and make timely interventions when needed. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will 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 progress of disadvantaged pupils.

Our current strategy has identified literacy, attendance and lost learning due to Covid and a lack of aspiration from some pupils as potential barriers to meeting our objective. However, we are also cognisant that pupils may face additional challenges, such as those with a CAF or young carers. This has been especially prevalent during the past 18 months. As a result, our pupil premium strategy is integrated to wider school plans for education recovery, such as the National Tutoring Programme. Our plans must be flexible and able to respond to changing circumstances.

To ensure success our plans must:

- Support a challenging curriculum for all our pupils.
- Be adaptable to account for burgeoning issues that could lead to underachievement.
- Be evidence-based.
- Continue to foster a shared understanding regarding how all staff support all our pupils.
- Must routinely identify those pupils who are experiencing some disadvantage. These may be FSM/ pupil premium but they may not. Our approach should always respond to the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils and colleagues indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 3 years, between 33% of our disadvantaged pupils arrive below age-related expectations compared to 21% of their peers. The average reading age of disadvantaged pupils on entry is 1 year behind their peers.
2	Levels of GCSE attainment of disadvantaged pupils are typically lower than that of their peers. Only 10% of our disadvantaged pupils attained a grade 9-7 in English and Maths compared to 33% for their peers. Our disadvantaged cohort also start with lower levels of KS2 prior attainment 101 in comparison to an average of 106 for non-disadvantaged pupils.
3	Attendance of disadvantaged pupils in academic year 2020-21 was 4% lower than non-disadvantaged peers. This gap remains at 3.54% this academic year. Learning missed due absence and Covid lost learning must be addressed.
4	Our pupil attitudinal survey, observations and discussions with colleagues, pupils and families have revealed that some pupils are struggling with social and emotional issues, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This may be in part due to worries about lost learning affecting their futures or difficulties keeping up where genuine gaps occur. Our disadvantaged pupils were disproportionately impacted during lockdown and we consider this a real risk to their progress. These findings are supported up by several national studies
5	Lesson observations and work scrutiny suggest many lower attaining disadvantaged pupils lack appropriate strategies when faced with challenging tasks. Often the quality of their written work is hampered by the poor levels of literacy and poor-quality written work. Developing a positive mindset and a culture of high aspiration for all will be key to ensuring success. Ensuring that an ambitious curriculum provides support and appropriate levels of challenge for all, will consequently support our more 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
To deliver sustained improvements to attainment among disadvantaged pupils across the curriculum culminating with above national average GCSEs at the end of KS4 for all.	By the end of our current plan in 2024/25, KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of ≥ 5.5 • an EBacc average point score of ≥ 5.1
All pupils regardless of circumstance are able to choose options that best support their ambitions for further study, be that A levels or vocational learning, T levels or apprenticeships.	<ul style="list-style-type: none"> • By 2024/25 All disadvantaged learners will have the opportunity to attend work experience and all disadvantaged pupils will have priority access to professional careers guidance through "Career North" • Our options process will consider the needs of all pupils but prioritise those of our disadvantaged pupils. Our options process will ensure disadvantaged pupils are offered the full range of options and have access to most experienced and expert staff. We will offer a broad curriculum and encourage uptake of EBACC with our disadvantaged pupils.
Improved reading comprehension among disadvantaged pupils across KS3.	The average reading age of disadvantaged pupils on entry is 1 year behind their peers. What ever the size of this gap it must be closed before 2024/25
To achieve genuine and sustained improvement in the emotional wellbeing of all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • Increase in participation in extracurricular, particularly with our disadvantaged pupils. • Quantitative data from the PASS questionnaire, behaviour records and attendance in conjunction with more qualitative data from discussions with pupils, parents, and colleagues all reveal improving levels of wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eliminated. • Eliminating the percentage of all pupils who are persistently absent and ensuring that if persistent absence exists, the figure among disadvantaged pupils being no more than their peers.

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: £17,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of GL assessments to benchmark pupils and measure impact of interventions	Use of nationally standardised tests like GL assessments (Reading, spelling or CATS) provide robust information about the specific strengths and weaknesses our pupils. These tests are designed to indicate a pupil's propensity to succeed at school. We will use them to identify those pupils requiring further support, chose appropriate teaching groups and retest when necessary to monitor interventions. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1,2,5
Developing a whole school approach to reading and literacy. In addition to existing literacy interventions (thinking/reading/bedrock) every subject area shall develop opportunities for reading in the curriculum. Book buzz project to encourage reading for PP pupils in years 7 and 8.	Disciplinary literacy is a proven approach to improving literacy across the curriculum. Teachers in every subject become responsible for teaching students how to read, write and communicate effectively in their subjects. We know that there can be as much as a 27% gap in the vocabulary between pupils whose parents are in the lowest quintile for earnings vs those in the top quintile. This will lead to an accumulation of advantage for some. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Low Income and Early Cognitive Development in the U.K. - Sutton Trust	1,2,5

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

Budgeted cost: £13,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
During the summer term 2021 we supported disadvantaged pupils with English & Maths Tutoring (36 in total) English Tutoring (27 in total) We will be extending this support with additional funding in January 2022 onwards for disadvantaged pupils in all EBAcc subjects using teachers who know the curriculum and the pupils.	Research from the EEF indicates that one to one and small group tuition can be a highly effective intervention (<i>average of 5 months of progress</i>). These programmes are most effective when tuition is provided by experienced teachers who know the pupils and are familiar with taught curriculum in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4, 2

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

Budgeted cost: £66,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Appointment of a new attendance officer who will receive appropriate training and release time to develop and implement new procedures. Member of SLT (SB) to oversee and champion issues regarding attendance	Research has repeatedly demonstrated that poor attendance is linked to poor academic attainment, engagement and sometimes behaviour across all stages Despite this, evidence also suggests that small improvements in attendance can lead to meaningful improvements in outcomes for pupils. We know that our disadvantaged pupils are absent more often than their non-disadvantaged peers. https://www.researchgate.net/publication/332427545_Chronic_Student_Absen-	3, 4

	teeism A Significant and Overlooked Obstacle to Student Achievement Wing Institute Original Paper	
Continuing to support the emotional wellbeing of all our pupils including those who are disadvantaged. We have created roles for 2 pastoral managers and 1 pastoral mentor. We have also appointed a dedicated school counsellor to provide early intervention for pupils encountering emotional difficulties. Additionally, we employ a careers advisor who will prioritise appointments for disadvantaged pupils.	<p>Counselling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals. Early intervention can help prevent worries and anxiety escalating into more serious mental health issues.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counseling_in_schools.pdf</p> <p>Research from the EEF states that <i>“impartial career guidance, is key to supporting young people’s transitions into education, training and employment”</i> They also point out that <i>“Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&utm_medium=search&utm_campaign=site_search&search_term=car</p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £98,380

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.

As a result of the ongoing COVID-19 pandemic, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However the results of our TAGs process have been uploaded to both FFT aspire and SISRA. This data would strongly suggest that our outcomes still require further work. The gap for A8 for our Disadvantaged boys has remained fixed at -1.3 from the previous year. Attendance during 2020-21 has remained below the school's historic figures comparisons are difficult this year due to the corona virus. This will remain a priority. We want disadvantaged attendance to be identical to all other pupils at $\geq 96\%$.

The vast majority of our PP pupils do take courses that contribute to EBACC. Additionally, we are pleased to offer a broad, balanced and flexible curriculum for our pupils including BTEC and vocational options for some of our disadvantaged learners. However, numbers of pupils taking the EBACC have increased by 12% in the past 3 years and we expect that number to increase in the next 3 years.

Literacy continues to be embedded across the curriculum and the thinking reading programme has been particularly effective in supporting some of our lowest ability readers.

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
Bedrock learning	
Seneca	
Dr Frost Maths	
Hegarty Maths	
Thinking reading	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Curriculum development in every department has been a fundamental part of our school improvement. By ensuring that carefully selected key concepts, are delivered in both key stages we will ensure that all pupils are able to progress to a full range of course and destinations.

At Broughton High School, teaching groups are purposely not numbered, for example, 1 to 7. There will be no numerical labelling of groups these labels can lead to low aspirations and low expectations. In short, all pupils are encouraged, stretched, challenged and supported to 'achieve together' and do their 'best at Broughton'.

Pupils are allocated the most appropriate teaching group in each subject. If the grouping is not mixed ability then the predominant factor in allocating pupils to teaching groups is prior attainment. However, there may be a variety of other valid reasons taken into consideration when deciding the most appropriate teaching group for a pupil eg. key groups (PP, CLA, SEND, EAL), social factors etc.

All staff are informed about **support** offered to our disadvantaged pupils and their roles and responsibilities are communicated in meetings and all staff have been given a copy of "raising attainment of disadvantaged pupils". This booklet has been written to inform **every** member of staff about their responsibilities regarding this group.

Regular RAPP meetings ensure that potential underachievement is quickly identified and timely interventions can be employed.

We Monitor **behaviour** of disadvantaged pupils through planner checks and Synergy. Establish good communication links with PP parents from the outset. Use appropriate strategies to support these students and disseminate to teachers/parents to ensure a coherent approach

We provide a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as sporting teams, science club, drama, theatre trips, cultural visits and activities such as The Duke of Edinburgh's Award. These all develop life skills such as confidence, resilience, and socialising, not to mention enhancing cultural capital. Disadvantaged pupils are encouraged and supported to participate.

The SLT Take an active role in monitoring the climate for effective learning of disadvantaged pupils by **visiting lessons** and **talking to students** about their progress.

Governors are regularly updated on the progress disadvantaged pupils can be expected to make. Governors need to interrogate data and challenge relevant staff on the past/present progress of disadvantaged pupils (including gaps). Disadvantaged pupils are actively discussed at Standards and effectiveness committee meetings.