

Pupil premium strategy statement

School overview

Metric	Data
School name	Broughton High School
Pupils in school	911
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£101,430
Academic year or years covered by statement	2019/20- 2021/22
Publish date	January 2020
Review date	October 2020
Statement authorised by	Chris Morris
Pupil premium lead	Joseph Brady
Governor lead	Richard Leeming

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.12
Ebacc entry	25%
Attainment 8	4.3
Percentage of Grade 5+ in English and maths	50%

Progress 8 (PP)	2017 (15)	2018 (15)	2019 (16)
School Progress 8	0.28	0.04	-0.12
English Element	0.43	-0.26	0.00
Maths Element	0.27	0.50	-0.06
EBacc Element	0.57	0.19	-0.07
Open Element	-0.10	-0.22	-0.31

Attainment 8 (PP)	2017 (15)	2018 (15)	2019 (16)
School A8	4.5	5.2	4.3
English Element	5.0	5.2	4.8
Maths Element	4.2	5.5	4.2
EBacc Element	4.2	5.1	4.2
Open Element	4.5	4.9	4.2

Headline Measures (PP)	2017 (15)	2018 (15)	2019 (16)
% EN/MA 4+	60%	87%	69%
% EN/MA 5+	39%	67%	50%
% EN/MA 7+	6%	13%	19%
Progress 8	0.28	0.05	-0.12

Progress 8 (PP)	Boys	Girls	Overall
Progress 8	-0.87	0.53	-0.12

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8 of disadvantaged pupils (boys)	To raise levels of attainment of disadvantaged pupils to same level as national non FSM6. To close the progress gap between disadvantaged boys (-0.87) to the same level as all pupils (0.38)	August 2020
Improve literacy of disadvantaged pupils (boys)	To make full assessments of reading ages and comprehension ability of all pupils including disadvantaged. Where required disadvantaged pupils will receive interventions to bring their reading age in line with chronological age. Provide regular opportunities to read at school and encourage reading with disadvantaged pupils.	September 2020
Improve levels of parental engagement for disadvantaged pupils (boys)	Increase engagement from parents of disadvantaged pupils.	July 2020
Improve levels of attendance for disadvantaged pupils (boys)	Raise levels of attendance for our disadvantage pupils to match our whole school figure (close attendance gap)	July 2020
Improve proportion of disadvantaged pupil enrolling on courses that contribute to the Ebacc	Increase uptake of Ebacc subjects amongst disadvantaged cohort To same level as all other pupils.	April 2020

Teaching priorities for current academic year

Measure	Activity
Progress 8 of disadvantaged pupils (boys)	The EEF report on supporting disadvantaged pupils states, <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”</i> We agree and will ensure that all disadvantaged pupils routinely experience high quality teaching. When appropriate, pupils will receive targeted academic support. This may involve exam preparation sessions, after school catch up sessions and small group tuition and 1:1 support with extra resources where necessary.
Improve literacy of disadvantaged pupils (boys)	Professional development in English department (Bedrock Learning) and for other colleagues who will support the Thinking Reading programme. Purchase and embed Bedrock Learning/Thinking Reading and across KS3 during 2020-2022. Continue to support whole school reading with designated reading weeks, Friday reading and the programme for disadvantaged readers in years 7 and 8 Book Buzz. NGRT/ST used to assess the levels of literacy throughout KS3-4. Regular retesting to assess progress of various initiatives.
Barriers to learning these priorities address	Poor levels of literacy of disadvantaged pupils, particularly KS4 boys. This contributed the progress score of (-0.87) for disadvantaged boys.
Projected spending	£ 56,124

Wider strategies for current academic year

Measure	Activity
Improve levels of parental engagement for disadvantaged pupils (boys)	High levels of parental engagement are consistently associated with children's academic outcomes. We aim to increase engagement with parents via newsletter, text, email, termly monitoring, parents' evenings, PTFA, Classcharts and parental support meetings. These include options evening and help your child revise evening. Plans to further enhance parental engagement involve giving parents access to the VLE (Firefly). Parents of disadvantage pupils who have been hard to reach will be contacted before significant school events and prior to GCSE examinations.
Improve levels of attendance for disadvantaged pupils (boys)	Work closely with attendance office and progress leaders to prioritise improving attendance figures. Attendance Officer in agreement with SLT and progress leaders will open an attendance case management file for persistent absentees. Weekly attendance meeting with all staff. Disadvantaged pupils with poor levels of attendance to be given additional support. Where appropriate parents invited into school and an attendance contract will be agreed. Fines will be issued for unauthorised absences. Disadvantaged pupils to receive mentoring if appropriate
Improve proportion of disadvantaged pupil enrolling on courses that contribute to the Ebacc	All pupils are given the opportunity to study a broad and balanced curriculum. Pupils are given a free option choice that will enable any pupil to take Ebacc subjects. Pupils are given expert advice and all disadvantaged pupils are given priority for careers appointments.

Measure	Activity
Barriers to learning these priorities address	Low levels of parental support and poor attendance last year contributed to the progress score of (-0.87) for our disadvantaged boys.
Projected spending	£45,306

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff professional development (Bedrock Learning, Thinking Reading)	Use of INSET days and additional cover being provided if required. Time required to deliver Bedrock Learning and Thinking Reading to be considered when writing timetable.
Targeted support	Time to deliver Bedrock Learning and Thinking Reading.	Use of TAs and Support Staff such as the Librarian will enhance flexibility as to when interventions can be timetabled.
Wider strategies	Engaging the families facing most challenges especially for disadvantaged pupils (boys). Improve attendance of this group.	Working closely with the LA regarding persistence absence. Regular contact with parents. Mentoring and support in school including careers advice.

Review: last year's aims and outcomes

Aim	Outcome
Progress of pupil premium students to closely match rest of cohort in as many subjects as possible.	Boys not achieved – (-0.87) significantly lower than whole school figure (+0.34). Disadvantaged girls exceeded this target – (+0.53)
Support in place to raise confidence of PP students and help to improve levels of literacy and numeracy.	Achieved. Active participation in Accelerated Reader has made improvements in levels of literacy for some of our disadvantaged pupils. NGRT now in place to assess the levels of literacy throughout KS3-4. Regular retesting to assess progress. and plans for 2019-22 to introduce Bedrock Learning and Thinking Reading programmes to support levels of literacy for all KS3 pupils including disadvantaged (boys).
Homework and revision to be completed to same standard as non-PP cohort.	Evidence from Class Charts demonstrate that disadvantaged pupils are competing homework at same level as the non-PP cohort. High levels of attendance at homework clubs support this statement as does the reduction in detentions for homework 2018-19.
PP attendance to improve and become closer to non-PP cohort.	3 years of attendance data shows the attendance of our disadvantaged pupils is 2.5% lower than the non-disadvantaged pupils. We will continue to work hard to reduce this gap.

Aim	Outcome
A greater proportion of PP students to join clubs and “get involved”	Many disadvantaged pupils have taken the opportunity to become active participants in our many extracurricular clubs and sports teams. Levels are comparable with non-PP cohort.