

Pupil premium strategy statement

School overview

Metric	Data
School name	Broughton High School
Pupils in school	915
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£103,590
Academic year or years covered by statement	2019/20- 2021/22
Publish date	October 2020
Review date	October 2021
Statement authorised by	Chris Morris
Pupil premium lead	Joseph Brady
Governor lead	David Leeming

Disadvantaged pupil performance overview for last academic year

Performance measure (no progress data 2020)	National non-disadvantaged	National disadvantaged	Broughton disadvantaged
Attainment 8	5.79	4.3	4.9
Percentage of Grade 4+ in English and maths	91%	56%	76%

Progress 8 (PP)	2017 (15/179)	2018 (15/179)	2019 (16/177)	2020 (29/179)
School Progress 8	0.28	0.04	-0.12	N/A Covid
English Element	0.43	-0.26	0.00	N/A Covid
Maths Element	0.27	0.50	-0.06	N/A Covid
EBacc Element	0.57	0.19	-0.07	N/A Covid
Open Element	-0.10	-0.22	-0.31	N/A Covid

Attainment 8 (PP)	2017 (15/179)	2018 (15/179)	2019 (16/177)	2020 (29/179)
School A8	4.5	5.2	4.3	4.9
English Element	5.0	5.2	4.8	4.9
Maths Element	4.2	5.5	4.2	5.0
EBacc Element	4.2	5.1	4.2	4.9
Open Element	4.5	4.9	4.2	4.9

Headline Measures (PP)	2017 (15/179)	2018 (15/179)	2019 (16/177)	2020 (29/179)
% EN/MA 4+	60%	87%	69%	79%
% EN/MA 5+	39%	67%	50%	48%
% EN/MA 7+	6%	13%	19%	14%
Progress 8	0.28	0.05	-0.12	N/A

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress and attainment of disadvantaged pupils	To raise levels of attainment of disadvantaged pupils to same level as national non FSM6. To close the attainment gap between disadvantaged pupils especially in the Maths and English.	August 2021
Continue to improve literacy of disadvantaged pupils	To undertake full assessments of reading ages and comprehension ability of all pupils including disadvantaged. If 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 2021
Support all pupils (especially disadvantaged) in terms of catching up work missed during lockdown	All pupils able to access online learning resources and receive support from teachers in the event of further school disruption. Disadvantaged pupils to be provided with a laptop if required.	July 2021
Improve levels of attendance for disadvantaged pupils (boys)	Raise levels of attendance for our disadvantaged pupils to match our whole school figure (close attendance gap)	July 2021

Teaching priorities for current academic year

Measure	Activity
Progress and attainment of disadvantaged pupils.	<p>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 concur 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/mentoring with extra resources where necessary. Additional staffing in English and Maths, including the appointment of a lead practitioner for English, will enable us to support more disadvantaged pupils in these key areas. There is extensive evidence demonstrating the impact of tutoring to support pupils who have fallen behind. This is doubly important to stop the gap widening due to Covid related absences.</p>
Continue to improve literacy of disadvantaged pupils	<p>Support continued use of Bedrock learning and for the thinking reading programmes 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.</p> <p>GL assessments will be used to establish a baseline on for new pupils, additionally NGRT/ST used to assess the levels of literacy throughout KS3-4. Regular retesting to assess progress of various initiatives.</p>
Barriers to learning these priorities address	<p>Poor levels of literacy of disadvantaged pupils, particularly KS4 boys. This contributed the attainment 8 score of (4.58) for disadvantaged boys which is well below the attainment 8 figure of (5.88) for non-disadvantaged boys. (N.B we would typically use P8 figures but due to covid we are using A8 figures generated by CAGs)</p>
Projected spending	£ 57,124

Wider strategies for current academic year

Measure	Activity
<p>Improve levels of attendance for disadvantaged pupils (boys)</p>	<p>Work closely with attendance officer 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</p>
<p>Ensure all pupils have access to and know how to use technology that will support home learning in the event of pupil being asked to self-isolate at home.</p> <p>Provide regular assessments and subsequent catch up for those disadvantaged pupils who have fallen behind during the lockdown.</p>	<p>All pupils to fill in a questionnaire on ICT provision to help us identify who may require a laptop or help with ICT. Results will be passed on to progress leaders and relevant support staff. All teaching staff given training on delivery of online (live) lessons.</p> <p>All pupils at KS3 to be tested using the GL assessments. Regular summative testing to be used throughout the year to identify gaps in knowledge. Small group tuition and catch up lessons provided by colleagues especially in English and Maths where we have built in some extra teaching capacity.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Attendance is a huge factor in a pupil's success. Our attendance data shows the attendance of our disadvantaged pupils is 2.5% lower than the non-disadvantaged pupils. • Lack of ICT equipment can put pupils at a disadvantage. Disadvantaged pupils to be provided with a laptop if required. • PP pupils may be less likely to engage in home learning or have the support available to the more affluent in terms of 1:1 or small group tuition.
<p>Projected spending</p>	<p>£46,466</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is allocated to allow for staff professional development (TEAMs online learning)</p> <p>Continue to support delivery of Bedrock and thinking reading.</p>	<p>Use of INSET days and additional cover being provided if required. Time required to deliver live teaching</p> <p>Use of TAs and non-teaching staff such as the librarian will enhance flexibility as to when interventions can be timetabled.</p>
Targeted support	<p>Gaps have developed in the skills and knowledge of some of our disadvantaged pupils during lock down.</p>	<p>Pupils who are identified as requiring extra support will receive extra tuition and catch up lessons. Especially in the core subjects where capacity has been built in for some intervention lessons.</p>
Wider strategies	<p>Engaging the families facing most challenges especially for disadvantaged pupils (boys). Improve attendance of this group. Narrow the gaps in the core subjects</p>	<p>Working closely with the LA regarding persistence absence.</p> <p>Regular contact with parents.</p> <p>Tuition and support in school.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress 8 of disadvantaged pupils (boys)	<p>We have no progress 8 data due to the covid virus. The attainment 8 for this group was based on CAG.</p> <p>A8 PP Boys 4.58</p> <p>A8 Non-PP Boys 5.88</p>
Improve literacy of disadvantaged pupils (boys)	<p>All of our PP pupils took part in Bedrock learning. PP pupils made a 11% improvement in their vocabulary throughout the project and boys out performed girls in terms of new vocabulary acquired.</p> <p>The thinking reading programme has been successfully launched this year. One pupil taking part made 3.5 years of progress in his reading age. The project will be extended this year and will include more PP pupils</p>
Improve levels of parental engagement for disadvantaged pupils (boys)	<p>Very high levels of engagement with pupil premium parents using Firefly, class charts and increasingly via teams. attendance at parents' evenings was 94%</p>
Improve levels of attendance for disadvantaged pupils (boys)	<p>Boys' PP attendance 2019-20 has remained below the school's figure of 96.1% at 93.01%. Comparisons are difficult this year due to the corona virus. This will remain a priority.</p>
Improve proportion of disadvantaged pupil enrolling on courses that contribute to the Ebacc	<p>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.</p>