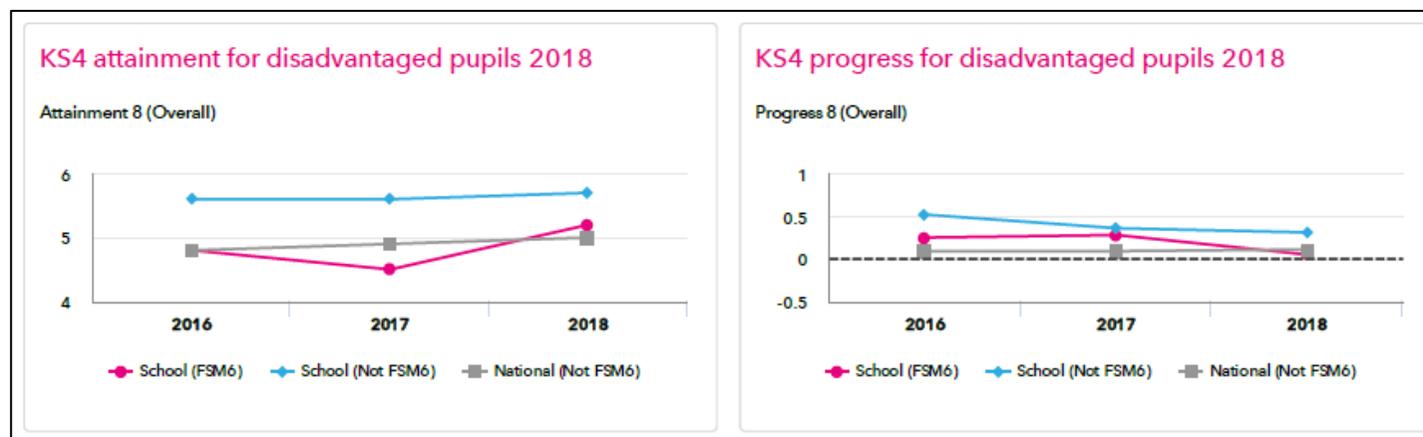


Pupil premium strategy Broughton High School (2018-19)

1. Summary information					
School	Broughton High School				
Academic Year	2018-19	Total PP budget	£99,935	Date of most recent PP Review	Nov
Total number of pupils	905	Number of pupils eligible for PP	101	Date for next internal review of this strategy	Nov 2019

2. Current attainment				
	Attainment 8	2016 (18)	2017 (15)	2018 (15)
	<i>School Disadvantaged</i>	4.8	4.5	5.2
	<i>School Non-Disadvantaged</i>	5.6	5.6	5.7
	<i>In School gap</i>	-0.8	-1.1	-0.5
	<i>National Non-Disadvantaged</i>	4.8	4.9	5.0
	<i>National gap</i>	0.0	-0.4	0.2
	Progress 8 (Disadvantaged)	2016 (18)	2017 (15)	2018 (15)
	<i>School Progress 8</i>	0.25	0.28	0.05
	<i>English Element</i>	-0.12	0.43	-0.25
	<i>Maths Element</i>	0.40	0.27	0.51
	<i>EBacc Element</i>	0.47	0.57	0.20
	<i>Open Element</i>	0.18	-0.10	-0.22
	Attainment 8 (Disadvantaged)	2016 (18)	2017 (15)	2018 (15)
	<i>School Progress 8</i>	4.8	4.5	5.2
	<i>English Element</i>	4.7	5.0	5.5
	<i>Maths Element</i>	4.9	4.2	5.5
	<i>EBacc Element</i>	4.6	4.2	5.1
	<i>Open Element</i>	5.1	4.5	4.9

	2016 (18)	2017 (15)	2018 (15)
% En/Ma 4+	67%	60%	87%
% En/Ma 5+	-	39%	67%
% En/Ma7+	-	6%	13%
Progress 8	0.25	0.28	0.05



Quality of Teaching (for all)

Quality of teaching is routinely good and very often outstanding. This is as a result of a well-informed group of teachers who adopt highly effective pedagogical practices. CPD sessions have incorporated external, research-based practices from EEF/Teaching and Learning Toolkit. There is a familiarity with 'what works' for PP (and non PP) in terms of teaching impacting on learning.

As a result, outcomes/progress are above average. The **impact** of a planned, targeted CPD programme means that the quality of teaching is routinely good or outstanding

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Progress of pupil premium less than the rest of cohort. Attainment levels are above national non PP levels, but in-school gap persists.
B.	Many of our pupil premium have lower than average levels of prior attainment.

C.	Pupil premium less likely to receive help at home with school work.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance of pupil premium is below the school average.	
E.	Willingness for all PP students to take part in wider school life	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Progress of pupil premium students to closely match rest of cohort in as many subjects as possible.	Data to show a decreasing gap in most subjects. Especially the core. Progress and attainment of Broughton PP to exceed national non-PP students.
B.	Support in place to raise confidence of PP students and help to improve levels of literacy and numeracy.	PP students attending intervention such as accelerated reader/maths ninjas. Support packages tailored to individuals needs
C.	Homework and revision to be completed to same standard as non-PP cohort.	Homework completed by PP students. Fewer negative behaviours associated with homework recorded on Classcharts. PP students attend revision sessions and are supported when appropriate by a mentor.
D.	PP attendance to improve and become closer to non-PP cohort.	Gap between boys APS PP and All non PP students decreases 2019.
E.	A greater proportion of PP students to join clubs and “get involved”	% of PP and non PP is equal in active participation.

5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Outcome	Action taken	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review
Progress of pupil premium students to closely match rest of cohort in as many subjects as possible.	<p>Staff aware of PP students in mark books and track progress throughout year.</p> <p>All colleagues made aware of roles and responsibilities regarding PP students by regular meetings (RAPP) and referring to “raising achievement of disadvantaged pupils” booklet that is given to all staff.</p>	<p>By clearly identifying our PP students, staff are able to make timely interventions to their teaching and ensure good progress for our more disadvantaged students. Evidence from the Sutton trust clearly highlights the benefits of great feedback in aiding pupil progress.</p>	<p>PP data will be reviewed throughout the year and changes will be made to SIMs and class charts by the administrative staff when we receive updated lists of PP students from DfE. At each review progress leaders and heads of department will analyse the attainment and effort data and make suitable interventions</p>	JGB	<p>At each review and whenever new DfE data comes in. Annually when we review our policies regarding PP.</p> <p>Staffing costs (Part contribution)</p> <p>Specialist Teacher £19744.00</p> <p>Pastoral Support mentors £13611.00</p> <p>SENCO £6910.00</p> <p>TA3 Support £6614.00</p> <p>TA Support £9486.00</p> <p>PP SLT Lead £6910.00</p> <p>Learning mentor £11024.00</p> <p>Pupil Support £1782.00</p> <p>Isolation Manager £3422.00</p> <p>Independent Careers Advisor £3000.00</p> <p>Staffing costs to support PP £82503.00</p>
Support in place to raise confidence of PP students and help to	On transition to Broughton PP students with low levels of prior attainment are identified and	The evidence that time spent developing literacy is particularly strong. Much of	Transition information from feeder primaries and KS2 data. Will allow early identification of	JGB HH(Literacy) JMG (Maths)	Annually following enrolment of new PP pupils and following each review.

<p>improve levels of literacy and numeracy.</p>	<p>will be given extra support with literacy and numeracy. They will be tested for reading age and will take CAT tests. We will develop pupil's knowledge and understanding through routine use of subject specific terminology (tier 2 language). Utilise Teaching Assistants effectively to work with and support disadvantaged pupils if appropriate.</p>	<p>the evidence from the recent "closing the word gap" report confirms that this is the correct approach. All PP students will be encouraged to read for fun, take part in word and root of the week challenges. Those who require further support will receive this via the inclusion department.</p>	<p>students who may require support. Reading will be assessed on enrolment and support will be arranged in inclusion department. Maths department will identify students requiring more support.</p>	<p>SG (SENCO)</p>	<p>Reading programme for Years 7&8. Accelerated Reader £3546.00 Maths programme for years 7&8. Accelerated Maths £1670.00 Total Numeracy and literacy programmes £5216.00</p>
<p>Homework and revision to be completed to same standard as non-PP cohort.</p>	<p>Staff to ensure students are clear on how to complete the tasks and where to get support and help. Allow realistic time frames for completion of homework and be mindful of access to ICT facilities. Homework club is available at lunchtime and a late bus is provided on 4 evenings (4:30 Mon-Thurs) Progress tutors to monitor disadvantaged pupils' organisation, ensure they have the necessary equipment and resources. Increased contact/engagement of pp parents with school. Monitor attendance of PP at parents' evenings. Tracking behaviour on Classcharts.</p>	<p>Poorer pupils in England get less help with their homework than their better-off classmates, according to new analysis of the OECD's PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmates. Anything colleagues at Broughton can do to narrow this deficit in support has to be beneficial.</p>	<p>Homework to be recorded in planners. Progress tutors will check these on a weekly basis and encourage our disadvantaged pupils. Sending praise postcards, class charts merits and star of the half term where appropriate. Homework tasks listed on my maths/active teach. Failure to complete homework will be recorded on Class charts so early interventions can take place. All staff reminded regularly about the importance of setting meaningful homework to support learning in the classroom.</p>	<p>JGB HoDs to coordinate homework in departments.</p>	<p>Homework policy updated annually. Late Bus £2054.00 Homework club. Staff (TA) & resources £1417.00 Progress Leader & Progress Tutor 1 day for feedback following reviews £1900.00 Total for Homework support £5371.00</p>
Total budgeted cost					£93090.00

Targeted support					
Outcome	Action taken	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to build a climate in school where great attendance is promoted by all staff and There is no discernible gap between our PP and Non PP cohorts.	Maintain current focus on attendance. Weekly SLT progress leader review. Meetings with parents of PP students with low attendance. Attendance officer to continue to provide key staff with weekly attendance data for all students and more regular information as and when the attendance data of key PP pupils shows a deterioration	NfER briefing for school leaders identifies addressing attendance as a key step to ensuring pupil progress. If you pupils are missing school, they simply cannot make sufficient progress. This will remain a top priority every year.	Attendance Officer employed to monitor pupils and follow up quickly on absences. Key staff involved quickly. Weekly SLT focus on attendance.	JGB/BB	Review annually Attendance reviewed weekly. Attendance officer (part contribution) £4764.00
Extracurricular activities have increased participation by pupil premium pupils.	In 2018-19 a new member of staff Mr Wallace has been appointed as a learning Mentor to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and to encourage involvement in extracurricular activities. Members of staff organising trips and visits may approach JGB/JE to request financial support for PP pupils.	The evidence is clear. The more you do the more you achieve.	PP lead and school business manager will release funds to support any PP student who needs support to overcome any barrier to taking part in an extra-curricular activity.	JGB/JE	Review annually. Music assistance £798.00 Drama school assistance £612.00 Financial support for trips £561.00 Financial support for uniform costs £110.00 Total contingency fund for extracurricular (Estimated) £2081.00
Total budgeted cost					£6845.00

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Literacy - additional 1:1 support from English teacher, HLTA, Accelerated Reader, enhanced/interventionist role of TLR (English).	(1) Improvement in Reading Ages for identified PP. (2) Majority of PP either 'O', 'A' following reviews. (3) Positive P8 Score for English 2017-2018.	1) Increase in reading ages of PP pupils following accelerated reader. 2) Majority of PP students O or A target, 3) P8 score (-0.25) Attainment in English improved 2018.	Continue our work on literacy. New role for member of English department to work specifically with SENCO and coordinate big focus on literacy at for those pupils who have low reading ages.	£11,624
Numeracy - additional 1:1 support from Maths teacher, LSA Support, enhanced role of TLR (Maths).	(1) Improvement in 'My Maths' scores throughout the year. (2) Majority of PP either 'O', 'A' following reviews. (3) Positive and improved P8 score for Maths 2017-2018.	1) Improving My maths scores of PP. 2) Majority of PP students O or A target, 3) P8 score (+0.51) in Maths improved from (+0.27) in 2017. Standards in Maths continue to be extremely strong.	Feedback from students and whole school data clearly shows the impact of the strategies been employed in Maths. These will continue and be strengthened by appointment of new member of staff who will help ensure that all students are taught by a specialist maths teacher.	£27,314
Poor home learning environment - Active 'encouragement' and counselling from Pastoral Support Mentors to liaise with home. Provision of	(1) Reduction in number of 'homework' issues. (2) Positive feedback from parental questionnaires.	(1) Homework remains a key issue, (2) Majority of PP parents support the school's efforts and are happy with the amount of homework work been set. (3) PP attended revision sessions and accessed the homework room. The late bus was very helpful in enabling pupils to remain at school.	Completion of high-quality homework will still need to be addressed. PP students still completing homework but Classcharts data shows that there is still a gap between PP and non-PP cohorts. Underachieving - PP pupil will be assigned a mentor and a new learning mentor has been appointed (2018-19). Revision sessions to be well	£27,719

<p>revision materials. Ensure relevant pupils stay and work in library with available staff.</p>	<p>(3) Attendance at revision sessions</p>		<p>publicised in newsletter and all PP parents will be invited to attend help your child revise evening.</p>																										
<p>Attendance - additional time from Pastoral staff, Progress Leaders and Attendance staff.</p>	<p>Attendance gap (PP/non-PP) to continue to narrow.</p>	<p>Attendance gap (PP/non-PP) at lowest level since we began to target this as a key issue in 2014-15.</p> <table border="1" data-bbox="703 464 1234 624"> <thead> <tr> <th>Group</th> <th>% Attendance 2014-15</th> <th>% Attendance 2015-16</th> <th>% Attendance 2016-17)</th> <th>% Attendance 2017-18)</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>95.9</td> <td>96.4</td> <td>96</td> <td>96.6</td> </tr> <tr> <td>Whole School PP</td> <td>92.3</td> <td>93.8</td> <td>93.5</td> <td>94.8</td> </tr> <tr> <td>Whole School Non-PP</td> <td>96.2</td> <td>96.7</td> <td>96.4</td> <td>96.8</td> </tr> <tr> <td>Gap (PP-Non PP)</td> <td>-3.9</td> <td>-2.8</td> <td>-2.9</td> <td>-2.0</td> </tr> </tbody> </table>	Group	% Attendance 2014-15	% Attendance 2015-16	% Attendance 2016-17)	% Attendance 2017-18)	Whole School	95.9	96.4	96	96.6	Whole School PP	92.3	93.8	93.5	94.8	Whole School Non-PP	96.2	96.7	96.4	96.8	Gap (PP-Non PP)	-3.9	-2.8	-2.9	-2.0	<p>Maintain current focus on attendance. Weekly SLT progress leader review. Meetings with parents of PP students with low attendance. Attendance officer to continue to provide key staff with weekly attendance data for all students and more regular information as and when the attendance data of key PP pupils shows a deterioration.</p>	<p>£3,538</p>
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<p>Motivation/Work Ethic/Low Aspiration - mentor training/attachment to identified pupils. Visits to/from careers, colleges, ex pupils.</p>	<p>PP pupils to be given greater opportunity to seek relevant careers guidance and attend college open days.</p>	<p>Majority of PP show improving effort scores throughout 2017-18. NEET data show that 100% of our PP pupils have enrolled at a local collage for post 16 education.</p>	<p>All PP to have priority for careers appointments. In 2018-19 a new member of staff Mr Wallace has been appointed as a learning Mentor to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and to encourage improving attendance.</p>	<p>£13,257</p>																									
<p>Additional contingency funding will be used according to needs arising throughout the year to support students and supporting high contact ratio with Key staff.</p>	<p>Following regular reviews and RAPP meetings, PP pupils can be supported to support their specific needs.</p>	<p>PP pupils at Boughton continue to achieve above national levels and are making fantastic progress especially in Maths. We mustn't be complacent but continue to support our more disadvantaged learners. Literacy will be a key are to develop during 2018-19.</p>	<p>In 2018-19 a new member of staff Mr Wallace has been appointed as a learning Mentor to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and to encourage improving attendance. Additionally, Mrs Hardman will have an enhanced role in the inclusion department and will help support the literacy of PP pupils who have low reading ages and low prior attainment.</p>	<p>£ 15,653</p>																									

7. Additional detail

1. Attendance

Group	% Attendance 2014-15	% Attendance 2015-16	% Attendance 2016-17)	% Attendance 2017-18)
Whole School	95.9	96.4	96	96.6
Whole School PP	92.3	93.8	93.5	94.8
Whole School Non-PP	96.2	96.7	96.4	96.8
Gap (PP-Non PP)	-3.9	-2.8	-2.9	-2.0

This comparative data **highlights the impact** of all the work undertaken by a range of staff to improve the attendance of PP. The weekly RAPP/Progress Leader meetings had a particular focus on the attendance of identified PP in every year group. This resulted in specific actions by individuals who were accountable for improvements in that pupil's attendance. This personalised approach made a **significant difference**.

2. Post 16 Destinations (Sept 2018)

Destination	Numbers of PP students 2017	Numbers of PP students 2018 (18)
Newman College	6	8
Preston's College	5	2
Runshaw College	3	5
Myerscough College	3	3
Apprenticeships	1	n/a
Employment		n/a

This summary data shows the **impact of the additional support** provided to PP. Extra 1:1 sessions with the careers advisor, mentor and tutor ensured that all post 16 plans were closely monitored. Individuals were supported with College/Apprenticeship applications to ensure their post 16 plans were realised. Targeted support and provision made a **discernible difference**.

