

BLACKBURN CENTRAL HIGH SCHOOL PUPIL PREMIUM GRANT EXPENDITURE 2020-21

This grant provides additional funding that publicly funded schools in England use to support disadvantaged pupils. The Pupil Premium Grant provides funding for raising the attainment of disadvantaged pupils of all abilities to reach their potential.

Schools and local authorities must follow the terms and conditions set out in the pupil premium conditions of grant.

NUMBER OF STUDENTS AND PUPIL PREMIUM GRANT RECEIVED	
Total number of students on roll Sept 2020	900
Total number of students eligible for PPG	345
Total amount of PPG received	£329,475

OBJECTIVES IN SPENDING PUPIL PREMIUM GRANT FOR 2020-21:

- Improve attainment across a wide range of subjects including Maths and English; narrow the gap between PP and non-PP students who achieve a grade 4 in both English and Maths and progress score from KS2 in English and Maths.
- Continue to improve literacy and numeracy skills (especially oracy and reading).
- Accelerate the progress of high attaining PP students across KS3 and KS4.
- Improve performance of PP boys.
- Improve the performance of middle ability students across a wide range of subjects.
- Improve cultural capital of PP students at KS3.
- Ensure that overall attendance of PP students remains high with a focus on reducing persistent absence.
- Reduce the impact of covid related closures on our most disadvantaged students.

PLANNED EXPENDITURE

Academic Year 2020/21

Quality teaching for all

Action	Rationale	Steps to be taken	Success criteria	Staff lead	Cost
High quality staff CPD (Whole school level) and QA	<p>EEF report that covid related closures may have undone up to 10 years of closing the gap between PP and non-PP</p> <p>Catch-up funding and PPG funding to be used to build on the gains previously made in real terms. Improved literacy improves outcomes. EEF Annual Report and Gilkerson Report states the gap between PP and non-PP in real terms at Y7 is 9.5 months behind and by age 16 the gap is 19 months.</p>	<p>Development and Implementation of Whole staff CPD programme with renewed focus on Boosting Our Boys; Closing the Vocabulary Gap and a whole school Reading Strategy.</p> <p>CPD Pathways: Closing the Vocabulary Gap steering group. Steering group established to raise the profile of DP students across all curriculum areas in the school. Dissemination of best practise and steering group members to 'champion' strategies/approaches during curriculum time as a standing agenda item.</p>	<p>No gap between PP eligible and non PP in the core subjects.</p> <p>Evidence from Data analysis from all year groups. KS3 in relation to BHCS targets.</p> <p>KS4 Progress 8 estimates</p>	<p>SLT for PPG</p> <p>School Improvement Coach</p>	
Effective Classroom Strategies	<p>We want to drench our students in high expectations. We want to help our DP students to make remarkable achievement and progress. Leaders of more successful schools emphasise the importance of 'quality teaching first'. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p>	<p>Staff Training.</p> <p>Clear identification of DP students: seating plans.</p> <p>High Quality and probing questions.</p> <p>A marking policy that is supportive, constructive and aspirational.</p> <p>Planned and timetabled opportunities to explicitly teach and pre-teach subject specific vocabulary.</p> <p>AfL opportunities to explicitly teach new Tier 2 vocabulary to boost academic reading and writing.</p> <p>Team Challenge: year group team challenge using a collaborative approach for DP students to take part in competition that fosters engagement.</p>		<p>All teaching staff</p> <p>LSA staff</p> <p>SEND team</p> <p>HODs</p>	
1:1 and specific interventions	<p>Sutton Trust: Provide targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). Successful strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. High impact demonstrated where schools provide both individual support for</p>	<p>Staff member with TLR for raising achievement of HPA PP students – mentoring and action research (2 x weekly mentoring interventions with HPA PP students).</p> <p>Staff member with TLR for G&T – targeted approach to monitoring and tracking G&T PP.</p>	<p>GCSE results 2021 through attainment 8 score and progress 8 score.</p> <p>End of Year examinations for years 7-10.</p> <p>Line manager minutes with all departments to demonstrate action and impact of a range of</p>	<p>ICA</p> <p>REJ</p> <p>Appointment of Full time 1:1 tutor</p> <p>Maths Team/Maths Lead/AHT</p>	

	pupils that have very specific learning needs, and group support for pupils with similar needs.	Appointment of tutor to work with DP students with low attendance/barriers to learning (eg Covid worries etc). 1:1 tuition and support. Cross-phase maths – understand starting points and gaps related to covid-related closures. Maths team to work with primaries: CPD/Classroom swaps/Planning.	strategies to improve the outcomes of MAPS/HAP/DP students. Whole school QA. Early intervention has been shown to have significant effect although it is high cost All PP in Year 7/8 to make expected progress with 30% making more than expected progress.		
Total budgeted cost					£180,785
Digital learning	The Organisation for Economic Co-operation and Development (OECD) reports some sobering figures in relation to access to digital technology. On average across OECD countries: 9% of 15-year-old students do not have a quiet place to study in their homes, and this is disproportionately the case among disadvantaged students. only about half of 15-year-olds are enrolled in schools where an online learning support platform is available. 35% of 15-year-olds are enrolled in schools where teachers do not have the necessary pedagogical and technical skills to integrate digital technology in education, according to school headteachers.	Implementation of a digital curriculum to support our DP students. Provide appropriate technology (laptops/ipads) for those without at home. Where DP pupils do not have access to wi-fi, provide Dongles in order to gain internet access. Provide high quality teaching on Google Classroom/Google Meet in order to access online and LIVE learning. Provide high quality staff CPD so that all staff are accredited as Google Educators. Appoint a TLR Strategic Lead for Digital Education at BCHS. Devise Digital Learning policies and share with all stakeholders. Revise home-school agreement to support blended learning. Revise homework policy to incorporate use of digital technology as a tool for tracking homework set and completed. Launch and roll out purchase of Chromebooks for ALL Year 7 DP students, and other year groups thereafter.	Sutton Trust identify lack of ICT access as a barrier to PP performance. Review uptake of Chromebooks by PP Dec 2020. Evaluate use of Chromebooks June 2021.	All staff KBO RRO SEL RLA RFA SLT Freedom Tech School Improvement Coach	
Total budgeted cost					£28,748

Literacy across the curriculum

Action	Rationale	Steps to be taken	Success criteria	Staff lead	Cost
Provide rich literacy opportunities at a whole school and class level, in order to CVG and improve reading	<p>Research suggests that the challenges start early on in a child's development and that by the age of three, there is a 30-million-word gap between children from the wealthiest and poorest families.</p> <p>A study by Fernald, Marchman, & Weisleder 2013 showed that the vocabulary gap is evident in toddlers: By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. Even at two years of age, the disparity in vocabulary development is significant. By the time children arrive in our schools, they are already at a disadvantage.</p> <p>In recent years, the gap in vocabulary has been highlighted even further through the changes to the testing at the end of KS2. In the 2017, KS2 SATs 20% of questions centred around understanding vocabulary in context (Shareen Mayers 2017). And with such a large emphasis and weight attached to KS2 attainment, it is clear that we need to put more in place to help our children succeed.</p>	<p>Purchase an ambitious and age-appropriate class reader for ALL Yr 7 students that will engage and encourage discussion; promote critical thinking and develop oracy & reading skills.</p> <p>Deliver CPD to Progress Tutors, modelling guided reading and reading strategies to develop reading skills.</p> <p>Appointment of librarian to lead on whole school engagement with reading (e.g. Lexia; competitions; Alex Quigley's bookmarking; Accelerated Reader programme; Reading Tests) Librarian to drive CVG strategy.</p> <p>Appoint EAL/Literacy Lead – drive whole school literacy strategy. Enrol DP students with Blackburn with Darwen Library Service.</p> <p>Lexia Reading Programme: phonic recovery programme. All DP pupils in Y7 to have access. Foundation DP pupils in other year groups to have access. Increase number of licenses.</p> <p>Build Reader Recovery lessons into Yr7 and y8 curriculum model: to help close gap of missing transition education and reduce impact of covid closures.</p> <p>Targeted Reading Interventions: SEND team to deliver targeted reading interventions across the school for those with a below functional reading age and for those below chronological reading age.</p> <p>Offer the facility to screen for dyslexia for DP students.</p> <p>Become accredited as a VOICE 21 Oracy School.</p> <p>Lexia Reading Programme - increase licenses.</p> <p>Introduce Accelerated Reader Programme (costs plus staff training).</p>	<p>All pupils have access to 2 x weekly PT sessions in guided reading of class reader.</p> <p>KBO to deliver CPD on guided reading to Progress Tutors.</p> <p>PP pupils make more progress by the end of the year than 'other' pupils so that at least 50% exceed targets and 100% are on target. This will be evidenced through data captures and end of year exam results. Comparing disadvantaged performance to non-disadvantaged performance. Assessing the progress and impact of the Lexia programme in KS3. Having an 'oracy' programme in place and implemented.</p> <p>Early intervention has been shown to have significant effect although it is high cost All PP in Year 7/8 to make expected progress with 30% making more than expected progress.</p>		
Total budgeted cost					£74, 867

Improve Cultural Capital and Enrichment Opportunities

Action	Rationale	Steps to be taken	Success criteria	Staff lead	Cost
	<p>Ofsted: "As part of making the judgement about the quality.</p> <p>How good or bad something is.</p> <p>Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed. Achieving a set goal or target in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'"</p>	<p>PIXL passport/ PiXL subscription.</p> <p>DP students identified for Duke of Edinburgh.</p> <p>Enrichment opportunities that specifically target DP students as a priority.</p> <p>Visiting Poet: Tom Foolery (class identified with MA DP students to be tracked).</p> <p>Ensure all KS4 pupils have opportunity to see live performance of Literature GCSE texts.</p> <p>All Year 7 to have access to a university experience and a cultural arts experience.</p> <p>Ensure all new students and parents to receive careers and AIG pathway information and how to access services (2 days per week).</p> <p>Ensure every year 7 onwards has access to career counsellor (2 days per week).</p> <p>Ensure all DP pupils in Year 11 have career pathway and college/apprenticeships tracked beyond KS4 with support from career counsellor. (2 days per week).</p>	<p>Ensure all KS3 student (Year 7, Year 8) access one cultural event e.g. Bridgewater Hall, University Visit or museum visit per year/ Access SUN or VCOP funding.</p> <p>Tracking of all KS4 access to university/enrichment/career opportunities.</p> <p>Tracking and monitoring of Cultural capital Opportunities offered to all DP.</p>	<p>KBO</p> <p>MDO</p> <p>HIS</p> <p>TRE</p> <p>DJO</p> <p>MRA</p> <p>MBR</p> <p>BON</p>	
Total budgeted cost					£45, 075