

BCHS Pupil premium strategy statement

1. Summary information					
School	Blackburn Central High School				
Academic Year	2016-17	Total PP budget	£353,898	Date of most recent PP Review	09/16
Total number of pupils	862	Number of pupils eligible for PP	379	Date for next internal review of this strategy	01/17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	41.8%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	72.6% / 55.6%	75.8% / 73.4%
Progress 8 score average	TBC	TBC
Attainment 8 score average	35.59	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Improving attainment across a wide range of subjects including Maths and English.
B.	Improve literacy and numeracy skills in Year 7
C.	Accelerate the progress of high attaining PP students across KS3
D.	Improve performance of PP boys

External barriers	
E.	Improve attendance rates for PP pupils focusing on certain groups

4. Desired outcomes		Success criteria
A.	Improving attainment across a wide range of subjects including Maths and English	No gap between PP eligible and non PP in the core subjects.

B.	Improve literacy and numeracy skills in Year 7	PP pupils in Year 7 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 accelerated reader assessments, English assessments and numeracy assessment throughout the year.
C.	Accelerate the progress of high attaining PP students across KS3	Monitored by A and T co-ordinator. Tracking and intervening to ensure on track for 4 LOP by end of KS4. High expectations in all areas through quality first teaching.
D.	Improve performance of PP boys	Results. Improve aspiration in boys. Better attendance – ties into outcome D. Increased motivation, decrease in behaviour sanctions.
E.	Improve attendance rates for PP pupils focusing on certain groups	Pastoral managers working to reduce the amount of persistence absence among eligible PP students in every year group. PP attendance to be in line with the rest of the school.

5. Planned expenditure

Academic year

2016 / 17

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

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improving attainment across a wide range of subjects including Maths and English	Recruitment of specialists into Maths, Art and MFL. Recruitment of HLTA's.	Out of the core subjects Maths has historically been slightly weaker than English. We have recruited maths specialists to strengthen the team. Evidence suggests that low attainment in a core subject stops them accessing the rest of the curriculum.	Strong leader as HOD. HOD for Maths and English now work together to collaborate and share best practice. Achievement Lead data is continually used to show students at risk of not gaining Ma and Eng match.	Both HOD	At each data collection point.
A. Improving attainment across a wide range of subjects including Maths and English	Small group tuition.	To facilitate catch up for students who arrive with low KS2 data and or EAL.	Run by the school SEND team. Constant review / reporting. As soon as students are ready they re-join their peers in mainstream classes.	HOD SEND	Regular reviews and resetting.
B. Improve literacy and numeracy skills in Year 7	Literacy and Numeracy Co-ordinators in post	Improved literacy and numeracy improves attainment across all subjects.	En and Ma teaching and learning leads to oversee.	Co-ordinators	Each term.
B. Improve literacy and numeracy skills in Year 7	All year 7 progress tutors given CPD on delivery of accelerated reader (AR).	Components of language have been identified as a weakness from the data. Successfully trialled by ourselves over the last 2 years. Accelerated reader was shown to have a positive impact in an independent study.	It is our third year running the AR programme. We have high quality resources in place and continually monitor and report on student progress.	School librarian and Achievement Lead Yr7	On-going through the year.
B. Improve literacy and numeracy skills in Year 7 C. Accelerate the progress of high attaining PP students across KS3	High quality feedback and marking. Green for Grow. Purple pens.	Many different evidence sources suggest this is an effective way to improve attainment. Last year the school produced standard operating procedures (SOP's) for marking and feedback.	Weekly SLT book scrutinies. INSET days to revisit training. Learning walks.	Deputy Head Teaching and Learning	Jan 17

B. Improve literacy and numeracy skills in Year 7	A and T co-ordinator champions these students whole school. They are monitored, tracked and provided with tailored intervention. Aspiration activities / experiences provided.	Evidence cites that raising aspirations and confidence has a positive impact on school engagement and attainment.	Evidence of positive impact from data collection / reporting cycles. Success stories. Most able PP outperformed Most able non PP in English Literature.	A and T co-ordinator	Tracked through reporting and assessment cycles. On-going pupil voice. Increase engagement, reduction in behaviour sanctions.
A. Improving attainment across a wide range of subjects including Maths and English	Progress Time Co-ordinator appointed. Introduction of Progress Time each morning.	Positive start to each day. Disadvantaged students struggle to be fully prepared and organised for the day. Moving progress time to the start of the day allows students to feel prepared and have that positive start.	Evidence of positive impact through reduction in behaviour sanctions. Reduction in late to lesson. Improved attendance figures.	Progress Lead Co-ordinator.	Each half term.
A. Improving attainment across a wide range of subjects including Maths and English	CPD for staff: World Class Teaching Isabella Wallace Insets Leadership development LEAP training Recruitment of Future Leaders	Investment in staff. Staff feel valued and committed.	Progress driven improved outcomes. Lesson Obs, learning walks, sharing best practice. Staff survey.	SLT links	Each half term. Annual review.
Total budgeted cost					£167,747

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improving attainment across a wide range of subjects including Maths and English	An achievement lead is attached to each year group to monitor and liaise with staff to ensure any underachievement is picked up early and addressed.	We have had the achievement leads in place for a year and have seen a marked improvement in all key measures.	Each AL is line managed by an assistant head teacher. Achievement leads all report data using a consistent approach. Training is provided and they meet regularly to discuss best practice and strategies.	AHT	Each half term. Each report cycle.

<p>D. Close the gap between PP boys and girls.</p>	<p>Additional pastoral manager in ks4 to support disadvantaged pupils with behaviour for learning, parental contact, attendance, home learning and attendance at intervention sessions.</p>	<p>Disadvantaged pupils can struggle to ensure that they are fully prepared and organised in the different aspects of their school life. Using an additional pastoral manager to support ensures that the pupils are attending school and will raise the attainment and aspirations of the students.</p>	<p>AHT to oversee ks4 provision. Weekly data meetings take place to track the progress of vulnerable students and intervene quickly to ensure success.</p>	<p>AHT</p>	<p>Weekly in data meeting. All key staff involved: HT, SLT, Yr11 AL, Yr11 PM's.</p>
<p>C. Accelerate the progress of high attaining PP students across KS3</p> <p>D. Close the gap between PP boys and girls.</p> <p>Feedback and marking policy.</p>	<p>Feedback is part of our whole school ethos. The principles of Assessment for Learning are central to teaching and learning. Consistency is key. Standard operating procedures are in place for marking and feedback that ALL staff must adhere to.</p>	<p>Studies on feedback strategies indicate high levels of impact on learning in both Primary and Secondary settings. With an effect size of 0.73 and a potential gain of nine months, it provides the highest impact for lowest cost of all the approaches considered by The Sutton Trust. One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.</p>	<p>Weekly SLT book scrutiny – calendared to target different year groups / groups of students. Achievement Leads also carry out book scrutinies and planner checks each half term. Results are fed back to progress tutors and Directors of Learning to share with staff. Focused Learning walks take place throughout the year. Pupil voice.</p>	<p>DH teaching and Learning HOD Achievement Leads</p>	<p>Weekly Information from weekly SLT book scrutiny will be fed back to the appropriate HOD to disseminate with their team. Revisited focus in staff training / inset sessions.</p>
<p>A. Improving attainment across a wide range of subjects including Maths and English</p> <p>C. Accelerate the progress of high attaining PP students across KS3</p> <p>D. Close the gap between PP boys and girls.</p>	<p>HLTA to support small group of PP boys across the curriculum.</p>	<p>Disadvantaged pupils can struggle to conform to school life. The use of a HLTA to provide small group sessions allows them time to be prepared and organised for learning. This means they have a greater chance of success when it comes to exams.</p>	<p>AHT to oversee. SEND coordinator to monitor and QA on a weekly basis. Reduction of behaviour incidents recorded. Learning walks, book scrutiny and pupil voice.</p>	<p>AHT Send coordinator HLTA</p>	<p>Weekly progress checks</p>

<p>A. Improving attainment across a wide range of subjects including Maths and English</p>	<p>Employment of School Improvement Officer</p> <p>Consultant support. External reviews of departments. Supporting our middle leaders to run and improve their departments.</p>	<p>To provide in-house professional development.</p> <ol style="list-style-type: none"> 1. Prioritise school-based, staff-led training 2. Advocate on-the-job training through classroom-based coaching and mentoring 3. Establish special interest groups or communities of practice within the school for staff with a shared professional learning focus 4. Target training at specific groups (e.g. skilled teachers or middle leaders) <p>An independent expert to report on the strengths and weaknesses of departments to aid overall effectiveness.</p>	<p>QA of CPD offered.</p> <p>Staff voice Results</p> <p>Carried out in collaboration with the SLT.</p>	<p>SLT</p> <p>Headteacher</p>	<p>Data captures. Lesson Observations Learning walks Pupil voice</p> <p>As necessary.</p>
<p>B. Improve literacy and numeracy skills in Year 7</p>	<p>LSA to work with small groups on Mondays after school. Targeted intervention packs.</p>	<p>Components of numeracy that have been identified as a weakness. LSA's follow a targeted programme developed by the maths HOD.</p>	<p>New initiative this year to be overseen by HOD and Numeracy Lead.</p>	<p>Numeracy Lead</p>	<p>On-going through the year. Pupils will be targeted in small groups for 6 week interventions.</p>

D. Close the gap between PP boys and girls.	Achievement Leads use data to target small group of boys in their year group for targeted mentoring and intervention (both academic and extra-curricular) to improve engagement. Google Classroom GCSE Pod	We halved the PP gap this year. Our focus this year is to continue to close the gap but also to pay particular attention to PP boys. The national picture shows that boys are underperforming in all subjects. Even those were traditionally boys did better. EEF studies show that the use of digital technologies is associated with moderate learning gains, typically of 4 months. It is also proven to increase the engagement of students, particularly boys, and has also increased the % of students completing homework.	Assistant Head teacher will champion PP and other vulnerable students to ensure they are tracked and supported. AL's will liaise with DOL to provide and monitor personalised intervention and enrichment. Intervention is tracked for impact, whole school. CPD for staff on how to use. Regular training opportunities on offer. Collaboration between staff to showcase good practice and share the results.	Assistant Head Teacher – Pupil Premium. AL Teacher with responsibility for Digital Technologies.	While closing the PP gap overall the gap between PP boys and PP girls will also close. Improved outcomes for all students, particularly boys.
D. Close the gap between PP boys and girls.	Duke of Edinburgh Project.	To improve engagement and achievement by raising aspirations and improving relationships.	Deputy Head teacher – Wellbeing and attendance to oversee.	DHT.	Increase engagement, reduction in behaviour sanctions.
All Measures	Assistant Headteacher to oversee and champion PP whole school.	Having a leader with a strategic overview of PP has been proven to improve outcomes for disadvantaged students.	Focus on PP spend and impact. Annual reviews – what's working? Data captures drilling down into PP performance in every year group. PP leader works closely with a key staff across the school.	AHT	Each data capture Annually Reports produced by key staff on strategies in place.
Total budgeted cost					£160,044
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>E. Improve attendance rates for PP pupils focusing on certain groups</p>	<p>Attendance officer compiles late list every morning as soon as progress time registers are done. Phone calls are made straight away. Google docs updated and passed to pastoral managers for follow up. First day response provision. Pastoral Managers provide pastoral and family support for some of our more vulnerable families.</p>	<p>Attainment can only improve if students attend school. Nfer briefing for school leaders identifies addressing attendance as a key step. Improved attendance is linked to academic improvements.</p>	<p>Use of google docs to ensure all staff are working collaboratively to improve / tackle poor attendance. Progress groups attendance leader board. Attendance boards in the student entrance to showcase the performance of groups / years. Attendance cup allocated weekly in assembly.</p>	<p>Assistant Head Teacher – Wellbeing and attendance.</p>	<p>Weekly. Google docs are updated daily with late figures and weekly with attendance figures.</p>
<p>E. Improve attendance rates for PP pupils focusing on certain groups</p>	<p>Counselling and wellbeing programmes</p>	<p>Improved wellbeing has a positive influence on attendance, behaviour and overall attitude to learning.</p>	<p>Pastoral managers make referrals and check up on students who they know have accessed the service. Pupil voice.</p>	<p>Assistant Head Teacher – Wellbeing and attendance.</p>	<p>Ongoing.</p>
<p>E. Improve attendance rates for PP pupils focusing on certain groups</p>	<p>Achievement points. Students need a certain number of achievement points to be able to participate in school experiences at the end of each term. Behaviour points are subtracted from achievement points. This motivates them to be at school and on time so they do not lose points.</p>	<p>Results from the first half term are positive. Pupils that had poor attendance and behaviour last year have made marked improvements this term. Feedback in department meetings has been overwhelmingly positive. Behaviour sanctions whole school are down on last year.</p>	<p>AHT to oversee. All staff are participating in the system. Analysis of the number of behaviour sanctions reported whole school will be monitored over the course of the year.</p>	<p>SLT supported by Pastoral Managers.</p>	<p>Ongoing.</p>
<p>A. Improving attainment across a wide range of subjects including Maths and English E. Improve attendance rates for PP pupils focusing on certain groups</p>	<p>Provision of uniform and shoes for some PP students.</p>	<p>EEF toolkit discusses the cultural issues surrounding school uniform and how it is perceived. They say it plays an important role in determining acceptability and success (in terms of compliance). 'There is evidence that in some areas of very high poverty free school uniforms improve attendance...'</p>	<p>Pastoral managers form close relationships with our most disadvantaged families. We tailor the amount of support to the needs of the family.</p>	<p>Deputy head signs off. Pastoral managers</p>	<p>As needed.</p>

Total budgeted cost £64,019

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
Closing the pupil premium gap	Appointment of Associate Assistant Headteacher to champion.	CPD for staff on understanding PP. Results. Overall gap has halved. In some subjects the gap has closed and in other subjects PP outperformed non PP.	Staff engaged and enjoyed inset sessions on PP. Most impact when case studies of our students were used and sessions were delivered in small groups. Refresh whole school this year and deliver full session to new staff and NQT's.	£31,519
Staff Appointments	Staff were appointed and put in key roles across the curriculum to ensure all disadvantaged students made progress.	Results. The gap between disadvantaged students and their non-disadvantaged peers reduced by over 15% last year. Particular departments had considerable success.	Having the right staff in front of the most disadvantaged students is one of the key factors to success.	£289,236
Improving attainment across a wide range of subjects including Maths and English	Growth Mindset delivered in progress time	Delivery has helped to raise aspirations across the school. Impacted on all not just PP eligible. Staff did develop growth mindset in lessons and this was seen in lesson observations.	This has had a positive impact and been well received. We have reviewed the resources and will continue with delivery one day a week in progress time. Staff feedback was positive. There is no cost to continuing delivery.	N/A

ii. Targeted support

Desired outcome	Chosen action / approach	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
Improving Wellbeing	Mental health support Pathways Family wise Counsellors Intervention sessions	Improved wellbeing has a positive influence on attendance, behaviour and overall attitude to learning.	This has had a positive impact and been well received by the students involved. We constantly undertake pupil voice to ensure the provision is having impact. We feel this is a necessity for our students with their complex lives.	£30,014

	Mentoring programmes			
A. Improving attainment across a wide range of subjects including Maths and English	Creation of intervention spread sheet to monitor, track and analyse all intervention across the school each academic term.	Record of interventions offered. We were able to monitor attendance at interventions, monitor the number of interventions students were being asked to attend, and look at the impact.	We are continuing with the spread sheet. Amendments have been made to improve the efficacy.	N/A
B. Improve literacy and numeracy skills in Year 7	Calderdale Project Giving students an experience to write about.	Positive impact for targeted children. Evidenced through the Sutton Trust study. All improved a sub level on the day. One child improved a whole level (3 sub grades).	Opportunities across the curriculum to be undertaken when and where appropriate.	£1,070
B. Improve literacy and numeracy skills in Year 7	Passport maths programme. Computer based maths intervention programme which was run during progress time.	Positive for students that took part.	Next year we are going to try more intensive after school support instead, with parental engagement to encourage attendance. Parents have been informed through several talks already that this will happen.	TLR £5626

iii. Other approaches

Desired outcome	Chosen action / approach	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
B. Improve literacy and numeracy skills in Year 7	Summer school programme for the Yr6's joining us in Year 7. Literacy focus throughout the week.	Very positive feedback from students that took part.	We would still like to offer summer school next year but we would like to open it up to all students, not just PP eligible. We did find that students who attended summer school were more confident about starting school and built positive relationships faster, improving behaviour and attainment.	£7,500
Breakfast	Free breakfast for every child, every morning.	High – scientific evidence shows eating breakfast helps improve school performance, allowing students to do better on tests, according to the Food and Nutrition Service.	Due to our number of PP students (49%) being much higher than the national average (28%) we feel this is an important start to our school day. We also know that just because some children are not eligible for PP it does not mean they are not disadvantaged. This is why we provide this service for any student that wishes to access it.	£10,000

Pupil Premium Review	External advisor brought in to carry out the review (Nell Banfield).	Positive picture of where we were, now backed up by the 2015-16 results. Evidence that we are moving in the right direction. Summarised our position and suggested next steps.	Our students are very positive and passionate about their school. They were enthusiastic about lessons, learning and staff.	£700
Rewards Educational Trips Enrichment Subsidies STEM experiences	Disadvantaged students miss out on 'cultural capital'. At BCHS we want to ensure that our children have a well-rounded experience of school.	High – students responded well to knowing they did not need to worry if their family would not be able to pay for an experience. Students know we can support them and they feel included in the school community. This increases their confidence and gives them one less thing to worry about.	Our students are very positive and passionate about their school. They know they are respected and supported here on all levels. They know we care about their well being.	£19,900

7. Additional detail

- For the full 2015/16 spend please see the school website for the Pupil Premium statement that was issued. This has a full breakdown of all costings for that financial year.