

BCHS Pupil premium strategy statement

1. Summary information					
School	Blackburn Central High School				
Academic Year	2017-8	Total PP budget	£377,740	Date of most recent PP Review	09/17
Total number of pupils	888	Number of pupils eligible for PP	404	Date for next internal review of this strategy	01/18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 incl. EM	39.2%	58.5%
% achieving 9-5 incl. EM	24.3%	39.1%
Progress 8 score average	-0.366	0
Attainment 8 score average	35.64	46

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 assessments 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	Assistant Headteacher working alongside Pastoral Managers 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 En 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.	Literacy lead and Numeracy lead involved in delivering staff CPD through PIPPS time and INSET.	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. Research also shows that teenagers who enjoy reading achieve higher grades academically in all their subjects.	It is our fourth year running the AR programme. We have high quality resources in place and continually monitor and report on student progress. This year students in Year 10 have been trained to be peer mentors in progress time, assisting PTs to further target and track the intervention.	School librarian and Achievement Lead Yr7 / 8	On-going through the year. Students' results are tracked to ensure they are moved through the scheme at an appropriate pace.
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.	School Improvement Officer Teaching and Learning	Jan 18
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.	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	Introduction of Progress Time each morning. Sessions include: Growth Mindset Accelerated Reader Shared Read	Positive start to each day. Delivery of growth mindset sessions to improve academic attainment by supporting pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. Previous research (Good <i>et al.</i> , 2003; Blackwell <i>et al.</i> , 2007) has suggested that holding this belief enables pupils to work harder and achieve better results.	Evidence of positive impact through reduction of lates and pupil voice. Progress Time exercise books demonstrate progress. Class teachers continue to talk about having a growth mindset in lessons. Progress tutors meet in Year teams each week with their Pastoral Manager and their Achievement Lead. Meetings have a set agenda and are minuted.	Progress Lead Co-ordinator.	On-going, termly and an annual review by the Progress lead.
A. Improving attainment across a wide range of subjects including Maths and English	CPD for staff: World Class Teaching Pivotal Behaviour Training for key staff Behaviour Inset Training Jason Bangbala	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Progress driven improved outcomes. Lesson Obs, learning walks, sharing best practice.	SLT links	Evidenced through behaviour data, reporting and assessment cycles and pupil voice.
Total budgeted cost					£119,145
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 (AL) 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 two years and have seen a marked improvement in all key measures.	Each AL is line managed by an assistant head teacher. Achievement leads report data using a consistent approach. Training is provided and they meet regularly to discuss best practice, strategies and impact. Each AL produces a Raising Attainment Plan.	AHT AL	Each half term. Each report cycle.

<p>A. Improving attainment across a wide range of subjects including Maths and English</p>	<p>Access room provision</p>	<p>Students who are struggling to cope within mainstream classrooms. A small number of students have been targeted for access room provision. They have a bespoke timetable but still attend core subjects. Commenced September 2017. Evidence already suggests positive impact regards behaviour and attendance.</p>	<p>Specialist practitioner running the unit overseen by the school SENCO. Students are being tracked and carefully monitored to ensure impact is positive both in terms of attainment and cost.</p>	<p>EBA SENCO AHT</p>	<p>Each half term the provision is reviewed and impacts are delivered to SLT. Daily logs are kept by the access room manager.</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>Improving parental engagement. AL's work to improve parental engagement and make sure that parents are invited in to school at key points in the academic calendar.</p>	<p>Parental involvement is consistently associated with pupils' success at school but the evidence about how to increase involvement to improve attainment is mixed. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings.</p>	<p>AL's report back to AHT each half term about who has been targeted and how. Raising Achievement events are reported on in terms of attendance and engagement.</p>	<p>AHT AL</p>	<p>Each term.</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 Learning walks Pupil voice</p>	<p>School Imp Officer Teaching and Learning HOD</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>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. Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress.</p>	<p>Initiative to be overseen by AHT in charge of Literacy and Numeracy Catch Up, 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>
<p>D. Close the gap between PP boys and girls.</p>	<p>Achievement Leads use data to target small groups of boys in their year group for targeted mentoring and intervention (both academic and extra-curricular) to improve engagement.</p>	<p>Whilst we have halved the PP gap this year there is still a significant gap comparing the performance of PP boys to PP girls. This is also the case nationally.</p>	<p>Assistant Head teacher will champion PP and other vulnerable students to ensure they are tracked and supported. Provide and monitor personalised intervention and enrichment. Intervention tracking whole school.</p>	<p>Assistant Head Teacher – Pupil Premium.</p>	<p>While closing the PP gap overall the gap between PP boys and PP girls will also close.</p>
<p>D. Close the gap between PP boys and girls.</p>	<p>School Improvement Coach BOB Boost Our Boys Weekly T&L focus on strategies to help boys within Wave 1 Intervention.</p>	<p>Whilst we have halved the PP gap this year there is still a significant gap comparing the performance of PP boys to PP girls. This is also the case nationally. Boys generally are more passive learners and need to be</p>	<p>School Improvement Coach disseminates strategies whole school. Boys' progress at all key stages is a focus in SLT link meetings and appears on all curriculum agendas.</p>	<p>SIO.</p>	<p>Data tracking focusing on boys' attainment. Are the gaps closing?</p>

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.
Total budgeted cost					£145,102

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?
E. Improve attendance rates for PP pupils focusing on certain groups	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.	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.	Use of google docs to ensure all staff are working collaboratively to improve / tackle poor attendance. Assistant Headteacher holds late catch up each lunchtime. 20 minutes on the day the offence occurs. This led to a 20% decrease in the numbers of lates 2016-17 compared to last year. Year / Progress group's attendance leader board in student entrance. 100% attendance badges awarded. Attendance is monitored. Phone calls home for persistent offenders and parental meetings with SLT.	Assistant Head Teacher – Wellbeing and attendance.	Weekly. Google docs are updated daily with late figures and weekly with attendance figures.
E. Improve attendance rates for PP pupils focusing on certain groups	Counselling and wellbeing programmes	Improved wellbeing has a positive influence on attendance, behaviour and overall attitude to learning.	Pastoral managers make referrals and check up on students who they know have accessed the service. Pupil voice.	Assistant Head Teacher – Wellbeing and attendance.	Ongoing.

E. Improve attendance rates for PP pupils focusing on certain groups	Tackling persistent absence.		Involvement of EWO Parents requiring time off for extended leave have to attend an SLT interview and are encouraged to reduce days absent.	SLT Link for Yr group	EWO – Fortnightly with Assistant Head Teacher – Wellbeing and attendance. SLT involvement as required
A. Improving attainment across a wide range of subjects including Maths and English	CPD for Leader of PP	Staff training to expand knowledge and increase competency. This ensures that our PP leader is aware of all current strategies and services and we can be reassured that they are spending the PP money wisely.	SLT Link for PP feeds back after attending a conference and disseminates information to all staff through INSET training.	Assistant Head Teacher – Pupil Premium.	Each academic year.
A. Improving attainment across a wide range of subjects including Maths and English	Exam Preparation All PP students are tested for exam access arrangements Providing food and water before exams	Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Provision of food and equipment for examinations ensures that pupils are able to access examinations and work to the best of their ability	SENCO oversees all testing and recording. A list of students for whom concessions are allowed is produced annually and shared with all staff. Staff are also encouraged to refer any students that they feel deserve to be tested to enable them to access support if applicable.	SENCO	Ongoing.
Total budgeted cost					£45869

6. Review of expenditure				
Previous Academic Year		2016-17		
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	PP Boys as a target for staff. Focused attention on boys. Trying to close the PP gender gap.	The gap did close in some subjects but not all.	PP Boys were a professional development target for ALL staff. Kept boys at the forefront of discussions and actions. Certain departments closed the gap completely and their work needs to be disseminated whole school.	N/A
Improving attainment across a wide range of subjects including Maths and English	An achievement lead (AL) is attached to each year group to monitor and liaise with staff to ensure any underachievement is picked up early and addressed.	Since the recruitment of ALs we have seen an improvement in students working on or above target across school. There have been particular improvements in KS3 and now we are starting to see this move through into KS4.	Ensuring that quality first teach takes place and that recorded data is accurate so that intervention can be targeted where needed. AL need to build on engaging difficult to reach families and empowering students to drive forward their own academic success.	£32,000
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
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	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

	academic term.			
B. Improve literacy and numeracy skills in Year 7	LSA to work with small groups on Mondays after school. Targeted intervention packs.	Trialled for the first time this year. Positive outcomes for all students who engaged with the interventions.	Acting on data quickly so that intervention can be targeted where needed. Ensuring impact can be evidenced by training staff on how to measure impact. Ensure best use is made of the time available.	

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 and Numeracy focus throughout the week.	Very positive feedback from students that took part.	We had a high take up for Summer School this year and did open it up to all Yr6 students, not just PP eligible. We found that students who attended summer school were more confident about starting school and built positive relationships faster, improving behaviour and attainment. Having subject specialists to deliver improved outcomes.	£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 (26%) 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
Improve mental health, attendance rates and behaviour for PP pupils focusing on certain groups	Counselling and wellbeing programmes	Improved wellbeing has a positive influence on attendance, behaviour and overall attitude to learning. Mental health is becoming a greater issue in school and we wish to be proactive in tackling this to allow students to feel safe and able to learn.	Over 90% of students targeted by school councillors have responded positively to sessions. There has been a positive shift in attendance figures for students accessing the provision. Next year we need to improve tracking to show impact. Once a child is referred and commences a programme the hard and soft data will be monitored for impact.	£45,869

7. Additional detail

- For the full 2016/17 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.