

BCHS Pupil premium strategy statement

1. Summary information					
School	Blackburn Central High School				
Academic Year	2018-9	Total PP budget	£361,845	Date of most recent PP Review	10/18
Total number of pupils	891	Number of pupils eligible for PP	387	Date for next internal review of this strategy	01/19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving English and Maths Strong pass, Standard Pass	24.3% (46.8)	64.7%
Progress 8 score average	-0.361 provisional (-0.350)	TBC
Attainment 8 score average 2018 (2017)	36.72 (35.59)	52
Ebacc average points score (comparison to average for 1200 schools 3.18)	3.39	
EBACC Entries%, Strong pass, Standard Pass	53.2%, 15.6, 22.1	

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.	Continue Improve literacy and numeracy skills in Year 7
C.	Accelerate the progress of high attaining PP students across KS3 and KS4
D.	Improve performance of PP boys
E.	Improve the attainment of middle ability students across a wide range of subjects
F.	Improve Cultural capital of PP students at KS3
External barriers	
F.	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. Evidence from Data analysis from all year groups. Ks3 in relation to BHCS targets. Ks4 Progress 8 estimates
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 data captures and end of year exam results. Comparing disadvantaged performance to non-disadvantaged performance. Assessing the progress and impact of the Lexia programme.
C.	Accelerate the progress of high attaining PP students across KS3 and KS4	Monitored by A and T co-ordinator. Tracking and intervening to ensure on track to achieve Grade 7 and above in a wide range of subjects by the end of KS4
D.	Improve performance of PP boys	Results. Implement a boys strategy Improve aspiration in boys. Better attendance – ties into outcome D. Increased motivation, decrease in behaviour sanctions.
E.	Improve the attainment of middle ability students across a wide range of subjects and increase the number of students accessing the EBACC pathway	GCSE results 2019 through attainment 8 score and progress 8 score. End of Year examinations for years 7-10 Line manager minutes with all departments to demonstrate action and impact of a range of strategies to improve the outcomes of middle ability students.
F.	Improve Cultural capital of PP students at KS3	Ensure all KS3 student (Y7, Y8) access one cultural event e.g Bridgewater hall, University Visit or museum visit per year
G.	Improve attendance rates for PP pupils focusing on certain groups Improve the attendance rates of parents attending	Assistant Head teacher 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. Measuring the impact of attendance plans through Progress tutors. Arrange coffee morning for Disadvantaged parents to improve their relationship with school

5. Planned expenditure

Academic year

2018/2019

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	<p>Recruitment of specialists into Maths and English.</p> <p>Training of HLTAs and careful deployment of support in core subjects.</p> <p>Training of new leaders in Maths, English and Science.</p>	<p>Maths progress is provisionally positive however there is still a need to develop the attainment of middle ability disadvantaged students through careful tracking and intervention in Core subjects.</p> <p>Although English attainment is strong it is important to address gaps in progress for Literature especially at the top end.</p> <p>Middle bucket and open bucket performance is improving however gaps need to be closed between disadvantaged students and their peers</p>	<p>Strong leader as HOD. HOD for Maths and English now work together to collaborate and share best practice. They have been given a shared office to increase greater collaboration</p> <p>Use the additional recruitment in Maths to create an extra set in order to reduce class sizes to allow for a more personalised approach</p> <p>Achievement Lead data is continually used to show students at risk of not gaining Ma and En match. Fortnightly meetings between English and maths leads with Senior leaders to take place to review and develop intervention.</p> <p>Eng., Mat, Sci to operate 7 sets at KS3 rather than 6 and * sets at KS4 to reduce class sizes and increase personalisation</p> <p>Increase the Use of PIXL strategies</p>	<p>Both HOD in Maths and English</p> <p>DHT to coordinate RAP match meetings with AL</p> <p>HODs of Humanities and MFL</p>	<p>At each data collection point.</p> <p>Through Alignment meetings fortnightly</p> <p>Learning walks and department focus weeks</p> <p>Maths weekly assessment reviews with Key stage leaders</p>
A. Improving attainment across a wide range of subjects including Maths and English	<p>Increase staffing and numbers taking a language at GCSE to increase the numbers accessing the EBACC Pathway</p>	<p>Languages have been highly successful at the school regularly leading to outstanding progress.</p> <p>Increasing staffing and using some of the staffing for one to one support in exam preparation will lead to better</p>	<p>Line management between head of languages and DHT</p> <p>Early intervention into URDU in Y8 through progress time</p>	<p>DHT KS4</p> <p>HOD MFL</p>	<p>Fortnightly line management</p>

	Reduce class sizes for Humanities to improve outcomes to improve EBACC average points score	outcomes., Last year the school improved its EBACC % by 9% with Disadvantaged students achieving 22% pas rates at EBACC students Outcomes in Humanities are a focus for the school and improving attainment in this area will have noticeable impact on whole school results. By following a broad and balanced curriculum that includes the EBACC the chances of university entrance for disadvantaged students is greatly increased			
A. Improving attainment across a wide range of subjects including Maths and English	ALL core subjects to have a full 360 subject review term one that includes data, teaching and learning. Pupil and staff voice. PP to be part of each section This strategy to be rolled out across the faculties throughout the year.	Whilst results re improving ensuring middle leader focus and use of 2 nd tier idle leaders to champion PP performance through data, intervention, T and L and pupil voice to ensure 360 approach adds significant impact on class room practice Comparison of PP to Non PP performance to form a major part of the review	Senior SLT – Deputies, Head teacher and school improvement coach to lead the full week review. Report to be scrutinised by Wider SLT and Governing body. Finding to be acted upon through Line management meetings	School improvement Coach - ZPE	October to December
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. Use of Lexia to ensure catch up takes pace beyond the classroom	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 AHT link to Y7	Regular reviews and resetting.
B. Improve literacy and numeracy skills in Year 7	Literacy and Numeracy Co-ordinators in post and	Improved literacy and numeracy improve attainment across all subjects.	Literacy lead and Numeracy lead involved in delivering staff CPD through PIPPS time. Key cost was to buy Lexia literacy programme for the school. This will be tracked and monitored by KBO who was responsibility for literacy and numeracy.	Assistant Head teacher responsible for Literacy. AHT responsible for progress time	Each term. Line management meetings SLT and governors reports on the use of the Lexia Progress time learning walks

<p>B. Improve literacy and numeracy skills in Year 7</p>	<p>All year 7 progress tutors given CPD on delivery Lexia</p>	<p>Components of language have been identified as a weakness from the data. Successfully trialed by ourselves over the last 2 years. Lexia was shown to have a positive impact in an independent study. We decided to change to Lexia due to research and impact from other schools as well as improvements in the programme</p>	<p>AHT will oversee usage and track the impact. The resources will be directed at PP and focus on round one catch up. Round two accelerate the progress the middle ability PP We have high quality resources in place and continually monitor and report on student progress.</p>	<p>School librarian and Achievement Lead Yr7 / 8 AHT</p>	<p>On-going through the year. Student's results are tracked to ensure they are moved through the scheme at an appropriate pace.</p>
<p>B. Improve literacy and numeracy skills in Year 7 C. Accelerate the progress of high attaining PP students across KS3</p>	<p>High quality feedback and marking. Green for Grow. Purple pens.</p>	<p>Many different evidence sources suggest this is an effective way to improve attainment. Ensuring consistency of approach to marking and feedback builds confidence in the learners. Careful responses to marking from students when given time allow accelerated</p>	<p>Weekly SLT book scrutinise. INSET days to revisit training. Learning walks.</p>	<p>School Improvement Officer Teaching and Learning</p>	<p>Departmental reviews taking place throughout the year.</p>
<p>B. Improve literacy and numeracy skills in Year 7</p>	<p>AHT for most able students to ensure that they are monitored, tracked and provided with tailored intervention. Aspiration activities / experiences provided.</p>	<p>Evidence cites that raising aspirations and confidence has a positive impact on school engagement and attainment.</p>	<p>Evidence of positive impact from data collection / reporting cycles. Success stories. Most able PP outperformed Most able non PP in English Literature.</p>	<p>A and T co-ordinator</p>	<p>Tracked through reporting and assessment cycles. On-going pupil voice. Increase engagement, reduction in behaviour sanctions.</p>
<p>A. Improving attainment across a wide range of subjects including Maths and English</p>	<p>Introduction of Progress Time each morning. Sessions include: Growth Mindset Lexia Shared Read Numeracy puzzles</p>	<p>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.</p>	<p>Evidence of positive impact through reduction of latest 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</p>	<p>Progress Lead Co-ordinator.</p>	<p>On-going, termly and an annual review by the Progress lead.</p>

A. Improving attainment across a wide range of subjects including Maths and English	Implement new behaviour policy and reward system to raise effort and engagement in class	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Equally regular targeted rewards can raise learners' self-esteem and aid with academic resilience and focus	Learning walks Data scrutiny of reward points by achievement leads Y11 team challenge to focus on rewards and behaviour points as well as test scores	SLT links	Evidenced through behaviour data, reporting and assessment cycles and pupil voice.
A. Improving attainment across a wide range of subjects including Maths and English	Provide one – one speaking practice for disadvantaged students in MFL	MFL is a strength of the school and by providing personalised practice this will enhance student confidence and lead to stronger examination preparation; and therefore have a marked impact on outcomes especially in the speaking and listening components.	Line management meetings with MFL	SLT links	Data captures KS4
Total budgeted cost					£247126
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 three years and have seen a marked improvement in all key measures. However there have been some changes in staffing in these areas and focus is to maintain consistent approach	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.	DHT Curriculum and Standards	Fortnightly meetings Termly SLT meetings where ALs present termly reports to SLT
A. Improving attainment across a wide range of subjects including Maths and English C. Accelerate the progress of high attaining PP students across KS3/4	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.	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. There is a	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. Year group RAPs to identify key events. Each event to have feedback from parents and this feedback to be shared with all staff	AHT A and T DHT AL	Each term.

D. Close the gap between PP boys and girls.		particular drive on this at Y7 to make the best possible start to school and make the parents feel a valued member of the school community.			
C. Accelerate the progress of high attaining PP students across KS3 D. Close the gap between PP boys and girls. Feedback and marking policy.	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.	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.	Regular SLT book scrutiny – calendared to target different year groups / groups of students Learning walks Pupil voice	School Imp Officer Teaching and Learning HOD	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
B. Improve literacy and numeracy skills in Year 7	LSA to work with small groups on Mondays after school. Targeted intervention packs.	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.	Initiative to be overseen by AHT in charge of Literacy and Numeracy Catch Up, HOD and Numeracy Lead.	Numeracy Lead	On-going through the year. Pupils will be targeted in small groups for 6 week interventions.
D. Close the gap between PP boys and girls.	Achievement Leads use data to target small groups of disadvantaged boys in their year group for targeted mentoring and intervention (both academic and extra-curricular) to improve engagement.	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.	Deputy 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.	Deputy Head Teacher – Pupil Premium.	While closing the PP gap overall the gap between PP boys and PP girls will also close.

D. Close the gap between PP boys and girls.	School Improvement Officer BOB Boost Our Boys Weekly T&L focus on strategies to improve engagement of boys within Wave 1 Intervention.	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 a range of strategies to engage boys	School Improvement Officer disseminates strategies whole school. Boys progress at all key stages is a focus in SLT link meetings and appears on all curriculum agendas.	School improvement officer	Each data capture to provide report on improvement in PP
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 £64300

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?
G. 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. Inset 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 has led to a significant drop in latest over the past three years. Persistent PP offenders to have additional parental meetings with AHT links to ear groups to tackle late Year / Progress group's attendance leader board in student entrance. 100% attendance badges awarded.	Assistant Head Teacher – Wellbeing and attendance.	Weekly. Google docs are updated daily with late figures and weekly with attendance figures.

G. 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.	Assistant Head Teacher – Wellbeing and attendance.	Ongoing.
G. Improve attendance rates for PP pupils focusing on certain groups	Tackling persistent absence.	Key Pastoral staff including support teacher for disadvantaged to visit families to discuss eliminating barriers to attendance	Persistent absence weekly focus at SLT. Weekly meetings with EWO strategies discussed at meeting	Assistant Head Teacher – Wellbeing and attendance.	WEEKLY
F Improve Cultural capital of PP students at KS3 Ensure PP students have engaged with future education aspirations and given a futures interview	Ensure PP students have at least accessed one cultural experience in Y7 and Y8. Also at least one contact with an employer or university in both Y7 and 8 Ensure that all y7 have had some input from a university by the end of y7	Research suggest that raising aspiration by improving contact with employers, Universities and cultural has a huge impact on aspirations. Aspirations then lead to greater effort and desire to be successful which in turn improves engagement with learning and the curriculum	Trips to be targeted at specific students Middle ability PP to be given priority for cultural visits in A Band classes. All KS4 interviews with a careers advisor and priority for middle ability PP y7 to have a careers appointment. All students to be inducted into start programme	AHT CIEAG, AHT ABLE and Talented DHT AL Y7 and Y8	Fortnightly and on all EVOLVE forms to ensure all Tracker to be held and shared monthly with DHT from ALs
Total budget costs					£54419

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 Assistant Head teacher to champion PP and train staff and governors.	Helped staff to understand the need to target In some subjects the gap has closed and in other subjects PP outperformed non PP. Links with primary schools, classroom swaps. Joint moderation, developed delivery of joint unit., focus on vulnerable students and emotion of transition. Curriculum review of KS3	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. Governor training helped governors to fulfil their responsibilities to challenge and support the leadership of the school.	£31,519

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
Improve the engagement of Boys	School improvement coach to lead on initiatives to engage boys	Boys performance in many subjects improved, in some KPIs this improvement was strong for example a 7% increase in EBACC performance for the boys. Overall attainment 8 improved. However there are still some gaps that need addressing	Staff enjoyed inset and all staff are fully engaged with strategies, This work has continued and staff are making PP boys a priority for wave 1 intervention and engagement strategies to improve outcomes,	
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 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).		
B. Improve literacy and numeracy skills in Year 7	Passport maths programme. Computer based maths intervention programme which was run during progress time. Literacy reading intervention and handwriting	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. Introduce Lexia programme to accelerate progress from Y7 by tackling literacy barriers.	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 had a high take up for Summer School this year and did open it up to all Yr6 students, not just PP eligible, However did target PP students as a priority We found 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 (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

7. Additional detail

- For the full 2017/18 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.