# Pupil premium strategy statement – Blackburn Central High School

This statement details our school's use of pupil premium (and recovery premium for the 2022-24 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 915 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Mrs Shanaz Hussain |
| Pupil premium lead | Miss Rebecca Wood |
| Governor / Trustee lead | Mr Derek Elliot |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 359,663 |
| Recovery premium funding allocation this academic year | £ 0.00 |
| Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*<br><br>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £ 0.00 |
| **Total budget for this academic year**<br><br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 359,663 |

# Part A: Pupil premium strategy plan

## Statement of intent

- To ensure all pupils, regardless of their background or circumstance, have every opportunity to achieve, progress and make every success to fulfil their life chances.
- To ensure that our disadvantaged pupils have every opportunity to be successful citizens of the future
- All members of BCHS staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attainment gap between PP and non-PP across a wide range of subjects including Eng & Ma |
| 2 | Performance of HAP PP pupils across KS3 and KS4 |
| 3 | Performance of middle ability, PP (especially WBR) boys across KS3 and KS4 |
| 4 | Attendance of PP and Persistent Absence |
| 5 | Vocabulary and Reading Gap continues to be significant between PP and non-PP pupils  - lost learning time has widened this gap |
| 6 | Lost learning time in Yr11 and the need for a recovery curriculum (especially core subjects) |
| 7 | Technological Poverty |
| 8 | Exposure to cultural capital opportunities |

# Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Improve attainment across a wide range of subjects including Eng & Ma, narrowing the gap between PP and non-PP (year on year) who achieve a Grade 4 in both Eng & Ma and progress score for KS2. | <ul><li>Performance data reveals a year-on-year narrowing of the gap in performance between PP and non-PP across a wide range of subjects.</li><li>Upward trend in performance data for PP pupils.</li></ul> |
| Improved performance of High Prior Attainers across KS3 and KS4 | <ul><li>Consistent implementation and monitoring of the PP pupils engaging in HAP programme of specific interventions delivered to HAP pupils. PP coordinator to monitor inclusion of PP pupils in the targeted cohort, provide assistance through PP funding where necessary to enable their inclusion e.g. University visits where funding may preclude their involvement.</li><li>Upward trend in performance data of HAP PP pupils. Monitored through termly data drops as part of the BCHS assessment calendar.</li></ul> |
| Improve progress and attainment of middle ability, PP (especially WBR) boys across KS3 and KS4 | <ul><li>Consistent implementation and monitoring of the PP 'offer' to MAP PP (especially WBR) boys</li><li>Upward trend in performance data of MAP PP boys (especially WBR) across the curriculum and at KS4</li></ul> |
| Improve attendance and PA of PP pupils | <ul><li>Implementation, tracking, monitoring and analysis of Whole School Attendance Strategy</li><li>Improve whole-school attendance figures to pre-Covid levels</li><li>Reduce the number of PAs towards National Average</li></ul> |
| Improve whole-school approach to closing the vocabulary and reading gap in order to improve outcomes for PP where the Vocabulary & Reading gap is more significant | <ul><li>Performance data supports narrowing of gap in outcomes between PP and non-PP year-on-year</li><li>QA analysis reveals consistent whole-school approach and implementation of strategies to improve reading and vocabulary gaps – Using Reading Plus, pupils perform baseline assessments as part of the English curriculum to assess their overall reading age and gaps in skills. This</li></ul> |

| | |
|---|---|
| | will be monitored through the delivery of KS3 English, improvements in reading ages and reading skills will be tracked throughout academic year and measured by half-termly analysis of this data<br>● Reading age data supports whole school drive to support improving reading, vocabulary and oracy |
| Year 11 have access to a robust recovery curriculum to ensure that the impact of lost learning is minimised and pupils have every opportunity to access summer examinations successfully in all of their subjects. | ● A menu of appropriate, targeted and specific interventions strategically embedded as part of the Yr11 learning journey in place including sessions designed to tackle exam anxiety<br>● Pupils voice reveals that pupils feel fully prepared for their examinations<br>● Year-on-year upward trend of performance data from last verified results of 2019<br>● Year team overview of all exam interventions taking place ensures that interventions are happening where they are most needed<br>● Termly analysis of data post data drop used to assess impact of interventions being delivered showing that pupils attending interventions are making the most progress |
| Narrow the gap between PP and non-PP pupils who experience technological poverty. Ensure all pupils have access to and competent skills in using technology to prepare them for employment and beyond. | ● Widening the scope and scale of the Chromebook scheme to include the vast majority of pupils<br>● All pupils to be accredited Google Suite users<br>● All PP pupils to have access to some technology at home to support their learning e.g. data top-ups, dongles, laptop scheme, Chromebook scheme |
| Deliver a rich and varied cultural capital menu to all pupils to improve exposure to opportunities outside of the classroom/experiential learning | ● All PP pupils to have had the opportunity to partake in at least 1 cultural capital/AIG/careers/university event per academic year |

# Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[79,126]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole staff (CPD) Embedding Formative Assessment | DfE and EEF working in partnership recommend incorporating formative assessment practices into lessons to support Quality First Teaching. This allows educators to boost learner engagement, enhance responsiveness in lessons and achieving positive impacts on learner outcomes. The EFA program provides resources and support which allow teachers to focus on skills that suit their subject and our context, using Teaching and Learning Communities and building a culture of sharing best practice through peer observations. | 1, 2, 3, 5, 6 |
| Whole staff Inset (CPD): Reducing Persistent Absence and whole-school strategy to improving attendance (focus PP pupils) | EEF recommends teaching should be the top priority, including professional development, training and support. EEF suggests using strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. | 4 |
| Whole staff Inset (CPD): Year 11 context and raising achievement plan (curriculum recovery) | Evidence based led staff training to understand the profile and approach needed with current Yr11 PP pupils. EEF recommends understanding the strength of evidence behind alternative approaches and to consider the likely cost-effectiveness of a range of approaches. | 1,2,3,6 |
| Whole staff Inset (CPD): PSHE and RSE | Government guidance indicates that pupils with better health and wellbeing are likely to achieve better. By ensuring that teachers are equipped to deliver a well-planned, appropriate PSHE and RSE curriculum that is intrinsic in the framework of the whole school context this will lead to improved pupil and student emotional health and wellbeing which can help readiness to learn. | 1,4,6 |

| | | |
|---|---|---|
| Teacher/LSA Training CPD: LORIC and PIXL | Education and industry partners, including the CBI and the National Careers Service have produced lists of desirable qualities for the workplace and the 5 Edge Attributes - Leadership, Organisation, Resilience, Initiative and Communication - were selected as the most representative skills across all the research. Used in school to ensure that all pupils are confident and able to engage fully in their lessons and take part in extra-curricular activities such as speaking to important local leaders, signing in choir to large external audiences etc. | 1,2,3,4,5,6,8 |
| Teacher/LSA training CPD: Using Talk to Promote Social Mobility | Voice 21: Peter Hyman, Executive Head, School 21, made the case for oracy as a moral cause and a route to social mobility. The research, authored by the education thinktank LKMco, identifies that teachers in independent schools are significantly more likely than practitioners in state schools to feel oracy contributes 'a great deal' to their pupils' linguistic development, and independent schools are also much more likely to have debate clubs, engage with external organisations to support oracy and to communicate with parents about the quality of their pupils' verbal contributions in lessons. | 5, 8 |
| Whole staff INSET CPD: Staff and pupil well-being | Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. Achieved by celebrating successes through staff recognition and celebration events, pupil rewards assemblies, including prizes for effort, attendance and achievement. Opportunities for staff and pupil voice, ensuring that all stakeholders views are considered. | 4, 1 |
| Teacher/LSA staff training: Whole school reading strategy | On average, 40 per cent of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by the age of five. These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are – on average – already almost 18 months behind their more affluent peers in their early language development. Around two-fifths of disadvantaged five- | 5, 1, 2, 3, 6 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| | year-olds are not meeting the expected literacy standard for their age. | |
| Teacher/LSA CPD: Developing positive attitudes to learning | Research shows that attitude to education is one of the most important factors in predicting academic success. Positive attitude to learning is not something we are born with, it needs time and effort to be developed and nurtured. | 4, 1, 2, 3 |
| ML/SLT: Arbinger Outward Mindset | Government guidance suggests that teachers are suffering high workloads, lack of work-life balance and lack of support from senior leaders, which ultimately impacts the progress of the pupils that they teach. By implementing the principles of Outward Mindset, whereby leaders see every person as a person and hold themselves accountable and are mindful of the pressures on each person within the organisation, teachers are able to focus on their love of teaching further improving the prospects of the pupils they teach. Promoted through the ongoing changes to the appraisal structure in school and shaping the way leaders talk to their staff, this will now be cascaded down to middle leaders. | |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[190,621]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Deployment of Academic Coaches via School-led Tuition to deliver small group targeted interventions across KS4 to close the gap for PP and curriculum recovery | An academic coach helps students to develop to their full potential. They are responsible for preparing students for exam success by instructing them in study skills, developing a positive mind-set, providing encouragement, unlocking their motivation, analysing their performances in assignments, coursework, tests and exams and helping them to develop a deep understanding of how they learn best. An academic coach also supports a student with life challenges that affect their academic performance. | 1, 2, 3, 5, 6 |

| | | |
|---|---|---|
| Deployment of Academic Coaches via School-led Tuition to deliver small group targeted interventions across KS3 to close the reading and vocabulary gap for PP and curriculum recovery | An academic coach helps students to develop to their full potential. At KS3 they are responsible for developing pupils' basic skills in key areas of literacy and numeracy enabling pupils to narrow gaps in attainment caused by Disadvantage, SEND or lost learning due to the pandemic. | |
| Appointment and deployment of ML with responsibility for improving attendance – putting systems in place to track, monitor and improve attendance across school for PP pupils. | 1. Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.<br>2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.<br>3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.<br>4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.<br>5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.<br>6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.<br>7. Make sure staff receive professional development and support to deploy attendance systems effectively.<br>8. Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate. | 4, 1, 2, 3, 6 |
| Targeted Reading Interventions – small group support (catch-up literacy) | There is evidence that Teaching Assistants/librarians are more likely to have a positive impact when delivering structured interventions than as general classroom support. EEF research suggests a structured reading | 5 |

| | | |
|---|---|---|
| | intervention could have a positive impact on readers during the transition between primary and secondary school Y5-Y8. | |
| EAL intervention and support for PP students | At BCHS, we adopt an approach where specialist EAL teachers may use a partnership teaching model involving joint planning and team teaching of the lesson with a class or subject teacher. The advantage of the partnership teaching model is that it is beneficial for both practitioners: the mainstream teacher can learn from the EAL specialist, becoming more confident about considering the language content of the curriculum when planning, and more used to employing teaching and learning strategies that support learners using EAL, while the EAL specialist can learn more about curriculum topics and scenarios, and they can apply this knowledge when designing contextualised tasks and other materials. | 1,2, 3, 4, 6 |
| Parents Attendance Meeting | Meeting to drive parental engagement and knowledge & understanding of how attendance is pivotal to progress. | 4 |
| Deployment of ML with responsibility for tracking, monitoring and raising achievement of middle ability boys | Every local education authority which responded to a request for information reported that boys' standards of achievement fell below those of girls. Percentage differences varied from one authority to another, and there were variations in the degree of difference at particular points of testing, that is to say in GCSE and at the ends of each of the key stages, but all confirmed the phenomenon. | 3 |
| Pathways counselling service | Service offered in school to provide emotional/mental health support | 1 |
| Purchase of revision guides for core subjects for all PP students | EEF toolkit recognises that providing PP students with appropriate support materials is an effective way to use PP funding. | 1,2,3,6 |
| Cinema Trip  - Yr 7 PP | Opportunity to experience a cultural capital opportunity outside of the classroom | 8 |
| Pantomime Trip – Yr 7 PP | Opportunity to experience the theatre. | 8 |
| Theatre trips supporting Yr 11 GCSE English | Cultural capital opportunity to experience the theatre and text in a live setting. | 8 |

| Literature examination texts | | |
|---|---|---|
| Dyslexia In-House screening | Early identification and support in-house means quicker diagnosis and planning for our PP and non-PP students requiring additional help due to Dyslexia. | 1,2,3,5,6 |
| Purchase Mega Seating Plan to assist teaching staff in offering targeted support and 1st wave intervention to PP students | Seating plans support better AFL and better classroom management. | 1,2,3,4,5,6,7,8 |
| Voice 21: 2 x staff members plus 1 x SLT to oversee and embed the programme for Oracy as a whole school approach | Voice 21 findings: Teachers believe oracy matters because it is the bedrock of pupils' ability to use language and communicate. They also highlight its social and emotional benefts. Despite employers placing huge importance on oral communication, teachers are less likely to emphasise its cognitive, civic and economic potential, suggesting oracy has untapped potential to support pupils' job prospects. | 5 |
| Summer school for all PP Yr 6 to Yr 7 Transition pupils | Summer schools impact academic outcomes through providing additional time over the summer that leads to additional learning. This additional learning time may also be targeted to pupils that have struggled in particular areas of the curriculum. | 1,2,3,4,5,6,7,8 |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[89,916]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Raising Achievement Evening for KS4 | Parental engagement is a powerful lever for raising achievement in schools. When parents and teachers work together to improve learning, the gains in achievement are significant. | 1, 4, 2, 3, 6 |
| Wider implementation and roll-out of Chromebook scheme to support blended learning approaches between home and school. | In an increasingly digital world, relatively privileged people are able to use their access to mobile and internet technologies to access clear digital dividends including remote access to health and education information, financial inclusion and digital pathways to economic and political | 4, 8 |

| | empowerment. However, already disadvantaged people have less access, agency and ability to reap these digital dividends, and are being left further and further behind. (Gov.uk 2021) | |
|---|---|---|
| KS3 and KS4 Access provision supporting PP and students struggling | Our access provision aims to put the child at the centre, and we want to ensure that no child is disadvantaged or excluded through a lack of understanding or access to appropriate support. | 1,2,3,4,5,6 |
| SUN Project – widening participation UCLAN | Cultural capital support through the University of Central Lancashire. UCLAN work with young people from specific groups that are under-represented in higher education. We believe that everyone should have the same opportunity to study regardless of background. We aim to enable this and address the imbalance in higher education participation so that we can ensure the University is fully inclusive institution that promotes social mobility. | 8 |

**Total budgeted cost: £** *[359,663]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| Headline measure | Disadvantaged | | |
| --- | --- | --- | --- |
| | 2019 results | 2022 results | 2023 results |
| EM Match 4+ | 45.8 | 45.6 | 54.3 |
| EM Match 5+ | 19.4 | 26.5 | 34.1 |
| A8 | 3.67 | 4.03 | 4.07 |
| English A8 grade | 4.15 | 4.63 | 4.47 |
| Maths A8 grade | 3.51 | 3.94 | 4.17 |

Pupil Premium funding was successfully spent on 3 key school priorities:

1. Quality first teaching
2. Literacy Across the Curriculum
3. Improving cultural capital and enrichment opportunities

Moving on from the far-reaching impact of the pandemic and further disruption in 2020-21, all PP pupils at BCHS continue to access quality first teaching, first through a swift and effective delivery of a high quality online curriculum and then continuing through face-to-face provision as pupils returned to the classroom 2021-22.  The rapid development of online provision and extensive CPD taken up by staff have continued to tackle the barriers of technological poverty and remain beneficial during periods of extended pupil absence, particularly for those that are PP. This seamless transition has allowed staff to focus their efforts on bridging the significant learning gaps widened by the pandemic, shifting their focus on closing the vocabulary and reading gaps experienced by our PP pupils.  Combined with an improved identification of struggling readers and rapid intervention with appropriate resources such as Reading Plus, Accelerated Reader and Myon plus accreditation as a Voice 21 school, we have ensured literacy and oracy remained a high priority across the curriculum.  All pupils had at least 1 wider cultural capital experience.  HAPS, MAPS, WBR, SEND PP students remained the critical focus group and our 2023 data reflects an incremental and realistic improvement given the interventions offered through our 2021-24 strategy. Progress has continued to improve and whilst there is a slight decrease of 0.16 in English A8 from last year, this is partly due to the tightening of grade boundaries and gradual removal of post-covid support and is not a significant difference. However, this is still an increase of 0.32 to the 2019 results which was the last exam series prior to Covid-19. In all other areas, the improvement has been sustained and significant.

Across Y7-11 use of the pupil premium funding has allowed for an increase in pupils accessing extra-curricular activities with more pupils now taking part in curriculum based trips and the HAP program than in previous years. The funding has also been used to allow a small number of pupils to participate in team sports outside of school by paying for kit or transport to enable them to participate in activities they would previous not have had access to.

# Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|---|---|
| Embedding Formative Assessment | SSAT |
| Reading Plus | Dreambox Learning |
| SUN Project – widening participation | UCLAN |
| Anderton Centre – outdoors team building activities | LOAI |
| Powering Transformations | Edge Hill and Dell |
| Duke of Edinburgh | Duke of Edinburgh Award |
| Accelerated Reader | Renaissance Learning |
| Read, write ink | Ruth Miskin Literacy |
| Fresh Start | Ruth Miskin Literacy |
| Toe by Toe | Toe by Toe |
| Tolken, Talisman, The Edge | PhonicBooks |
| Project x | OUP |

# Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/ |

# Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*