Pupil Premium Strategy Statement

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Pupil premium strategy statement – *Blackburn Central High*

This statement details our school's use of pupil premium 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	960
Proportion (%) of pupil premium eligible pupils	38.9%
Academic year/years that our current pupil premium strategy plan covers	2024/25 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	S Hussain, Headteacher
Pupil premium lead	R Wood, Assistant Headteacher
Governor / Trustee lead	Derek Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£391,650
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£391,650

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Part A: Pupil premium strategy plan

Statement of intent

At Blackburn Central High School, our Pupil Premium Strategy is built on the belief that Quality First Teaching is the cornerstone of academic success and personal growth for all pupils, particularly those from disadvantaged backgrounds. We are committed to ensuring that every student has the opportunity to excel academically, socially, and emotionally, while fostering a school culture where "diversity is celebrated" (Ofsted).

Our approach recognizes the rich diversity of our school community and the need to provide tailored support for all pupils, including those eligible for Pupil Premium funding and those with Education, Health, and Care Plans (EHCPs). With a strong correlation between Pupil Premium eligibility and EHCPs, our strategy prioritises equity, inclusivity, and ambition for all students.

Through Quality First Teaching and a commitment to holistic development, we aim to:

- Improve academic attainment for all pupils, including those eligible for Pupil Premium and those with EHCPs
- Celebrate diversity and promote inclusivity
- Enhance pupils' social skills, well-being, and emotional resilience
- Prepare students for success beyond school
- Provide bespoke interventions and opportunities beyond the classroom
- Foster a culture of high expectations and ambition

Our strategy will be tailored to the individual needs and strengths of each young person, recognising that every pupil begins their journey from a unique starting point. This approach will be informed by a robust evidence base, including summative and qualitative assessments, engagement data, performance metrics, and EHCP reviews where applicable. The impact of our strategy will be measured by the extent to which aspirational outcomes are achieved for all disadvantaged pupils, ensuring their attainment is comparable to their peers. Our Pupil Premium Strategy is a commitment to nurturing the whole child. By focusing on Quality First Teaching and personalised support, we aim to ensure that every pupil achieves academic excellence, social confidence, and emotional resilience, leaving school prepared for a successful and fulfilling future.

Challenges

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

Challenge number	Detail of challenge
1	Attainment - Key Progress Indicators (KPIs) show that disadvantaged pupils make less progress from their starting points than their peers, there continues to be an attainment gap between PP and non-PP across a wide range of subjects including English & Maths

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2	Attendance - Data shows % attendance is lower for disadvantaged pupils, and they have higher rates of Persistent Absence
3	Literacy - Analysis pupils' vocabulary data and reading ages show a significant gap between PP and non-PP pupils
4	Cultural capital - Observations, parent and student voice shows that disadvantaged pupils have less exposure to cultural capital opportunities both inside and outside of school. Cost has been a significant barrier for many PP-eligible children

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.	• Performance data to show a year-on-year narrowing of the gap in performance between PP and non-PP across the majority of subjects • Overall upward trend in KPI data for PP pupils • Improved performance of High Prior Attainers across KS3 and KS4 • Improved progress and attainment of middle ability, PP (especially WBR) boys across KS3 and KS4
Improve attendance and PA of PP pupils	• Implementation, tracking, monitoring and analysis of Whole School Attendance Strategy • Improve whole-school attendance figures initially to above National average working towards pre-Covid levels • Reduce the number of PAs towards National Average
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	• Performance data supports narrowing of gap in outcomes between PP and non-PP year-on-year • QA analysis reveals consistent whole-school approach and implementation of strategies to improve reading and vocabulary gaps – Using Reading Plus, pupils

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	perform baseline assessments as part of the English curriculum to assess their overall reading age and gaps in skills. This 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 • Reading age data supports whole school drive to support improving reading, vocabulary and oracy
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 • All PP pupils to be offered a funded place on academic visits • Increased participation of PP pupils in extra-curricular activities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *£200,000*

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
Whole staff Inset (CPD): Reducing Persistent Absence and whole-school strategy to	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	2

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improving attendance (focus PP pupils)	improving attendance, behaviour and social and emotional support.	
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
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.	1,2,3,4
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
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.	1,3,4
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.	1,2,3,4
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	1,3,4

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	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-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.	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: *£100,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted interventions across KS4 to close the gap for PP	The EEF found that small group tuition has an average impact of four months' additional progress over the course of a year. An academic mentor is 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. They can also support a student with life challenges that affect their academic performance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3,4
Small group targeted interventions across KS3 to close the reading and vocabulary gap for PP	At KS3 an academic mentor is responsible for developing pupils' basic skills in key areas of literacy and numeracy enabling pupils to narrow attainment gaps due to Disadvantage or SEND.	1,3,4

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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. 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. 3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance. 4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. 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. 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. 7. Make sure staff receive professional development and support to deploy attendance systems effectively. 8. Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate.	1,2,3
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 intervention could have a positive impact on readers during the transition between primary and secondary school Y5-Y8. This also evidenced by the International Dyslexia Association. https://dyslexiaida.org/structured-literacy-effective-instruction-for-students-with-dyslexia-and-related-reading-difficulties/	1,2,3
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

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Parents Attendance Meeting/s	Meeting to drive parental engagement and knowledge & understanding of how attendance is pivotal to progress. https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england	1,2
Pathways counselling service	Service offered in school to provide emotional/mental health support	1,2,3
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
Rewards trips offered for attendance, effort, attainment and improvement e.g. Cinema, Pantomime etc.	Opportunity to experience a cultural capital opportunity outside of the classroom	1,2,4
Curriculum-based trips e.g. History trips to York, Geography trips, English trips	Cultural capital opportunities to experience subjects in the 'real world'	4
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
Implementation of Arbor MIS as one platform to monitor behaviour and attainment data and used for seating plans to assist teaching staff in offering targeted support and 1st wave intervention to PP students	Seating plans support better AFL and better classroom management. https://www.gov.uk/government/publications/choosing-a-school-management-information-system-mis/benefits-of-a-fit-for-purpose-management-information-system-mis	1,2,3
Voice 21: 2 x staff members plus 1 x SLT to oversee and embed the	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 benefits. Despite employers placing huge importance on oral communication, teachers are less likely to emphasise its cognitive, civic and economic potential,	1,2,3,4

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programme for Oracy as a whole school approach	suggesting oracy has untapped potential to support pupils' job prospects. https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf	

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

Budgeted cost: *£91,650*

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.	1,2,3
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
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.	4
SIG Network group	The sharing of attendance strategies and best practices across the authority ensures maximum efficacy when employing whole-school attendance policies and is additional CPD for the staff delivering these strategies	2
Instrumental lessons provided at subsidised costs to disadvantaged pupils.	We have observed that access to opportunities for children to demonstrate their skills and talents has a positive impact on their mental health, engagement in school and increased sense of aspiration.	4
Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support. https://www.research.manchester.ac.uk/portal/files/20970524/POST-PEER-REVIEW-PUBLISHERS.PDF	1,2,3,4

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Total budgeted cost: £*391,650*

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 2023 to 2024 academic year.

Headline measure	Disadvantaged			
	2019 results	2022 results	2023 results	2024 results
EM Match 4+	45.8	45.6	39.3	53.6
Gap	-11.0	-29.6	-22.3	-5.9
EM Match 5+	19.4	26.5	23.0	28.6
Gap	-14.3	-22.1	-17.2	-11.9
P8	-0.19	-0.58	-0.83	-0.66
Gap	-0.64	-0.90	-0.54	-0.72
A8 grade	3.67	4.04	3.54	3.61
Gap	-0.81	-0.66	-0.78	-0.75
English A8 grade	4.15	4.63	4.10	3.99
Gap	-0.77	-0.67	-0.56	-0.76
Maths A8 grade	3.51	3.94	3.51	3.68
Gap	-0.73	-1.70	-0.99	-0.70

Pupil Premium funding was spent on 3 key school priorities:
1. Quality first teaching
2. Literacy Across the Curriculum
3. Improving cultural capital and enrichment opportunities

PP pupils at BCHS continue to access quality first teaching through effective delivery of a high-quality curriculum, however learning walks, attainment data and external reviews show that this is inconsistent across school and in some subject areas, staff were not always deployed in the most effective way, this was reflected in the overall progress data shown above. The EFA program has been effectively implemented and has upskilled teachers in the use of Formative Assessment strategies and with extensive CPD taken up by staff, continued to tackle the barriers our PP pupils face in their learning. This has allowed staff to focus their efforts on bridging the learning gaps, shifting their focus on closing the vocabulary and reading gaps experienced by our PP pupils. Whilst there has been improved identification of struggling readers, intervention with appropriate resources such as Reading Plus, have been inconsistently delivered and requires further review. Literacy and oracy remain 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 2024 data reflects an incremental and realistic improvement given the interventions offered through our 2021-24 strategy. Progress has continued to improve in the majority of areas although the decrease in English A8 over the last 2 years highlights that there is still need to focus on the reading strategy as a priority. 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.

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Externally provided programmes

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
Reading Eggs	3plearning
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
Arbor MIS	Arbor Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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