

Pupil premium strategy statement: **Balshaw's Church of England High School**



Balshaw's Church of England High School works to achieve the best possible outcomes for all of its students. Closing the attainment gap that exists nationally and within Balshaw's between the attainment of disadvantaged and non-disadvantaged students is a key priority. In doing this Balshaw's realises that there is not a 'one size fits all' solution, but develops strategies for individual pupils to make a difference as well as implementing strategies that have an evidence base of success (EEF Toolkit, for example).

In order to close the attainment gap Balshaw's has a number of basic underlying principles:

1. Promote an ethos of high expectations for all students who are treated as individuals without an expectation that one group of students has less potential to succeed.
2. The focus on closing the gap between disadvantaged and non-disadvantaged students comes from Quality First Teaching, Challenge for All, acknowledging that the place for learning to close the gap is in the classroom rather than bolt-on strategies.
3. Decisions on intervention are based upon data and a response to the evidence using frequent tracking.
4. Although a Pupil Premium Co-ordinator may have oversight of this cohort of students, the responsibility for closing the attainment gap is devolved to all teaching and support staff.

1. Summary information					
School	Balshaw's Church of England High School				
Academic Year	2016-2017	Total PP budget (plus additional CLA funding £1900)	£149,280	Date of most recent PP Review	Jan 17
Total number of pupils as at January 2017 census		Number of pupils eligible for PP (148 Ever 6 FSM, 11 Services, 4 CLA/Adopted)	163	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	Pupils eligible for PP Balshaw's	All Pupils Balshaw's pupils
% achieving 5A* - C incl. EM (2015-16 only)	52%	75%
% achieving expected progress in English (2015-16 only)	78%	86%
% achieving expected progress in Maths (2015-16 only)	52%	77%
Progress 8 score average (from 2015/16)	-0.47	0.14 (Nat: 0)
Attainment 8 score average (from 2015/16)	40.65	51.5
Progress 8 score in English	-0.06	0.12
Attainment 8 score in English	9.74	11.02
Progress 8 score in Maths	-0.41	0.15
Attainment 8 score in Maths	7.91	10.32
%age achieving EBacc	13%	20%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Literacy and numeracy skills of year 7-9 are lower for PP than for other pupils.	
B.	Heightened awareness of PP cohort within every year group.	
C.	Mid to low attaining pupils are making less progress than other pupils across KS4.	
D.	Greater challenge in accessing extra-curricular activity and enrichment. Sometimes less able to access web-based material.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	Mindset and motivation – in some cases parental support.	

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	The gap in progress made by PP students against non-PP students to be reduced in English, Maths, Science and RS.	Data to show diminishing gap between disadvantaged and non-disadvantaged students.
B.	Increase extra-curricular involvement – revision and intervention	Participation in trips and activities in line with non-disadvantaged students (reward trips, visits, music group membership).
C.	Progress in literacy and numeracy to enable PP to access whole curriculum	Established nurture group raising reading age, improving literacy and numeracy skills.
D.	Increase awareness and knowledge of individual PP pupils to meet needs.	DEL to regularly challenge and remind staff of the PP cohort and their attainment and progress.
E.	PP students without IT facilities at home to be provided with ICT equipment	All PP students to have the same ability to access online support such as GCSEPod, Moodle

5. Planned expenditure

Academic year	2016/17
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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?
Co-ordinated approach to implementation and monitoring of PP initiatives and challenge for quality of provision for PP students.	Appointment of PPG Co-ordinator.	A voice to champion the needs of PP students, holding staff accountable for PP progress through central co-ordination.	Line management meetings with PPG co-ordinator. Spending review and impact evaluation.	DEL	Termly

Heightened Awareness of PP students	Weekly emails and stars of the week. PP passports produced for staff to know how best to target the needs of individual PP students	Increased staff awareness is crucial to ensure Quality First teaching for PP students.	2 x emails sent out weekly with manageable tasks for staff to implement	DEL	Ongoing in Learning Walks and Lesson Observations.
Literacy and numeracy improvement for Low PA PP students.	TA's work with small nurture groups in years 7-9 who are withdrawn from MFL lessons to improve numeracy and literacy- work for those withdrawn from MFL year 7-9. Continued appointment of specialist TA3 English worker.	EEF research – reading comprehension strategies add 5+ months of progress for students.	Tracking progress and improvement of students, lesson observation, QA of materials being used.	KAB	Half termly
Additional teaching time for a Maths intervention teacher (50% of salary cost) and new maths teacher appointment to replace TA3	Appoint staffing in Maths above curriculum requirement to provide small group support	Quality first teaching in a core subject with the capacity to deliver one-to-one and small group tuition and intervention 5+ months progress (EEF).	Scheduled lessons on timetable. Monitoring and tracking windows. Teacher assessment.	JYP / KAB	Ongoing with annual evaluation.
Engage parents and students in learning and revision process.	GCSE Pod licence purchased.	Engages parents in home learning (EEF 3+ months progress).	Monitoring of GCSEPod usage and parental engagement strategies.	DEL / KAB	Weekly usage evaluation during Spring Term
Increased staff awareness of PP students and strategies to improve attainment.	CPD for staff	Staff need to be aware of Closing the Gap agenda, the school's strategy for Closing the Gap and the most effective tools to use in achieving these outcomes.	Evaluation of impact of CPD	JSM	Annual

Students able to understand how they learn and revise. Parents able to actively support revision.	Make a Difference (external supplier) revision strategy workshop for students and parents.	Parental engagement (as above). Metacognition – students learning about how they learn (EEF 8+ months)	Student Voice feedback. Student's confidence in applying revision strategies.	DDM	Annual
Total budgeted cost					£82,246
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?
Increased attendance of Year 11 to revision/intervention. Greater ability to provide one-to-one and small group work.	Student passport with reward on completion. Regular contact with home. Directed time provided for staff to run small group and one-to-one intervention work.	EEF research shows one-to-one tuition that takes place in intervention leads to 5+ months progress.	Staff all aware of passports. Students using them regularly. Monitoring of numbers of students attending intervention and the impact on tracking report outcomes.	DEL	Ongoing
All students to have access to web-based learning outside school.	Students identified as not having access to the web at home to be provided with equipment to make this possible.	Equal access to online resources required for PP students – especially with regard to use of GCSEPod	Any PP student unable to access web at home provided with data dongle and PC/laptop if necessary.	DEL	Annually
PP students to be able to access extra-curricular music activities.	Provide music tuition costs for PP students. Pay for all additional activities that PP students can be involved in (Rewards afternoons, trips etc.)	Impact of music tuition on raising attainment well-documented in EEF research.	CL for Music will actively encourage participation in music groups by PP students.	RAB	Annually
Outstanding attendance for PP students	Employment of Attendance Improvement Worker to monitor and work with PP students and their attendance. Use of SIMS Lesson Monitor to track and report absence of PP students.	Links between poor attendance and lower outcomes for students with PA.	Daily monitoring of attendance and contact with parents. Rewards for good attendance of PP students.	EW/LG	Termly

Able to use data effectively to target appropriate students, monitor trends and identify subgroups.	SISRA licence renewed.	Ability to analyse progress data of PP students and subgroups of disadvantaged students required to implement strategies for Closing the Gap.	Use of SISRA as a data analysis tool to track PP students at class, departmental, leadership and governance level.	DDM	Ongoing with annual licence renewal.
PP students able to access appropriate advice about careers and counselling service if required.	Student Welfare and Support Manager appointed.	Behaviour interventions can add 4+ months progress. Referrals to the Student Welfare and Support Manager will include PP students whose behaviours for learning impede their progress.	Student feedback about the impact of counselling. PP students aware of post-16 study, training and employment routes.	AMW / RK	Termly

Total budgeted cost					£63,228
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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?
Provide a space for PP students to access support and meet with the PP Co-ordinator to discuss progress.	Refurbishment of old ICT network office as a Pupil Premium Intervention room.	The PP co-ordinator needs a space to meet where PP students are not visibly identified by others walking past. The space had to be conducive to supported learning and targeted intervention to make meetings pleasant in an environment that students would be happy to go to.	Completion of works to required standard.	LDB / DEL	Frequency of use. Discussion with the pupils using the room.
Administration of PP funds	Time within the admin team, photocopying, meeting time etc.	Back end support required to administrate initiatives.	Admin staff working at maximum efficiency.	LDB	Ongoing.

Total budgeted cost					£10,000
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6. Review of expenditure

Previous Academic Year	2015-16
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i. Quality of teaching for all				
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
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
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

7. Additional detail

PPG has been used to support a range of strategies and interventions. The EEF/Sutton Trust Toolkit has been used to inform some of the choices made (small group tuition, effective deployment of TAs, mentoring and parental involvement).

DEL was appointed to the role of Pupil Premium Coordinator in February 2016. It was felt that the role was needed in school to address the 'gap' between Pupil Premium (PP) students and the remainder of the cohort. In the 2013-2014 academic year, there was a difference between PP students and the remaining students of only 4% in the number achieving 5A*-C GCSE grades including English and Maths. This figure grew substantially in the 2014-2015 academic year to 43% (data taken from SISRA ANALYTICS).

To facilitate the closing of the gap, I introduced a number of initiatives which I will detail below.

1) Reminders to staff about who our PP students are.

Maintenance of accurate PP lists. All staff to be able to access lists.

Creation of a Pupil Premium board in the Staff Room to ensure staff have a visual display of who PP students are. This is something that can be updated easily.

Regular email reminders and PP updates are a good way of pulling people's attention back to PP.

2) Meetings with Year 11 PP students and intervention/revision monitoring and Easter Revision Packs.

Set up a monitoring system for current Year 11. Meet with all of the students individually to let them know that PP Co-ordinator was acting as another level of support within school and available to help them in planning revision/intervention timetables as well as monitoring and facilitating their usage of GCSE Pod. Contact with home to ensure parents/carers were aware of what PP Co-ordinator role was and encourage their involvement in monitoring attendance at extra revision and intervention sessions.

Introduce 'Intervention/Revision Passport' initiative. Students were advised that attendance, signed, dated and verified by a member of staff, at an extra session would earn them a stamp. Collection of 16 stamps would earn them a reward of a voucher for their favourite shop. One student in particular, was not attending any revision sessions. After a phone call home and an in depth meeting, the student realised the importance of these sessions and was in fact the first to complete her passport. This led to a direct increase in her Music coursework marks. When one student was asked 'what do you get if you complete your passport?' by a member of staff, his response was 'I hopefully get a better GCSE grade'. This is a fantastic response and shows how the attitude of certain students was altered due to the introduction of the passports.

PP Co-ordinator supporting staff with attendance at revision and intervention was being held. Create a personalised timetables for each student, identifying and prioritising areas of weakness and allowing them to create a balanced but fair timetable of events. This involved contacting members of staff and once again liaising with parents.

In addition to the passports, staff to put together work packs for all PP students to take home over the Easter holidays to ensure they had structured revision for each subject, especially those in which they were underperforming according to tracking data. Once again, contact was made home to each set of parents/carers and the response was excellent. All were extremely pleased to have the work sent home. One parent thanked us as school for all we were doing to ensure her daughter achieved her target grade. She was extremely complimentary about the support her daughter has received during her time at Balshaw's.

3) Year 7 Boys' English Reading PP Club

After consultation with a local High School and their PP Coordinator, the next step was to focus attention on KS3 and specifically, English. After a discussion with the Head of English, we decided to set up a 6 week reading course, with the view to ultimately, improve boys' attitudes towards reading. The English department identified 6 PP boys in Year 7, who were at the lower end of the cohort for achievement. After extremely positive and supportive phone calls home to parents, students were briefed and were extremely keen to start. We purposefully chose a relaxed environment to deliver the sessions, the 'beanbag room' within the pastoral hub. We also provided squash and biscuits to ensure an informal feel. The 6 boys that we targeted all attended the first session and completed an 'attitude to reading' questionnaire. CL and PP Co-ordinator then planned and delivered 5 more sessions where the students studied fact, fiction, gothic horror, newspaper and magazine texts. Results showed an improvement of all in terms of their attitude to reading. This is an excellent result and the sessions clearly had a positive impact on the boys involved. As a reward for their attendance, the boys chose a book that we purchased for them.

4) Year 8 Boy's Maths Club

With the success of the English club, the next step was to target Maths and once again boys. This time targetting Year 8. Worked with CL to consult about 6 week lunchtime club with the view to improving numeracy skills. The Maths team were extremely keen and highlighted 6 boys to attend the club. The response from home was extremely positive. Some parents were concerned as to why their sons had been chosen, but reassured them that this was not a punishment but a positive intervention to help prepare the boys for Year 9.

5) Year 7 and 8 Girls' and Boys' Science Club

Science was targeted next. PP students who are below their target based on their Year 7 exam results. Two members of staff have offered to run a session each. Year 7 (5 students, 2 girls and 3 boys) and Year 8 (5 students – 1 who already has commitments and one who is reluctant to attend even after intervention from HoH). These sessions are in their infancy and I will have more feedback in regards to impact in the next couple of weeks.

6) Year 10 Work for the summer.

When Year 10 tracking data available, emulate the work done with Year 11 with the current Year 10. Each PP student will be given a pack of work to take home focussing on the areas they are currently under performing in. PP Co-ordinator will meet with the Year 10 cohort, detail exactly what the role is and build the relationship and help when it comes round to planning their intervention/revision timetables in Year 11. Encourage subjects to start working on intervention in September with PP students using tracking and assessment data to prioritise. Continue attending Curriculum Leader meetings to feedback to staff.

7) Regular contact and meetings with Attendance Officer.

Research has suggested that one of the main barriers when addressing PP students is attendance to school. Attendance Officer informs PP Co-ordinator of attendance issues of PP students. PP Co-ordinator to have conversations with those students, reinforcing the messages of the Attendance Officer. This has worked well with a particular Year 8 pupil whose attendance at primary school was around 50%. This individual's attendance is now at 79.9% through the interventions put in place.

8) Weekly emails.

Sending of weekly emails, displaying PP logo with strategies that staff can use in their classrooms to help make progress with PP students. A different focus each week e.g. highlighting students on seating plans and sitting students within reach so that help can be given quickly should it be needed). The idea is that emails coming on a regular basis will remind staff that they need to pay extra attention to the progress of PP students. The idea is that staff have a couple of manageable tasks that they can do within lessons to help with PP students. This again keeps the PP message fresh and in people's minds.

9) PP Stars of the Week.

As done with SEN pupils, there is a PP star of the week. This is information sent out to staff on 2 PP students (focussing on year 11 in the run up to exams). The idea behind this is to give staff an idea on how students are doing in others subjects as well as providing an insight on their pastoral background. This will also be displayed in the staff room. Once again, keeping the PP message fresh and current and ensuring we are going above and beyond to close the gap with our students.

10) Science Revision Club Attendance

PP Co-ordinator supported attendance of Year 11 students at Science department revision course after school before Christmas. Phoned all parents and spoke to all students involved, outlining the importance of attending this course. Majority of parents were supportive and encouraged students to attend. There

were barriers to this in the form of student motivation and prior arrangements at other revision courses. After regular meetings with certain students, the message seemed to get through and they did attend a number of the revision sessions.

