

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Bury C E High School |
| Number of pupils in school | 842 |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021- 2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | |
| Statement authorised by | Simon Braithwaite Headteacher |
| Pupil premium lead | Lynsey Foster Asst. Headteacher |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £142,223 |
| Recovery premium funding allocation this academic year | £21,170 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £163,393 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, finding their talents and enabling them to “let their light shine”.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and identify their barriers to learning in order to deliver a high-quality education to meet their needs. Our mission is to support pupils regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. By having a relentless focus on quality first teaching we believe achievement is the product of consistently strong classroom practice

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in accurate assessments that identify the gaps and challenges for individual pupils and collectively for cohorts of pupils, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <i>Literacy is a significant barrier and the progress of the disadvantaged students in English in 2019 was -1.13 (Figure taken from SISRA), this was a GAP of 0.68 to their peers. This data indicates, coupled with the discussions with colleagues and students, that there is a need to raise levels of academic language of our disadvantaged students. This will equally raise the level of our non-disadvantaged students.</i> |
| 2 | <i>Attendance of our disadvantaged students as indicated on ASP was below national and 3% lower than their peers in the school. Research shows that those with less than 95% attendance but greater than 90% achieve between 0.5 to 1.0 grades below this with good attendance. Our observations indicate that absenteeism is having a negative impact on the progress and wellbeing of our disadvantaged pupils.</i> |
| 3 | <i>Learning styles and conversely teaching styles have had a negative impact on learning. Through learning walks carried out by external professionals we have identified that learning is passive and too much emphasis has been placed on teaching. Teacher development is a key strand to improving the outcomes for disadvantaged and all pupils as it improves engagement and the quality of learning. Investment in Quality First teaching to improve classroom practice especially around the areas of active learning and cognitive metacognition, self-regulation when facing with challenges.</i> |
| 4 | <i>Adaptive curriculum planning to ensure a broad and balanced process, research demonstrates that a broad and deep curriculum at KS3 enables pupils to flourish, this is supported by a clear strategy for enrichment that enables a more intertwined development of Cultural Capital, equally a flexible pathways programme enables students to excel, introducing a more flexible approach to the KS4 curriculum with a blend between academic and vocational courses where appropriate, aides students in both well-being, through a sense of achievement and success.</i> |
| 5 | <i>Our assessments (including using the PLEX questionnaire) observations, mentoring appointments and discussions with pupils and parents have indicated that wellbeing is a core barrier, especially in the last 18 months, with significant disruption to learning, increases in anxiety, low mood, and low self-esteem, this impacts achievement and long-term success.</i> |
| 6 | <i>Recovery curriculum is particularly relevant for disadvantaged pupils. Disruption places them further behind their peers due to lack of access to sustained learning in school. Learners are at very different stages of development and require adaptive teaching and greater differentiation to catch up quickly. Equally, gaps have widened at KS4 as a result of lost learning. Internal data indicates that disadvantaged pupils are expected to achieve half a grade per subject below their peers.</i> |

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 |
|---|--|
| <i>Improve attainment in English and literacy-based subjects through having a coherent literacy strategy.</i> | Progress in English demonstrates significant improvement for disadvantaged students at KS4 and over three years this continues to improve. Performance gap to National other closes. |
| Improved attendance of our disadvantaged cohort leading to greater resilience and therefore outcomes. | Better Attendance compared to national disadvantaged DP from 2019 (ASP). |
| Teaching across all subjects demonstrates active learning and students can demonstrate being able to know more and do more in a subject specific context. This will lead to better outcomes for all learns. | Progress 8 shows significant improvement for 2019 DP figure taken from ASP as being -0.96 The improvement is sustained over three years of this strategy. |
| The curriculum meets the needs of all learners and progress is evident from Year 7, but outcomes for 2023 cohorts onwards indicate significant improvement in progress as they are on the new curriculum pathways at KS4. | Overall Progress 8 demonstrates significant improvement from 2019 in 2022 and continues to improve over a three-year period. Disadvantaged progress 8 gap significantly closes year on year. |
| Intervention and support is more specific to the needs of pupils taking into account academic and emotional needs to address both achievement and wellbeing. | Attendance at intervention is excellent. Intervention is meeting the needs of learners and progress demonstrates impact through Y11 data drops. |
| KS3 curriculum is adaptive and considers lost learning. KS4 Y11 curriculum prepares for both adapted GCSES and CAGs. Y10 monitoring and support starts early to address identified gaps. | The curriculum closes the gap, and this is demonstrated by the KS3 data analysis demonstrating students are on track to achieve excellent GCSE results. |

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: £66,734

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Active learning strategies in the classroom COD sessions</i> | Evidence from EEF, Consultant support and external reviews on teaching and learning. Research shows that students that actively learn, remember more, and can do more over time. | 3 |
| <i>Differentiation training on a variety of methods using core CPD time and consultation support</i> | Classroom wave one intervention enhances outcomes through classroom practice and active targeted support that enhances learner confidence and enables them to access work at an appropriate level building work. | 1, 3 |
| <i>Strategic groups focussed on Using data, Mastery, Sequencing of learning AFL, planning for progression</i> | Development of a whole school approach on key priorities based upon key research from the staff library. Improving teachers' skills in planning for individuals and supporting learners with metacognition and essentially being able to do more and remember more supported by a comprehensive staff library and flexible CPD programme to enhance everyday practice. | 1, 3, 6 |
| <i>Literacy scaffolding training</i> | Literacy is such a key barrier to success, especially with higher ability disadvantaged. Research completed by Alex Quigley indicates a significant gap in vocabulary which can lead to an achievement gap that is wide. Staff CPD on how to develop tier two and three language and focus use of higher academic language will lead to increased confidence amongst all learners. | 1 |
| <i>Investment and use of teaching and learning consultant</i> | Utilising external experts in teaching and learning grows staff confidence in their own practice. Staff having quality one-to-one coaching has a direct impact on the classroom practice which has the greatest impact on achievement. | 6,1,3 |

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

Budgeted cost: £73,338

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Maths CLA utilised for one-to-one support and 1 to 3 support | Specific targeted intervention addressing gaps in knowledge that are specific has the greatest impact both on performance and wellbeing for many students in Maths. | 6 |
| <i>SLT one-to-one mentoring of Y11 students and other students identified on need</i> | The core focus is on wellbeing and managing pressure this has been evident especially due to the periods of national and school lockdown. Whilst there is research to say that mentoring is not the most impactful, we are finding that students are more actively engaging in lessons as a result and can discuss issues with a key member of staff and work to overcome barriers that have arisen in the last 18 months. Mentoring is 30 minutes per week for identified. | 5 |
| <i>One to three tuition using Maths and English tutors from January sourced through teaching personal</i> | Tuition in small groups (Max 3 for a period of 10 sessions) was identified by the national tutoring programme as being impactful and evidence from last years programme all students made significant improvement in maths and English. | 1,6 |

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

Budgeted cost: £23,216

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Individual attendance plans for disadvantaged students are managed by Head of lower and upper school</i> | Students with attendance below 95% achieve on average between 0.5 and 1 grade lower than their peers. Equally the building of resilience ensures that habits are formed that will impact on post16 studies. Ultimately if a student has excellent attendance they achieve well as demonstrated by national figures. | 2 |
| <i>Attendance rewards</i> | Focusing on good attendance and short-term targets being met builds strong habits. This in term mean less lost learning. | 2 |
| <i>Mentoring from the pastoral team</i> | Research shows that having positive relationships with staff has a direct impact on achievement. Pastoral managers identifying mentoring in short bursts has an impact on wellbeing and ensures learners are in the right mindset to cope with challenging learning. Pupils with lower resilience and lacking a positive mindset often underachieve in secondary as the gap widens to their peers. Maintaining a positive mindset. | 2,5 |
| <i>Specific tutoring on the PIXL edge programme</i> | PIXL edge develops employability and life skills, this will enable pupils from KS3 to sustain effort and reach clearly set goals and be recognised for doing things out of their comfort zone. The Edge programme is used across the 3000+ PIXL schools to great effect and it serves to raise aspirations amongst disadvantaged and create an I CAN attitude. | 6, 5,2 |
| <i>External tutoring support</i> | Specific tutoring has been proven to raise learner confidence; this sourced working with local authority providers for specific students. | 1,6 |
| <i>Wellbeing activities</i> | Specific enrichment programmes support wellbeing, extensive PE, Music, Drama and Art are offered in school, and we will work with external providers on a case-by-case basis to both develop wellbeing and cultural capital including support for school trips in order that e.g., London trip, France Trip and Spain as well as the Y7 activities days. Awake in the Chapel. | 5,2 |

Total budgeted cost: £163,288

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Using Sistra comparative data tools:

GCSE Attainment 8 trend shows PP students' attainment is increasing 2019 average 3.12, 2020 average 3.6 and 2021 is 4.43 in addition the gap between Non PP and PP is closing. 2019 -1.7, 2020 -1.5 and 2021 -1.21. Progress 8 is also showing improvements with PP students achieving 2019 -1.17, 2020 -0.84, and -0.68 in 2021. The gap is also closing 2019 it was -0.93 and in 2021 this was down to -0.6.

The impact on External Tutoring provided by Teaching Personnel can be evidenced by comparing the Mock grades and the Exam grades. The gap between PP and Non PP in the mock was and Attainment 8 gap of 1.48 and Progress 8 gap of 1.21. This was reduced to 1.21 and 0.61 respectively. Considering the PP students only they increased their Attainment 8 average by 0.61 and Progress average by 0.38.

Students not in education, employment or training account for only 0.6% of our students indicating that the impact of aspirations on students ensure they have gone onto careers or development towards a career.

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 |
|---|--------------------|
| 3 – 1 Tutoring in Maths and English for KS4 students. | Teaching Personnel |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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