

Pupil premium strategy and impact statement for Barlby High School 2019/20

School overview

Metric	Data
School name	Barlby High School
Pupils in school	543
Proportion of disadvantaged pupils	19.1%
Pupil premium allocation this academic year	£102 255 (projected)
Academic year or years covered by statement	2019/20
Publish date	November 2019
Last updated	03.02.2020
Review date	September 2020
Statement authorised by	K Wallace
Pupil premium lead	K Naylor
Governor lead	J Brooks

Strategy aims, and progress made so far for disadvantaged pupils

Due to Covid-19 and data not being shared fully we have chosen to use FFT dashboard information based on the collaborative data in 2019/20. In this case 'Disadvantaged' refers only to the FSM/FSM6 students. Of which there were 15 with only 13 having data that could count in the 'National measures'.

Aim	Target	Target date	Progress made towards target
Progress 8	Achieve a P8 of -0.1 – +0.1	Summer 2022	+0.04
Attainment 8	Achieve an A8 that allows for a P8 within the target range	Summer 2022	A8 = 4.7 This gave a P8 within the target range.
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Summer 2022	38%
Other	Improve attendance to national average	Summer 2022	Due to lockdown/Covid-19 restrictions this cannot be measured with any real accuracy.

Ebacc entry	Better than national average EBacc entry for all students	Summer 2022	33.3%
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Teaching priorities for current academic year

Measure	Activity
Priority 1	Continuing to improve the attainment and strengthen engagement of disadvantaged students in all subject areas through clear and effective curriculum planning
Priority 2	Develop staff knowledge and understanding of metacognition as a strategy to develop effective and independent learners
Barriers to learning these priorities address	Raising Aspirations, improving attitude to learning, opportunities to access learning beyond the classroom, student passivity
Projected spending	£12548
Impact of Strategy	<p>Priority 1 Disadvantaged students achieved an FFT P8 of +0.04</p> <p>Priority 2 Schemes of learning in all subject areas are developing to show the metacognitive steps available to be accessed on a lesson by lesson basis. Staff are working on this in a collaborative way and sharing good practice through Faculty Teach Meets</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improving the attainment of disadvantaged students in core subjects of English and Maths
Priority 2	1:1 Academic mentoring programme for students at risk of underachieving
Barriers to learning these priorities address	Low level of parental support, student engagement, Student perception of achievement
Projected spending	£30455
Impact of Strategy	<p>Priority 1 English A8 = 4.9 from 4.4 in 2019, P8 = +0.07 from +0.03 in 2019 Maths A8 = 4.5 from 4.0 in 2019, P8 = +0.05 down from +0.3 in 2019 but higher than the non-FSM6 students who were at a P8 of +0.01 so therefore reversing the national trend of a 'gap'</p> <p>Priority 2 Students had 1:1 mentoring as part of the package of strategies and whilst difficult to pinpoint whether or not this have a specific impact students have made significant progress with a positive P8, well</p>

	above the National figures for disadvantaged students.
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Wider strategies for current academic year

Measure	Activity
Priority 1	Increase attendance of disadvantaged students to close the gap between them and their non-disadvantaged peers by building on our school values and fostering a whole school sense of belonging.
Priority 2	To offer a range of mental health and wellbeing support strategies to students and families in need
Barriers to learning these priorities address	Attendance and persistent absenteeism, exclusions, parental engagement, parental support, student behaviour
Projected spending	£59252
Impact of Strategy	<p>Priority 1 Attendance of disadvantaged students is still a concern with little progress being made overall. There are key individuals who skew the data significantly with a total lack of attendance. This will remain a priority moving into 2020/21</p> <p>Priority 2 Year Leaders developed a range of strategies to offer students with the beginnings of a relationship being established with WIMT. This will be key as we move into 2020/21 and the effects of Covid-19 continue to dominate life and students mental wellbeing.</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to professional development in relation to metacognition as well as faculty time to allow thorough detailed thinking to develop a meaningful curriculum	Use of directed time and staff training days dedicated and focussed around these core themes.
Targeted support	Ensuring expertise, time and staffing to allow the correct students to access support make better progress	Time and flexibility within the timetable to allow 1:1/small group interventions to run
Wider strategies	Engaging the families facing most challenges	External early help is used to support students and their families in times of difficulty

		<p>including the LAT, CAMHS, and wellbeing service.</p> <p>Pastoral staff design and run a series of parental workshops to support parents of children experiencing difficulties.</p>
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