

Barlby High School 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	Barlby High School
Number of pupils in school	582
Proportion (%) of pupil premium eligible pupils	15.46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Jan 2022 - July 2024
Date this statement was published	17.12.21
Date on which it will be reviewed	21.10.22
Statement authorised by	K Wallace
Pupil premium lead	K Naylor
Governor / Trustee lead	P Cannovan/Philippa Gowland
HSLT School Improvement Team Lead	Katherine Humpleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107 830
Recovery premium funding allocation this academic year	£12 905
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	£113 250

Part A: Pupil premium strategy plan

Statement of intent

Trust Vision and Rationale for Pupil Premium Strategy

Life in all its Fullness - A Place to Thrive

Our Values

gracious, compassionate, loyal, patient, kind, forgiving, just
freedom, aspiration, inclusivity, transformation, hope

*Hope Sentamu Academy Learning Trust is committed to enabling our communities to **Thrive**. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.*

*This strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches, to close the progress and attainment gap).*

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

*First and foremost, **Great Teaching Changes Lives**. The core focus for all our schools will always be investment in the highest quality of teaching and learning for all pupils to further close the PP gap. It is to be read in conjunction with **Hope Sentamu Learning Trust's 'Principles for Vulnerable Learners' and Audit Tool**, which were developed in the Summer term of 2020, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, mental health and wellbeing, motivation and aspiration, literacy), which will have been exacerbated by Covid-19. Furthermore, we need to anticipate an increase in the levels of disadvantage in all of our school communities, but particularly in those that experience the highest levels of disadvantage.*

At Barlby High School we see education as social justice through better attainment for all of our students, irrespective of background or challenges to achievement. Our strategy plan centres around the provision of a personalised, broad and balanced curriculum and quality first teaching for all. With the ultimate objective of supporting disadvantaged students to achieve their full potential both academically and as an individual.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including those students not officially identified as disadvantaged. Our approach will be responsive to common challenges and individual needs, identified by robust diagnostic assessment.

Through the implementation of this strategy we will create an environment where there is a collective, system-wide knowledge, responsibility and expertise; that effectively supports our disadvantaged learners.

We will support staff and students to uphold the school values of kindness, loyalty, patience, justice, grace, forgiveness and compassion. Thus allowing our disadvantaged and vulnerable students to feel as though they are a valued part of the school community. We believe that the development of a sense of belonging is fundamental in supporting these students to achieve and flourish.

Challenges

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

Challenge number	Detail of challenge
1	<p>Levels of literacy</p> <p>CATS test data indicates that on entry (latest data for current year 8) average verbal reasoning (literacy) score for disadvantaged students is 89.1. This is compared to a school mean value of 99.7 and a national figure of 100.</p>
2	<p>Metacognitive skills</p> <p>Staff comments on school intervention documents suggest that many of our disadvantaged students lack metacognitive skills. Evidence from EEF suggests that the use of metacognitive strategies can be worth the equivalent of an additional +7 months progress, when used well.</p>
3	<p>Working memory</p> <p>Evidence from assessment and student and staff voice indicates that progress of disadvantaged students is limited by their difficulties in retaining and recalling knowledge.</p>
4	<p>Knowledge Gaps and missed learning due to covid 19 pandemic</p> <p>Internal diagnostic assessments indicate that all students have gaps in their knowledge due to the pandemic - Term 1 average grade score for the whole school is -1.18 below MEG. Despite provision of resources and regular contact and support from school, disadvantaged students have made less progress in their learning - Term 1 average grade score for disadvantaged students is -2.34 below MEG.</p>
5	<p>Mental health and wellbeing</p> <p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for</p>

	many students, such as anxiety and low self-esteem. Since returning to school after lockdown 25% of referrals to the NHS Wellbeing in Mind Team were for disadvantaged students.
6	<p>Behaviour for Learning</p> <p>Poor behaviour has a significant effect on the ability of some disadvantaged students to learn and make progress.</p> <p>Term 1 data from class charts behaviour system shows that disadvantaged students made up 35% of all detentions, 30% of all on-calls and 25% of all negative behaviour codes. (Disadvantaged students make up 15.5% of the whole cohort.)</p>
7	<p>Attendance</p> <p>Poor attendance presents the final challenge to our disadvantaged students. Autumn term 1 attendance figures indicate that non-disadvantaged average attendance = 91.7% whereas average attendance of disadvantaged students is 84.8%.</p>

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
<p>To close the gap in attainment and progress between disadvantaged and non-disadvantaged students, through quality first teaching across the curriculum, with a focus on English, Maths and Science.</p> <p>Walkthru focus on application and recall.</p> <p>Focus on improval of teacher feedback, through EEF guidance</p> <p>Implementation of Maths mastery</p> <p>Teacher subject knowledge enhancement through subject association membership, Trust subject networks, Trust Maths director support.</p>	<p>By July 2024, attainment of disadvantaged students is broadly in line with that of their non-disadvantaged peers, with an overall of P8 of 0.0 - 0.2.</p>
<p>Improved literacy and reading comprehension, to close the gap between disadvantaged and non-disadvantaged students, so all pupils are able to effectively access the curriculum</p>	<p>Improved literacy and reading comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students, to enable pupils to think about their own learning</p>	<p>Lesson observations, staff and student voice indicate that disadvantaged students are more able to monitor and regulate their own</p>

<p>more explicitly, by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>learning. Students are equipped with effective revision strategies and home learning completion rates across all classes and subjects are improved, leading to improved progress across the curriculum, closing the gap between PP and non PP students</p>
<p>To achieve and sustain improved mental health and wellbeing for all students, including those who are disadvantaged, which has been further exacerbated by the Covid-19 pandemic.</p>	<p>Qualitative data from student voice, parent surveys and teacher observations indicate that there are sustained high levels of wellbeing amongst students.</p> <p>There is a reduction in repeat referrals to the Wellbeing in Mind Team (WIMT) and a significant increase in participation in enrichment activities, particularly among disadvantaged students.</p> <p>Improved attendance and behaviour for learning data, closing the gap between disadvantaged and non-disadvantaged peers.</p>
<p>Improved attitudes to learning for all students, including those who are disadvantaged. Clear expectations, systems and routines are reinforced consistently across the school.</p>	<p>Classcharts data shows a significant decline in the number of negative behaviour incidents, on-calls and exclusions. Disadvantaged students are not over-represented in negative behaviour data.</p> <p>Lesson observations, staff and student voice demonstrate that behaviour for learning is good.</p> <p>Improved progress and attainment of disadvantaged pupils, closing the gap between non disadvantaged peers.</p>
<p>To achieve and sustain improved attendance for all students, particularly those that are disadvantaged.</p>	<p>To close the gap between PP and non PP students regarding attendance. Sustained high attendance for all students. Overall attendance for all students is at or above 95%, and the attendance gap between disadvantaged and non-disadvantaged students is reduced. Absence and persistent absence is at or below national.</p>

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: £ 56 625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Stage 2 of Reading and Literacy strategy to increase levels of reading and literacy across the whole school, improving progress for underachieving groups: PP, SEND students and boys.</p> <p>Implementation of Fresh Start Ruth Miskin Read Write Inc Programme to targeted pupils.</p>	<p>The strategy is underpinned by the 7 recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Peer observations of delivery have taken place and mentoring relating to the set up of programme.</p>	<p>1,4.</p>
<p>Improve quality first teaching. Introduction of shared communication between teachers and students via the 'Barlby 8'. Staff to reflect on their own practice and develop a Rosenshines area of their choice through use of ADAPT and instructional coaching.</p> <p>Implementation of feedback framework supported by Walkthrus and by fortnightly book looks & instructional coaching where applicable.</p>	<p>T. Sherrington, 2019 - Rosenshine's Principles in Action.</p> <p>Tom Sherrington and Oliver Caviglioli, 2020 - Teaching Walkthrus Five-step guide to instructional coaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>2,3,4.</p>

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

Budgeted cost: £11 325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit and deploy NTP tutors to work with identified students focused on literacy and reading within KS3.</p> <p>Recruit and deploy NTP tutors to work with students who have developed the largest gaps relating to progress in key subject areas.</p>	<p>EEF Teaching and Learning Toolkit cites one to one tuition as “high impact for moderate cost”. Can add up to +5 months progress.</p>	1,3,4,6, 7
<p>Effective provision of “period 6” revision sessions for year 11.</p>	<p>EEF Teaching and Learning Toolkit cites extending school time as “moderate impact for moderate cost”. Can add up to +3 months progress.</p>	3,4, 6,7
<p>Introduction of Fresh Start Ruth Miskin intervention programme</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Training has been attended by key colleagues</p>	1,4,6,7

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

Budgeted cost: £45 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a wellbeing strategy built around the Anna Freud Thrive approach, in conjunction with the NHS MHST (Wellbeing in Mind Team). Use of ‘5 Ways to</p>	<p>Wolpert, M., Harris, R., Hodges, S., Fuggle, P., James, R., Wiener, A., Munk, S. (2019). THRIVE Framework for system change. London: CAMHS Press.</p>	4,5,6,7

Wellbeing' as a whole-school approach and the introduction of Wellbeing Ambassadors in each form.		
Development of an Inclusion Framework to further develop targeted support to ensure all learners thrive in their academic and personal development		1,4,5,6,7
Enrol on 'The Difference' programme to embed an inclusive whole school approach to reducing exclusions.	The Difference impact report 2020-21 states that 86% of schools saw improved de escalation of challenging behaviour. 60% reported a fall in exclusions before the end of the one year course.	1,4,5,6,7

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years in key areas of the curriculum. EBacc entry was 42%, which is higher than in the previous 4 years. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points to Covid-19 impact, which significantly disrupted pupil learning and progress. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching and resources.

Our assessments demonstrated that pupil attendance, behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
GCSE Pod	Access
Mathswatch	Mathswatch

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)

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.