

Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	525
Proportion (%) of pupil premium eligible pupils	12.19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	November 27th 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Anouska Gardner (Principal), Louise Beasley (Trust associate principal and HSLT PP Lead) and Alan Richards (Chair of Governors)
Pupil premium lead	Tom McNaught-Roberts - SLT lead Kath Naylor - School lead
Governor / Trustee lead	Alan Richards (LGC) Phillipa Gowland (Trustee for PP)

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£83,054
Recovery premium funding allocation this academic year	£12,470
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	£70,584

Part A: Pupil premium strategy plan

Statement of intent

Hope SENTAMU
LEARNING TRUST

Life in All its Fullness - A Place to Thrive

*Hope Sentamu 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.*

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

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 the HSLT '**Principles for Vulnerable Learners**' and **Audit Tool**, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, 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. We as a Trust also believe that those pupils who have had contact with or have a social worker and those who are young carers, should also benefit from PP strategies in place.*

Our vision is that every child should flourish and develop a love of learning. We want the very best for all our students and have high expectations for them. We promote our Trust values of Kindness, Respect and Teamwork throughout the school, and this is reflected through our Curriculum, our House System and on our day to day routines and actions across the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment and progress of disadvantaged pupils is lower than that of their non-disadvantaged peers, Against the national trend - our gap has narrowed but it still remains, and disadvantaged pupils in school are still not reaching the national expected level of progress for all pupils (0.0).</p> <p><i>Disadvantaged P8 = -0.80</i> <i>Non disadvantaged P8 = -0.30</i> <i>Disadvantaged EHCP students achieved -0.17</i> <i>Disadvantaged SENK students achieved 0.48 compared to non-disadvantaged SENK students who achieved -0.90</i></p> <p>Teacher assessments suggest that some pupils particularly struggle with identification of misconceptions and recall of information</p>
2.	<p>GL and wider assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have more challenges in accessing the curriculum due to lower levels of literacy and reading than peers. This impacts their progress in all subjects. Over one third of pupils are below their chronological reading age in year 7.</p> <p>GL NGRT data for October 2023 shows that students in receipt of the pupil premium have lower than expected reading ages, with 16% of disadvantaged students below expected reading age, compared to 14.8% of non-disadvantaged students.</p>
3.	<p>As at a national level, mental health and wellbeing of many of our disadvantaged pupils continues to be impacted by historic school closures, to a greater extent than for other pupils, as indicated by our assessments, observations and discussions with pupils and families. This includes anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support are fewer than last year but are still significant. 38.5% of students accessing external support are disadvantaged, significantly higher than the whole school percentage. This reflects the challenging circumstances of disadvantaged pupils. The number of pupils accessing internal support, which involves Thrive, mentoring and The Bridge, is similar to last year but with more KS3 students than KS4. This continues to result in knowledge gaps that affect progress across the curriculum.</p>
4	<p>Attendance and persistent absence.</p> <p>Our current whole school attendance data stands at 92.39 which is slightly below the National average (94.5%). Attendance for PP students is currently 81.77%, a gap of -10.62%</p> <p>In 2022-23 our whole school attendance was 89.69%. Attendance of PP students was 79.14%, a gap of -10.55%</p> <p>Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress, and our observations and behaviour data shows that it is negatively impacting their wider social development.</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
1. Continued improvement to curriculum implementation and progress for all disadvantaged pupils across the curriculum.	<p>From starting points the majority of pupils achieve expected and better than expected, across the curriculum</p> <p>By 2025, Progress 8, 5+ and 7+ in English and Maths and pupils entered for and achieving the Ebacc will be at or above national level.</p>
2. Embedding of the Trust Reading Strategy to allow all pupils to access and excel across all curriculum areas.	<p>Effective identification of Year 7 pupils into 4 categories of reading ability, with appropriate intervention in place for new students and continuing for others.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. There will be improved engagement and effective participation in lessons and pupils will achieve and exceed expected attainment and progress</p>
3. Continued improvement to pupil mental health and wellbeing	<p>Continued partnership with the NHS Wellbeing in Mind team.</p> <p>Embedding the use of the Bridge for Thrive work.</p> <p>SEMH mentoring introduced for a small number of pupils.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent/carer surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Evidence of the mental health first aid team having impact.</p>
4. An improvement in attendance to national averages, and low persistent absence for our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by PP attendance data being at and above national and persistent absence at or below national for disadvantaged learners and non-disadvantaged learners</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: £35'294

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using Rosenshine's Principles of Instruction and Walkthru resources, focused CPD and training for teachers to further raise the quality of teaching and learning regarding;</p> <p>explicit instruction, scaffolding, checking for understanding, further cognitive and metacognitive strategies, to enable pupils to know more, remember more and successfully progress in their learning. Specific focus on SEND PP learners and high prior attainers</p>	<p>EEF Effective Professional Development</p> <p>Scaffolding</p> <p>Metacognition and Self-Regulated learning T and L Toolkit Metacognition and Self-Regulation</p> <p>Feedback Teaching and Learning Toolkit feedback</p> <p>EEF Making best use of Teaching Assistants</p> <p>SEND Research Report EEF</p>	1,2,3,4
<p>Subject knowledge development for non-specialists, through subject networks and professional association support</p> <p>National Centre for Computing and STEM Learning support, to further develop curriculum intent and implementation</p>	<p>EEF Effective Professional Development</p>	1,2,4
<p>Implementation of the Trust and School Reading Strategy across the curriculum</p>	<p>Literacy</p> <p>Improving Literacy in Secondary Schools</p>	1,2,3,4

Enhancement of our maths intent and implementation model, through working with Maths Mastery and the Maths Hub	Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	1,2,4
Partnership work with Stem Learning and Trust Director of Science to further develop Science curriculum intent and implementation	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4	1,2,4

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

Budgeted cost: £17'645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Provision Map to enable precise identification and intervention strategies for pupils	EEF Menu of Approaches The Tiered Approach (EEF)	1,2,4
Trust Reading Strategy - Fresh Start intervention for identified pupils	Literacy Phonics Fresh Start Reading Comprehension Teaching Assistant Intervention EEF Making best use of Teaching Assistants	1,2,4
English and Maths targeted intervention High-prior attainers and SEND focus	One to one tuition Small Group Tuition	1,4
Introduction of standardised baseline diagnostic assessments to enable further precise intervention - GL English, Maths and Science Progress Tests, GL Reading and Spelling Test, PASS Tests	EEF Menu of Approaches The Tiered Approach (EEF)	1,2,3,4

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

Budgeted cost: £17'645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer recruited to work with PP pupils and their families, who have low attendance and persistent absence</p> <p>Embedding principles of best practice set out in DfE publications and recent research</p> <p>DfE MAT attendance adviser engagement - SEF</p>	<p>EEF Parental Engagement</p> <p>EEF Working with Parents</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance</p>	1,2,3,4
The Bridge - strategies to regulate behaviour and emotions	Social and Emotional Learning Toolkit	1,2,3,4
Thrive Model and mentoring	Social and Emotional Learning Toolkit	1,2,3,4
<p>Gatsby Benchmark Focus to further raise aspirations, attainment and progress;</p> <p>4. Linking curriculum learning to careers</p>	Gatsby benchmarks	1,4

Total budgeted cost: £70'584

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 2022/23 academic year.

Target 1

Implement Stage 2 of Trust Reading Strategy. Implementation of Fresh Start Ruth Miskin Read Write Inc Programme to targeted pupils.

Impact:

Identified students accessed 25 minute sessions, four times per week of intensive reading intervention to further support their literacy levels.

Students accessed 25 minute sessions, four times per week of intensive reading intervention, to further improve their reading and wider literacy skills to successfully access the curriculum

Year Group	Numbers of students per year group accessing F/S phonics programme	Number of students completed F/S programme 2022/23
7	25	21 (84% completion rate) (4 students continued into Year 8)
8	12	11 (92% completion rate) (1 student continued into Year 9)
9	5	5 (100% completion rate)
10	1	The student continued with F/S literacy support into Year 11

Target 2

Improve quality first teaching, through introduction of shared precise improvement to pedagogy via the 'Barlby 8'. Development of Rosenshine approach through use of ADAPT and instructional coaching. Implementation of feedback framework supported by Walkthrus

Impact:

From strategy review: June 2023

QA evidence suggests that 83% of lessons are consistently effective. Specific lessons with specific classes have been identified and the members of staff are being supported through

instructional coaching. This work is ongoing and under constant review in light of the feedback received through the QA activities. The B8 was reviewed by staff in conjunction with work from Tom Sherrington and John Tomsett. The Barby 5 was launched in the Summer term 2023 and has included the development of subject clusters including expectations, reading, thinking, understanding and practising. There is evidence through lesson observations, staff voice and student voice that the B8 is being widely used.

CPD sessions have been delivered and resources provided for Rosenshines. QA including staff voice, student voice, book looks and lesson observations indicate that the four areas under focus are being used (daily review, introducing material in small steps, asking questions and guided student practice). Rosenshines CPD folders have been set up where staff are sharing their own resources. The EEF guidance for effective feedback has been shared as part of Teach Meets throughout the year and have been shared within the CPD folder. The final session is due in June at which point an overarching feedback model will be shared for Faculty Teams to create their subject specific one. Evidence of improvements in Maths through use of stack audits where student voice indicates that the clear feedback and structured DIRT tasks are supporting student confidence and progress.

Target 3

Wider intervention. Identify key students who have developed the largest gaps relating to progress in key subject areas and track this through the year.

Impact:

28 pupils were actively engaged with the programme to help them close key subject knowledge and skills gaps in the curriculum.

Target 4

Implementation of a wellbeing strategy based on the Anna Freud approach

Impact:

From strategy review: June 2023

Anna Freud's Thrive approach is embedded with the '5 Ways to Wellbeing' as a whole-school approach, e.g. mental health awareness week utilising all 5 ways in form time activities and the approach is visible in school. House competitions, started in HT5, have all used an approach. WiMT have begun visiting feeder primaries and educating about the approach. Self-help resources for common mental health difficulties are in place and can be signposted by tutors and shared by the pastoral team with students. Consultations and 1:1 CBT sessions are being delivered by WiMT. There are Thrive trained staff, 9 mental health First Aiders and one member of staff is undertaking the Trauma Informed Practice Course The web page has been updated to provide additional support and there are regular Wellbeing Updates sent home. There are student wellbeing ambassadors and the school is working towards the Wellbeing Award for Schools.

Thrive: <https://bhs.hslt.academy/thrive-approach/>

5 Ways: [Positive Wellbeing – Barlby High School](#)

Self Help Resources: [Self-Help](#)

Trauma Informed Practice : <https://www.traumainformedschools.co.uk/>

Wellbeing Award for Schools - <https://www.awardplace.co.uk/award/was>

Target 5

Development of an Inclusion framework

Impact:

From strategy review June 2023

Inclusion framework developed [Inclusion Framework-BHS1.jpg](#) to ensure that students have appropriate learning, wellbeing, safeguarding, behaviour and attendance support.

Target 6

The Difference Programme implementation

Impact

From strategy review June 2022

ZVH and AMG are enrolled on The Difference course. Approach to inclusion has been adapted (see framework above).

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
Fresh Start	Ruth Miskin Training
Toe by Toe	Harry and Keda Cowling
Thrive Model	Thrive
Wellbeing in Mind	NHS

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have four students who receive the service pupil premium funding. These students were provided additional intervention support.
What was the impact of that spending on service pupil premium eligible pupils?	<p>SISRA data on progress:</p> <p>Student 1 - positive progress in maths, science and PE. Focus intervention this year on English.</p> <p>Student 2 - positive progress in all subjects other than music which will be a focus this year.</p> <p>Student 3 - positive progress made in all subjects other than French.</p> <p>Student 4 - positive progress in English, ICT, maths, music and PE. Maths will be a focus this year.</p>