

## Pupil Premium Strategy Statement – Barlby High School 2024-25

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	60   12.8%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Anouska Gardner (Principal) Louise Beasley (Trust Associate Principal and HSLT PP Lead) Jen Mayne (Chair of Governors)
Pupil Premium lead	Tom McNaught-Roberts (AVP)
Governor / Trustee lead	Phillipa Gowland (Trustee)

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,090
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,090

## **Part A: Pupil premium strategy plan**

### **Statement of Intent**

As a fully inclusive academy, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the academy with lower overall attainment than their peers, therefore adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques; including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessments and, crucially, in preparing students and parents/carers for those assessments. In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focused on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focusing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focused aspects of our provision in ensuring access to wide ranging enrichment activities, and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise. Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Outcomes</b> for disadvantaged students continue to be just over a grade lower than their non-disadvantaged peers, despite making significantly greater improvements from their starting points.
2	<b>Attendance</b> for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.
3	Access to <b>enrichment activities</b> . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.
4	High levels of <b>social, emotional and mental health</b> difficulties continue to be prevalent amongst disadvantaged students.
5	<b>Lower literacy levels</b> for many disadvantaged students compared to their non-disadvantaged peers.

## 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>Improved attainment for disadvantaged students across the curriculum with a focus on Ebacc subjects</i>	We intend to see an improvement year on year in Attainment 8 and Progress 8, when it returns. By September 2025; Attainment 8 58.6 4+ Achieving both English and Maths 84% 5+ Achieving both English and Maths 68% 7+ Achieving both English and Maths 32% Pupil Destinations - percentage of students staying in education or going into employment after Key Stage 4 98% The gaps between Attainment 8 for disadvantaged students and their peers will continue to reduce.
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average this academic year.

<p><i>Disadvantaged students have improved participation in extracurricular events and trips</i></p>	<p>All disadvantaged students, who wish to, participate in external trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students. Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.</p>
<p><i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i></p>	<p>All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and teacher observations.</p>
<p><i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i></p>	<p>Disadvantaged students have similar reading ages to non- disadvantaged students. Students tested regularly and results information actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.</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: £31,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.</p>	<p><i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. <b>EEF toolkit:</b> collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months</p>	<p>1</p>
<p>Trust strategic RAG process (academic, inclusion and reading) Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link Disadvantaged first focus Purchase of SISRA to allow for effective data analysis</p>	<p><b>EEF toolkit:</b> Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months</p>	<p>1, 2, 3, 4, 5</p>

<p>Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions.</p> <ul style="list-style-type: none"> <li>Progress in each subject area is positive</li> <li>Support for curriculum leaders</li> <li>Cross Trust analysis of performance and sharing of good practice</li> <li>1-1/small group interventions with disadvantaged students</li> <li>Aligned curriculums and assessment (2024/2025)</li> </ul>	<p><b>EEF toolkit:</b> Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months</p>	<p>1, 3</p>
<p>Purchase of Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning</p>	<p>Provides staff with essential information in an easy and accessible format.</p>	<p>1, 4, 5</p>
<p>Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team</p> <ul style="list-style-type: none"> <li>All middle leaders and senior links can clearly identify disadvantaged students and the support they require</li> <li>All middle leaders fluent with data for use in RAG meetings</li> </ul>	<p>Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. <b>EEF toolkit:</b> individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £15,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. <b>EEF toolkit:</b> Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> <a href="#">J EEF</a></p>	<p>1, 5</p>

	<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	
1:1 or small group tuition/intervention	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5
Key students mentored by members of SLT. Underperforming students identified and assigned a member of SLT as an academic mentor. Regular meetings with students and parents. Progress and attitude are closely monitored.	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students are able to access curriculum and enrichment trips regardless of cost.	EEF toolkit: Arts participation : + 3 months	1, 3

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

Budgeted cost: £15,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's <a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK</a> ( <a href="http://www.gov.uk">www.gov.uk</a> )	EEF toolkit: Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement; attendance streaks, attendance at 45 Ahead and Period 6, end of term progress and attendance rewards, rewards trips.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Parental engagement - parents invited to Parent Focus Group, parent attendance at parents evenings including Y7 Keeping in Touch evening, Study Strategy evenings, and work experience launch events.	EEF toolkit: Parental engagement: + 4 months	1, 2, 3, 4, 5
Resources to enable students to access the curriculum and wider school life; uniform, additional learning resources (e.g. food technology practical ingredients, peripatetic lessons for GCSE Music, music instrument hire, revision guides), support to access CEIAG and further progression	EEF toolkit: Parental engagement: + 4 months Arts participation : + 3 months Individualised instruction: + 4 months	1, 2, 3, 4

routes (e.g. additional IAG meetings, support to access open events and taster days, mentoring), etc.		
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**Total budgeted cost: £63,090**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Focused interventions had a positive impact on the outcomes of disadvantaged students, improving their Progress 8 score by +1.02 from March to their GCSE examinations. They achieved a final Progress 8 score of -1.14 compared to Non-Disadvantaged students, who as a cohort achieved a Progress 8 score of +0.13

16.7% of disadvantaged students were entered for the EBacc, with 50% of those achieving a 4+

Disadvantaged students were targeted first for academic and SEMH interventions, with disadvantaged students being disproportionately affected by SEMH issues. Attendance of disadvantaged students ended 11% below other students.

We are currently on target to achieve the extra-curricular, SEMH and literacy outcomes of the strategy as outlined in the intended Outcomes section above. There is further work to do to achieve our attainment outcome due to the historic gaps in the learning of the students in the current year 11 cohort, however each student has a detailed intervention plan to ensure they achieve well. The attendance aspect of the strategy is currently the most challenging area to enact significant improvements due to the high needs of some of the disadvantaged students. Extensive work is being undertaken with external agencies to improve the attendance of these individual students and therefore the attendance of the cohort as a whole.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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 (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
We have four students within the school who are in receipt of the service pupil premium funding. These students were provided with additional academic and social, emotional and mental health and well-being support.
<b>The impact of that spending on service pupil premium eligible pupils</b>
50% of KS4 students improved on average across their subjects. Across all students, positive impact was seen in maths due to the implementation of Pionpoint. There was a positive impact for all students in their reading age through the Reading Plus intervention.

### Further information (optional)

In addition to the information contained in the strategy above, we also ensure that disadvantaged students are targeted first for Independent Careers Advice and Guidance, and (where appropriate) Wellbeing in Mind and Thrive support.