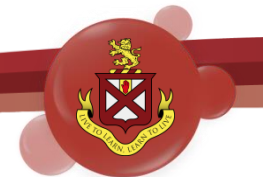


Byrchall High School Pupil Premium Strategy Statement



| 1. Summary Information | | | | | |
|------------------------|----------------------|----------------------------------|----------|------------------------------------------------|---------------------|
| School | Byrchall High School | | | | |
| Academic Year | 2016-2017 | Total PP budget | £235,280 | Date of most recent PP Review | March 2015 (Ofsted) |
| Total number of pupils | 889 | Number of pupils eligible for PP | 267 | Date for next internal review of this strategy | Spring 2017 |

| 2. Current attainment | | |
|---------------------------------------------------------------|--------------------------------------|-----------------------------------------------|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (National Average) |
| % achieving 5A*-C incl. EM (2015-16 only) | 40.4% | 68.3% |
| % achieving expected progress in English/Maths (2015-16 only) | 64.9%/61.4% | 88% / 72.4% |
| Progress 8 score average | -0.44 | 0.10 |
| Attainment 8 score average | 43.5 | 51.4 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | PP boys do not make good progress overall, particularly the mid-attaining boys. |
| B. | Behaviour and motivation issues for a small group of Year 7 boys (mostly eligible for PP) are having a detrimental effect on their progress and that of their peers. |
| C. | Literacy and Numeracy skills are lower for PP students than other students, which prevents them from making good progress. |
| D. | Attendance rates for PP students are lower than the school average. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | A large proportion of students eligible for PP experience chaotic or unsettled lifestyles at home. |

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| F. | A proportion of students eligible for PP experience emotional or mental health issues or are caring for family members with emotional or mental health issues. |
| G. | Students eligible for PP and their parents often have lower aspirations for post-16 choices than their peers. |

| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success Criteria |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | Improved rates of progress for boys eligible for PP. | % progress of PP students at least matches that of other students. Rigorous and effective departmental strategies in place for intervention as needed. Regular review of the impact of strategies. |
| B. | Behaviour and motivation issues of Year 7 boys addressed. | Fewer behaviour referrals recorded on SIMs. SLT observations and TESS team reports show improved behaviour and attitudes to learning. |
| C. | High levels of progress in Literacy and Numeracy for all students eligible for PP. | Reading and spelling ages for PP students in line with actual age. Internal tracking shows improvement in attainment overall, particularly for Year 7 students eligible for PP. |
| D. | Increased attendance rates for students eligible for PP. | Reduce the difference in attendance between students eligible for PP and the school average by at least 3%. |

5. Planned expenditure

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| Academic Year | 2016-2017 |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | |

| i. Quality of teaching for all | | | | | |
|-------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Improved rates of progress for boys eligible | Increased staffing in English and Maths to allow | High quality teaching and learning is the key to improving progress for all students. Research shows | <ul style="list-style-type: none"> Departmental POS and assessment systems Departmental tracking by | HOFs English and Maths | Each data collection point |

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| for PP. | for smaller groups. | effective teaching disproportionately impacts positively on the progress of disadvantaged students and the reverse is true. | <p>HoD</p> <ul style="list-style-type: none"> • Line management meetings with SLT • Assistant Head of Year tracking • SLT Progress meetings | Deputy Heads | |
| Improved rates of progress for boys eligible for PP. | Whole school focus on developing oracy. | Improve oracy skills for all students, equipping them with oracy for life-long learning. The skills developed over time will impact significantly on boys eligible for PP. | <ul style="list-style-type: none"> • Oracy plan • Bespoke Year 7 lessons in oracy • Oracy activities for all students across years 7-10 • Regular evaluation by SLT lead (Deputy Head) | Deputy Head Literacy Coordinator | At weekly LM meetings |
| C. High levels of progress in Literacy and Numeracy for all students | Whole school Numeracy project. | Long term strategy to promote and embed Numeracy across the curriculum. Research reveals that there is currently a lack of sufficiently numerate workers in Britain today, with the percentage lower than the Literacy skills gap. | <ul style="list-style-type: none"> • Numeracy across the curriculum project • Cross-curricular approach • Regular evaluation by Consultant expert • Regular evaluation by SLT lead (Deputy Head) | Deputy Head Numeracy Coordinator | Half-termly working party meetings Termly consultant visits |
| Improved rates of progress for boys eligible for PP. | CPD training programme for all staff | <p>We want to invest some of the money in long-term change to help all students.</p> <p>Programme includes training on strategies for different groups of learners identified as priorities from the current SEF.</p> <p>Working parties established to work on developing various aspects of teaching and learning. CPD periods in departments used to develop aspects of teaching and learning in a subject-specific context.</p> | <ul style="list-style-type: none"> • Quality control of CPD by SLT leads • CPD department records • Working party minutes | Deputy Head (Teaching and Learning) Assistant Head (Self Review) | <p>Weekly minutes of CPD sessions</p> <p>Termly review of CPD provision by Deputy Head</p> <p>Half-termly Working party minutes</p> |

Total budgeted cost | £95,180

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| C. High levels of progress in Literacy and Numeracy for all students eligible for PP. | Additional skills lessons in Years 7 and 8 for Literacy and Numeracy. | Additional support to allow students to close gaps and give them the skills to access the breadth of the curriculum. | <ul style="list-style-type: none"> • Support programmes monitored by HOF • SLT line management minutes • Regular tracking • SEN tracking | HOF English and Maths Deputy Heads | Each data collection point |
| Improved rates of progress for boys eligible for PP. | Learning Mentor support programmes | Evidence indicates that one-to-one tuition can be effective, on average accelerating progress by 5 months if bespoke and evaluated regularly. | <ul style="list-style-type: none"> • Regular meetings with line manager • Regular tracking of progress • Student voice | Assistant Head (Raising Achievement) | Each data collection point |
| Improved rates of progress for boys eligible for PP. | Dare to DREAM programme for Year 11 students-academic support | Coordinated revision programme for all Year 11 students throughout the year allows students to retain knowledge and practise skills for linear examinations. | <ul style="list-style-type: none"> • Weekly tracking and evaluation meetings with key staff • Line management minutes | Assistant Head (Raising Achievement) Head of Year 11 HODs | weekly |
| Improved rates of progress for boys eligible for PP. | Alternative Provision programme for individuals. | Bespoke curriculum packages for a small number of students allow their individual needs to be met. Research suggests tailoring the curriculum can also improve attendance and behaviour. | <ul style="list-style-type: none"> • Regular updates via LM meetings • Tracking • Student voice | Assistant Head (Inclusion and Welfare) Inclusion Manager | Weekly LM meeting with Inclusion Manager and Assistant Head Each data collection point |
| D. Increased attendance rates for students eligible for PP. | Alternative Provision programme for individuals. | Bespoke curriculum packages for a small number of students allow their individual needs to be met. Research | <ul style="list-style-type: none"> • Regular updates via LM meetings • Tracking • Student voice | Assistant Head (Inclusion and Welfare) Inclusion Manager | Weekly LM meeting with Inclusion Manager and Assistant Head |

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| | | suggests tailoring the curriculum can also improve attendance and behaviour. | | | Each data collection point |
| Total budgeted cost | | | | | £95,100 |

| iii. Other approaches | | | | | |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| B. Behaviour and motivation issues of Year 7 boys addressed. | On-going transition support programme, including targeted behaviour and academic support for individuals and small groups. | EEF Toolkit suggests that targeted interventions matched to the needs of individual students can be effective. | <ul style="list-style-type: none"> Line management meetings between HoY and SLT LM Academic support regularly evaluated by HoDs Tracking of academic and behaviour data Reports by outside agencies e.g. TESS team SLT Learning walks | Assistant Head (Community Cohesion) HoY SLT Line manager HoDs | Weekly At each data collection point |
| D. Increased attendance rates for students eligible for PP. | Attendance and Punctuality programme | Completion of EHF to identify and plan around all additional needs. This includes additional agencies as necessary. Allocation of key staff and bespoke curriculum for a small number of students in order to support individuals and bring about improvement. | <ul style="list-style-type: none"> Weekly LM meetings Weekly RAG tracking of attendance | Assistant Head (Inclusion and Welfare) | weekly |
| Improved rates of progress for boys eligible for PP. | Dare to DREAM programme for Year 11 students- personal support | Personal support and a coordinated approach to work on aspiration/post-16 choices for Year 11 allows Year 11 students to prepare effectively for GCSE examinations and beyond. | <ul style="list-style-type: none"> Weekly tracking and evaluation meetings with key staff Line management minutes with HoY and Careers Coordinator | Assistant Head (Raising Achievement) Head of Year 11 | Weekly |

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| D. Increased attendance rates for students eligible for PP (Year 11). | Dare to DREAM programme for Year 11 students- personal support | Personal support and a coordinated approach to work on aspiration/post-16 choices for Year 11 allows Year 11 students to prepare effectively for GCSE examinations and beyond. | <ul style="list-style-type: none"> Weekly tracking and evaluation meetings with key staff Line management minutes with HoY and Careers Coordinator | Assistant Head (Raising Achievement) Head of Year 11 | Weekly |
| Total budgeted cost | | | | | £45,000 |

6. Review of expenditure

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| Previous Academic Year | Review completed September 2017 |
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i. Quality of teaching for all

| Desired outcome | Chosen action / approach | Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lesson learned (and whether you will continue with this approach) | Cost |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Improved rates of progress for boys eligible for PP | <ul style="list-style-type: none"> Increased staffing in English and Maths to allow for smaller groups. Whole school focus on developing oracy. CPD training | <ul style="list-style-type: none"> Students achieving grade 4+ in English and maths rose from 60% in 2016 to 68.9% in 2017 for all students. 62% of PP students achieved 4+ compared to 50% in 2016. 66.7% of PP boys achieved a standard pass in English and Maths. 47.7% of all students achieved good passes in English and maths with 28% of PP students achieving 5+ in English and maths. 38.1% of PP boys achieved a good pass in English and Maths. Oracy project focused on vocabulary enhancement and presentation skills and confidence. Still more work to be done on confident use of Standard English. Pleasing uptake from KS3 students with work done in all subject areas. English plan particularly well received. | <ul style="list-style-type: none"> Gaps are continuing to close in English and maths for PP boys. Significant progress has been made in English with new POS and rigorous monitoring of progress. This has impacted on PP and non-PP students alike. Results in maths were good for PP and non-PP students. Increased staffing not in place for 2017-2018 but class sizes are smaller in current Year 11. Year 7 and 8 still benefit from additional staffing where required. Oracy project to be continued with “Let’s talk, let’s write” approach. More work to be focused across the curriculum. | £95,180 |

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| | programme for all staff | <ul style="list-style-type: none"> Department CPD plans rigorously monitored by SLT. Planned programmes focused on groups of learners and preparation for new assessment at KS3 and new examinations at KS4. | CPD programmes to continue to be refined to support the progress of all groups of learners. A calendar of Teaching and Learning and Ethos focus areas has been introduced this year with each focus area building on the last. | |
| High levels of progress in Literacy and Numeracy for all students | Whole school Numeracy project. | <p>Programme very well received with Numeracy coordinator winning national award for the project. Student voice shows real positivity with cross-curricular work undertaken.</p> <p>Profile of Numeracy has been raised through whole-school work.</p> | Programme will be developed still further in the next academic year. New numeracy programme in form time to be introduced in September. | |

| ii. Targeted support | | | | |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------|
| Desired outcome | Chosen action / approach | Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lesson learned (and whether you will continue with this approach) | Cost |
| High levels of progress in Literacy and Numeracy for all students eligible for PP. | Additional skills lessons in Years 7 and 8 for Literacy and Numeracy. | <p>71% of students who had additional maths lessons in Year 7 made significant progress towards their target. 75% of PP students who had additional lessons made significant progress towards their targets.</p> <p>43% of students in Year 8 made significant progress towards their targets. 20% of PP students made significant progress towards their targets. Progress was hampered by absence for some students.</p> <p>38% of students who had additional English lessons in Year 7 made significant progress towards their target. However further progress was limited due to staffing issues.</p> <p>75% of students in Year 8 made significant progress towards their targets.</p> | This approach will continue in Year 7 for 2017-2018. | £95,100 |

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|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Improved rates of progress for boys eligible for PP. | <p>Learning Mentor support programmes</p> <p>Dare to DREAM programme for Year 11 students- academic support</p> | <p>Learning mentor support grew into the Study Centre programme for year 11. This added specialist small group or one-to-one support with learning mentor support for an identified cohort.</p> <p>All the students identified completed a full set of GCSE examinations. Student, staff and parent voice surveys display a positive attitude to the scheme.</p> <p>50% of PP students overall achieved 5 standard passes including English and maths compared to 40.45% the previous year.</p> <p>65% of PP boys who accessed the Study Centre Programme improved their Progress 8 average from January to final exams.</p> <p>66.7% of PP boys overall achieved a standard pass in English and Maths</p> <p>The programme was popular with students and parents and improved parental support in school.</p> | <p>The Study Centre will continue this year with refinements to the systems and monitoring of progress.</p> <p>The programme has evolved into the new Year 11's bespoke "Make your Mark" programme.</p> <p>See above.</p> | |
| Increased attendance rates for students eligible for PP. | Alternative Provision programme for individuals. | <p>The Study Centre programme allowed for alternative provision for identified individuals. Year 11 PP attendance was 92% overall. Many PP students were supported by the attendance team and other agencies to allow them to access school. Year 11 PP attendance improved by 1% compared to their overall attendance in Year 10.</p> <p>Without the student on a bespoke alternative provision plan, Year 11 PP attendance was 93%.</p> | <p>Provision began in January and for the coming year; provision will begin in the Autumn term for identified students.</p> <p>Attendance is still an area for development. New systems have been put into place and need time to be effective.</p> | |

| iii. Other approaches | | | | |
|-----------------------|-----------------|--------------------------------------------|----------------|------|
| Desired outcome | Chosen action / | Estimated impact: did you meet the success | Lesson learned | Cost |

| | approach | criteria? Include impact on pupils not eligible for PP, if appropriate. | (and whether you will continue with this approach) | |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Behaviour and motivation issues of identified Year 7 boys addressed. | On-going transition support programme, including targeted behaviour and academic support for individuals and small groups. | We added capacity in T8 and T12 mentoring and support of the boys and used the TESS team to do some observations. Also increased the nurture and planned all of this to happen earlier for the new Y7. Used EP time for assessment and where necessary completed EHCP applications (both of the applications were successful and these are now in the correct specialist provision) | Provision and nurture support in place at the start of the year for identified students. Closer liaison with primary colleagues has ensured relevant information has been passed on to support students. | £45,000 |
| Increased attendance rates for students eligible for PP. | Attendance and Punctuality programme | PP attendance 91% overall. Many PP students supported by attendance team and other agencies to allow them to access school. Year 11 PP attendance was 92% overall. Home visits conducted and close monitoring of identified Year 11 PP attendance was 1% higher than the same cohort in Year 10. | Attendance is still an area for development. New systems have been put into place and need time to be effective. | |
| Improved rates of progress for boys eligible for PP. | Dare to DREAM programme for Year 11 students- personal support | Provision included mentoring and careers support for individuals. Inclusion and HoY support as well as Study Centre support supported vulnerable students and gave them the skills and confidence to access the examinations. | Provision began in January and for the coming year. Provision will begin in the Autumn term for identified students. New, refined version of the programme has started in September. | |

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

