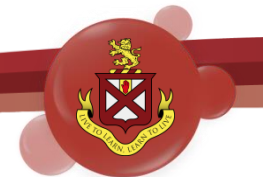


Byrchall High School Pupil Premium Strategy Statement



| 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) | |
|---|--|
| 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 | | | | | |
|---|---|--|--|---|---|
| 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 | | | | | |
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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? |
| 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 | <ul style="list-style-type: none"> Weekly tracking and evaluation meetings with key staff Line management | Assistant Head (Raising Achievement) Head of Year 11 | Weekly |

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|---|--|--|--|---|---------|
| | | Year 11 students to prepare effectively for GCSE examinations and beyond. | minutes with HoY and Careers Coordinator | | |
| 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 | See separate evaluation of the 2015-2016 Pupil Premium plan (available on school website) |
|------------------------|--|

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 |
|-----------------|--------------------------|--|---|------|
| | | | | |
| | | | | |

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 |
|-----------------|--------------------------|--|---|------|
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| iii. Other approaches | | | | |
|-----------------------|--------------------------|--|---|------|
| 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 |
| | | | | |
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7. Additional detail

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

