

Pupil Premium Report 2017



In 2011/12 the government launched its pupil premium funding. This money is sent to schools based on the number of pupils in the school who are eligible for Free School Meals (FSM). From 2012/13, it was expanded to include all children who have been eligible for FSM in the last 6 years. The money is allocated to ensure that pupils reach their full potential, both academically and socially. It is used in a variety of ways to tackle disadvantage and in order to raise achievement and improve outcomes for pupils.

Burnley High School received a total of £96,305 for the period of September 2016 to August 2017 as a direct grant from the Department for Education.

At Burnley High School 45% of the cohort are eligible for the PPG compared to 29% nationally. Below is a table detailing a range of the school's provisions which have been allocated to PPG students.

Approaches used

The Pupil Premium Grant is used in a variety of ways as seen in the table below. BHS has introduced a fully comprehensive Aim Higher and Aim Higher + programme as part of the use of this grant alongside further provision for those students not identified by either of these programmes.

Aim Higher and Aim Higher+ Overview

All pupils baselined in English, Maths, Science, Numeracy, Reading, CAT's

Once all pupils given individual flightpaths based on baseline to FFT5 (top 5% schools or above), PP targets then analysed and adjusted

Adjustment aims to eliminate attainment targets and therefore outcomes between PP and non-PP pupils.

PP pupils identified as being able to "Aim Higher" by internal data, CAT results and how close they are to National benchmarks

PP pupils who are close to but not quite at the KS4 predicted outcome of a 5 (they may have been predicted a 4 or 4+ FFT5%) have their baselines, CATS and teacher assessments reviewed and anyone deemed to have the potential have their targets raised to a 5.

A top 5% target is a very aspirational target in itself however, when this is applied to a pp student and then have this increased to an even higher level, it becomes a huge task. It is therefore vital that these pupils are given support from the beginning of their secondary schooling rather than once underperformance starts to appear. These pupils are therefore put into a group programme called "Aim Higher"

The same scenario happens for PP pupils who are close to but not quite at the KS4 predicted outcome of a 7. These pupils are put on the Aim Higher+ programme.

All of these pupils have a mentor meeting bi-weekly with PP intervention support assistant with parental engagement

Pupils who then also fall behind target are then given additional 1-2-1 support with PP intervention support assistant

1. Parents informed via meeting with DHT or PP lead
2. Pupils given a presentation of the program and what these higher targets can mean to their life after school
 - PP is never mentioned. Pupils are told that they have been identified purely because we have seen potential in them to achieve these potentially life changing targets.
3. Initial meeting with PP mentor and the student
 - Look at current performance
 - Inform of any 1-2-1 lessons needed
 - Discuss any issues hindering performance
4. Meet with PP mentor every 2-3 weeks
 - Review performance (data analysis)
 - Teachers will report on progress and attitude to learning
 - Speak to mentor with any problems with understanding
 - Extra interventions/help put in place to boost weaker areas
 - Parental meetings if effort or behaviour is an issue
 - This is assertive mentoring and targets and actions are issued at this point
 - Pupils then sign the meeting record to show they agree with these actions
5. Progress analysed every half term
6. Parents informed
7. Program is adapted where necessary after analysis of impact

Other PP approaches

Additional Interventions for Maths, English and Science take place in registration, reflection and personal development time. HOD's + 1 other have been freed up to implement this. The focus is on all pupils who are underperforming with priority given to those PP students who are under performing

PP students who do not fall under the Aim Higher programmes are also tracked each HT and their data influences the type of intervention to be undertaken. At this point, Only AH students receive additional 1-2-1 intervention (on top of the 1-2-1 intervention run by the HOD's and individual class teacher boosts and strategies). The pp support assistant is however, directed to particular classes where the data show that extra support for pp students is at its greatest. This is updated on a termly basis.

Area of support/actions taken	Aim	Cost	Impact
Individualised instruction/Mentoring: 1-1 mentoring with LSA and Head of Department. 2 hours each week	To reduce the differential between PP and non in English	PP LSA salary - £13,144 2 hours a week of PP LP salary - £3,149pa HOD salary 2 hours a week – £3,380pa	Internal end of year data shows that year 7 and 8 had either no PP- non residual, however year 9 had a larger negative residual. Further work with this cohort to be done in year 10.
Individualised instruction/Mentoring: 1:1 mentoring with LSA and Head of Department 2 hours each week	To reduce the differential between PP and non in Maths	PP LSA salary - £13,144 2 hours a week of PP LP salary - £3,149pa HOD salary 2 hours a week - £2,883.12pa	92 students received Maths intervention (see tracker) Internal end of year data shows that the PP – non residual is within 10% for all year groups.
Provision for those below their chronological reading age included IDL and other reading resources, one to one mentoring and weekly intervention with and LSA or HOD	To rapidly increase the reading scores of low ability PP readers	Classics books for form time - £2000 LSA 10 hours a week for intervention - £5,176 IDL programme Cost - £1,500 Other reading resources - £500	18 students in year 7 were under their CRA – by Summer 17 this was reduced to 9 21 students in year 8 were below their CRA, by summer 17 this was reduced to 12 – less success with this year group as 3 students regressed 8 students in year 9 were below their CRA, by summer 17 this had reduced to 5, 1 regressed, 1 didn't change and 1 school refuser. Others in year 9 made significant progress but didn't reach their CRA.
Increase engagement with school and reduce behaviour incidents for PP students	To increase the attendance of PP students	Home liaison/attendance member of staff £16,108 Team teach training - £2,000	PA rates at the end of 17 were at 13% Internal reports indicate that the largest volume of behaviour

	To increase the engagement within lessons in order to reduce, over time, behaviour incidents	Classcharts rewards programme £1,500	incidents were from PP students, however there was a reduction over time
Growth mind set and raising aspirations	Ensure that PP students have resilience and aspiration for their future	Pending – Penn Resilience Programme to be introduced next academic year PASS survey – pending November 2017 Assemblies around resilience and the personal development programme	No cost to school
Academic mentoring and intervention through the Aim Higher and Aim Higher Plus Programmes See AH and AH+ initiative details	Students who are targeted a 5 or 7 at GCSE are placed into these bespoke programmes in order to try and secure progress	PP LSA salary – entire time £13,144 PP Lead Practitioner 5 hours a week - £7,874pa English Teacher time 5 hours a week - £4,400 pa	Please see progress graphs and case studies
Increase parental engagement through SLT coffee mornings/evenings, parent seminars, involvement in AH and AH+ initiatives through one to one meetings One to one meetings with SLT to discuss improving behaviour	Increase engagement with hard to reach families	PP LSA Salary – proportional 1 hour a week £525.76 No additional cost from internal staff delivering the seminars Tea/coffee refreshments £150	Engagement and attendance increased throughout the year to these events. All PP parents of the students on the AH and AH+ are engaged with school.
Increase in class support for PP students who need specific directed in class intervention	To allow the class to be split as and when necessary and PP students who struggle with self regulation or particular elements of accessing the curriculum have the support they require	LSA salaries X2 Apprentices - £12,944 (total £25,888)	Please see headline data

Increase pastoral provision by appointing a Head of Year 6/7	Ensure that the incoming year 7 group are fully supported during their transition and in their first year at BHS	TLR for HOY role - £5000	Transition programme was fully implemented and information gathering and passing between primary and secondary school, very strong. Impact seen in the attendance of year 7 which in September was 97.1% and the very low amount of behaviour incidents for year 7 ever seen
Ensure that those identifies as vulnerable and in need of additional external support receive counselling or support from additional services such as the educational phycologist	Ensure students with a safeguarding need, living in difficult circumstances or are struggling to access the curriculum have adequate support in removing as many barriers to learning as possible	Acorn reports – EP - £5,000 Counselling - £2,500 – 40 hours	Difficult to ascertain hard data around these students. Attendance for those who received such help or assessments were above 95%
Wider Opportunities included a partial contribution to two residential trips, Condover and Skiing, partial contribution to music lessons	To ensure that PP students had the same opportunities and experiences open to them that the non PP students do	Ski trip PP (school) contribution - £5000 Condover Hal trip - £4000 Music Lessons - £2000	In year 7 30% of the students on the condover Hall residential were PP students The ski trip had 20% PP students