

Pupil Premium Report 2018/2019



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 £154,275 for the period of September 2017 to August 2018 as a direct grant from the Department for Education.

At Burnley High School 39% 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 PP students.

Approaches used

The Pupil Premium Grant is used in a variety of ways as seen in the table below. At BHS, we have developed clear strategies in order to achieve our main objective of raising the attainment of disadvantaged pupils.

The five key objectives:

1. **Transition:** to improve transition for identified PP students to ensure students are equipped and ready to engage in school life
2. **Attainment:** to improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress
3. **Engagement:** to improve curriculum engagement and academic achievement for PP students.
4. **Attendance / emotional barriers to progress:** to implement strategies addressing the attendance gap between for PP non PP students and remove emotional barriers to progress
5. **Literacy:** to maintain the reading scheme intervention to improve the reading ages of students whose reading age is below chronological reading age.

Area of support/actions taken	Aim	Cost	Impact																
<p>Transition: Transition support days for Year 6 identified PP students</p> <p>Specific Maths and English activities</p>	<p>Initiative to help disadvantaged students make a successful transition from primary to secondary school.</p> <p>Reduce the traditional attainment dip between year 6 and 7 for an identified group of PP students</p>	<p>£600 - £1000 supply cost</p>	<p>Data analysis of KS2 entry and Year 7 date capture point 3b.</p> <p>The year 7 cohort of 2018/19</p> <table border="1" data-bbox="802 602 1377 795"> <tr> <td>Average Reading Age</td> <td>Year 7</td> </tr> <tr> <td>Start of Year PP</td> <td>13.17</td> </tr> <tr> <td>End of Year PP</td> <td>11.86</td> </tr> <tr> <td>Difference</td> <td>-1.31</td> </tr> </table> <table border="1" data-bbox="802 875 1377 1068"> <tr> <td>Average Reading Age</td> <td>Year 7</td> </tr> <tr> <td>Start of Year Non PP</td> <td>13.3</td> </tr> <tr> <td>End of Year Non PP</td> <td>12.29</td> </tr> <tr> <td>Difference</td> <td>-1.01</td> </tr> </table> <p>The above data shows a reduction in the average reading age of both PP and non-PP pupils. This is due to a change in the test that was conducted during the end of the academic year. The reason for selecting a new testing system was the previous system was producing inconsistent and fluctuating results. The new system has a more rigorous approach and will be conducted again at the end of the next academic year to allow a comparison to be made.</p> <p>In Maths, at HT3b, 61% of PP pupils were on or above target compared to 71% of non-PP pupils, producing a gap of 10%. For the next academic year, we will ensure after each data capture intervention is in place for any PP who are under achieving and monitor their progress.</p>	Average Reading Age	Year 7	Start of Year PP	13.17	End of Year PP	11.86	Difference	-1.31	Average Reading Age	Year 7	Start of Year Non PP	13.3	End of Year Non PP	12.29	Difference	-1.01
Average Reading Age	Year 7																		
Start of Year PP	13.17																		
End of Year PP	11.86																		
Difference	-1.31																		
Average Reading Age	Year 7																		
Start of Year Non PP	13.3																		
End of Year Non PP	12.29																		
Difference	-1.01																		
<p>Transition: Pass Survey taken during transition</p>	<p>Pupils that have flagged up any potential issues have been taking part in a peer-mentoring scheme using positive role models as their mentors.</p>	<p>£300</p>	<p>We have used the Pass survey as part of our transition process and it has helped support specific PP pupils from the new year 7 cohort. This involved a weekly breakfast meeting with their mentors to discuss any issues they were facing or any potential concerns they had regarding school. The chosen mentors were PP pupils in years 9, 10 and 11.</p>																

			<p>We have completed another PASS Survey at the end of the academic year to analyse the impact the mentoring scheme has had.</p> <p>The findings highlighted some pupils improved their prospect of school as a whole by a significant amount</p> <ul style="list-style-type: none"> ▪ Score at the beginning of the year: 295 ▪ Score at the end of the year: 667 <p>Giving a residual of 372.</p> <p>There were some pupils who had a negative residual however the outcome of the results could be dependent on how the students were feeling on that particular day rather than how they felt over the year. Therefore, we will have a look at completing the PASS survey during the year as well as at the end to allow more data to be compared.</p> <p>Pupil Voice</p> <p>Mentors</p> <p>The mentors from Year 9, 10 and 11 said the mentoring program made them aware of any issues Year 7 could potentially come across around school. In addition, they enjoyed the process of being able to provide support and offer advice to their younger peers.</p> <p>Mentees</p> <p>The mentees from Year 7 said the mentoring program helped them build confidence to talk to other pupils and gave them the opportunity to clarify any concerns about transitioning into Year 8.</p>						
<p>Attainment: Assertive mentoring programme to be further extended, developed and embedded across the school</p>	<p>To ensure that PP students who would benefit and are falling behind in their progress have mentoring from an adult. A reduction in the attainment gap of PP and non-PP students in year 11 from Dec 2018 in core subjects.</p>	<p>Time of staff, 1 hour each week</p>	<p>Year 11 PP pupils who achieved below their MEG in their mock exam were placed onto a mentoring program with a member of staff.</p> <p>As well as having a mentor, pupils were placed on a revision tracker to allow them to identify their areas of strength and weakness, which they completed after every lesson. When we analysed the data from data point 1b to 2b for PP students who received mentoring and intervention compared to PP students who did not receive mentoring and intervention, we can see in Maths, PP (intervention) had an average residual of 1.75.</p> <p>In English Language, PP (intervention) had an average residual of +1.63</p> <p>In English Literature, PP (intervention) had an average residual of +1.63</p> <p>PP Pupils receiving mentoring compared to PP and non-PP students not receiving mentoring.</p> <table border="1" data-bbox="802 1973 1481 2101"> <tr> <td data-bbox="802 1973 951 2101"></td> <td data-bbox="951 1973 1129 2101">PP receiving intervention</td> <td data-bbox="1129 1973 1305 2101">PP not receiving intervention</td> <td data-bbox="1305 1973 1481 2101">Non-PP not receiving intervention</td> </tr> </table>				PP receiving intervention	PP not receiving intervention	Non-PP not receiving intervention
	PP receiving intervention	PP not receiving intervention	Non-PP not receiving intervention						

Maths	+1.75	-0.75	+0.23
English Language	+1.63	0	+0.21
English Literature	+1.63	0	+0.32

From the table above it is evident that PP students who were mentored by a staff member have made further progress in comparison to pupils that did not. Therefore, we will continue to have mentoring sessions weekly for PP below target in the first instance in 2019/20.

Pupil voice

All the pupils on the assertive mentoring program stated they found the program highly useful as it allowed them to meet their mentor weekly and discuss areas of development. This further enabled them to create revision plans based on topics there were below target on. In addition, it had given some pupils more confidence in specific subjects and allowed others to have emotional support.

Attainment:
Focussed intervention for core subjects led and coordinated by HOD for English, Maths and Science.

To support underachieving PP students from a subject level prospective
Evaluation of data post data drop
A reduction in the attainment gap of PP and non-PP students in year 7 to 10 from march 2019 in core subjects in particular.

Time of staff, 1 hour each week

English 3b data

Year	PP who achieved their target or above %	Non-PP who achieved their target or above%	Difference
7	85.37	88.24	2.87
8	67.50	75.00	7.5
9	61.29	61.11	+0.18
10	3.03	7.69	4.66

English Literature 3b data

Year	PP who achieved their target or above	Non-PP who achieved their target or above	Difference
7	82.05	90.57	8.52
8	70.73	72	1.27
9	80	84.62	4.62
10	9.09	11.54	2.45

Maths 3b data

			<table border="1"> <thead> <tr> <th>Year</th> <th>PP who achieved their target or above%</th> <th>Non-PP who achieved their target or above%</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>60.98</td> <td>70.59</td> <td>9.61</td> </tr> <tr> <td>8</td> <td>40</td> <td>42.67</td> <td>2.67</td> </tr> <tr> <td>9</td> <td>32.26</td> <td>29.63</td> <td>+2.63</td> </tr> <tr> <td>10</td> <td>15.63</td> <td>17.65</td> <td>2.02</td> </tr> </tbody> </table> <p>PP students below target in Year 7 -10 were given intervention on a weekly basis in core subjects.</p> <p>A maths and English intervention session was in place during lunchtimes, which pupils from all year groups attended. Specific PP pupils parents were kept informed regarding their progress in English.</p> <p>The average residual in English was -3.7%, in English Literature was -4.3% and Maths was -2.9%. We will continue to work towards ensuring the gap is 0.</p>	Year	PP who achieved their target or above%	Non-PP who achieved their target or above%	Difference	7	60.98	70.59	9.61	8	40	42.67	2.67	9	32.26	29.63	+2.63	10	15.63	17.65	2.02
Year	PP who achieved their target or above%	Non-PP who achieved their target or above%	Difference																				
7	60.98	70.59	9.61																				
8	40	42.67	2.67																				
9	32.26	29.63	+2.63																				
10	15.63	17.65	2.02																				
<p>Attainment: Increased parental engagement for PP students who are not making expected progress</p>	<p>Increase engagement and support from home in order to further secure academic progress % of PP attendance at parents evenings</p>	<p>Time of staff, 1 hour each week</p>	<p>Due to the implementation of Parent mail, we were able to ensure parents booked appointments with all subjects. Any outstanding Parents evening reply slips were followed up with a focus on PP pupils. In addition, a member of the pastoral team contacted any parents that were unable to attend with an overview of their child's progress.</p> <p>All year groups parents evening attendance</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP attendance</th> <th>Non-PP attendance</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>90%</td> <td>96%</td> </tr> <tr> <td>8</td> <td>88%</td> <td>96%</td> </tr> <tr> <td>9</td> <td>67%</td> <td>78%</td> </tr> <tr> <td>10</td> <td>36%</td> <td>67%</td> </tr> <tr> <td>11</td> <td>83%</td> <td>96%</td> </tr> </tbody> </table> <p>In order to improve PP attendance the following strategy will be put in place:</p> <ul style="list-style-type: none"> Form tutors will phone home to reiterate the importance of attending parents evening and to ensure parents are aware of the dates closer to the time. Ensure all parents have access to parent mail to ease the process of booking appointments with all subjects. 	Year	PP attendance	Non-PP attendance	7	90%	96%	8	88%	96%	9	67%	78%	10	36%	67%	11	83%	96%		
Year	PP attendance	Non-PP attendance																					
7	90%	96%																					
8	88%	96%																					
9	67%	78%																					
10	36%	67%																					
11	83%	96%																					

			In order to ensure Year 11 PP pupils made further progress, a parents evening was held specifically for PP pupils. This allowed their parents to gain an understanding of the targeted revision the pupils need to be carrying out.
Attainment: Ensure in class support is being effective and helping secure strong progress for PP students in line with teaching plans	QA schedule documentation on Lessons learned.	No cost to school	QA of books of PP students This was overseen by ES and HOD's and involved observing books and carrying out a learning walk to observe the quality of teaching with PP being a direct focus. The key findings were spelling errors were identified in several of the books, there was clear evidence of challenge and stretch, there was scaffolding provided for pupils that required it, and the use of effective feedback during RAP lessons. We will continue to carry out a book look in the next academic year to ensure the quality of teaching is consistent. To ensure PP students are making maximum progress in lessons, training was given to given all NQT's and trainees on effective strategies that can be implemented with PP pupils.
Engagement: To implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap	The attainment gap between PP and non-PP reduces. PP students make progress in line with expectations across all year groups Enrichment activities for PP students has an impact on curriculum engagement, as pupils feel more self-confident Departments able to prioritise funding for maximum impact	£2000 peripatetic lessons £10000 towards educational resources and experiences	At data point 2B 85% of PP students were are on or above target in Music compared to 77.3% non-PP. Pupil Voice The available lessons included learning to play the guitar, singing, percussion, and piano. Some of the PP pupils who attended peripatetic lessons stated it helped them towards their music lessons as it gave them an awareness of high and low pitch. Other pupils highlighted it made them enjoy their day at school further. Revision guides were provided for all PP year 11 pupils for Core subjects and calculators were provided in maths.
Engagement: Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and	PP cohort attendance of extra-curricular activities not inhibited by financial constraints Enrichment activities	Support to participate in enrichment visits (£ 13,000)	Conover Residential End of year rewards trips for all year groups PP students from Year 8 and 9 visited the Big Bang Science Festival in Liverpool to allow them to gain an understanding of possible future career aspects within Science, Technology, Engineering and Mathematics. (STEM)

reduce attainment gap.	designed to raise aspirations funded by school; clear impact on engagement in lesson		<p>Pupil Voice</p> <p>Pupils found the festival to be highly engaging, with some stating it inspired them to look into careers related to engineering. In addition, it allowed them to see how far Science has developed and gave them the opportunity to test new technologies.</p>																																			
<p>Engagement</p> <p>Raising aspirations</p>	Nelson and Colne College delivered a session	No cost to school	Students were delivered information about red brick universities and courses requiring grades 7-9 for entry. In addition, possible courses pupils could complete at college and what careers they could lead to were discussed.																																			
<p>Attendance:</p> <p>Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students</p>	<p>Intervention for targeting attendance</p> <p>During registration daily target of PP attendance cohort</p> <p>Rewards for cohort for improved attendance – in line with whole school rewards for high attendance</p> <p>Rewards to maintain PP attendance – in line with whole school rewards for high attendance</p> <p>Removal of barriers to attendance e.g. counselling support, uniform provision</p>	<p>MN partial</p> <p>EC partial salary</p> <p>Rewards for attendance £10000</p> <p>Counselling Support £20000</p> <p>Uniform provision £5000</p> <p>Psychology service £10000</p>	<p>Attendance of PP v non-PP.</p> <p>Although the overall attendance of PP is below non-PP, the average residual was only 1.4%.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP</th> <th>Non-PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>96.04</td> <td>96.94</td> <td>0.90</td> </tr> <tr> <td>8</td> <td>94.87</td> <td>95.76</td> <td>0.89</td> </tr> <tr> <td>9</td> <td>93.76</td> <td>94.56</td> <td>0.8</td> </tr> <tr> <td>10</td> <td>91.86</td> <td>94.94</td> <td>3.08</td> </tr> </tbody> </table> <p>PP attendance September compared to full year</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>September</th> <th>Full year</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>97.31%</td> <td>96.04%</td> </tr> <tr> <td>8</td> <td>93.76%</td> <td>94.87%</td> </tr> <tr> <td>9</td> <td>91.87%</td> <td>93.76%</td> </tr> <tr> <td>10</td> <td>87.08%</td> <td>91.86%</td> </tr> </tbody> </table> <p>With the exception of year 7, all other year groups improved their attendance.</p> <p>The strategies that were implemented include the following:</p> <p>Pupils who were persistently absent and had an attendance of below 90% were placed on an attendance report with their form tutor. This allowed them to have a daily reminder of the importance of attending school and gave them the opportunity to see their attendance improve each week. Pupils on average improved their attendance by 0.55%.</p> <p>Other strategies included:</p> <ul style="list-style-type: none"> -Letters notifying parents of low attendance issued and subsequent meetings set up. - Attendance Graphs completed weekly in form time - Rigorous implementation of ‘Lates’ sanctions by Pastoral team. 	Year Group	PP	Non-PP	Difference	7	96.04	96.94	0.90	8	94.87	95.76	0.89	9	93.76	94.56	0.8	10	91.86	94.94	3.08	Year Group	September	Full year	7	97.31%	96.04%	8	93.76%	94.87%	9	91.87%	93.76%	10	87.08%	91.86%
Year Group	PP	Non-PP	Difference																																			
7	96.04	96.94	0.90																																			
8	94.87	95.76	0.89																																			
9	93.76	94.56	0.8																																			
10	91.86	94.94	3.08																																			
Year Group	September	Full year																																				
7	97.31%	96.04%																																				
8	93.76%	94.87%																																				
9	91.87%	93.76%																																				
10	87.08%	91.86%																																				

<p>333iteracy: Embed the Reading scheme and whole school Literacy Policy to improve the reading age of all students whose reading age is below their chronological age.</p>	<p>All students targeted for reading support attain their chronological reading age</p> <p>Students receive a high aspiration diet of reading materials, supported by an adult to unpick the difficult language used in these GCSE texts.</p>	<p>£2000</p> <p>£2000 for further texts</p>	<p>Reading ages</p> <p>Each year group received a selection of 'classics' to read with their form tutors every afternoon form time.</p> <p>Selected PP pupils were chosen to be literacy ambassadors. They went to particular forms to listen to pupils read on a weekly basis and helped them breakdown any difficult vocabulary.</p> <p>Specific reading books were purchased for PP pupils and were given directed homework to read on a weekly basis.</p> <p>The figures below outline the average PP and non-PP reading ages across the year groups. As mentioned earlier, due to a new testing system in place an accurate comparison is not possible. As the new system will be used at the end of the academic year 2019-20, this will allow us to obtain an accurate difference in the reading ages.</p> <table border="1" data-bbox="802 712 1481 954"> <thead> <tr> <th>Average Reading age</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> </tr> </thead> <tbody> <tr> <td>Start of year PP</td> <td>13.17</td> <td>13.76</td> <td>13.85</td> <td>16.68</td> </tr> <tr> <td>End of year PP</td> <td>11.86</td> <td>12.7</td> <td>12.25</td> <td>12.89</td> </tr> <tr> <td>Difference</td> <td>-1.31</td> <td>-1.06</td> <td>-1.6</td> <td>-3.79</td> </tr> </tbody> </table> <table border="1" data-bbox="802 992 1481 1267"> <thead> <tr> <th>Average Reading age</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> </tr> </thead> <tbody> <tr> <td>Start of year non PP</td> <td>13.3</td> <td>13.78</td> <td>14.15</td> <td>15.75</td> </tr> <tr> <td>End of year non PP</td> <td>12.29</td> <td>12.82</td> <td>13.1</td> <td>13.51</td> </tr> <tr> <td>Difference</td> <td>-1.01</td> <td>-0.96</td> <td>-1.05</td> <td>-2.24</td> </tr> </tbody> </table>					Average Reading age	Year 7	Year 8	Year 9	Year 10	Start of year PP	13.17	13.76	13.85	16.68	End of year PP	11.86	12.7	12.25	12.89	Difference	-1.31	-1.06	-1.6	-3.79	Average Reading age	Year 7	Year 8	Year 9	Year 10	Start of year non PP	13.3	13.78	14.15	15.75	End of year non PP	12.29	12.82	13.1	13.51	Difference	-1.01	-0.96	-1.05	-2.24
Average Reading age	Year 7	Year 8	Year 9	Year 10																																											
Start of year PP	13.17	13.76	13.85	16.68																																											
End of year PP	11.86	12.7	12.25	12.89																																											
Difference	-1.31	-1.06	-1.6	-3.79																																											
Average Reading age	Year 7	Year 8	Year 9	Year 10																																											
Start of year non PP	13.3	13.78	14.15	15.75																																											
End of year non PP	12.29	12.82	13.1	13.51																																											
Difference	-1.01	-0.96	-1.05	-2.24																																											