



Pupil Premium Strategy 2020-21

Sept 2020

1. Summary information			
Academic Year	2020-21	Total Pupil Premium budget	£317,210
Total number of students	1025	Number of students eligible for Pupil Premium	351

2. Current attainment 2018-19				
	Students eligible for Pupil Premium			Students not eligible for Pupil Premium
Year	2017-18	2018-19	2019-20	(national data 2018-19)
Progress 8 score average	-0.69	-0.56	+0.25	0.13
Attainment 8 score average	35.9	38.32	43.43	50.1
3. Barriers to future attainment (for students eligible for Pupil Premium)				

In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	In 2018-19 Performance of Upper attaining learners for whom we receive Pupil Premium was lower than that of their peers at GCSE - in particular boys. This illustrates that boys struggle most with terminal assessment and have performed better when teacher assessment was considered. At KS3 (2018-19) the Upper ability learners (boys) are identified as making the least progress as identified in half termly data collections and key stage exit data. Students perform well in lessons but do not have the required determination and resilience in exam situations. Vocabulary at both tier 2 and 3 is a contributing factor.
B.	In year 7, historically we have a large cohort of students who are still not Secondary ready on entry, which represents approximately 40% of the cohort). A large proportion of these students are designated Pupil Premium (45%). In 2019-20 year 7 not secondary ready students made some progress however, this cohort was not as successful as peers in previous years and this in part is due to attendance due to Covid19. We know attendance at school is important as our cohort in 2018-19 who made the least progress had an average attendance of 88%. High quality work needs to continue with the Pupil Premium cohorts to ensure that previous success can be built upon and that similar strategies are adopted with the current year 7 and 8. This is a particularly important priority post Covid19 as students did not complete their Y6 program of study and this complicates rapid identification.
C	There is an increase in the number of transient students who move into the school outside of normal transition and within this cohort those designated as pupil premium students (the majority) can often have significant SEMH which can impact upon attendance and therefore progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D	Attendance and Punctuality - linked to parental engagement still remains a factor affecting attainment within the Pupil Premium cohort. This illustrates the need to improve attendance of the Pupil Premium cohort further and to prevent trends emerging in younger students, particularly year 10. In addition, work with the current year 11 cohort to reduce the PA of this group.
E	Covid19 has had a significant impact upon engagement of learners designated PP. Internal data shows that engagement in home learning was an issue for our current year 9 and 10. We need to develop engagement and independence in learning as a matter of priority. Middle and lower ability cohorts showed issues with engagement across school except in our current year 8 and 11. In our current year 10 upper attaining PP boys showed issues with engagement in home learning. This cohort has significant SEMH issues.
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria

<p>A To ensure all Pupil Premium students but specifically high ability boys receive challenge and effective teaching achieved by further improving the effectiveness of staff and the overall quality of teaching for all.</p> <p>In summer 20 at GCSE our PP students achieved a P8 of +0.25 (-0.58 in 2018-19) and A8 of 43.43 (37.56 in 2018-19) which illustrates a further improvement compared with the most recent academic years.</p>	<p>P8 and A8 gap between core and non-core subjects to further close; gap between Pupil Premium and Non-Pupil Premium national data to reduce for P8 and A8.</p>
<p>B Improve literacy and numeracy skills to enable students to access the curriculum - particularly of the year 7 and year 8 cohorts. Improvements in reading ages would lead to enhanced access to lesson content and thus prepare for external examination. Also ensure that the large proportion of students who have significant barriers are provided with effective programs and intervention to support curriculum achievement.</p> <p>Historic support of this cohort has been successful form the 3 years prior to Covid19.</p> <p>In 2018-19 72% of pupils made progress in terms of reading age and of these 30% made over two years of progress.</p> <p>In 2017-18, 74% of Pupil Premium students made progress, 39% made over 1 years progress and 25% 2 years progress. In addition, the Wallsend intervention team worked with a PP cohort to improve writing in year 7 for those considered pupil premium. Of the 39 pupils (in year 7 and 8) who received intervention average progress represented 1.07 grades in English after a term's intervention.</p>	<p>Continuing improvement in reading ages above functional literacy levels, leading to an increase in students with a reading age above their chronological age; reading age of Pupil Premium students improving by an average of 6 months.</p> <p>47 students in year 7, 8 and 9 who have traits of dyslexia/dyscalculia receive required additional support and meet individual targets. (Historically this has received praise from the dyslexia team and all students accessing support have made improvements at or above target set by the Dyslexia team at the LA)</p>

	The target for 2019-20 was for 35% of students in year 7 to make 2 years progress within the Pupil Premium cohort. This will be reviewed in March 2021 for the current year 8 cohort and a target for the new year 7 cohort.	
C	Ensure effective transition and information sharing that enables rapid intervention and support. Access to and effective monitoring of impact of intervention ensure all is being done to overcome barriers to engagement.	Continued reduction in fixed term exclusion and improvements in attendance of this cohort and therefore the whole cohort despite an increase in the number of students demonstrating these issues.
D	Ensure barriers (over time and emerging) are readily identified and that data is used effectively to ensure that parents and the young person are supported in making effective choices regarding access to schooling.	Maintain current improvements in attendance as evidenced by internal and external data and compared to national. To improve year 8 attendance in line with national as the cohort of those designated as pupil premium are making the least progress due to attendance.
E	Targeted support, through progress leader, for the cohorts who have not engaged in home learning. Increased access to technology and support for families who struggle to access resources with a particular focus on those who are PP and have to self isolate in 2020-21	To ensure 100% engagement in year 10 and 11 to prepare students for terminal assessment. Develop live lessons and encourage attendance to these.

5. Planned expenditure

Academic year

2020-21

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

	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review
A	Develop our CPD offer bespoke to staff needs.	To ensure that differentiation in training enables teaching to become at least effective across curriculum areas. Staff to focus upon Upper attaining Pupil Premium students and exam access (literacy) at both KS3 and 4. A continued focus on remarkable learning should ensure that more students are given the opportunity to practice and witness modelling of higher level skills as according to Blooms. Lessons will have a developing vocabulary thread. In addition staff should work with students particularly at KS4 to develop effective study habits and exam preparation.	MS/HA SLT through line management as part of dev plan.	Termly - through lesson observation data and Mock predictions half termly
A	Develop differentiation for all learners through high quality questioning and ensuring accessibility using keyword vocabulary strategies-particularly post Covid in mixed ability teaching.	Learners have high aspirations but can lack academic buoyancy (psychology in the classroom)when they fail to meet these. Skillful questioning enables opportunity for success and develops confidence and resilience as well as engagement. An ethos of challenge for all (John Hattie, Educationalist). Greater success is enabled for Pupil Premium students who can exhibit comprehension difficulties due to low exposure to vocabulary. As the data for students who attended mainstream school in 2018-19 illustrates significant improvements for those who are not PA particularly in English and basket 3 subjects. The target is to ensure this is maintained and that new staff adopt effective practice.	SLT- Line Managers - through line management meeting minutes.	Every 4 weeks
A/C	Bespoke CPD to develop teacher skills in dealing with ADHD and students exhibiting social and emotional needs.	Working memory is a requirement of assessment and students with such issues require a toolkit to enable access due to working memory deficit. By increasing teacher knowledge this enables lesson differentiation which develops these strategies and thus will become their normal way of working. We have an increasing proportion of SEN support students who exhibit these issues. During Covid 19 closure a high proportion of staff engaged in additional training that	LH/CJ	Termly data analysis of cohorts by CJ.

		would better equip them for dealing with students with SEMH issues. More internal CPD needed to identify and tackle emerging issues.		
A/B	Effective merit / rewards systems enabling access to resources for the most vulnerable but also aspirational trips.	Students at Burnside respond well to short term reward and the poverty proofing audit clearly stated in feedback that students would benefit from greater opportunity for short term success and working towards future goals through the merit system. Student feedback illustrates that the new rewards system is highly valued by students.	HP/NS	Weekly analysis of year group data and a comparison with previous.
E/A/B	Effective home learning packages developed which enable students to access work independently or with support of parents	Pilots during Covid19 lockdown illustrate better engagement in learning with live lessons. Staff in all departments offered live lessons to students in year 10 with a much higher proportion engagement as compared to home learning. Similar strategies to be built into offers for those students who have to isolate or are shielding. Purchase of cameras for every classroom. A package of online (and printed) resources is being developed to enable easier accessibility for those who struggle to access such resources.	CM and curriculum leaders	Fortnightly
B/E	Participation in the baseline Secondary writing project	Comparative marking methods to establish a national 'bank' of Y7 writing that Burnside students will participate in and be benchmarked against. A national 'average' can be used to formulate scaled scores, writing ages and even predicted GCSE grades for individual pupils. This also allows us to track progress over time more accurately in absence of KS2 data.	LW	Oct/Nov 20
B/E	Development of new learning passports that equip teachers to support quality first teaching and differentiation for	Learning passports contain information that enables lesson differentiation as well as contextual information. If a child has a diagnosed condition there are links to online training and resources to enable teachers to better cater for the students' needs.		

	those on the AEN register	Learning passports also hold data and qualitative information on engagement and learning during lockdown to enable staff to most effectively support learners.		
Total budgeted cost				£51,498
ii. Targeted support				
	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review
A/B	Progress Leaders to ensure bespoke intervention after data collection with a focus on Pupil Premium students as compared to their peers within school.	Increased non-teaching support and availability resulted in smaller gaps between Pupil Premium students and their peers at KS3 and reversed the previous trend of decline in year 9. This is as compared to KS4 where traditional Heads of Year remained in post. However, case conferences for Pupil Premium students in all year groups ensured a whole school focus shared between year leaders and curriculum staff. This helped ensure improved attendance and reduced fixed term exclusion in 2018-19.	HP/NS, Progress Leaders	4 data collections per year
A/B/E	Secondment of non teaching staff to progress leader team- assistant progress leaders support for increased intervention and mentoring.	Mentoring support to lead small groups and individual intervention specifically for those students who have struggled to engage in home learning or those who have experienced difficulty due to lost learning. More regular progress checks and parental contact will improve engagement and support progress and attainment.	CJ/PL/APL	Weekly - as monitors by PL meetings

A/E	Regular review of progress for cohorts using Pupil Premium case conferences to explore progress of all Pupil Premium students across all curriculum areas	Curriculum areas to have greater awareness of the strengths and difficulties faced by each disadvantaged Pupil Premium student who is showing underachievement. This happens across all year groups. In 2018-19 Progress 8 improved from -0.9 to -0.71, more significantly those who were educated within the mainstream progress was -0.21. Illustrating effective whole school understanding of students at risk. Amendment to curriculum support and priority completion of coursework based subjects to enable a higher focus on exam based learning as students near terminal assessments.	CLM	Half termly for year 11. Termly for all other cohorts
C	Improved curriculum offer for students to reduce the need for alternative provision.	To use work placement as a motivational tool to re-engage students who are at risk of exclusion or persistent absence. Burnside has a proven track record on positive outcomes and engagement in offers such as Barnardo's as identified at local authority level. To further develop the Tyne Met college to offer bespoke part and full time pathways for those at risk of disengagement or becoming NEET. Extent this offer in year 10.	CJ/CMc/HG	At case conferences and through data collection.
A/E	Effective IAG to engage disadvantaged Pupil Premium students. PL to be allocated to year 10 and 11.	IAG and engagement activities. 3 University activity days just for all disadvantaged Pupil Premium students. Also more regular interviews for PP students and preparation for next steps to reduce those at risk of being NEET. Within 2018-19 there were in year improvements in attendance and all who engaged attended all exams. This includes students attending alternative provision.	HP/PL	Monthly review

A/C/D /E	Weekly attendance and behaviour review meetings for Pupil Premium students who are showing difficulties in all year groups.	More rapid and bespoke intervention offered which aims to reduce disengagement from school. Since the introduction of case conferences (increased rigour in early identification) in 2018 there was a decline in exclusion figures in 2017- data needed FTE and attendance. Weekly meetings will enable much more rapid intervention.	C/Progress Leaders/AENCO and Student support team	Weekly
B	Effective transition activities that enable early identification and support of those with literacy / numeracy / learning barriers.	A transition coordinator, designated transition space and effective collaboration with primaries showed success in the 2019-20 strategy. The students designated as Pupil Premium made more progress than their peers in 2018-19. In 2018-19 all students receiving intervention made at least 1 level of progress on exit from intervention.	MT/LH/JW/CJ	Half termly through partnership meetings/ intervention 6 week programs in the summer term.
B/E	Development of specific pathways for students who have experienced gaps in learning due to AEN/SEMH in Primary school	Development and use of a transition tool that identifies all barriers to learning. Multi Agency meetings and additional primary transition parents evening to enable better information sharing and more rapid intervention. Students illustrating greatest need have an enhanced extended transition to enable comprehensive assessment and behavioural outreach support developed in collaboration with primary partners. Model adapted from post Covid response Sept 20 which has illustrated success in terms of positive behaviour ratios and attendance as compared to previous cohorts. Also lower C3 behaviour incidents as compared to previous years	CJ/LH/PL	Half termly

B	<p>Use of Read, Write, inc for 20 students exhibiting more specific literacy / numeracy barriers.</p> <p>Additional maths support based upon the Primary curriculum for 8 students.</p>	<p>The Education Endowment Foundation (EEF) have evaluated Accelerated Reader as having secure intervention evidence, with an impact size of +0.24 - the equivalent of approximately 3 months of additional progress in reading age after 22 weeks. The evaluation also indicates a positive impact for Free School Meals (FSM) - eligible students of +5 months progress. In 2017-18 77% of students made some progress with 97% of students considered not secondary ready making progress, 40% of these made one years progress and 21% made two years' progress.</p>	LH/FG/CJ/SC/JW	Termly
A/C/D	<p>Key workers for signposting and increased access to counselling services for students exhibiting difficulty. All students exhibiting difficulty have a key worker and AEN or SEMH learning passport ensuring staff are aware of how to best cater for their needs. This is supported by an online information system.</p>	<p>Students making the most progress in terms of A8/P8 are those who receive bespoke support. Particularly for our lowest attainers at all data collections. We are therefore applying similar principles to some of our middle attainers who are Pupil Premium.</p> <p>In addition, we commissioned a 'poverty proofing audit' and the student body stated that they would like greater access to support and services. We have increased our Ed Psych Service Level Agreement (SLA) to ensure we can offer small group therapeutic intervention and purchased a school based councillor for 3 days per week.</p> <p>In 2018-19, 43 Pupil Premium students accessed counselling - all showed improvements in exit data according to Streetwise, on average students showed a decline by 9 risk points (BPS verified tool). We have purchased 2 additional days and access to an additional educational psychologist.</p>	CJ/MT/LH, progress leaders	Weekly triage to ensure students access the services they need.

D/CJ/ E	<p>A dedicated EWO for specific intervention in liaison with Pupil Premium families where trends are emerging or historic poor attendance is an issue.</p> <p>Reallocation of 5 staff to join year group teams in a learning mentor capacity (assistant progress leaders) to monitor daily attendance and set targets through EHA.</p>	<p>There has been a three year trend of significant reduction in PA across all PP cohorts. Prior to covid 19 the current year 8 were the only cohort not better than National figures. These students remain a priority post Covid 19 closure.</p>	CJ/DL/APL	<p>Weekly data analysis/ fortnightly meetings.</p> <p>Line management pro-forma devised.</p>
B/C	<p>Increased use of AEN screening and interventions for pupil premium students failing to make progress or where a pattern of decline is identified.</p>	<p>Use of speech and Language progression tool and Cat 4 testing modules (term 3 2019) has enabled more rapid identification of additional need and more effective referrals for support to other agencies.</p> <p>This has been recognised as good practice from the LA secondary support team as part of the 'Keeping children in Schools agenda'.</p>	CJ/AS/progress leaders	Fortnightly
B/C	<p>To lead training for high quality teaching and effective delivery of a Dyslexia program for all identified learners</p>	<p>The dyslexia team at North Tyneside have tested students who have previously had bespoke intervention within school and these students have all made good progress as determined by external tests carried out by the Dyslexia team. Where dyslexia interventions have taken place with the year 8 cohort some significant progress has been made as identified by the dyslexia team in 2018-19.</p>	LH/JW/AS/SC	Termly analysis of impact

A/C/D /E	Recruitment and training of mental health champions, led by a member of staff seconded to the senior team.	There may be an increased need for students to recognise deterioration in their own mental health and signposting to other services. This will enable more rapid intervention and better tailoring of in house services.	CJ/FG	Monthly to identify need and intervention
Total budgeted cost				£162,253
iii. Other approaches				
	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review
A/D	Develop the extra-curricular offer within school to enable participation and buy-in.	In response to the school Ofsted report we aim to raise the cultural capital of students to enable better access to opportunities in the future and further raise aspirations.	HP/NS	Termly
A/D	Behaviour for Learning system, Quantum and rewards activities	Effective behaviour policies ensure appropriate choices are made which ensure less disruption in lessons so that all learners can make progress including those who are Pupil Premium.	CJ/NS/HP	Weekly
A/D/C	Development of a sixth form peer mentoring program	As recommended as an action through the poverty proofing audit. Peer mentors to offer academic support remotely. In 2017-18 all students except 1 improved in terms of progress towards target grade across the 6 month period and 2 Persistent Absence students made significant improvements in attendance.	JW/CJ	Termly

A-D	STEM projects and extra-curricular offer	Improving opportunity for developing aspirations and impacting upon exam success. In 2017-18 of 14 students who were Pupil Premium and participated in such projects - all made progress and 2 exceeded end of year targets.	AS/NMY	Termly through data collection
D	Rewards activities and vouchers for 100% attendance	Student voice illustrated a need for a more significant and aspirational end of term rewards package. Also weekly vouchers (£5 per year group) are awarded for 100% attendance. Attendance has improved from 94% to 94.5% since their introduction, despite an increase in students arriving in year 7 designated as having historic persistent Absence. Persistent Absence decline is less influenced by rewards.	NS/HP	Termly
D	Attendance support to families with breakfast club and transport into school.	The 'poverty proofing report' highlighted that this strategy supports the most vulnerable and enables a positive start to the day to prepare students for learning. In 2018-19 this is routinely accessed by approx. 25 KS3 students who are Pupil Premium but it is open to all. The decline in the number of students designated as Persistent Absence within the year illustrates some success. In 2018 the average number of student lates for term 2 were 17.2 and in term 3 they were 5.2 per day. Thus 0.5 % of cohort. This trend was maintained in term 1 2019.	CJ/JC	Sept 2019- weekly data monitoring.
A/B/C/D	Maintain school's 'Health and wellbeing award'.	To audit the school provision and seek advice from the National Children's Bureau to explore mental health issues and barriers and assess future need for interventions. In 2019 Burnside was regarded as a gold standard in terms of the wellbeing award and achieved all criteria. All outstanding practice was recognised by external auditors. Comprehensive and positive student voice contributed to the assessment.	CJ/ JS	Oct 2020

A/B/C/D	Use the evidence from poverty proofing audits and mental health focus groups to further identify student need for PP students	The previous poverty proofing review enabled rapid identification (through full school student voice) of student barriers to learning for those who are in poverty/ working poverty. This enabled significant changes to the school day which reduced barriers as illustrated in improvement in attendance of vulnerable groups but most significantly improving engagement and therefore attainment in the 2019 leavers.	CJ	Dec 2020
E	Access fund available to students to ensure barriers to learning are removed.	<p>Whilst all pupil premium students will have access the strategies / activities above the additional fund is available to support:</p> <ul style="list-style-type: none"> ● Provision of school meals and uniform for learners and their parents in difficult circumstances (including those disadvantaged by Covid 19) ● Covering the full cost of Technology materials (food, textiles etc) - this applies to the whole school ● Subsidising school trips ● The purchase of learning resources such as textbooks and equipment such as tablets / chromebooks ● Purchase of additional Education Psychology resource for therapeutic use ● Learning opportunities at Barnardo's Outreach programs / Prince's Trust/ Safety Works/NUFC 	CJ	Sept 2019
Total budgeted cost				£144,511