



Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	Boroughbridge High School
Pupils in school	449 (100 PP)
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£75,555
Academic year or years covered by statement	2020/21, 2021/22, 2022/23
Publish date	November 2020
Review date	October 2021
Statement authorised by	Kathryn Stephenson/Malcolm Dawson
Pupil premium lead	Sue Wilson
Governor Lead	Emma Stamper

Disadvantaged pupil performance overview* for last academic year

*based upon Centre Assessed Grades

Progress 8	0.24 (2020)* 0.37 (2019) -0.09 (2018)
Attainment 8 (expected)	2020 – 46.56 (42.24) 2019 – 42.1 (40.9)
Percentage of Grade 5+ in English and Maths	2020 – 50% 2019 – 14.3%

Strategy aims for disadvantaged pupils

Aim	Target	Target date (first review)
Progress 8	To achieve consistently positive outcomes over a 3-year period.	October 2021
Attainment 8	To continue to achieve similar outcomes for PP and non-PP students in line with national averages.	October 2021
Percentage of Grade 5+ in English and Maths	Achieve average English and Maths 5+ outcomes for similar schools	October 2021 (depending on Summer 2021 exam series arrangements)
Attendance	To use a new Attendance Strategy focusing on building relationships with families to improve attendance so that it is initially in line with other groups within school and then in line with national averages. To reduce the number of persistent absentees.	October 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To ensure quality first teaching through <ol style="list-style-type: none"> a. the development of planning from curriculum to classroom and b. the development of blended learning c. purchasing learning resources where necessary
Priority 2	To develop the use of TAs to support learning for PP students within the classroom.
Barriers to learning these priorities address	The development of the curriculum to further raise the quality of teaching and learning will address the fact that some PP students have low self-esteem and limited aspirations of what they can achieve.
Projected spending	approx. £25k

Targeted academic support for current academic year

Measure	Activity
Priority 1	To work with parents on increasing the attendance of PP students.
Priority 2	To ensure that blended learning is accessible to PP students. This may include virtual and printed resources. Students will be given support in school so, if unable to access resources virtually, they will still be able to have continuous learning.
Priority 3	To create an extra class to support PP students in one year group.
Barriers to learning these priorities address	This will address the barrier that attendance of PP students is lower than that of PP students and the fact that some PP students do not have access to technology.
Projected spending	approx. £35k

Wider strategies for current academic year

Measure	Activity
Priority 1	To develop the Climate for Learning strategy incorporating both Behaviour and Rewards to raise the aspirations and self-esteem of all students with a focus on PP students and taking into account Covid-19 restrictions.
Barriers to learning these priorities address	These priorities will address the fact that some PP students have low self-esteem and limited aspirations of what they can achieve.
Projected spending	approx. £15 555

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time for effective CPD and strategic sharing of strategies for both teaching staff and the TA team. Clear focus on two areas; remote learning, curriculum to classroom in CPD time.	CPD calendar to focus on these areas. Shared planning time included. Two SLT development roles created to drive forward these areas.
Targeted support	Covid-19 may make some families feel more isolated and children less likely to attend. Lack of devices to support Home Learning.	Pastoral team have a specific focus on attendance. Laptops secured through Government schemes, charitable donations and converting laptops to Chromebooks will be allocated to PP students where they meet the criteria and it is possible.
Wider strategies	Covid restrictions mean that usual Rewards events cannot take place.	SLT lead has specific remit to explore ways in which students can still be rewarded and recognised.

Review: last year's aims and outcomes

Aim	Outcome and Development for 2020-2021
For PP students to continue to make greater progress than non-PP students.	Based on Centre Assessed Grades (2020), P8 shows that PP students made progress in line with all students. (0.24 PP, 0,27 all students)
To improve attendance of students eligible for PP funding.	Reduced but gap between attendance of PP and non-PP students. (94.6% non-pp, 90.9% pp) Figures are affected by Covid-19 situation. This has been transferred as a priority for this academic year.
To increase the literacy skills and increase confidence in literacy.	Lexia intervention being developed further to take into account progress made by individual students during the previous year. Reading awards introduced with reading lists.
To improve students' perception of school and increase confidence in their own ability and promote positive mental health.	Significant work carried out with PP students over lockdown through TA interaction. Picked up on students' return to school through a PSHE focus on mental health and wellbeing. Home Learning awards and rewards used to support students.
To ensure students have access to the wider curriculum.	All students have access to an Ebacc, broad and balanced curriculum. Guided routes support students in making aspirational choices. Outcomes for PP students in line with whole school outcomes.