

Boroughbridge High School Pupil Premium Update November 2022

Executive Summary

- This is the end of the first year of our 3 year strategy
- The key issues remain around PP attendance, behaviour, progress and parental engagement
- PP attendance is well below non PP
- PP progress is below non PP at BHS and nationally the gap is at its widest for a decade
- PP attitude to learning is good for years 7,8,9, 10 but requires improvement at year 11
- There has been a significant increase in PP parents' using My Child At School to monitor behaviour – 57% but this is still significantly below the non PP figure
- A higher proportion of parents of PP students are attending meetings in school
- A higher proportion of PP students are accessing enrichment activities - 51% for the current academic year

Additional Actions Going Forward

- More targeted door knocking to improve attendance
- Explore any potential sources of funding to support out of catchment PP students with transport costs
- Mentoring for key PP students with highest number of negative behaviours
- Targeted Parent's training session on downloading and using the MCAS app to monitor their child's behaviour and progress
- Further develop PP dashboard for a more tailored approach to individual PP students

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Boroughbridge High School |
| Number of pupils in school | 424 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 2022 -23 2023 – 24 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Kathryn Stephenson Headteacher |
| Pupil premium lead | Rob Grierson Deputy Headteacher |
| Governor / Trustee lead | Richard Ebdon |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £93049 |
| Recovery premium funding allocation this academic year | £25314 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £118363 |

Part A: Pupil premium strategy plan

Statement of intent

At Boroughbridge High School, we have a commitment to 'Aspiration for All' recognising that safe and happy students are successful. Therefore, our intention is that all students, irrespective of their background or the challenges they face, have access to an EBacc curriculum, make informed curriculum choices, make good progress and achieve highly across the curriculum.

The focus of our pupil premium strategy is to use data (contextual and academic) intelligently to support disadvantaged students in having high aspirations and ensuring that they are able to achieve their goals. Our approach ensures that everyone within school is aware of the needs of pupil premium students and understands their responsibility in securing good outcomes for disadvantaged students.

High quality teaching is at the heart of our approach. Agreed Practice for teaching and learning ensures that lessons are planned to take into account the individual needs of students. Progress is carefully monitored and intervention strategies put in place where expected progress based on aspirational FFT (20) targets is not being made. Surrounding this is a robust pastoral system where students are supported by a personal Form Tutor, Pastoral Manager and, where necessary, a mentor. This has secured positive outcomes for pupil premium and disadvantaged students whilst also benefiting all students within the school.

Our strategy is also integral to wider school plans for education recovery, which have included targeted support within school and through the National Tutoring Programme for students whose education has been worst affected including non-disadvantaged students.

Our use of progress data at strategic Progress Review Points throughout the year enables us to evaluate the impact of disadvantage and take action to address this through ensuring pupil premium students

- have access to a high-quality curriculum
- have their needs met through carefully planned lessons

- receive intervention at the point that need is identified.

This happens through a whole school approach which ensures that all staff raise expectations of what disadvantaged children can achieve and take responsibility for disadvantaged pupils' outcomes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge | Progress Update |
|------------------|---|--|
| 1 | <p>Our first key challenge is to improve attendance of disadvantaged students and reduce the number with persistent absenteeism. This has become more challenging since the Covid pandemic started as both school and national attendance for secondary schools has declined for disadvantaged students and non-disadvantaged students.</p> <p>DfE data and in school data shows that attendance is lower for our disadvantaged, persistent absence is also higher for our disadvantaged students. Research indicates that this is a key factor in lower achievement, particularly for students with persistent absence (greater than 10%).</p> | <p>Attendance for disadvantaged students continues to be a significant challenge. Nationally disadvantaged students' attendance continues to struggle to get back to pre-pandemic levels.</p> <p>A high proportion of PP students come from outside catchment area. For example, the proportion of students coming from Ripon have more than double the average PP than the school average. The cost of transport has increased due to the school bus being replaced by a service bus.</p> |
| 2 | <p>Our monitoring and tracking processes showed that disadvantaged students engaged less in remote learning during lockdown and have demonstrated a poorer attitude to learning since returning from lockdown than non-</p> | <p>Progress of disadvantaged students nationally is at its lowest for 10 years, as a result of the pandemic</p> <p>P8 score for disadvantaged students is below average with a score of -0.26 based on SISRA</p> |

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| | <p>disadvantaged students, resulting in less progress being made.</p> <p>This was not the case prior to the pandemic, where high quality face to face teaching enabled disadvantaged students to make excellent progress. The last externally validated data from 2018 -19 showed a progress 8 score of + 0.5 for disadvantaged students, significantly better than the national average of +0.13 for non-disadvantaged students.</p> | <p>data which includes the 2 GCSEs which the students sat in year 10 which are not included in the published data.</p> <p>Non PP had a score of 0.04 on SISRA</p> |
| 3 | <p>The proportion of parents/carers of disadvantaged students engaging with the school is significantly lower than those of non-disadvantaged students. This includes areas such as accessing Parent Mail, attending Parents' Evening, monitoring My Child At School and attending behaviour/attendance related meetings. For example, less than 20% of parents of pupil premium students in Year 10 attended the virtual parents' evening in Autumn 2021.</p> <p>The lack of engagement is linked into low levels of aspiration, often linked into the parents' own experiences in school.</p> <p>Student achievement is always stronger where there is a strong relationship between school and home.</p> | <p>Parents information evenings introduced for all year groups in September around expectations.</p> <p>We have made some progress in engaging PP parents and increased the number using MCAS and also the number attending school for meetings.</p> |
| 4 | <p>The proportion of disadvantaged students who are involved in poor Behaviour for Learning is disproportionately higher than non-disadvantaged students. In the 2020 – 21 academic year disadvantaged</p> | <p>PP pupils still have a disproportionately high number of negatives and poor behaviour. This is being skewed by a small number of PP students.</p> |

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| | students accounted for approximately 20% of the school cohort but around 40% of recorded negative behaviour incidents. | |
| 5 | The proportion of disadvantaged students taking part in wider school enrichment opportunities is lower than non-disadvantaged students. The benefits of taking part in school trips, residential, musical and drama performances and sports teams helps to provide a cultural capital and opportunities that many of those students would otherwise, not be able to experience. | There has been a large increase in the number of enrichment activities including attending the rugby league world cup, mountain biking, sports teams, school council, reading initiatives and trips. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria | Progress Update |
|--|--|--|
| Improved attendance of disadvantaged students | <p>Year on year improvements of disadvantaged students' attendance are at least in line with national improvements. Over 3 years the attendance of disadvantaged students improves to at least 94.5%</p> <p>Persistent absence reduces for disadvantaged students to 12% or less over a 3-year period.</p> | Attendance of disadvantaged students has improved since 2021 -22 but is still significantly lower than non disadvantaged students (78.6% in 2021-22 to 83.6% to date for this academic year |
| Greater engagement in learning by disadvantaged students | Attitude to learning data is as good or better for disadvantaged students as it is for non-disadvantaged students. | Attitude to learning data for disadvantaged students is not as good as non |

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| | <p>The average attitude to learning score for disadvantaged students is 2 or less which equates to an average of 'good'.</p> | <p>disadvantaged but is an average of good overall.</p> <p>PP ATL Score</p> <p>Year 7 1.7</p> <p>Year 8 1.7</p> <p>Year 9 2.1</p> <p>Year 10 2.2</p> <p>Year 11 2.9</p> |
| <p>The proportion of parents/carers of disadvantaged students engaging with the school increases</p> | <p>95% of parents of disadvantaged students are accessing Parent Mail by the end of the 2021 – 2022 academic year</p> <p>80% of parents of disadvantaged students are attending Parents' Evenings.</p> <p>95% of parents of disadvantaged students are monitoring My Child at School. (MCAS)</p> <p>90% of parents of disadvantaged students attend meetings re their child's attendance or behaviour.</p> | <p>Parents' Evening Attendance</p> <p>2021-22 Year 10* – 20%</p> <p>2022-23 Year 11* (38%)</p> <p>For 2021-22 38% of PP accessed MCAS</p> <p>The current level is 57 %</p> <p>This has improved with a number of parents of disadvantaged students attending school for meetings for the first time.</p> <p>2021 -22 - 36% attended meetings in school</p> <p>2022 – 23 to date 62.5% have attended meetings in school.</p> |

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| Improved behaviour of disadvantaged students by embedding our Climate for Learning Strategy developed for staff around the principles outlined in Education Endowment Foundation (EEF) Improving Behaviour in Schools (2019) and Creating a Culture, Tom Bennett (2017) | <p>The number of negative behaviour events for disadvantaged students reduces to reflect the % of disadvantaged students or is lower.</p> <p>In 2021 – 22 academic year so far, 45% of negative behaviour events are attributed to disadvantaged students.</p> | 1 PP student in year 7 is responsible for 46% of negative behaviour – he joined the school at the end of September |
| Greater participation in wider school enrichment activities | <p>25% of participation in wider school enrichment activities is from disadvantaged students in 2021-2022.</p> <p>Disadvantaged students are fully represented on trips, residential and in school performances.</p> | As of 11 th November 51% of disadvantaged students have participated in some form of enrichment activity including sporting enrichment, trips etc |

Overall, by addressing the challenges of attendance, student and parental engagement, the progress 8 score of disadvantaged students will go back to pre-pandemic levels.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,592.53

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Quality first teaching using our Agreed practice across all curriculum areas.</p> <p>Making use of student data and information to plan and deliver lessons which meet the needs of all our students.</p> | <p>The EEF Guide to the Pupil Premium (Autumn 2021) outlines the importance of high-quality teaching</p> <p>“Good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils.”</p> <p>FFT Research on Pupil Premium states that the best place to support students to make progress is in the classroom.</p> <p>BHS Pupil Premium Progress 8 score prior to pandemic was positive.</p> | 2 |
| <p>Our CPD programme is focussed around our key strategic themes:</p> <p>Improving student attendance</p> | <p>Teaching and learning toolkit</p> <p>DfE Research 2012 – How attendance can impact attainment</p> | 1, 2, 4 |

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| Developing an outstanding curriculum that inspires all students to make good progress | <p>Students with persistent absence (greater than 10%) make less progress in all subjects but particularly English, Maths and Science.</p> <p>Our curriculum focus and structure ensures that sequencing enables deeper understanding. This is supported by our summative and formative assessment which is planned to secure good student progress.</p> <p>The EEF states that effective feedback can add up to 6 months progress based on extensive research.</p> <p>Ofsted subject reviews</p> | |
| Developing Climate for learning | <p>The EEF states that Behaviour interventions can add 4 months progress.</p> <p>The EEF states that developing more self-aware and self-regulating students can add up to 7 months progress.</p> | |
| Developing resilient learners | <p>Public Health England – Building children and young people’s resilience in Schools – the Marmot Review.</p> <p>Improving resilience can reduce the number of students becoming NEETs and improve students’ attendance.</p> | |
| National College CPD membership for all staff | <p>The National College CPD membership allows teaching and pastoral staff to use high quality resources to develop their practice at any time. The webinars are all evidence based and delivered by outstanding practitioners in their field. Staff are able to develop a personalised programme.</p> | 2, 4 |

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| Ensuring that we continue to recruit and retain high quality teaching staff. | The EEF outlined the importance of recruitment and retention of high-quality teaching staff. | 2, 4 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76, 233.69

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| An extra class in Year 10 in core subjects to support the large number of PP students with complex SEN needs. | The EEF states that the research indicates this adds up to 2 months progress. This is at the lower end of impact but our year 10 group includes the largest % of PP and SEN in the school. | 2, 4 |
| Teaching Assistants Support in lessons | The EEF states that the research indicates that teaching assistants add up to 4 months of progress. | 2 |
| Alternative provision for identified students with clear objectives within a specified time frame. | The DFE report on alternative provision suggest that Positive relationships are the key to enabling student progress in alternative provision. | 1,2,4 |
| School Led Tutoring | The EEF suggests that 1 to 1 tutor support can add up to 5 months of progress. | 2 |
| Lexia and National literacy project to support reading through benchmarking including establishing a baseline with regular monitoring. | The EEF states that the evidence suggests that reading comprehension strategies have a very high impact and can add up to 6 months of progress. | 1,2 4 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8111.19

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Improving student attendance and punctuality through forensic monitoring and clarity around expectations for staff, students and parents. | DfE Improving Attendance at School 2012 states that one of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour. | 1 |
| InspireYouth project to develop targeted students to improve their social skills and behaviour and engagement with learning. | The EEF states that social and emotional learning can have a moderate impact for limited cost adding up to 4 months of progress. | 1,2,4 |
| NHS Wellbeing in Mind Team to support staff and students improve their general wellbeing and develop greater resilience. | The EEF states that social and emotional learning can have a moderate impact for limited cost adding up to 4 months of progress. | 1,2, 4 |
| Targeted mentoring to support improvements in attendance and behaviour. | The EEF states that mentoring can have a moderate impact and add 2 months of progress and is relatively low cost. | 1, 4 |
| Targeting the parents of disadvantaged students to support them to improve their child's attendance, behaviour and attitude to learning | The EEF states that evidence suggests that parental engagement can add 4 months of progress. | 3 |

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| Targeting of disadvantaged students to ensure that they fully participate in the wider aspects of school life such as enrichment activities, student council. | Creative and productive experiences of children and young adults who participate in planned and purposeful enrichment opportunities who were underachieving reversed or diminished their underachieving behaviour. Reis et al 2003 Fogarty 2007 | 5 |
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Total budgeted cost: £105,937.41

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- The key issues remain around PP attendance, behaviour, progress and parental engagement
- PP attendance is well below non PP
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------------|--------------------|
| National Tutoring Programme | Teaching Personnel |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | <p>We have a dedicated Service Student Coordinator who provides extensive pastoral support to our Service students and actively seeks opportunities for our students to celebrate their Service background and to engage in the wider service community.</p> <p>Pastoral support includes</p> <ul style="list-style-type: none">• supporting Service families with attendance and school allocation issues• providing 'expert' advice to the Pastoral Manager team and other staff on Service children.• sharing regular updates with the staff team.• mentoring Service children. <p>Opportunities for Service Children include</p> <ul style="list-style-type: none">• Organising the whole school Remembrance window display competition in lieu of the Remembrance Service which was cancelled due to Covid. |

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| | <ul style="list-style-type: none"> Organising and supporting students to take part in the Festival of Friends Project run by SFSG and supported by both York Universities. <p>In order to achieve this, the Service Student Coordinator</p> <ul style="list-style-type: none"> attends Service Families' Strategy Group Meetings (SFSG) attended the 2-day SCiP Alliance Virtual Conference for Schools on the new Thriving Lives toolkit which explains the seven principles of effective support for Service children in schools. Work is now underway on this. Regularly liaises with the North Yorkshire County Council Service Pupils' Champion. Liaises with FOW for Service Children to provide in year and Year 6 transition for Service children. <p>Liaises with local regiments as required.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | Boroughbridge High School were the winners of the Secondary category of the Festival of Friends Project. |