



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 November 2024

Detail	Data		
School name	Boroughbridge High School		
Year	2024	2025	2026
Number of pupils in school	466		
Proportion (%) of pupil premium eligible pupils	31%		
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025 -26 2026- 27		
Date this statement was published	November 2024		
Date on which it will be reviewed	November 2025		
Statement authorised by	Kathryn Stephenson Headteacher		
Pupil premium lead	Rob Grierson Deputy Headteacher		
Governor / Trustee lead	Ian Yapp From Sept 2024		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,900
	£0
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	£115,900

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. Our core values of being ambitious, respectful and resilient are at the heart of our plan.

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 our raising achievement programme, staffed by our own staff.

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. Disadvantaged students in year 10 and year 11 are of most concern. In 2023 -24 academic year there were 6 PP students who had severe absence, and 9 who had persistent absence.</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>	
2	<p>Our disadvantaged students do not make a much progress as they should.</p> <p>In 2023-24, P8 score for disadvantaged students was -1.6, a decline from 2022- 23 and the opposite of the slight overall improvement in P8</p> <p>There is no P8 score for 2025 and 2026 so, our challenge will be around increasing the proportion of disadvantaged children meeting their FFT targets</p> <p>We also want to increase the number of disadvantaged students gaining a grade 4 – 9 in the basics (English and Maths GCSE)</p>	

3	Supporting the mental health and well-being of our disadvantaged students to improve their resilience	
4	The proportion of disadvantaged students who are involved in poor Behaviour for Learning is disproportionately higher than non-disadvantaged students. The overall situation is improving but disadvantaged students are disproportionately responsible for lesson disruptions and fixed term suspensions.	
5	To create a sense of belonging to the school community by ensuring that a higher proportion of disadvantaged students taking part in wider school enrichment opportunities. The benefits of taking part in school trips, residentials, 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.	

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
1. 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% (or the new national average)</p> <p>Persistent absence reduces for disadvantaged students to 20% or less over a 3-year period.</p> <p>The attendance of year 11 disadvantaged students improves to 90%</p>	
2. Greater progress and attainment for disadvantaged students	<p>FFT 20 Targets - 75% of PP students achieve/ exceed their FFT20 target</p> <p>Basics for PP increases to at least 60%</p>	
3. 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>The number of fixed term suspensions decreases for disadvantaged students over the course of the 3 year plan</p> <p>The average behaviour for learning score is no higher than 2 (good)</p>	

<p>4. Creating a sense of belonging to the school by greater participation in wider school enrichment activities</p>	<p>32% of participation in wider school enrichment activities is from disadvantaged students in 2024 – 25, to reflect the school’s cohort.</p> <p>Disadvantaged students are fully represented on trips, residential and in school performances.</p>	
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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: £ 103,649

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>	<p>2</p>
<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> <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</p>	<p>1, 2, 4</p>

<p>Developing an outstanding curriculum that inspires all students to make good progress</p> <p>Developing Climate for learning</p> <p>Developing resilient learners</p>	<p>formative assessment which is planned to secure good student progress.</p> <p>Forest School research</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> <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> <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>	
<p>National College CPD membership for all staff</p>	<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>	<p>2, 4</p>
<p>Ensuring that we continue to recruit and retain high quality teaching staff.</p>	<p>The EEF outlined the importance of recruitment and retention of high-quality teaching staff.</p>	<p>2, 4</p>

Targeted academic support (for example, Raising Achievement Strategy, one-to-one support structured interventions)

Budgeted cost: £125, 850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Achievement strategy for supporting students in one to one or small group teaching	The EEF states that the research indicates that small group/ one to one intervention can improve grades.	1, 2
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.	<p>The DFE report on alternative provision suggest that played a key role in supported some young people</p> <p>Positive relationships are the key to enabling student progress in alternative provision.</p>	1,2,4
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: £18,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving student attendance and punctuality through appointing a full-time Attendance Officer	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
Development of Forest School to engage identified young people in school	Research in the UK into Forest Schools found positive impact on children in terms of confidence, social skills, language, communication, motivation and concentration, physical skills and knowledge and understanding	1, 2 , 4
Counselling services on site 1 day per week	2021 Research found that psychological counselling can significantly reduce long term psychological distress in students	1, 2, 3, 4, 5

Armed Forces Champion	RAF Families Federation can have a positive impact on student wellbeing	1, 4, 5
Targeting of disadvantaged students to ensure that they fully participate in the wider aspects of school life and feel a sense of belonging to the school	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

Total budgeted cost: £247, 620

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 2023 to 2024 academic year.

- The key issues remain around PP attendance, behaviour, progress
- PP attendance has improved significantly and is now 89.6% compared to 83.45 for the same time in the last academic year
- PP progress is below non PP and nationally the gap is at its widest for a decade – 1.6 compared to -1.2 for 2022-23
- PP attitude to learning is good for years 7,8,9, 10, 11 Fixed term suspensions declined significantly between 22- 23 and 23 -24
- There has been a significant increase in PP parents’ using My Child At School to monitor behaviour – 93% up from 66%
- A higher proportion of parents of PP students are attending meetings in school
- A higher proportion of PP students are accessing enrichment activities - 78% for the current academic year

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	In school tutoring

Service pupil premium funding (optional) *For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<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"> • taking part in an outdoors residential trip • taking part in the annual Festival of Remembrance at Ripon Cathedral with BHS students taking an active role in the service • organising an Art Workshop • taking part in the Green Howards Museum project • participating in The Big Conversation • 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) • regularly liaises with the North Yorkshire Council Service Pupils' Champion and the Service Pupil Liaison Officer for York and the Inspiring Choices team. • liaises with FOW for Service Children to provide in year and Year 6 transition for Service children. • liaises with local regiments as required.
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Progress for Services Children was higher than PP (non service)</p>