

Pupil premium strategy statement (secondary)

Summary information					
School	Birches Head Academy				
Academic Year	2022-23	Total PP budget	£446,323	Date of most recent PP Review	Sept 2022
Total number of pupils	1031	Number of pupils eligible for PP	494 (48%)	Date for next internal review of this strategy	June. 2023

Current attainment 2022 results		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving 5 9-4 incl. EM	26.2	58.5
% achieving Maths (9-4)	42.6	73.8
% achieving English (9-4)	50.8	73.8
% achieving basics match (9-4)	34.4	66.2
% achieving basics match (9-5)	14.8	44.6
Progress 8 score average	-0.9	-0.2
Attainment 8 score average	3.1	4.6
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Curriculum: High ability students who are eligible for PP are making less progress compared to non PP students	
B.	Teaching and Learning: Literacy levels for some students eligible for PP are lower than for non disadvantaged students	
C.	Wider Outcomes: Access to opportunities for educational and cultural enrichment beyond the curriculum	
External barriers		
D.	Attendance levels of some disadvantaged students fall below that of non-disadvantaged students	
E	Aspirations of some disadvantaged learners are not in line with Academy values	
F	Engagement within the wider school community (Student leadership and extra curricula) is lower amongst PP students	

Desired outcomes						
A.	Improvement in the attainment of students in all ability groups in the receipt of the Pupil Premium					
B.	Maintenance and continued improvement of progress for low, middle and high ability disadvantaged students					
C.	Increased participation in the engagement of disadvantaged students in learning					
D.	Maintenance and improvement of engagement levels					
E.	Maintenance and improvement of the attendance figures for students					
Planned expenditure						
Academic year 2022-23 £446,323						
		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						
Desired outcome	Planned action/ Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well/	Staff lead	Resources	When will you review implementation?
A	Deliver knowledge rich curriculum		Through regular line management meetings using the in school accountability structures.	GB	Curriculum conversations LM meetings Learning walks Lesson observations	Every Learning Programme (5x per year)
A	All students in KS4 to follow specific flight paths and	Progression against minimum	Through regular line management	PP	LM meetings	3 times per year at Data collection
C	Embedding of ‘consistency in the Academy’	A consistent high level in classroom standards and Teaching and	Application of consistent classroom expectations and	GB	Posters in every room	Each snapshot fortnight

		Learning expectations will result in greater progress.	standards is monitored via snapshots, learning walks, student voice, work scrutinies and observations.			
B	English staff used as Yr11 form tutors to work with small groups of students, especially the disadvantaged during AR	More curriculum time given to English through AR.	SLs/ HOYs to QA provision in snapshot. SLs/ AP to track impact.	HH/PP/ AOO		End of LP1,2,3,4,5.
C	Use of specialist teacher support in mathematics and English to improve disadvantaged attainment and progress with 1:1 support and small group provision.	Smaller group and 1:1 tuition have a proven record of improvement. EEF smaller groups +4 months. Students targeted with specific areas of tuition matching gaps in knowledge.	SL/PP/GB to monitor impact through assessments and DC. Closing of gaps within areas of question level analysis.	SL/PP/GB Maths and English		End of LP1,2,3,4,5. And DC points
B	Additional hour in English for 2022-23 in KS3	Low levels of literacy amongst some disadvantaged students has been identified as a cause of underachievement EEF - Oral language intervention +6	Curriculum maps identify oral language intervention	AOO	Additional curriculum time	Each data collection Participation in speaking events such as assemblies

A	Compulsory period 6 tuition sessions across all Yr11 subject areas to improve the attainment and progress of disadvantaged students.	More curriculum time. P6 to support subject specific learning of identified disadvantaged students to fill learning gaps.	P6 tuitions discussed in line management meetings. Progress of students attending tuition monitored.	SLT/SL	T&L budget	Year 11 DC review points, Curriculum AIM and LP assessment points
C	Bespoke literacy and numeracy catch up timetabled sessions for disadvantaged students who are below expected levels across KS3	Low levels of literacy and numeracy amongst some disadvantaged students has been identified as a cause of underachievement. EEF – low cost, high impact +6 months (extensive impact)	Through regular line management meetings using the in-school accountability structures. Online GL reading assessments completed 3 x per year	AOO/ SENCO HTLAs	GL Assessment	3 assessment points

D	Specialist resources and equipment supplied to allow PP learners to access the knowledge rich curriculum.	Some students from disadvantaged backgrounds are unable to provide specialist materials for practical elements of assessed work.	Snapshot of practical lessons. Student voice. Progress of students in practical subjects monitored through school systems.	SLs	Pre ordered supplies and materials eg food ingredients and practical materials.	Option numbers reviewed in March. Progress of KS4 students reviewed at DC points
A	Development of the Inclusion provision provision so disadvantaged students can continue to learn in school utilising remote learning.	Behaviour policy upheld without loss of learning	Line management monitoring of students who have attended the IEC/reset. SLs to monitor uploading of departmental work.	SLW pastoral staff Teaching staff	Laptops Educational software e.g Kerboodle/whiterose maths	Ongoing
C	Collaborative research Groups (PLC) as part of staff CPD. PLC trios as part pf PPM sessions	EEF feedback- Collaborative learning approaches + 5 Enhanced quality of feedback +6. homework +5 months	Calendared PPM Themes determined by academy priorities	GB	PPM time/Directed Time	Ongoing

D	SLT link to share strategies for targeted students in specific caseload.	Strategies to breakdown learning barriers are not shared and demonstrated.	Progress of case load students monitored via work scrutiny, student voice, assessment data and progress at DC points.	PP		DC points In lesson observations
A	Curriculum Aim meetings calendared and used to identify and deploy strategies for students who are underperforming	Timely and swift with the correct students will improve progress at all levels.	Whole school approach to tuition and targeting specific Students Baseline and impact recorded	PP/SLs		After Data collection
Total budgeted cost						£185,989

ii. Targeted supported						
Desired outcome	Planned action/ Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well/	Staff lead	Resources	When will you review implementation?
B	Deployment of specialist staff used for targeted Maths and English tuition.	Swift and direct gap closing of specific skills and content with the correct students will allow the students to continue on the path of expected progress/secure in curriculum knowledge	Agreed school process of teacher and HTLA support. Tracking impact of Identified students at DC points and assessment weeks.	AOO	Curriculum AIM HTLA Eng and math tutors	End of each LP
A	English and Maths teachers used for targeted tuition for High Ability students	High ability students are not making the expected progress.	Agreed approach for targeted Maths tuition. Impact tracked at DC points KS2 (KS4) change in rank (KS3)	APs/ SL maths		Each LP
B	Provision of specialist literacy tuition sessions using specialist literacy programmes	Low levels of literacy amongst some disadvantaged students have been identified as a cause of underachievement EEF- reading comprehension +6 (extensive evidence)	Where are we now sessions and whole school tracking of impact. Frequent reviews of impact snapshot and pupil voice.	AAP/ Senco	Lexia programme, IDL software, headphones and subscription to white rose maths	End of each LP

B	Whole school literacy focus	Low levels of literacy amongst some disadvantaged students has been identified as a cause of underachievement	Quality assurance of literacy approaches reviewed in line management meetings.	Lit coordinator (JR)	Weekly literacy ppt. Literacy marking stickers Reading Books Curriculum reading text (KS3 and KS4)	Ongoing
A	M8 form completed following each data Capture or G4S equivalent.	Progress check of key vulnerable groups. Teacher implementation of strategies to tackle underperformance will promote progress for PP students amongst other vulnerable groups	M3 form checked against lesson observations. M8 departmental form is part of line management discussions	SL/ SLT link	Go4 Schools software	Following each Data capture
C	Summer School	Most vulnerable students have build positive relationships with staff Know the academy site before start of term Less 'gap' in education between Y6 and Y7	Working with internal staff and external provider Historical evidence Senior leader has oversight	CR/TA	BHA staff Local external provider	review in SLT meeting (Sept)
Total budgeted cost						£145,182

iii. Other approaches						
Desired outcome	Planned action/ Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well/	Staff lead	Resources	When will you review implementation?
D	Bespoke IAG careers tuition for disadvantaged cohort to engage and focus learning in school	National evidence suggests that some disadvantaged students and families have low aspirations and lack knowledge about post 16 education.	Student voice, RAG rating of the SIP. Line management meetings	Careers coordinator	FT staff Careers advisor Higher Horizons PSHEE	Line management meetings

D	<p>A range of further projects and initiatives funded through the PP, including support for a systematic programme of extra-curricular learning (the FFET awards) incorporating a schoolwide commitment to Outdoor Adventure Learning, Performing Arts School, Peer Tutoring, leadership opportunities and residentials</p>	<p>Experience of the school shows the positive impact of learning outside the regular curriculum in terms of engagement and, consequently, academic outcomes which also reflect the character development involved. EFA - Outdoor Adventure Learning (currently little evidence) Peer Tutoring +5; Social & Emotional Learning +4; Arts Participation +3</p>	<p>Planning and review of quality and participation from AAP.</p>	<p>AAP-cultural capital D of E lead PSHE lead Lead teachers of Aspire curriculum</p>	<p>Specialist equipment for D of E</p>	<p>LP engagement and participation reviews.</p>
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E	<p>Weekly focus on attendance data</p> <ul style="list-style-type: none"> • Caseloads created to ensure top 20% of poor PP attenders receive a targeted phone call from either the SLT link or HOY. • Waved approach to attendance monitoring. • Termly rewards for the best and most improve PP attenders in all year groups. • Attendance AIM meetings to focus on specific year group cohorts 	Experience of the school shows the impact that working with specialist staff has on securing and maintaining attendance for cohorts	Attendance focus in weekly pastoral meetings. Schedule of AIM Attendance meetings	SLW	Senior Link/ HOYs Attendance officers SIMs	Weekly
	<ul style="list-style-type: none"> • Work in partnership with EWO. 					
B, E	Pastoral AIM meetings to ensure all students are targeted/included to ensure all can fulfil their potential.	Timely and swift tuition with the correct students will improve progress at all levels.	Whole school approach to tuition and targeting specific students	SLW	Senior Link HoY/LC	Each LP

C	Reset created to support PP students and to focus on restorative practices.	Experience has shown the impact of restorative practices on student engagement, attitude to learning and progress.	Review of impact of Reset through pastoral line management and AIMS Updates to SLT weekly	SLW	Senior Link HoY/LC Behaviour support staff	Weekly figures shared.
C	Daily/weekly uniform checks in all year groups. Targeted HOY/Pastoral support to ensure all are in the correct uniform and feel fully included in the academy.	Social Capital	Daily uniform checks	SLW	Bags purchased	Daily uniform checks
C,E	A range of in house and external links available to support health, well being and inclusion of all learners.	Experience has shown the impact of specially trained inclusion staff on securing and maintaining both maintaining both well being and progress	Safeguarding and inclusion focus in weekly pastoral meetings. Updates to SLT weekly.	Inclusion lead	Counsellor in school weekly. M Hilton – new role	Ongoing review of provision. Weekly safeguarding updates to SLT
Total budgeted cost						£115,142

Overall Total		£446,323
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1. Review of expenditure				
Previous Academic Year		2021-22		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Additional staffing in English and Maths	GCSE results improved from 2019 (last examinations) Year 7-10 disadvantaged students accessed additional tuition during the school day	Catch up (now tuition) support is to be more specific and more detailed tracking. Booklets to be created to support individualised tuition.	82,637
	Compulsory period 6 intervention sessions across all Yr11 subject areas to improve the attainment and progress of disadvantaged students.	An additional 125 hours of subject specialist teaching in term time for every disadvantaged student	Will continue with this approach	27,550
	Bespoke reading catch up timetabled sessions for disadvantaged	Reading ages improved	Move to online reading tests to enable 3 x testing per year – more robust tracking of impact Speedier identification of low reading ages leading to swift intervention	35,760

	students who are below expected levels across KS3			
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Use of Maths and English staff for intervention (now known as tuition)	More pupil premium students accessed this provision than pre covid	Greater accountability and impact tracking required.	46,400
	All students to follow s and learning programme	Green shoots being seen from the Impact of learning programmes and flightpaths. Core subject robustness of data improved (GCSE results align closely with DC3)	Further work to be done with foundation subjects KS3 will be monitored against understanding of curriculum content rather than a target (Sept 2023)	28,600
	Embedding Consistency across the classroom	Green shoots being seen from the Impact of Consistency across the classroom (now known as consistency across the academy)	Further work to be done to ensure expectations remain and that students can focus on subject knowledge not routines (cognitive load)	34,895
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Mentoring	Due to continuing covid restrictions, mentoring was not done in the spirit intended	To re-launch in 2022-23	18,950

	Experiences D of E Experiences outward bound trips	DofE resumed in summer 2022. Participation was less than expected. Covid had impacted on uptake Experience week (Y7-10) and Year 7 residential.	DofE has grown and continues to do so for 2022-23 Experience week is planned for 2023 Link school in Granada established. Reciprocal visits planned for 2022-23. Heavily subsidised	42,000
	Support and inclusion	Growth in demand for support using internal and external services. Attendance declined – COVID-19	Support of student well-being is as important as ever.	48,081
	Attendance focus	Due to covid isolations and government timescales for isolation- attendance rates fell -particularly for PP students	Staged attendance – more rigour in 2022-23 Embed new staffing structure	42,900