

Pupil premium strategy statement (secondary)

1. Summary information					
School	Birkdale High School				
Academic Year	2018/ 2019	Total PP budget	£133725	Date of most recent PP Review	Sept 2018
Total number of pupils	726	Number of Pupil Premium	149	Date for next internal review of this strategy	Jan 2019
2. Current attainment					
			Students eligible for PP (2017/18)	Students not eligible for PP (2017/18)	
BASICs 2 x 4+ EM			44.4%	78.6%	
Progress 8 in English / Maths			-0.02 / 0.29	0.35 / 0.35	
Progress 8 score average			-0.03	0.31	
Attainment 8 score average			40.98	54.47	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
In 1	Prior attainment				
In 2	Current and prior lack of engagement in learning				
In 3	Behaviours and aspirations				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
Out 1	Attendance for PP students causing increased gaps in learning.				
Out 2	Financial Barriers to access learning experiences				

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	PP students are able to access all areas of the curriculum and develop a deeper love for learning (£33050)	Similar proportion of PP students participating in extracurricular activities, including trips as non-PP students
B.	To improved the rate of progress for PP students of average attainment and below (£63000)	PP students identified as average attainment and below from KS2 levels and raw scores make significant progress towards diminishing the gap with the non-PP students. All PP students to make significant progress to diminishing the gap PP students identified as underachieving received targeted intervention and demonstrate a marked improvement in grades.
C.	Improved behaviour and motivation of target groups from each year group (£19675)	Reduced number of, detentions and incidents of isolation and/or exclusions. Reduced number of behaviour points and increased number of reward points on Sims (Monitored every half term for the cohort and weekly for specific students) Improved ATL as evidenced in interim reports.
D.	Improved attendance rates for all PP students (£18000)	Attendance of PP students is in line with the attendance of non-PP students

5. Planned expenditure for the Academic Year 2018/2019

The four 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.

A. PP students are able to access all areas of the curriculum and develop a deeper love for learning				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP students have access to £100 to be put towards learning inside and outside the curriculum.	PP students who cannot access materials to support the subjects they are taking or access to trips to have funding from school, these come from the parents.	Will make sure that the parents are fully aware of the scheme. Forms are in place to access the funding. Finance office aware of funding	PP Lead	Half Termly
All PP students are able to access all practical subjects where extra materials are needed.	PP student either cannot afford the extra materials needed to complete the practical subjects or home is not as organised, either noticed by the teacher or the parent.	Head of Department is aware of how to access the funding. Ensure participation rates are as high as the non-PP students.	Head of Dept PP Lead	January 2019 May 2019
All PP students to have the opportunity to visit 6th Form colleges and university.	PP students need more guidance to go onto further education. NEET figures in school need to remain high.	Brilliant Club will take two thirds of the cohort from the PP students. College visits will be aimed at PP students first and then underperforming students before the rest of the cohort.	Miss Bailey Dr Deeks Mr Marshall	Termly
PP students in KS3 and KS4 GCSE Music option to access private tuition within school	Students who study music outside of the curriculum are more likely to become self-confident and self-disciplined. Research shows that teaching music develops other academic skills. They will be able to take part in the school band and performance outside of the school.	Students who are receiving lessons will be monitored in their GCSE class and a register kept of performance completed.	Mr Waring	Termly.

B. To improved the rate of progress for PP students of average attainment and below				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of online resources through PiXL, SMHW and	PP students are less likely to have parental support with their studies outside of the classroom. Therefore providing the materials with instruction from within school and offering support sessions	Dr Deeks runs morning and extra sessions in PE lessons to work with students. Dr Deeks produces league tables are produced to promote the use and reward the use of the Apps	Dr Deeks Heads of Eng, Maths & Hums	Fortnightly reports to form tutors and SLT
Use of online resources EdLounge	PP students are more likely to have extended periods of time with the ICE unit or excluded from school. Having this resource monitors closely the work that students are doing in ICE and also at home	Students in ICE to complete set lessons linked to the reason behind the exclusion. The work will be assess and future sessions planned if needed in order to prevent further exclusions or periods in ICE.	Mr Boyce Mr Marshall Mr Pryor	Termly reports of students in ICE and the work completed.
Small group teaching in English and Maths for LAPs in years 7 and 8	A significant number of PP students are in the lower sets and small group work will enhance their progress. Accelerated Reader used within teaching and developed outside of the lessons as PP student disproportionately don't read at home.	Lessons will be delivered and progress is checked in line with current provision and through the departmental observations. Results will be compared with non-PP students.	Dr Deeks Mr Crossfield	Tracking reports
Small group teaching in years 10 and 11 for LAP and MAP students.	PP students are less likely to access materials at home so time is set aside to support their lessons through small group work in English.	Sessions are delivered and work is checked my class teachers and or heads of department.	Dr Deeks	Tracking Points
Additional Mentoring support for students struggling to access the curriculum	PP students can be distracted from their learning through outside affects.	Mr Boyce will visit lessons where students are studying in walk about time., staff will identify lessons in which students are challenging.	Mr Boyce Mr Pryor Mr Marshall	Tracking Points

C. Improved behaviour and motivation of target groups from each year group				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP students to receive support for revision skills via Maximise sessions.	PP students find it more difficult to build a structure to their revision programme and need support and guidance in their methods.	PP Students in years 10 and 11 who are underperforming will receive the support.	PP lead	After the Mocks (1) After the Mocks (2)
PP students are monitored in lessons	PP students may have less focus in a lesson if the correct materials or other factors are disturbing their thoughts.	Feedback from members of staff on the progress. Further intervention given when a PP student is identified across multiple subjects.	Mr Boyce Mr Marshall	Termly
PP students are rewarded for their hard work and participation.	PP students who are rewarded are likely to continue with their hard work in and outside of lessons.	Reward breakfasts to be introduced this year	Mr Boyce	Tracking points

D. Improved attendance rates for all PP students				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Animal Club	PP students have less opportunity to develop their caring side. They have the opportunity to work in a caring group and are able to work with younger students with the animals	PP students attend and register kept by Mr Leece. PP student go out with the Animal club to other schools.	Mr Leece	Termly
Attendance panels	PP students attendance is below that of non-PP students within school and nationally	Mr Boyce will do regular attendance meetings, home visits, and walk arounds in lessons time.	Mr Boyce Mr Pryor Mr Marshall	Half termly

A. Review of expenditure				
Previous Academic Year		2017/2018		
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
Maximise access to the best quality learning experiences	Research and development into effective strategies allowing PP students to progress in line with or above expected progress.	An overall lead has brought in new strategies and monitored centrally the progress of current practices. New systems introduced with a three year model.	More public analysis is needed to show the staff. More detailed data produced at tracking times and in overall figures.	£21000
	Use sims and SMHW effectively.	The use of SIMs Interventions to map the progress of students. Allowing regular contact home. Attendance reported by subjects is higher than previous year. Also included a targeted approach to intervention.	SMHW used more within school. Push on the seating plans but further work needed in 2018/19	£6550
	Use PiXL Resources to promote good T&L	The use of SMHW for seating plans and homework analysis. Use different aspects of PiXL following on from the good results from the Maths and Lit Apps.	The work with seating plans had not been developed by the lead and more work required in 2018/19 on the homework monitoring. Competition element of the apps has worked. Also bought History and Geography. Competitions and regular sessions during registration to take place for PP Students	

Revision techniques	Maximise complete revision programme and sessions in school.	Students attended the session and following this they all attended all examinations. Students used the materials and anadotely said that the sessions helped with further revision.	Year 11 PP Students will have targeted sessions during 2018/19. Run the programme for the whole cohort of YEar 10 students in the morning with bespoke sessions for the disadvantaged students in the afternoon.	£750
A. Maximise access to the best quality learning experiences	Financial Support for resources to enhance and support engagement of disaffected students including supplementary allocation for trips	History trip had 5 PP students take part that could not have afforded the trip. Three PP students in D&T used the funding to provide materials for projects. These three got 1 grade in Food more than their other subject on average.	As a first year of this plan it was felt necessary to assign money to trips and extra curricular events. This is not to be carried on in this format but through the £100 per student. Funding will still be provided for practical subjects for materials - this will ease the financial burden and also the stress of providing the materials on time.	£340
B. Maximise access to the best quality teaching experiences	Small group teaching in core subjects in different year groups	An extra class was created in the maths year 11 timetable, solely of targeted PP students. 50% of the class gained a level 4 or above. Those PP students outside of the class 62% gained a 4+ (ranging from sets 1 to 5)	Extra class in Year 11 for maths had some good results for the disadvantaged students. Year 7 students have made progress in English and maths. Next year this will be run slightly differently.	£15000 £7000

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
C. Increase the social development of disadvantaged students by reducing the amount of time they spend out of lessons	Employment of an ICE Coordinator Enhance the MBWA system focusing on behavioural disadvantaged students	Students in ICE compared to the previous year were down from 52% to 38% for the disadvantaged students.	Continue with a focus on MBWA More data needed on behavioural points rather than just ICE and exclusion data. Rewards breakfast to be introduced in line with other behavioural programmes.	£21000
	Parenting 2000 and educational psychologist	Improved social element of disadvantaged students lives as they have had fast track access. This information is confidential.	Continuation of the programme	£10032

<p>A . Personalised approach to learning.</p>	<p>All students to have access to £100 to put towards learning inside and outside the curriculum. All Adopted from Care students to have an additional £400 to put towards learning inside and outside the curriculum</p>	<p>Money spent this year was lower than expected £2525.78 out of £39000.</p> <p>Students took advantage of the year 7 residential trip, revision materials, ski trip, subject trips, Paris trip.</p>	<p>Only £2525.78 spent by the students in the year.</p> <p>As this was the first time offering some parents were a little sceptical about the process but it is hoped with further push and the role over of the money they will take up the offer of money.</p>	<p>£2525.78</p>
<p>A. Personalised approach to learning</p>	<p>Music tuition KS3 pupils to access music tuition within school KS4 GCSE students to access music tuition within school KS4 GCSE music students to access music tuition within school</p>	<p>Self-confidence and self-discipline. Motivation and sense of achievement. Able to take part in extra-curricular activities and school band, including outside of the school. Research shows that teaching music develops other academic skills.</p> <p>Provide the opportunity to access music tuition. Part funding for students interested in learning and improving their musical talents Full funding for GCSE music students who wish to have music lessons within school</p>	<p>3 student took up the funding opportunity. More are likely to next year with the introduction of DJing onto the curriculum. Again this will be reviewed at the end of 2019</p>	<p>£725</p>

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
C. Improved motivation of targeted groups	DofE part funding.	5 students started and 4 completed the bronze award. 1 student is moving onto the Silver award, again this will be funded.	Extra sessions to be funded for the students to ensure completion of the award.	£600
	Extra-curricular clubs	Students have become more social and are leading sessions at primary schools.	Continuation of the support for the Animal Club.	£8000
	Basic requirements Part funding for basic resources	Students are equipped for school by providing uniform, PE kit, bus passes.	Continue to part fund clothing and bus passes through the £100 grant.	£1231.30
C. Improved motivation of targeted groups	Experience further educational environments to broaden their thinking beyond high school	Students who know what they want after high school and more importantly how to access it will be more motivated within school. All PP students in Years 7 and 8 have had a two hour careers session in preparation for options. Work with CEIAG lead to ensure University visits College placements - 3 trips to universities arranged in the year - Aim Higher College visits - all students have visited the local colleges. Projects run by the Brilliant Club 24 students of which 18 students where PP have completed two projects. Oe for Science and one for History.	Trip for the Higher Educational Workshop Including workshops from Cambridge university for Yr 8. Brilliant Club with two cohorts (24 students) achieving their awards.	£500 £4520