

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Birkdale High School				
Academic Year	2017/ 2018	Total PP budget	£129965	Date of most recent PP Review	Sept 2017
Total number of pupils	682	Number of Pupil Premium	158	Date for next internal review of this strategy	Dec 2017
2. Current attainment					
			Pupils eligible for PP (2016/17)		Pupils eligible for PP (2015/16)
BASICs 2 x 4+ EM			55.2%		27%
% achieving expected progress in English / Maths			69% / 62.1%		42% / 35%
Progress 8 score average			0.06		-0.27
Attainment 8 score average			44.05		40.79
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Financial Barriers to access learning experiences				
B.	Current and prior lack of engagement in learning				
C.	Behaviours and aspiration are an issue for groups of PP students across age groups				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance for PP students in 2016/2017 was 92.4% (below the target for all students of 96%), causing increased gaps in learning.				

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	PP Students are able to access all areas of the curriculum and develop a deeper love for learning	PP students are participating in extracurricular activities, including trips
<b>B.</b>	Improved rates of progress for PP students of average attainment and below	PP students identified as average attainment and below from KS2 levels and raw scores make significant progress towards closing the gap with their non-PP counterparts and at least in line with national expectations. An upward trend in progress of the above students is evidenced from KS2 to the end of Year 11. Students failing to demonstrate accelerated progress in any subject area have appropriate interventions in place to support their learning.
<b>C.</b>	Improved behaviour and motivation of target groups from each year group	Reduced number of, detentions and incidents of isolation and/or exclusions. Evidenced by 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.
<b>D.</b>	Improved attendance rates for all pupils eligible for PP	Overall attendance among pupils eligible for PP improved from 92% to 96%.

5. Planned expenditure					
Academic year		2017/2018			
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.					
<b>i. Quality of teaching for all</b>					
Desired outcome	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?
A. 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. Use sims and SMHW effectively. Use PiXL Resources to promote good T&L	Develop strategies that are proven to work in other schools for students at BHS.  SIMs and SMHW worked well last year and this is to continue. Develop some of the strategies used last year and develop these across more areas of the curriculum.	An overall lead to bring in new strategies and monitor centrally the progress of current practices. The use of SIMs Interventions to map the progress of students. 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 last academic year.	PP Lead All SLT	November 2017 January 2018 March 2018 May 2018 June 2018
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	Encourage students to take part in extra curricular activities and improve their knowledge around subjects.	Heads of Department to promote engagement in the curriculum and contribute towards improved behaviour for learning. PP lead to monitor.	PP Lead HoD	January 2018 May 2018

B. Maximise access to the best quality teaching experiences	Small group teaching in core subjects in different year groups	Previous year these strategies improved results of the year 11 cohort. Year 7 PP students made higher than expected progress in English and Mathematics. AR used within teaching and developed outside of the lessons	Monitoring of tracking results in the classes where the support has been added	PP Lead	November 2017 January 2018 March 2018 May 2018 June 2018
<b>Total budgeted cost</b>					£62225

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A. Personalised approach to learning.	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	Ensure that all PP students have the same opportunities as other students in accessing extra-curricular activities.	Allowing all students to access a range of activities within the school curriculum and outside of the curriculum. <ul style="list-style-type: none"> <li>• Part funding to participate in a residential visit</li> <li>• Access to academic support where needed, including 1-2-1 mentoring in Year 11</li> <li>• Access to extra-curricular activities</li> <li>• Access to paid learning experiences for the pupil</li> <li>• Revision materials In school learning experiences from outside providers</li> </ul>	PP Lead	December 2017  March 2018  June 2018
A. Personalised approach to learning	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	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.	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	Head of Creative	Sept 2017  March 2018
A. Personalised approach to learning	Maximise Revision skills and motivational session	Continue on the revision skills used last year with Maximise.	Provide support on revision from an outside agency.	PP Lead	March 2018

C. Improved behaviour in all areas of the curriculum	Provide specialist social and emotional support for vulnerable students. Use rewards as motivation. Team building activities and events Programme to raise self esteem Provide expert information and experiences of college, university and partnerships options. Provide leadership opportunities for PP students. Additional Mentoring support for students struggling to access the curriculum.	Work with students on the emotional side of school ensuring that all PP students have access to the curriculum.	Liaise with LM, use sims data and intervention support data to identify students who require support. Support to be monitored fortnightly by ICE Lead, PP Lead, SENDCO. Track progress via most appropriate means according to issues, e.g. Behaviour points, internal exclusions, attendance, assessment data. Use student voice to assess whether interventions has had an impact and to modify programmes.	PP Lead ICE Lead Line Managers SENDCO	January 2018  April 2018  July 2018
<b>Total budgeted cost</b>					£48000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Improved motivation of targeted groups	Extracurricular activities and clubs	Vulnerable students have participated well within clubs and have then found themselves to be good leaders.	Club leaders keep accurate records of members and their development over time within and hopefully outside of the	Club Leaders	January 2018 June 2018

			club.		
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	Work with CEIAG lead to ensure University visits College placements College visits Projects run by the Brilliant Club	PP Lead CEIAG	January 2018 July 2018
<b>Total budgeted cost</b>					<b>£19740</b>

<b>A. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2015/2016</b>

<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To reduce the academic gaps between disadvantaged students and non-disadvantaged students	Appointment of KS2/3 Teacher	AR data shows that compared with the other lower half groups in English the class make more than expected progress – data from AR, Lexia and tracking.	Continue to use AR and Lexia for students in Years 7 and 8. Keep going with a small group in Year 9 SENDSCO to take on this role.	£41593
	Senior member of staff to oversee PP funding	Greater focus from staff on disadvantaged students from SMHW seating plans, marking and group work strategies.	New member of staff to lead on PP.	£10390
	Support staff outside of timetable lessons	Results for Disadvantaged students increased, see results table.	Extend these activities by having a full-time class in year 11 maths, support in English lessons. Continue with the support in KS3 lessons for Literacy and Numeracy	£8696
	Provide materials to enhance the learning	Results in catering, PE and Maths rose while little impact is shown in RM and Music.	Look at the cohort for each of the practical subject and those who are asking for additional materials.	£1452
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 the results increased.	We will complete the session again for year 11 and also for year 10	£695

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase the social development of disadvantaged students by reducing the amount of time they spend out of lessons	Employment of an ICE Coordinator	Students in ICE compared to the previous year were down from 43% to 39% for the disadvantaged students.	Continue with a focus on MBWA More data needed on behavioural points rather than just ICE and exclusion data	£18794
	Enhance the MBWA system focusing on behavioural disadvantaged students	Exclusion data shows that ...		
	Parenting 2000 and educational psychologist	Improved social element of disadvantaged students lives as they have had fast track access.	Continuation of the programme	£8292
	Sefton wellbeing workshops	Students identified for the programme have become more social within the school	This programme will be linked into the Study Plus groups.	£1750
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Increase the social development of disadvantaged students by reducing the amount of time they spend out of lessons	Residential and educational part funding.	7 students have taken part in the end of year residential of which they would not have taken part if funding had not been provided.	Money will be continued to be allocated for trips, but as part of the overall funding money.	£1044
	DofE part funding.	5 students started and ??? completed the bronze award.	Extra sessions to be funded for the students to ensure completion of the award.	£852
	Extra-curricular clubs	Students have become more social and are leading sessions at primary schools.	Continuation of the support for the Animal Club.	£800
	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.	£1105
Increase the motivation of disadvantaged students through outside education	Southport college and alternative provision	9 students have completed a year at Southport College and are continuing the programme this year.  Three students assessing provision from other establishments enabling one to finish his time at Birkdale and one to move onto another school to continue his education.	11 more students completing a similar programme.	£4049

