

## Pupil Premium 2020-2021 Review

Summary information			
School	Barnhill Community High School		
Academic Year	2020-2021	Total PP budget	£444.000
Total number of pupils	1504	Number of pupils eligible for PP	489 (40%)

## Pupil Premium Strategy Outcomes

This details the impact of our 2020-2021 Pupil Premium strategy. Due to COVID19 formal examinations did not go ahead, however the school ensured a robust and fair assessment process took place in order to provide our pupils with the necessary qualifications required to continue on to Post 16 courses. You can find a complete breakdown of our Pupil Premium outcomes from our last formal examinations in 2019 [HERE](#)

### **Figure 1: Year 11 Summer Exams 2021**

Figure 1 below demonstrates all Progress and Attainment scores at Barnhill for PP students are above national averages based on 2019 data, with minimal differences between PP and non PP students.

	Pupil Premium (89)	Non- Pupil Premium (144)	2019 National average (all pupils)
Progress 8	0.8	0.88	-0.03
Attainment 8	53.6	55.2	47.7
9-4 English & Maths	74%	74%	65%
9-5 English & Maths	56%	58%	43%
Ebacc Average point score	5.26	5.74	4.06
Others P8	0.66	0.82	-0.04

**Figure 2: 2021 Outcomes by prior attainment**

Figure 2 below demonstrates minimal gaps between high and low attaining students who are PP and non PP. Further exploration is required to minimise the gap of low attaining students from PP and non PP cohorts.

	High Prior attaining students	Middle Prior attaining students	Low Prior attaining students
Pupil Premium			
<b>Progress 8</b>	+1 (26)	+0.74 (45)	+0.54 (8)
<b>Attainment 8</b>	68.85	49.46	34.04
Non- Pupil Premium			
<b>Progress 8</b>	+0.73 (49)	+1.03 (49)	+1.32 (14)
<b>Attainment 8</b>	69.82	52.41	41.7

**Figure 3: Three Year Trend**

Figure 3 below demonstrates Progress and Attainment scores over the last three years on an upward trajectory with gaps between PP and non PP students being reduced.

	2018	2019	National Averages 2019	2020	2021
Pupil Premium					
Progress 8	0.4	+0.48	-0.45	+0.61	+0.80
Attainment 8	43.2	47.19	36.7	45.8	53.6
Maths and English Grade 5+	44%	47%	24.7%	44.0%	56%
Maths and English Grade 4+ (C+)	58%	65%	44.7%	65.0%	74%
All Pupils					
Progress 8	0.67	+0.57	-0.03	+0.96	+0.88
Attainment 8	47.1	49.1	46.7	53.4	55.2

Maths and English Grade 5+	51%	52%	43%	59%	58%
Maths and English Grade 4+	65%	63%	65%	79%	74%

## Pupil Premium Strategy Impact Summary

Barriers to future attainment (for pupils eligible for PP, including high ability)		Success criteria?	Impact Summary
<b>In-school barriers</b>			
A	In some cases pupils have low reading scores struggle to access and understand subject specific vocabulary.	Reduce the P8 gap between PP and non PP students in English.	<b>High</b> 2021 outcomes show that the P8 gap in English between PP and non PP students has fallen considerably from -0.23 in 2020 to -0.01 in 2021.
B	In some cases pupils struggle to work independently leading to a progress and attainment gap in some BTEC courses.	BTEC subjects will perform in line with the other curriculum areas.	<b>High</b> Our 2021 outcomes show that BTEC subjects on the whole performed exceptionally well, contributing significantly to the +0.75 score of our other subjects. Pupil Premium students performed in line with the rest of the school making outstanding progress of +0.66 in this category.
C	In some cases boys demonstrate poor attitudes to learning	Boys improve their overall attitude to learning.	<b>High</b> Our final Attitude to Learning data drop shows an increase in attitude to learning scores for PP students across all year groups. The average A2L score for boys in June was 3.59 compared 3.80 for girls, a significant difference from the February (remote learning) data where boys had an average score of 3.20 and girls 3.51.
<b>External barriers</b>			
D	In some cases attendance & punctuality	Reduce the gap in attendance between PP & non-PP students.	<b>Undetermined</b> Due to COVID disruptions we are unable accurately determine the impact of or interventions on attendance and punctuality.
E	In some cases high mobility due to socio-economic factors affecting consistency of provision for pupils.	Ensure the curriculum is tailored to fit students' individual needs, with a sharp focus on extra allocation of hours for core subjects?	<b>High</b> PP outcomes demonstrate the positive impact of curriculum tailoring to suit student's needs. The extra focus on core subjects allowed 86% of students to study level 3 courses at Post 16 in line with their aspirations.
F	In some cases a lack of routines including home reading, homework and having correct equipment.	PP students have opportunities to work independently in school & are equipped with the skills to do the same at home.	<b>High</b> Due to the introduction of remote learning as a result of COVID, we have seen a tangible increase in pupils working independently from home. Subjects such as Maths set the majority of H.W on line, where they can track and monitor pupils participation and success rates.
G	In some cases pupils may not be in a secure place mentally/emotionally.	PP students are able to develop personal and well as academic skills.	<b>Moderate</b>

			Despite COVID disruptions to learning our pupils continue to make exceptional academic progress, however we have experienced an increase in pupils needing extra emotional support. Our school trainee counsellor has seen a significant increase in pupils requiring both short and long term support. Due to a number of COVID related deaths our inclusions manager is delivering bereavement counselling to students.
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### Spending Summary

Provision	Annual Cost	Aim
Student support officer	£23,730	Helps students who struggle with organisational skills or encounter emotional barriers to learning overcome barriers in order to maximise learning time in the classroom.
Student attendance officer	£20,574	Allows for the close tracking and monitoring of student attendance, enabling the pastoral teams to put measures in place aimed at reducing persistent absence and potential school refusers.
School Counsellor	£32,937	A necessary post COVID resource aimed at helping students who struggle to overcome emotional barriers to learning
Student mentor	£31,158	Aimed at providing students struggling to cope with school life the ongoing academic and personal support allowing them to engage and participate in all areas of school life.
Academic interventions	£70,338	These are targeted at those who would most benefit from learning in smaller groups. COVID catch up plans involve a series of interventions with a particular focus on core subjects.
Staffing	£108,485	We have no doubt that hiring subject specialists who can deliver the best quality teaching and learning experience has the greatest impact to the progress of our disadvantaged pupils.
Enrichment budget 50%	£2,500	Aimed at increasing students cultural capital
RSL KS4	£37,882	To use assessment In order to track and monitor the progress made by students belonging to protected cohorts. Enabling middle leaders with the identification of underperforming students and facilitating the necessary intervention aimed at reducing gaps in knowledge and content.
RSO KS4/5	£20,171	To work alongside student's focussing on aspirations and attitudes to learning. Play a key role in the options process in order to ensure that students are in the correct subjects with the Ebacc at the heart of the curriculum
RSL KS3	£3,164.70	To ensure that schemes of learning and assessments at KS3 are well planned and adapted to suit the needs of all pupils
RSO GAMA	£3,647.60	Ensures students who make exceptional progress and attainment are recognised and supported in through post 16 and higher education processes.

Deputy SENDCO	£9,284.88	Aimed at providing our disadvantaged pupil who are also SEND with the correct provision that allows them to overcome barriers to learning linked to their specific needs.
Rewards budgets	£2,000	Acts as a constant incentive, celebrating achievements and attitudes
AHT 1 day per week	£14,078.40	Leads and reviews the Pupil premium strategy and offer
Careers	£9,120	Provides all students with the necessary advice and opportunities focussed on educational and career aspirations, leading to an increased uptake of courses at post 16 and employment, education or training at post 18.
Attendance	£18,079	Looks and tracking and monitoring attendance closely in order to ensure that our disadvantaged pupils do not missing out on their learning.
Resources for all	£11,850	Students have access to all materials, including revision resources, laptops and specialist equipment needed for subjects such as art or music.
Literacy	£25,000	The literacy gap is the biggest barrier to learning experienced by our disadvantaged pupils, strategies aimed to reduce the gap allows students to make progress across their subjects.
	<b>Total</b>	<b>£444.000</b>

## Pupil Premium Strategy Impact Breakdown

Planned expenditure		
Academic year	2020-2021	
The three headings below enable schools to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
<b>Allocated Budget: £220,100</b>		
<b>Ensuring all students receive quality first teaching</b>		
Chosen Action/ Approach	Impact Summary + How we know	Lessons Learned & Next Steps
Curricular literacy	Curricular literacy was a whole school development strategy and a key area for development for all. Curriculum areas were responsible for planning clear opportunities that allowed students to access and use subject specific vocabulary. A recent audit of this area shows that most curriculum areas have made literacy an explicit part of the everyday learning experience for pupils. NGRT data demonstrates that pupils reading age increases as they progress	<ul style="list-style-type: none"> <li>• NGRT data needs to be used more widely to inform planning across all subjects.</li> <li>• Curricular literacy will evolve into 'reading for meaning' in order to develop a variety of skills linked to excellent progress and attainment.</li> </ul>

	through the curriculum with the gap between PP and non PP students decreasing across all year groups. In 2020, Yr11 PP students who started in Yr7 with an average reading age of 11.7 reached an average reading age of 14.6 in Yr10 in comparison to 14.7 for non PP students. This data indicates that the reading age gap becomes almost insignificant by the time students get to KS4.	
All staff will receive appropriate CPD to facilitate development of effective high quality teaching.	The 2020-21 CPD programme was robust and continued throughout the year despite COVID restrictions. In our 2020 staff survey 89% of respondents agreed/strongly agreed that they felt challenged by the school in a positive way. 82% also agreed/strongly agreed that they had the right amount of CPD opportunities. We have no doubt that the continuous development of our staff, specifically in Quality First Teaching, is a key contributing factor to the schools outstanding outcomes of the last 4 years.	<ul style="list-style-type: none"> <li>• A more tailored CPD programme aimed at developing staff at all stages of their career.</li> <li>• A sharper focus on the low attaining students to ensure appropriate challenge for PP students?</li> </ul>
Formative assessment used to adapt teaching and learning to suit pupil's needs and identified areas of weakness.	Upon the return of students after the second lockdown curriculum leaders and teachers worked collaboratively to pin point student's gaps in knowledge and skill using a variety of assessment techniques. Careful adaptations to curriculum intent and implementation were made as a result. These included subjects such as Art swapping the order in which topics were taught, English resequencing their curriculum based on exam board advice. Most subjects introduced opportunities to go over content that had been taught remotely. Once again the impact of these strategies is visible in our excellent outcomes over the last 2 years despite significant disruptions to learning as a result of COVID.	<ul style="list-style-type: none"> <li>• There is a need for an assessment system that gathers information in-between formal data drops, this inform intervention and provision adaptation.</li> </ul>
Metacognition	Staff received 4 CPD sessions throughout the year focussing on Rosenshine's Principles, particularly metacognition in the classroom & online. Lesson exploration data shows that 90% of departments use a variety of learning to learn strategies such as scaffolding and mini whiteboards. These tactics have proved significantly successful for PP high prior attaining students who outperformed our non PP high prior attainers in the 2021 teacher assessed grade process.	<ul style="list-style-type: none"> <li>• During remote learning, teachers experienced a high volume of student participation using the chat option, this has been difficult to recreate in the classroom leading to some passivity.</li> <li>• Devise a strategic plan that empowers students to use strategies learnt in lesson at home, in order to develop their independent learning skills.</li> </ul>
Students will have the opportunity to do 2 work placements.	<p>Due to COVID restrictions, Yr10 students were not able to participate in work experience. However we were able to invite a number of guests including doctors, paramedics, authors, accountants, musicians who delivered a variety of workshops and talks. The feedback from the end of Y11 remote careers fair was incredibly positive with the overwhelming majority of students stating they found the event useful and enriching.</p> <p>All of our Yr12 students completed a virtual work experience with Reed. 60 students were also selected for a variety of guest speakers focussed on applied subject career paths.</p>	<ul style="list-style-type: none"> <li>• Develop a student participation log to allow for better analysis of attendance by cohort.</li> <li>• Devise a system that allows us match the careers activity to the pupil's future aspirations.</li> <li>• Potentially explore personality testing to support student reflection of learning styles, interests and career paths</li> </ul>

**Allocated Budget: ££165,420**

**Targeted Support**

Chosen Action/ Approach	Impact summary	Lessons Learned & Next Steps
<p>Fortnightly LABS (Learning, Attendance, Behaviour, Safeguarding ) meetings will allow for the clear identification of student needs and the correct intervention to be implemented.</p>	<p>LABS meetings (Year 7-13) act as an instrumental platform, allowing all representatives to discuss and triangulate information central to pupil's academic and personal progress. The aim of the meetings is to use data in order to identify the students who are/or run the risk of underachieving; collaboratively we identify potential barriers to learning and commission the most suitable intervention aimed at removing the identified hurdle.</p> <p>The Yr11 LABS impact report shows that our PP students received a total of 179 LABS interventions. The impact of these is evident across the board, from the improvement in A2L scores to the excellent outcomes, it is clear that students are being supported in order to reach their full potential.</p>	<ul style="list-style-type: none"> <li>• Each area represented in LABS to come up with their own set of termly impact measures in order to increase ownership and accountability of the interventions.</li> <li>• Develop a systematic approach to student and parental feedback on impact</li> </ul>
<p>Academic interventions</p>	<p>Assessment data allowed for clear identification of students in need of extra academic support. Intervention plans were bespoke, using question level analysis to correctly identify and target subject specific gaps in knowledge and skill. Attendance to interventions shows that Yr11 PP students accessed an average of 5.4 extra hours of learning during the Easter break. Our PP pupils also received an average of 5.46 extra learning hours during Saturday interventions in the run up to exams.</p>	<ul style="list-style-type: none"> <li>• COVID restrictions prevented students from accessing interventions. School will work on a hybrid model of online and in person interventions that allows all pupils to make full use of this invaluable provision.</li> </ul>
<p>Gold/ Silver ties/ Subject badges.</p>	<p>Pupil Premium students are well represented amongst our Gifted &amp; More Able cohort. 35% of Silver tie students (Yr10 GAMA) and 31% of Yr11 Gold tie (Yr11 GAMA). PP students are also highlighted for their academic achievements in the lower year groups using subject champion badges. In Yr8 18 PP students were awarded the badge twice, along with 22 PP students in year 9. As a result of these initiatives we have seen a 22% increase in the number of Barnhill students attending Russell Group Universities last year.</p>	<ul style="list-style-type: none"> <li>• Develop a provision for 'lost' GAMA pupils who are failing to make the expected progress but demonstrate positive attitude to learning.</li> </ul>

Monitoring of boys behaviour to learning and overall attitudes to school.	Heads Of Year work tirelessly in order to ensure that boys overall attitude to learning matches that of girls at Barnhill. As well as LABS they use a variety on ongoing monitoring systems such as GO4schools, which allows for the close analysis of behaviour by gender as well as category. Interventions such as reports and lesson monitoring allow the pastoral teams to pin point specific barriers to learning experienced by boys. The impact of these strategies was demonstrated in boy's average attitude to learning data which noted an increase from 3.53 in October to 3.59 in June. It is part of the cohort data analysis where all CLs are expected to analyse and intervene throughout the year.	<ul style="list-style-type: none"> <li>• Although the attitude to learning data shows that boy's attitude to learning is improving, this has not yet been felt in the attainment and progress data.</li> <li>• Boys will continue to be a priority cohort.</li> </ul>
Parental Communication	Due to the 2 national lockdowns as a result of COVID19, parental communication increased significantly. During both periods, support staff were responsible for calling a set number of pupils on a weekly basis checking on academic progress and wellbeing. The initiative was incredibly successful resulting in very strong relationships with our parents. Our 2020 parent survey shows that 69% of felt that communication was good or excellent. Despite COVID participation in remote parents evening was outstanding, in Yr10 and 11 alone there were over 800 meetings/calls made to our disadvantaged pupils parents.	<ul style="list-style-type: none"> <li>• Further work needs to be carried out in order to involve parents in student's specific learning needs.</li> <li>• A strategic approach is required to engage the parental community and strengthen a more collaborative approach to develop learning.</li> </ul>

<b>Allocated Budget: £58,478</b>		
<b>Specialist Support/Other Support</b>		
<b>Chosen Action/ Approach</b>	<b>Impact Summary</b>	<b>Lessons Learned &amp; Next Steps</b>
PP Students below the reading score of 100 will be enrolled on to the 'Thinking reading programme'	Pupil Premium pupils enrolled in the 'Thinking Reading' programme last year all made significant progress. Those students with the least rapid progress will continue on this programme until they reach their expected reading age.	<ul style="list-style-type: none"> <li>• Train another staff member to deliver Thinking Reading in order to increase the impact of provision.</li> <li>• 'Thinking Reading' doesn't test or develop comprehension, as such pupils who graduate from this provision must be enrolled in the Lexia programme.</li> </ul>
LAC students provided with bespoke curriculum and support plan that will encourage personal and academic progress.	According to our Yr11 LABS records, 55 bespoke interventions were commissioned aimed at improving personal and academic progress of our 5 LAC students in Yr11 last year. These included curriculum adaptations, PEP meetings, learning walks as well as providing resources such as laptops and revision guides. As a result all students completed the academic year and were able to secure Post 16 placements in line with their future aspirations.	<ul style="list-style-type: none"> <li>• Continue to work with external agencies in order to ensure LAC pupils feel supported to achieve their best.</li> <li>• All LAC students will have a school mentor available to them.</li> </ul>

<p>Special arrangement made for any vulnerable students during assessment periods</p>	<p>Access arrangements were successfully applied during exams. 16 Pupil Premium students in year 11 received a variety of support including 25% extra time as well as access to readers and scribes. This provision ensured our Pupil Premium, SEND &amp;/or EAL students were not disadvantaged during the examinations process. The impact of the provision is evident in our A8 score for PP and SEND students who achieved an average score of 34.53 compared to the national average of 27.6. Special considerations were also taken into account as part of the school's TAG process. A total of 32 Yr11 students, of which 53% were PP received an average of 4% extra weighting to each of their papers.</p>	<ul style="list-style-type: none"> <li>• Some students refuse to use the extra 25% time awarded.</li> <li>• SEND department to train students who receive bespoke access arrangements to use provision effectively.</li> <li>• Post COVID vulnerable list to be drawn up early October in order to allow targeted provision arrangements to be in place by the Yr11 November PPE's.</li> </ul>
<p>Resources &amp; cultural enriching experiences.</p>	<p>Every department provides students with the necessary resources allowing pupils to access learning beyond the classroom. During both lockdowns the school provided pupils with resources such as art packs, instruments, text books and revision guides. As part of national COVID laptop scheme, the school handed out in excess of 200 laptops, allowing all pupils to access remote learning. Our student voice showed that over 98% of all PP students had access to a laptop and the internet. At the end of the summer term students participated in a range of activities ranging from a Yr10 trip to Bournemouth, STEM workshops, sports day as well as a variety of other outings and in school workshops aimed enriching students cultural capital and overall learning experiences.</p>	<ul style="list-style-type: none"> <li>• Continue gathering regular student voice in order to identify which resources students need.</li> <li>• Use the character curriculum to create opportunities aimed at enriching pupil's cultural capital and experiences.</li> </ul>

**Total Cost for all areas: £444.000**



