

Pupil premium strategy statement 2021-2022

School overview

Detail	Data
School name	Barnhill Community School
Number of pupils in school	1514
Proportion (%) of pupil premium eligible pupils	7-11(39%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	21/09/2021
Date on which it will be reviewed	January 2022
Statement authorised by	Mr John Jones & Mrs Tayyba Qureshi
Pupil premium lead	Nelma Monteiro
Governor / Trustee lead	Jake Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 454,580
Recovery premium funding allocation this academic year	£ 69,020
Pupil premium funding carried forward from previous years	£ 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	£ 523,600

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding that aims to improve the educational outcomes of disadvantaged pupils. Evidence shows that children who come from disadvantaged homes generally face additional challenges and barriers in reaching their full potential and as a result do not perform as well as non-disadvantaged pupils. At Barnhill we believe that ALL students can and should succeed despite their social or economic backgrounds. Our intent is to raise aspirations and instil our pupils with the academic and personal qualities needed to be positively active and contributing members of society, capable of achieving success beyond school.

Our strategy is informed by a variety of data that allows for the identification of the internal and external barriers to learning faced by our disadvantaged pupils. Once barriers are identified, we aim to provide our disadvantaged students with bespoke interventions and appropriate skillset, targeted at overcoming these challenges and barriers to learning using our 3 tier approach in line with EEF guidance.

Our Pupil Premium outcomes for the last five years are significantly above national average, however we are aware of the short and long term effects COVID has/will have on our students. As such, this year's strategy places great importance on CPD for our teaching and non-teaching in order to further embed opportunities in every lesson that allow students to develop their literacy and numeracy skills. Our Character Curriculum will continue to create opportunities that enhance pupil's cultural capital and aspirations.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Significant loss of learning</p> <p>The loss of learning that took place as a result of COVID means that our students, particularly the disadvantaged are in need of academic intervention aimed at bridging gaps in skill & knowledge.</p>
2	<p>Lower levels of literacy</p> <p>Based on NGRT data:</p> <p>50% of disadvantaged pupils in Yr7 are below their expected reading age 41% of disadvantaged pupils in Yr8 are below their expected reading age. 39% of disadvantaged pupils in Yr9 are below their expected reading age. 42% of disadvantaged pupils in Yr10 are below their expected reading age.</p>
3	<p>Lack of independent learning skills</p> <p>Inability to self-regulate and learn independently can result in our disadvantaged students falling behind their peers in terms of both progress and attainment.</p>
4	<p>Issues with attendance & punctuality</p> <p>Our disadvantaged students are more likely to be late or have unauthorised absences. Since the start of COVID we have experienced a tangible decline in attendance as well as an increase in persistent absentees and school refusers.</p>
5	<p>Lower than expected aspirations</p> <p>Our disadvantaged students come from homes where there is little or no experience of higher education, this can lead to low aspirations as well as a general inability to set long term goals. Often with limited understanding of life beyond the local area, our disadvantaged pupils lack the cultural capital needed to participate in life beyond Hayes.</p>
6	<p>Emotional needs and pastoral support</p> <p>We know that COVID has had a detrimental impact on the mental health and wellbeing of our students. We understand that students from low social and economic backgrounds are at more risk and often require extra support.</p>

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
<p>1. Disadvantage students continue to make exceptional progress in all subjects but particularly in English and Maths.</p>	<ul style="list-style-type: none"> • Disadvantaged students make progress in line (and increasingly above) with the schools expectations. • Increased number of disadvantaged students are entered for the full Ebacc qualification. • The books & assessments of disadvantaged students demonstrate sustained progress of knowledge and skill over time with evidence of knowing more and remembering more. • Disadvantaged pupils have daily opportunities to read. • Students below their chronological reading age are enrolled in one of the school's reading intervention programmes; making sustained rapid progress.
<p>2. Disadvantaged pupils read regularly and widely.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils reading ages improve as they progress through the curriculum. • The reading age gap between disadvantaged and non-disadvantaged pupils decreases year upon year. • Learning walks show that a reading activities are well embedded across the curriculum. • Pupil voice regarding opportunities and the benefits of reading is positive.
<p>3. Disadvantaged students demonstrate positive attitude to learning. Their contributions are felt within and beyond the classroom.</p>	<ul style="list-style-type: none"> • Learning walks demonstrate that students are engaged and active in their learning. • Student voice shows positive attitudes to learning. • Disadvantaged students are well represented amongst: <ul style="list-style-type: none"> ➤ Ethos Committee ➤ Prefects ➤ Student council • Reduction in negative behaviour incidents.

	<ul style="list-style-type: none"> • Attitude to Learning data demonstrates increasingly higher average point score for disadvantaged students.
4. Disadvantaged students have excellent levels of attendance & punctuality.	<ul style="list-style-type: none"> • Attendance is in line or above national averages. • Students with low attendance & punctuality are supported by the school's attendance and pastoral teams using tactics such as reports and parent meetings. • Clear and effective use of the school's attendance & punctuality policy, with appropriate referrals made once the threshold is met. • Personalised and close contact with home to ensure the school is working in collaboration with parents and students
5. Disadvantaged students access level 3 Post 16 courses and secure places at Russell Group Universities.	<ul style="list-style-type: none"> • Destinations records demonstrate an increasing number of disadvantaged students taking Level 3 post 16 courses. • Sixth form destinations show an increasing number of students go onto higher education including Russell Group universities. • Disadvantaged students are well represented amongst the Gifted & More Able and Subject Champion programmes.
6. Disadvantaged students feel safe and secure at school, participating in wider school life as well as making good academic progress.	<ul style="list-style-type: none"> • Student voice shows pupils feel safe and supported by the school. • PSHCE is taught to a high standard across all year groups. • SMSC is taught through and beyond the formal curriculum, supported by assemblies and drop down days. • External agency referrals are made when the school recognises that a pupil or family may need extra support. • Disadvantaged pupil attendance to parents evening is in line with other non-disadvantaged pupils. • Disadvantaged pupils attend trips and cultural enriching activities, in line with other non-disadvantaged pupils. • Disadvantaged pupils attend extra-curricular activities/clubs, in line with other non-disadvantaged pupils.

Pupil Premium Spending

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

Item:	Cost:	Objective:
Whole school development		
CPD	£6,900	A bespoke tailored CPD plan allows for all members of staff to develop in their roles and strengthen Quality First Teaching, leading to low staff turnover and thus an enhanced quality of education for all students.
Staffing	£174,966	Ensuring that students are taught by subjects specialists, experts in their fields in order to expose our pupils to the best that has been thought and said.
PP AHT (1 day P/W)	£14,078	Assistant Head Teacher in charge of implementing and embedding strategies across all areas of the school aimed at reducing barriers to learning experienced by PP students.
Assessment:		
NGRT	£8,400	These are carried out twice a year enabling systematic tracking of students' reading ages. This method allows for clear identification of students in need of extra literacy support.
MidYis	£4,076	MidYis has replaced the end of KS2 SATS. The results are used to set and stream students in Yr7 as well as exploring learning styles in the classroom, with a view to upskill staff on how best to utilise these in the classroom and make appropriate provision in their planning.
Access arrangements- testing and invigilation	£1,700	To remove barriers experienced by students during formal examinations in order to ensure students with bespoke needs are not disadvantaged.
Reading Interventions		
Lexia	£1,770	The programme aims to develop student's reading/literacy skills whilst also improving comprehension and bringing students' literacy proficiency in line with their peers.
Thinking Reading	£6,457	An intensive programme aimed at students who are 2 years or more below their chronological reading age, enabling students to make rapid and sustained progress and bring in line with their peers to access the curriculum.

Library refurbishment	£5,600	Promotes the love of reading. Acts as a 'safe' study place for all, in particular students who do not have the correct learning environment at home.
Reading technologies coordinator	£1,436	To ensure that reading is at the heart of the curriculum, introducing fun and exciting activities in and beyond the classroom which enhance pupil's reading and literacy skills.
Targeted Academic support		
KS4 Raising Standards Leader	£10,201	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.
KS3 RSO	£4,783	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.
KS3 RSL	£7,017	To ensure that schemes of learning and assessments at KS3 are well planned and adapted to suit the needs of all pupils.
Protected Cohorts Maths Rep	£1,500	Uses Maths assessment data to identify underachieving students belonging to the protected cohorts. Advises the department regarding necessary adaptations to intent & implementation that will allow students to make the expected progress and bridge gaps in skill and knowledge.
Protected Cohorts English Rep	£1,500	Uses English assessment data to identify underachieving students belonging to the protected cohorts. Advises the department regarding necessary adaptations to intent & implementation that will allow students to make the expected progress and bridge gaps in skill and knowledge.
GAMA (Gifted And Most Able) coordinator	£2,072	Ensures students who make exceptional progress and attainment are recognised and supported in through post 16 and higher education processes.
Out of school hours Interventions. (Saturday) & Half terms.	£98,000	These interventions 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.
Yr11 Maths Breakfast Club	£3,000	Students in need of extra support in Maths are able to attend this intervention on a daily basis, building both confidence and knowledge in the subject.
Educational resources/ revision guides	£15,000	All disadvantaged students are provided with the necessary resources to access the learning from home. Lack of resources should not be a barrier to learning.

Wider Support		
Attendance support officer	£6,000	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.
Student services	£11,868	Helps students who struggle with organisational skills or encounter emotional barriers to learning overcome barriers in order to maximise learning time in the classroom.
School counsellor	£32,937	A necessary post COVID resource aimed at helping students who struggle to overcome emotional barriers to learning.
EWO attendance services	£9,039	This service works alongside the attendance team in order to prevent further attendance issues and prolonged disruptions to learning as a result of missing school.
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.
Trips & Visits	£10,000	Builds students cultural capital and skill.
Rewards	£5,000	Acts as a constant incentive, celebrating achievements and attitudes.
Hegarty Maths subscription	£1,200	Remote Maths learning platform that students can access in school and beyond. Encourages pupils to work independently, tackling their own gaps in knowledge.
Educake Subscription	£960.00	Remote Science learning platform that students can access in school and beyond. Encourages pupils to work independently, tackling their own gaps in knowledge.
	Total	£ 454,580

Main activities this academic year:

Quality of teaching for all

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Aim
1/2	All staff will receive appropriate CPD to facilitate development high quality teaching. With a particular focus on reading for meaning and metacognition.	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (EEF)</p>	Continue to improve Quality First Teaching and learning experience for all pupils in line with whole school aims.
1/2	All staff will participate in 'instructional coaching'- aimed at improving classroom practice and overall quality of provision. '	<p>Research Review- Elizabeth Foster</p> <p>'Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses immediate problems of practice, and targets instructional practices with the intent of improving student learning (Croft, Coggshall, Dolan, Powers, & Killion, 2010). Coaching is a core element of Learning Forward's comprehensive professional learning work with districts and schools. We therefore have a special interest in research findings about its impact.</p>	Continue to improve Quality First Teaching and learning experience for all pupils in line with whole school aims.
1/2	Extra teachers of core subjects are available across the timetable to allow for targeted small scale intervention.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (EEF)	Provide those who need it with 'extra' opportunities to develop knowledge and skill in core subjects allowing them to make sustained progress over time.
1/2	Raising standards leaders and protected cohort representatives ensure pupil premium progress data is readily available and used to inform future planning and provision in line with student/cohort needs.	Education policy	Ensuring the close tracking & monitoring of disadvantaged pupils so that no pupil gets left behind.

Targeted academic support

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Aim
1/2	Reading/Literacy 121 interventions- Thinking Reading & Lexia	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	To ensure disadvantaged pupils reading age is in line or above their expected reading age.
1/2/3	Saturday academic Interventions.	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behavior, and better relationships with peers. (EEF)	Bridge the identified gaps in knowledge and skill to allow disadvantaged pupils to continue to make outstanding progress.
4/3	121 Head of Year mentoring focussing on Post 16 aspirations and destinations.	By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment (EEF)	To ensure disadvantaged pupils are able to fulfil their aspirations.
2/4/3	121 Specialist academic mentoring	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. (EEF)	Provide disadvantaged students with a mentor that can help and support them overcome academic and personal barriers to learning.

Wider strategies

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Aim
5	Counselling to support emotional health & wellbeing	DFE Impact of behaviour and wellbeing on outcomes paper: As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement, while Demographic and other characteristics become less important	Provide a safe and supported environment where disadvantaged pupils can make both academic and personal progress.
1/5	Breakfast Club	More generally, this work shows that health- and nutrition-based policies can have real impacts on educational outcomes. In fact, providing a breakfast club in disadvantaged schools looks more cost-effective than both the universal provision of free school meals for infant pupils and many other interventions targeted directly on educational outcomes. (Institute for Fiscal Studies)	To ensure that disadvantaged pupils have access to food which allows for better levels of concentration.
4	Help with cost of educational trips and visits	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. The searches in the Toolkit look for studies that include an academic impact, so there may be a greater number of studies that focus on non-academic outcomes. . (EEF)	To enrich the cultural capital of our disadvantaged pupils.
1/2	Help with subject specific resources/materials.	Among the many potential outcomes, the trips have been provided many opportunities to students for doing new experiences which can enhance interest and association in science and its results must be affective and science students are satisfied with more positive and pleasant feelings towards science learning.(Global Social Sciences Review)	To allow our disadvantaged pupils to learn independently beyond the classroom.

Total budgeted cost: £454,580

Programme	Provider
Lexia	Lexia Learning Systems
Hegarty Maths	Hegarty Maths
Educake	Educake.co.uk

Further information

Strategy overview:



