

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the **2023 to 2024** academic to help improve the achievement of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Birchwood Community High School
Number of pupils in school	898 (916 including Year 13)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3-year plan 2021-22 2022-23 <b>2023 -24</b>
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Mills
Pupil premium lead	Samantha Rigby-White
Governor / Trustee lead	Gabriel Calwell

Total	On Roll	CIC	SEN K	SEN E	PP	% PP
Year 7	204	1	33	3	72	35%
Year 8	187	1	43	4	72	38%
Year 9	188	1	38	3	67	36%
Year 10	157	0	21	2	52	33%
Year 11	162	0	23	5	39	24%
<b>Total</b>	<b>898</b>	<b>3</b>	<b>158</b>	<b>17</b>	<b>302</b>	<b>34%</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,161
Recovery premium funding allocation this academic year	£76,176
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If academic year	£365,352

## Part A: Pupil premium strategy plan

### Statement of intent

At Birchwood Community High, we believe that every student deserves to have thoughtful, purposeful and enjoyable lessons throughout their time at school and across all of their subjects. Therefore, all of our students follow a curriculum that is 'knowledge-rich'. Our key priority when supporting disadvantaged students is to ensure they are receiving quality first teaching and learning, which is underpinned with quality first CPD.

*'The quantity and quality of what children know is, I believe, the most important difference between them. Those who know more are, on average, cleverer than those who know less. Although we might perceive some children to be more 'able' than others, this is unimportant because there's not really anything we can do about it. We can, however, do an awful lot about developing the quality of what children know. This perspective, which puts knowledge at the heart of what it means to be clever, offers both hope and clear way forward.'* Didau, D (2019)

Our Pupil Premium Plan aims to address the main barriers our children face. Through high quality teaching and learning, targeted support and intervention and exploring effective wider strategies our aim is to close the gap to ensure all our children are provided with opportunities to enjoy success.

### Challenges

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

Challenge number	Detail of challenge
1	Attitude to learning and behaviour in lessons
2	Reading & Oracy skills
3	Retaining knowledge – supporting students to remember key knowledge in readiness for assessments and exams
4	Attendance/motivation and attitudes

### 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
To ensure that our disadvantaged students experience Quality First Teaching (QFT) ensuring potential barriers to learning are removed and that lessons follow our key lesson principles.	Greater engagement in learning Increased quality observed in student's work Overall increase in headline P8 score to be in-line with other students nationally with the same starting point. (1)

<p>Improve attitude to learning and behaviour across all lessons and key stages through our new Birchwood Values.</p>	<p>Reduced number of behaviour incidents logged for PP students.</p> <p>Increased engagement is evident in classroom observations and learning walks.</p> <p>Successful use of the ATL system embedded across lessons and used consistently.</p> <p>Praise culture well embedded across school (1)</p>
<p>Improve literacy levels so that pupils can access the whole curriculum.</p>	<p>Standardised reading scores are in line, or above, national averages.</p> <p>Improved assessment/ exam data for PP students (2)</p>
<p>Improve oracy levels so that students can access the whole curriculum and contribute confidently to lessons.</p>	<p>Increased engagement in lessons – following a no opt out culture.</p> <p>Improved oral responses to questions posed in lessons.</p> <p>Explicit teaching around vocabulary development. (2)</p>
<p>To ensure students are taught how to remember key knowledge, through lesson delivery, curriculum sequencing, homework, and wider school strategies.</p>	<p>Increased confidence in students' attitude towards assessments and exams.</p> <p>Improved data in recall 5 and low stake tests</p> <p>Improved assessment/exam data for PP students. (3)</p>
<p>Improve attendance levels.</p>	<p>PP students will achieve, or exceed, attendance percentages in line with national averages.</p> <p>Increased parental engagement demonstrated.</p> <p>Attendance tracked and monitored consistently.</p> <p>Case studies to track impact. (4)</p>
<p>Students gain improved self-confidence and self-esteem and become more actively involved in school life.</p>	<p>Increased number of disadvantaged students accessing in school and after school activities.</p> <p>Increased number of disadvantaged students involved in groups (e.g. school council, leadership hubs)</p> <p>(4)</p>

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£140,542**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of quality first teaching through our Professional Growth & CPD programme.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  EEF Guide to the Pupil Premium - <i>“ensuring that an affective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i>	1
Whole school “Walk Thru” approach- evidence-based strategies to support Quality First Teaching.	EEF – Putting evidence to work	1
Values Vow – character education and cultural capital experiences and opportunities embedded through our PSHE programme.	Character education framework – November 2019  Character, resilience and British values such as tolerance are important characteristics, which we want to develop in children and young people. Education should help prepare learners to lead ethical, productive and fulfilling lives and to contribute positively to society (education inspection framework – research document)	1
Teaching & Learning in the Ancora Centre – KS3 & KS4 literacy and numeracy intervention	Literacy and numeracy catch up strategies – DFE 2018	1
Blended learning to further support narrowing the gaps caused by Covid 19 Lockdowns.	Digital technology can add up to +4 months progress (EEF, 2020)	1 & 2

Memory workshops/ key knowledge overviews for all students / PSHE programme	Education inspection framework – overview of research – page 19 Research on memory and learning is at least in part defined as a change in long-term memory. As Sweller and others have pointed out, ‘if nothing in the long-term memory has been altered, nothing has been learned’, although there are, of course, other aspects to learning. It is, therefore, important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.	3
External visits to other schools for SLT and middle leaders	EEF Guide to the Pupil Premium - “ensuring that an affective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”	1,2 & 3

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£63,658**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Literacy tutor	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	2
Books, revision guides and revision resources provided to students as part of year 11 strategy. To facilitate independent study and engage parental support.	EEF suggest +8 months progress for metacognition and self-regulation	2 & 3
2 x new TA’s to support targeted intervention	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	1,2 & 3

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£161,152**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing intervention from the Polaris team to positively reinforce attitude to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environments.	1
Refined school behaviour policy relaunched with all students with a strong focus on high expectations and our school vision – aspiration, knowledge and kindness. All staff to be aware of the impact of positive praise/reward points v negative points.	EEF Supporting Behaviour in Schools Guidance - <i>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students</i>	1
Mental Health Support as part of a graduated response to deal with the ongoing aftereffects of the Covid 19 pandemic and an increased understanding of EBSA. A designated team in place (including a Senior Mental Health Lead and a trained ELSA).	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 had a significant negative impact with 54% of children and young people with a mental disorder saying that lockdown had made their life worse.	4
Ensure all identified PP students with poor attendance to school have access to key staff and barriers to attending school are identified and a personal attendance plan is completed, reviewed and impact tracked. This is supported by the employment of a new school attendance officer for September 23	EEF – common barriers to learning for disadvantaged children can be attendance and punctuality issues.	4

<p>Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.</p>	<p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.</p>	<p>1 &amp; 4</p>
<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>4</p>
<p>Offer bespoke SEMH interventions to pupils who require additional support.</p>	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p>	<p>4</p>
<p>Ensure PP students are engaging with all extracurricular opportunities including our leadership and faculty hubs as well as other enrichment opportunities at lunchtime and after school including - Cadets, and the Duke of Edinburgh's Award Scheme PP financial support provided via 20% school funding for Y7 Residential PP support for other residential trips as requested/agreed</p>	<p>EEF Toolkit - +4 months for outdoor adventure learning</p> <p>EEF- Evidence on life skills and enrichment.</p>	<p>1 &amp; 4</p>

**Total budgeted cost: £365,352**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Nationally, following the pandemic and the first set of external exams taken in 21-22, the PP gap widened. This was a national picture and one we have continued to focus on within our strategy. The EEF report titled "The impact of COVID-19 on Learning: A review of the evidence" published in May 2022, identified the North- West as an area that studies found had experienced some of the greatest learning losses at the end of the summer term of 2021.

In 2022-2023 however, we saw an improving trend linked to Pupil Premium students across all areas.

#### 1. Academic Impact data identifies the following:

Cohort Summary							
Measure	Disadvantaged	2023	2022	2023 SISRA Schools Average %	2022 SISRA Schools Average %		
Cohort	All	138	155	100	100		
	_No Disadvantaged	100 (72.5%)	124 (80%)	70.5	70.6		
	Disadvantaged	38 (27.5%)	31 (20%)	29.5	29.4		
Progress 8 Summary							
Measure	Disadvantaged	2023	2022	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)	2022 SISRA Schools Average	2022 Exams vs. SISRA (Diff)
Average Total Progress 8	All	-0.38	-0.77	0.01	-0.39	0.01	-0.78
	_No Disadvantaged	-0.26	-0.51	0.18	-0.44	0.18	-0.69
	Disadvantaged	-0.65	-1.79	-0.41	-0.24	-0.4	-1.39
	GAP	0.39	1.28	0.59	-0.2	0.58	0.7
	GAP Improvement	-0.89					
Progress 8 - English							
Measure	Disadvantaged	2023	2022	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)	2022 SISRA Schools Average	2022 Exams vs. SISRA (Diff)
Average English Progress 8	All	-0.42	-0.77	0	-0.42	0	-0.77
	_No Disadvantaged	-0.31	-0.52	0.16	-0.47	0.16	-0.68
	Disadvantaged	-0.68	-1.8	-0.39	-0.29	-0.38	-1.42
	GAP	0.37	1.28	0.55	-0.18	0.54	0.74
	GAP Improvement	-0.91					
Progress 8 - Maths							
Measure	Disadvantaged	2023	2022	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)	2022 SISRA Schools Average	2022 Exams vs. SISRA (Diff)
Average Maths Progress 8	All	-0.16	-0.43	0	-0.16	0	-0.43
	_No Disadvantaged	-0.14	-0.18	0.16	-0.3	0.16	-0.34
	Disadvantaged	-0.22	-1.41	-0.39	0.17	-0.39	-1.02
	GAP	0.08	1.23	0.55	-0.47	0.55	0.68
	GAP Improvement	-1.15					
Progress 8 - EBacc							
Measure	Disadvantaged	2023	2022	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)	2022 SISRA Schools Average	2022 Exams vs. SISRA (Diff)
Average EBacc Progress 8	All	-0.55	-0.9	0	-0.55	0	-0.9
	_No Disadvantaged	-0.49	-0.63	0.19	-0.68	0.19	-0.82
	Disadvantaged	-0.69	-1.97	-0.45	-0.24	-0.46	-1.51
	GAP	0.2	1.34	0.64	-0.44	0.65	0.69
	GAP Improvement	-1.14					
Progress 8 - Open							
Measure	Disadvantaged	2023	2022	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)	2022 SISRA Schools Average	2022 Exams vs. SISRA (Diff)
Average Open Progress 8	All	-0.32	-0.88	0	-0.32	0	-0.88
	_No Disadvantaged	-0.09	-0.6	0.18	-0.27	0.18	-0.78
	Disadvantaged	-0.88	-2	-0.44	-0.44	-0.44	-1.56
	GAP	0.79	1.4	0.62	0.17	0.62	0.78
	GAP Improvement	-0.61					

#### Cohort Summary

We had a larger cohort of Disadvantaged students in 2023, which is more in line with the SISRA 'National' picture than we were in 2022 (where we had less Disadvantaged students than the 'National' figure). This makes any Progress improvements on last year even more pronounced.

#### Gap Improvement

Disadvantaged vs non-disadvantaged gap has closed across all Progress 8 measures when comparing year-on-year school results.

When comparing to SISRA 'National' data, the Maths and Ebacc gap has closed substantially better than other SISRA schools. Only the Open basket has a gap which hasn't closed at a better rate as the SISRA 'National' figure.

### Progress Figures

Disadvantaged figures are much closer to the SISRA 'National' figures than last year - in particular, Maths scored higher than other SISRA schools for Disadvantaged. Other baskets are still below the SISRA 'National' figure.

SISRA 'National' figures are relatively unchanged from 2022 to 2023, meaning that our improvement is bucking the 'National' trend somewhat.

### KS3 Reading Data

Reading intervention data for KS3 PP students demonstrates a positive trend with the following impact:

Year	SGP Median		SS	NRSS	PR	Reading Age	ZPD
7		Pretest Avg	186	70	2	7:02	1.8-2.8
		Posttest Avg	345	81	10	8:06	2.6-3.6
		Change	+159	+11	+8	+1:04	

Year	SGP Median		SS	NRSS	PR	Reading Age
8		Pretest Avg	216	71	3	7:05
		Posttest Avg	614	94	34	10:09
		Change	+398	+23	+31	+3:04

Year	SGP Median		SS	NRSS	PR	Reading Age
9		Pretest Avg	297	76	6	8:01
		Posttest Avg	669	97	41	11:03
		Change	+372	+21	+35	+3:02

#### Summary

Class	Teacher	Students Included	Year	SGP Median	SS	NRSS	PR	Reading Age	ZPD	Est. ORF
70	OBrien, A	9	7		Pretest Avg	294	79	8	8:01	2.3-3.3
					Posttest Avg	340	81	10	8:05	2.5-3.5
					Change	+46	+2	+2	+0:04	

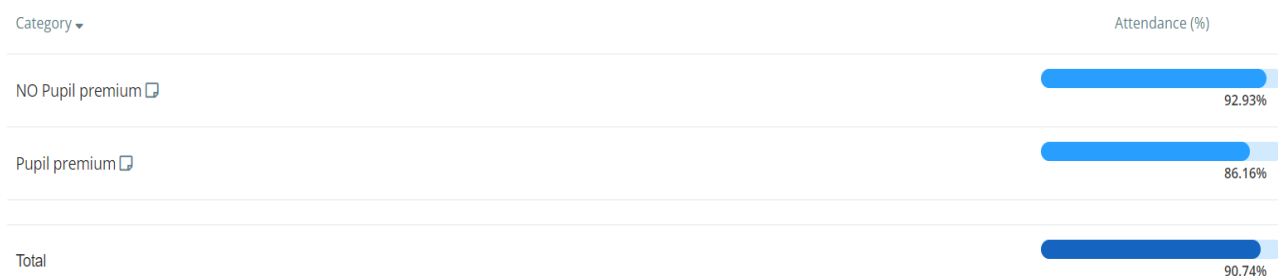
#### Summary

Class	Teacher	Students Included	Year	SGP Median	SS	NRSS	PR	Reading Age	ZPD	Est. ORF
80	OBrien, A	4	8		Pretest Avg	463	89	23	9:06	3.1-4.7
					Posttest Avg	558	93	32	10:03	3.5-5.5
					Change	+95	+4	+9	+0:09	

As can be seen above, the increase in Reading age (including standardised scores) shows a significant increase for targeted students.

### 1. Increase in rates of attendance for those eligible for PP

The data identifies that whilst there was a drop in attendance during the pandemic, we are beginning to see some improvements as we focus on the wider strategies. Attendance remains a national challenge with the national average remaining significantly lower than pre-pandemic levels. The gap between PP and non-PP students for 22-23 sat at 6.7%. This gap is 2% wider than the previous year and as a result, our strategy for 23-24 has focussed on this with a range of new strategies, including a new attendance officer and an improved LA SLA.



The EEF report following the pandemic highlighted that:

“At no point since the start of the pandemic has school attendance been returned to the average attendance reported in census returns in 2019/20 (95%).”

“At the end of March 2022, attendance was 88.6% (DfE education statistics).”

“In addition to absences caused by children or close contacts catching COVID-19, research from Ofsted has indicated that top causes of absence included anxiety, disengagement from education during the pandemic and other specific health needs (Ofsted, 2022).”

We are therefore increasing our support around anxiety and emotionally based school avoidance (EBSA) support with increased staff training.

### 1. Improved aspirations of students eligible for PP by the further development of effective CEIAG structures and a comprehensive Personal Development programme. This includes:

- An improved PSHE programme with a strong focus on CEIAG for all students.
- Improved uptake from PP students in extracurricular activities with only a small gap compared to non-PP students.

**Table 3 This data shows the % of PP/SEN/EAL students who took part**

	TARGET	OVERALL	
<b>Extra Curricular</b>			
OVERALL Total number of students who did Extra Curricular	50%	64% (540)	
NON PP	50%	68% (390)	77% 570 non PP students in school
PP	50%	54% (150)	33% 280 PP students in school
NON SEN	50%	66% (354)	63% 535 non SEN students in school
SEN	50%	59% (186)	37% 315 SEN students in school
NON EAL	50%	65% (495)	90% 762 non EAL students in school
EAL	50%	52% (45)	10% 87 EAL students in school
<b>House Competitions</b>			
OVERALL Total number of students who did House Competitions	80%	95% (803)	
NON PP	80%	96% (546)	77% 570 non PP students in school
PP	75%	92% (257)	33% 280 PP students in school
NON SEN	80%	95% (508)	63% 535 non SEN students in school
SEN	80%	94% (295)	37% 315 SEN students in school
NON EAL	80%	95% (727)	90% 762 non EAL students in school
EAL	80%	87% (76)	10% 87 EAL students in school

- Opportunities for students to attend open days and taster events
- All Y11 PP students had careers guidance meetings. There is positive destination data for all Year 11 leavers. 98% of 2022-2023 Y11 students are in education, employment or training. There is no gap between PP students and non-PP students with 98% of both groups attending post 16 education, employment or training.
- Behaviour ratio data identifies only a small gap (5%) in the ratio of positive to negative points awarded between PP and non-PP students and is a target for 23-24.

## Behaviour breakdown

1/9/2022 to 22/7/2023

CATEGORY	POSITIVE	NEGATIVE	RATIO	
NO Pupil premium	316569	-15118	95%	
Pupil premium	130864	-14693	90%	
	<b>447433</b>	<b>-29811</b>	<b>94%</b>	<b>TOTAL</b>

## Further information

For Pupil Premium spending, we also allocate a small amount throughout the year on subject specific interventions. Faculties can request funding but must show the rationale and evidence base for the funding request. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.