Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment 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	Biddulph High School
Number of pupils in school	631(in Years 9-11)
Proportion (%) of pupil premium eligible pupils	144 – 22.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	E Robinson (Head Teacher)
Pupil premium lead	2022-23 – Rachel Davies SENDCO SLT strategy Emma Moss Assistant head teacher 2023-2024 – Kerry Swift DL lead SLT strategy Claire Carroll-Wright assistant head teacher
Governor / Trustee lead	Joan Durose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,130
Recovery premium funding allocation this academic year	£29,532
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£151 662

Part A: Pupil premium strategy plan

Statement of intent

- At Biddulph High School we are committed to raising the achievement of all students and, as far as we are able, to ensure that students make at least the progress of which they are capable. As a RADY beacon school (raising attainment for disadvantaged young people), we have embedded the ethos of supporting our disadvantaged pupils in all aspects of school life, through our approach to teaching and learning to ensure that we have an equitable model to give more support, guidance, and challenge to our disadvantaged youngsters in all lessons.

  It is our intention that all students, regardless of their background or the challenges that they face, are able to make good progress and have access to a broad and challenging curriculum.

  Our strategy aims to support disadvantaged learners achieve this goal, irrespective of their starting point at Year 9. We will consider the challenges our disadvantaged learners face and those of other vulnerable students.

  High quality teaching sits at the heart of our approach, with a focus on high expectations of all students, irrespective of their background. High quality teaching has the greatest impact of closing the disadvantage attainment gap and there will be a focus on areas where disadvantaged students need the most support, yet this will benefit non-disadvantaged pupils in our school at the same time. It is our intention that attainment and progress for all pupils will be improved and sustained through high quality teaching.
  Our approach will be responsive to the challenges that our common across our cohort but also to individual need, rooted in diagnostic assessment and not on any assumptions about the effect and impact of disadvantage. The approaches, we have chosen to adopt, complement each other to help learners achieve excellence.

- *ensure there are high expectations for disadvantaged learners and that they are challenged in the work they are set.*
- *early identification of need and early intervention*
- *a whole school approach, where all staff take responsibility for disadvantaged learners' outcomes.*

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, engagement data, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged learners have been impacted by partial school closures to a greater extent than many other students. This is supported by a number of national studies. This has resulted in significant knowledge gaps resulting in pupils falling behind expected progress.
2	Assessment, observation and discussions indicate that KS3 disadvantaged learners generally have lower levels of reading than their peers, which has an impact on their progress across the curriculum. On entry into Year 9 over the last three years, between 45-51% of our disadvantaged learners arrive below age related expectations compared to 28-33% of their peers.
3	The attainment of disadvantaged learners across core subjects is generally lower than that of their peers. Additionally, across all subjects at GCSE in 2023 the progress of disadvantaged learners was -0.81 compared to -0.23 for their peers.
4	The attendance of disadvantaged learners and vulnerable learners compared to that of their peers is lower (in 2022-2023 82.9% v 87.9% and in the first half term of 2023 88.53% v 93.56%). Disadvantaged learners' historical attendance prior to Covid 19 was lower than that of their peers.
5	Assessment, observation and discussion have shown that disadvantaged learners lack the meta-cognitive strategies and self-regulation that are needed to be successful across the curriculum.
6	The understanding of career pathways amongst disadvantaged learners is not always secure and disadvantaged learners are often unsure of the most appropriate pathways to support their next steps and the career opportunities available to them post 16 and 18. The data released this year is for students who finished Key Stage 4 or 5 in 2017 and it shows that 88% of disadvantaged pupils went into a 'sustained destination' after Key Stage 4, compared to 96% of non-disadvantaged pupils. The same is true for disadvantaged students finishing Key Stage 5 – 85% of disadvantaged pupils go onto a 'sustained destination', compared to 90% of non-disadvantaged pupils. In terms of destinations type, it seems that disadvantaged pupils are less likely to progress to higher education and sustained apprenticeships compared to their non-disadvantaged peers.
7	Data from student surveys and discussions indicates that disadvantaged learners are far more likely to have not experienced a number of enriching activities than their peers, including visits to museum and galleries to increase their cultural capital.
8	Data from Progress Evening attendance shows that disadvantaged learners' parents/guardians are less likely to attend Progress Evenings whether in person or online. Data in 2021-2022 showed that attendance for Progress

	Evening was at 33% for disadvantaged learners compared to 67% for their non-disadvantaged peers.

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
Progress 8	Achieve top quartile for progress made by disadvantaged learners amongst similar schools by Sept 2027
Attainment 8	Achieve in line with national average for attainment for all students by Sept 2027
% of Grade 5+ in Maths & English	Achieve average 5+ for E+M for similar schools
Ebacc entry	Achieve national average Ebacc entry by Sept 2027
Parental Engagement	Increase the engagement of parents of disadvantaged learners so it is in line with the engagement of non-disadvantaged families by Sept 2024
All students to have a reading age of 12 or above before their GCSE courses in year 10	Reading scores to show reading ages of 12years plus
NEET figures for PP to be in line with non PP	Secure next step placements for PP learners in line with national/internal data by 2024
Attendance	Attendance of PP pupils to be in line nationally/internally with non PP pupils
Lower suspension and internal exclusion rates	Fewer behaviour incidents and sanctions issued. Supported through restorative practice.

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: £45,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Departmental Progress Review Meetings after every data point. Department meetings after every review point with a focus on disadvantaged learners Pupil Premium meeting after every Data Point with the Head, RSL, Data Lead and SENDCo.	The best available evidence indicates that great teaching is the most important lever schools have to improve student attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them. (EEF)	1,3
Sparks Learning To support consolidation of learning to develop skills and knowledge for Maths helping to improve outcomes for all DLs	Teaching & Learning Toolkit (EEF)	1,3
EFA Embedding formative assessment CPD All teaching staff involved in training and sharing of best practice to secure is the effective delivery of that curriculum.		1,2,3,5
CPD Sharing of best practice identified through Learning Walks and staff CPD Staff encouraged to undertaking subject specific CPD and to enhance subject knowledge		3
ECF Early career teacher training opportunities delivered		1,2,3

through the best practice programme by trained staff within school		
Academic forms To provide specific interventions with specialist staff to support in addressing any gaps and improve attainment		1,2,3,5
RADY beacon school Develop strategies to support all disadvantaged learners throughout the school		1,2,3,4,5
Targeted after school revision programme		
Whole school reading strategy reading during form time Reading modelled by expert reader during tutor time.	Engagement in form time reading shows an increase in engagement and enjoyment of reading supporting increasing reading ages. Westbrook et al (2019) Just Reading	1,2,3
Raising attainment group (RAG) groups to support addressing and gaps in learning and developing skills and knowledge		1,2,3,4
Acorn Learning Centre Specialist social, emotional and mental health centre to support addressing pupils needs with intense 6week intervention where required. Vulnerable and disadvantaged learners will be provided with a bespoke curriculum which best suit their needs and aspirations, included the ability to access courses offered by external providers. All students are provided with the opportunity to access a varied curriculum including core subjects to ensure consistency with academic progress	Some students may require additional support alongside high-quality teaching in order to make good progress. The evidence suggests that small group and one to one interventions can be a powerful tool for supporting these students. (EEF)	1, 3, 4, 6

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

Budgeted cost: £46,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing to support Targeted intervention groups / Targeted one to one intervention Baseline reading testing and intervention planned to address gaps and misconceptions and improve reading ages across the school.	Some students may require additional support alongside high-quality teaching in order to make good progress. The evidence suggests that small group and one to one interventions can be a powerful tool for supporting these students.EEF	1,2,3
Staffing to support targeted interventions. Intervention lead and subject leads create programme of meaningful short term interventions to close gaps and address misconceptions. TA used to provide catch up for students and close gaps from missed learning. SEND PP students & PP students are provided with targeted and robust support.		
Midyis Testing To establish baseline assessment data to support minimal working grade expectations		1,2,3
Teaching and learning centre The TLC provides pupils with access to an alternative setting to complete their work as and when required. This is fully staffed to allow flexibility with access. The setting can be used as a stepping stone to support in accessing the school due to	Some students may require additional support alongside high-quality teaching in order to make good progress. The evidence suggests that small group and one to one interventions can be a powerful tool for supporting these students. (EEF)	1,2,3

absences and support catch up work.		
STEM Mentors and ambassadors scheme	Partnered with an expert within the STEM comunity to support them pursuing STEM careers and the links to their school education and higher education.	3
2022 High Horizons Enrichment	This focussed on computing and programming, where students got to use technology not in school and talk about future STEM career paths.	3

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

Budgeted cost: £ £68,169.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring, visits and meetings Whole school focus on attendance	Absence has a significantly negative impact on student attainment, especially for disadvantaged learners. https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement Social Mobility Commission Against The Odds Report 2021	4
Parental Engagement Strategies Progress evenings offered through online platforms, priority calls and bookings systems. Engagement of parents in supporting students with revision for GCSE examinations. Posting of key documents home rather than using email and text alerts.	Parental Engagement is key as parents play a crucial role in supporting their children's learning. Levels of parental engagement are consistently associated with academic outcomes. (EEF) Addressing Educational Disadvantage in Schools & Colleges (2021 p 87-8)	8

School Counselling School counselling services available for students	Social & emotional learning, well-being and mental health are vital in supporting learning and positive outcomes in later life. (EEF)	1
Trailblazers Mental health worker assigned to school, based in school to support students with low level mental health and their parents. Strengths questionnaire identified for students. CAMHS mental health project in Schools project.		1
360 Profiles & Co-Curricular Students complete questionnaire, results used to inform planning, and help shape whole school priorities, extra-curricular planning, intervention, CPD and T&L foci.	Sutton Trust Parent Power 2018	7
Pathway support & Careers guidance Work closely with Y9 DLs to ensure their curriculum choices for KS4 are challenging but accessible. Provide meaningful opportunities to introduce DLs to the wide array of pathway opportunities available to them after KS4. Early identification of potential NEETs and high achievers. Intensive support through one to one careers meetings, group visits to provisions, taster sessions to support aspirations and clear goals. Follow up letters for parents during the final academic term	Learning without Labels 2017(p83-4)	6

to engage parents and support next steps where necessary. Assemblies and tutorials to provide students with knowledge to make informed next steps. Weekly drop-in sessions for guidance from Spring term onwards.		
RADY promise For all staff to be supporting raising the attainment of disadvantaged young people		
Access Ensuring all students have access to ICT facilities. Ensuring all students have access to all equipment required to access curriculum and wider opportunities		1, 3, 7
ELSA Emotional literacy support assistant. To provide 1-1 support to individuals emotional needs	The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range social and emotional needs.	1
Music for life Provide 1-1 music lessons to support extra curriculum and developing skills in area of interest		7
Testing for access arrangement Ensuring that all pupils have needs assessed to ensure that the relevant dispensation is issued to support outcomes		2

Valuable and varied extra curriculum and enrichment programme	Extra-curricular activities are a valuable investment in your future, with research showing that students who participate in activities outside of their studies tend to have higher grades, better exam scores, and more positive educational experiences in general.	7

Total budgeted cost: £ 159,625.50 (£7,963.50 over grant)

Part B: Review of outcomes in the previous academic year (2021-2022)

Pupil premium strategy outcomes

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

Although there have been some improvements in outcomes for disadvantaged learners in comparison to the last external examinations in 2022 with an increase of 0.51 progress 8 there is still a clear gap between PP and non-PP students. The overall progress 8 score for 2023 results is -0.26, with -10.5 for non-PP and -0.84 for PP pupils showing a gap of 0.69.

The number of students achieving grades 9-4 in English and Maths is 42.9% (PP)vs 76.9% (non PP) showing more needs to be done to support in closing the gap for our disadvantaged learners.

The reading programme identified anyone with a reading age of 12 and below upon entry in year 9. Those identified have received additional interventions to support increasing their reading age. Last years cohort identified a reading intervention group of 25 pupils who made an average group improvement of 1.78 years. By the end of the academic year over 50% of the intervention group had reached reading ages of 12 and above. Those who were still below have continued with the intervention into year 10 and continue to progress and close the gap between their peers.

Our pupil premium strategy has enabled improved access to extra curriculum and enhanced staff training to support meeting the needs of our disadvantaged pupils. All staff have completed the first year of the EFA project to support in embedding key skills and practices to enable all learners.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

15