

Birchwood High School

Pupil Premium Report for the Academic Year 2019-20

Strategic report for Academic Year 2020-21

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Ethos:

Birchwood High School is proud of its comprehensive ethos. We enrol students each year from the local area of Bishop's Stortford and the surrounding villages regardless of ability or socio-economic background. As a school community, we are committed to ensuring that we provide Disadvantaged Students with additional academic and pastoral support. All members of staff understand that this is a key priority of the school.

Nationally, around 29% of all students are identified as being pupil premium compared to 15.3% of students at Birchwood. Pupil Premium is a generic term for the following five types of children:

1. Free School Meals (FSM) - Students eligible for free school meals because they live in households claiming certain benefits
2. Ever6 - Students who have been eligible for FSM at some point in the last six years
3. Children Looked After (CLA) - Children who have been in Local Authority care for one day or more
4. Children who have been adopted from care
5. Children whose parents(s) are in the services (known as Ever4).

For reference in this document, the term Disadvantaged Students is used to encompass all PP students with the only other statistically significant group referred to being FSM.

Ofsted Inspection (June 2019)- The Section 5 Ofsted report picks out the following summary points:

- *Disadvantaged pupils in the school now make strong progress, because leaders have sharpened how they spend pupil premium funding.*
- *School leaders have re-evaluated their use of pupil premium funding since the previous inspection. They have strengthened the support that disadvantaged pupils receive outside the classroom, while introducing a new focus on how they are taught within their subject lessons. This is now having a positive impact on the progress of disadvantaged pupils, and they are rapidly catching up with their peers. Leaders also ensure that literacy and numeracy Year 7 catch-up funding is used effectively.*
- *The progress of current disadvantaged pupils is improving rapidly and is now very close to that of other pupils in the school. This is as a result of highly effective teaching and a well-planned programme of additional support.*

These are positive endorsements echoing the fact that our strategy of concentrating on high quality teaching for all is working (see key priorities). However, whilst the progress gap closed for 2019, this trend needs to continue and our key focus on provision for disadvantaged students remains a key priority on our School Transformation Plan (STP).

The impact of Covid-19 on DA students:

The impact of Covid-19 on the academic year 2019 20 should not be underestimated – since 19th March, all students had to study at home. The return to full-time education in September has helped to begin to restore our ability to give additional support to Disadvantaged students that was so difficult to maintain during Lockdown. The positive impact that the school has made over the last two full academic years can only be tracked for a 6month period in the 2019-20 academic year, therefore. For example, during Lockdown, compliance with SMHW was 34% for DA students and 69% for non-DA students. This is in-line with National feedback (Guardian June 2020 / EEF report August 2020).

There were, however, some positive KPIs with the GCSE Cohort in that their P8 score was -0.07 and the overall cohort was +0.2 so the progress gap significantly closed and resulted in record numbers of DA students enrolling into the Sixth Form (16/38). Further details are provided below.

Statistical Context of DA cohorts

Overall, 12.2% of our intake are Pupil Premium students (see figure 1 below) which is lower than the national average but represents a significant sub-cohort of 170 students. The percentage of Pupil Premium (PP) students does vary from year-to-year (see figure 1) as does the percentage of DA/ SEND students.

- The profile of our DA students is different from the general profile of students with a significantly higher % of lower attaining students based on KS2 SATs
- The current Year 11 cohort is the most complex sub-group with nearly 17% DA and 7 students with significant SEND
- There are 20 students with complex needs in that they are DA students and with Wave 1 / 2 SEND
- We have 5 students who are currently under a care order, including 3 students in the Sixth Form. Additional funding is available to support these students.

Figure 1: DA ability profile at Birchwood High School for 2019-20

Year Group	DA Cohort			Overall DA
	%H	%M	%L	
All Students	45%	43%	12%	
DA Students profile at Birchwood	19%	50%	31%	12.2%
National DA profile	39%	48%	13%	29%

Year Group	DA Cohort			Total	Number in Year	% Year DA	%FSM	SEND/D A Wave 1	SEND/D A Wave 2	CLA
	H	M	L							
7	tbc	tbc	tbc	33	239	13.8%	70%	2	1	0
8	6	14	8	23	221	10.4%	96%	2	1	0
9	5	16	7	28	235	11.9%	50%	0	1	1
10	3	12	13	28	210	13.3%	68%	1	4	0
11	2	20	14	36	213	16.9%	64%	2	5	1
12	4	6	0	10	132	7.6%	80%	0	0	1
13	4	1	1	12	118	5.1%	17%	1	0	2

Profile of Pupil Premium Student Cohorts at the point of GCSE examinations

Figure 2 shows the number of pupil premium students in each GCSE cohort since 2017, their academic and SEND profile along with the number of outlying students. The profile of PP cohorts is different to the main cohorts, often with the majority being defined as middle ability students at KS2. The most significant trend is the reduction in outlying students through earlier intervention and family support.

Figure 2: Student characteristics of Pupil Premium students in Year 11 Cohorts

GCSE Cohorts	2017	2018	2019	2020
No of pupils in Year 11	228	233	234	231
No of PP students	31 (15.3%)	28 (14.6%)	32 (14.1%)	38 (16.4%)
Low	16	4	5	5
Middle	10	15	19	20
High	5	9	6	13
PP Students with SEND Wave 1/2	10	8	6	1
Outliers*	5	3	2	0
No of SEND with EHCP	2	3	0	1

Summary of Academic Outcomes for 2020. Due to Covid-19 restrictions, GCSE and A-Level results for 2020 were generated from Centre Assessed Grades moderated within the school and then submitted to the Exam Boards for verification and certification.

GCSE. Figure 3: GCSE Performance 2016-2018 Progress 8 for all students and PP students

KPI	All 2017	PP 2017	All 2018	PP 2018	All 2019 ¹	PP 2019 ¹	All 2020 ²	PP 2020 ²
% Level 4 in English and Maths	74%	40%	73%	52%	82%	63%	75%	62%
% Level 4 English	82%	57%	81%	65%	90%	84%	82%	81%
% Level 4 Maths	81%	51%	79%	65%	86%	72%	80%	68%
Progress 8	+0.05	-0.72	+0.00	-0.78	-0.06	-0.56	+0.2	-0.07
National P8		0.48		0.44		0.46		0.46
Gap in P8 (All v DA)		0.77		0.78		0.50		0.27

Figure 3 shows that the Progress 8 gap for DA students continues to decrease with the 2020 Gap between DA and All is now less than the national average (-0.27 v -0.46). The %DA students achieving a GCSE pass in English & Maths was similar to 2019 (62%). Maths achieved 68% L4+ for DA whereas English achieved 81%.

Figure 4 shows the Progress 8 scores for high / middle and low prior attaining DA students at GCSE. Whilst the overall picture is improving, lower ability DA students had the lowest P8 score with high ability students having the highest P8 score.

Figure 4	Number of students	Average Progress 8 score
High Attaining Students based on KS2 SATs	13	+0.05
Middle Attaining Students based on KS2 SATs	20	-0.11
Lower attaining Students based on KS2 SATs	5	-0.21
Total	38	-0.07

Figure 5 shows the relative subject performance for DA students – these need to be considered in the light of the Number of students entered for the exam (NOE) and in the context that students were given moderated Centre Assessed Levels due to the Covid-19 pandemic and school closures.

Figure 5 – Relative Subject Performance for DA students

Subject	NOE	Tgt APS	Act Aps	Difference
Dance	4	4.50	6.50	2.00
Music	2	4.50	6.00	1.50
Business	16	4.75	5.63	0.88
Drama	9	4.78	5.33	0.56
Biology	4	5.75	6.25	0.50
Chemistry	4	5.75	6.25	0.50
PE	12	4.00	4.42	0.42
Art	5	5.00	5.40	0.40
Food	3	4.00	4.33	0.33
Tech	12	4.00	4.33	0.33
Physics	4	5.75	6.00	0.25
Eng Lang	38	4.34	4.42	0.08
German	1	5.00	5.00	0.00
RS	2	4.50	4.50	0.00
Spanish	1	7.00	7.00	0.00

Maths	38	4.34	4.29	-0.05
Media	10	3.70	3.60	-0.10
English Lit	37	4.41	4.30	-0.11
Sci	34	4.18	4.03	-0.15
Hist	20	4.70	4.45	-0.25
Sci Dou	34	4.18	3.82	-0.35
Geography	13	4.31	3.85	-0.46
French	15	4.87	4.13	-0.73
Cn	6	4.50	3.63	-0.88
H&S	5	4.90	3.90	-1.00
IT	4	4.38	3.19	-1.19
Music Tech	1	4.00	2.00	-2.00

Post 16:

There were 10 DA students who received CAGs in 2020 - 5 students followed an A-Level Programme of Study / 2 students followed an A-Level / BTEC programme and 3 sat BTEC Level 3 courses. Figure 5 shows how many grades were above, below or met target. The A-Level profile is more positively skewed than the Level 3 BTEC but the sample size for BTEC is insignificant – see Figure 6

Figure 6

A-Level			Level 3 BTEC		
Below target	Met target	Above target	Below target	Met target	Above target
6	5	10	2	4	2

In terms of destinations, 4 students went to a UK University, 3 went directly into employment, one decided to have a gap year and we are currently tracking two students for whom we are uncertain as to their chosen routes.

2019-20 Evaluation

An overall evaluation of GCSE and A-Level results for DA students in 2020 is shown below

	GCSE	A-Level
Positives	<ul style="list-style-type: none"> • P8 reduced from -0.56(2018) to -0.27(2020) which is now below the national DA gap • Calculating CAGs for Year 11 DA students was done professionally and proportionately • All DA students went on to appropriate Post 16 destinations • 16 students enrolled into the Sixth Form – our highest number to date • They engaged with the mentoring process and attended revision lessons • There were no outliers – DA students who did not attend or sit their GCSEs – this was due to better prevention in Year 10 and 11 with teachers then having sufficient data to accurately calculate a CAG 	<ul style="list-style-type: none"> • The 10 DA students in Year 13 achieved a positive grade profile against target • Destination data is positive (although we lost touch with the 2 unknown students due to lockdown) • 16 DA students now in Year 12
Areas for improvement	<ul style="list-style-type: none"> • The impact of internal catch-up strategies for Year 11 were severely affected by the March-July lockdown • Looking for patterns amongst the 10 DA under-performers, 4 were as a result of poor attendance, 3 had behavioural issue and 2 had underlying mental health concerns • Lower ability DA students achieved less well than their higher ability peers • The % students achieving L4+ in Maths is lower than in English • Lower and middle attaining students often had poorer attendance • The one DA student with complex SEND needs under-achieved by - 1.0 	<ul style="list-style-type: none"> • The number of DA students in Year 13 has dropped to 4 but this reflected the nature of the 2019 DA GCSE cohort • Quality Assurance of Sixth Form lessons should always aim to sample or interview DA students • ITE to draw up an intervention plan to coach and support the 20 DA students using Form Tutors as required.

Destination Data for Yr11 and Year 13 DA students

Figure 7: Destination Data for Year 11 PP students in 2017-2020

Year	College	Birchwood	Apprenticeship	Other	NEET
2020	14	16	6	2	0
2019	23	4	4	1	0
2018	15	12	1	0	0
2017	23	6	1	3	1

Figure 8: Destination Data for Year 13 PP students in 2017-2020

Year	University	Other HEI	Higher Apprenticeship	Employment	NEET
2020	4	0	0	3	2
2019 (7)	5	1	0	1	0
2018 (7)	6	0	0	1	0
2017 (5)	4	0	0	1	0

Key Areas for improvement and action taken:

Overall, the school believes it has the right systems and processes in place. Ofsted could not see a noticeable difference in the classroom between the progress of DA and non-DA students and this is beginning to show in the Progress 8 and Post 16 qualification outcomes. We need to continue to embed our practice both inside and outside the classroom with particular emphasis on engagement and personalisation in Years 7 and 8.

The EEF report (2020) – The EEF Guide to the Pupil Premium uses strong empirical evidence to support a 3-tier approach to improving outcomes for DA students, with the greatest effect being to focus on high quality teaching

1. High Quality Teaching & Learning – coefficient of determination 53%
2. Targeted Academic Support – coefficient of determination 35%
3. Wider strategies – coefficient of determination 12%

This mirrors our emerging strategy used last year – one which was positively endorsed by Ofsted - and cements our PP strategy moving forwards.

One aspect we have given more attention to over the last two years are identifying barriers to learning – each DA student has been assessed against key criteria. This survey has allowed us to differentiate our support according to need as well as identify whole school priorities

The most significant barriers to learning were:

- Low engagement with school
- Frequently absent or frequently late
- Not attending clubs/activities out of school including CEIAG events
- Poor attitude to education / behavioural issues
- Parent(s) not acting as educators
- Low parental aspirations for the child's educational outcomes
- Lack of boundaries at home
- Lack of educative conversation at home
- Negative relationships with staff at school
- Specific Learning Difficulty (SEND)
- Lack of books at home
- Crowded home, not conducive to learning
- Lack of food, clothing, bedding
- Transport difficulties
- Language barriers

This reinforces our need to focus on high quality teaching alongside a rigorous and sustained strategy to deal with attendance issues, parental engagement, attitudes to school and basic needs provision. Further CPD and staff training will be organised for 2020 as this remains a significant barrier. Internationally, OECD Research (2016) indicates that 80% of underachievement at the age of 16 is determined by non-school factors therefore it is important for us to try to engage parents and the wider community.

1. High Quality Teaching & Learning

These are the key areas for development 19/20

- Recruiting and retaining high quality teachers – this has been helped by a ‘Good’ Ofsted report (2019)
- Providing teachers and classroom assistance with effective training around closing gaps particularly in the light of the March-July school closure period
- Ensuring that DA student information is updated and securely available to teaching staff to aide personalization
- Ensure that all forms of Quality Assurance including learning walks, lesson observations and book-looks focus on sampling DA progress over time.
- Moderating teachers’ appraisal objectives to ensure they relate to student progress and have impact with DA students.
- Review classroom provision for DA students with SEND employing the same strategies as identified above
- Middle ability PP students – who often represent 50% of our overall DA cohort – need greater challenge and higher expectations in some lessons. It is important that we challenge the orthodoxy that ability is innate or defined at the age of 11. This is linked to the school’s focus on ‘Growth Mindset’ CPD scheduled for January 2019.

2. Targeted Academic Support

- To continue to support students receiving emotional support and mental health counselling
- Attendance management and support for DA students
- Mentoring and coaching – last year, all DA students had been allocated a coach and they are now following an Academic Coaching Programme set up and co-ordinated across the school. This needs further evaluation and cost-effectiveness assessment
- Aspirational CEIAG ensuring that students go on to appropriate Post 16 and Post 18 education
- Catch-Up strategies and additional revision materials to be led by Faculties with additional time and resources made available through the Catch-Up grant
- Parental engagement is key – 80% of what children achieve at 16 is determined by family & community circumstance. This is why we have engaged in the Achievement for All to engage with our 20 DA students in Year 7 and to see whether this process can be rolled out across the school
- Adopting a tiered or RAG approach for all DA students – concentrating resources on those with more complex barriers to learning (eg SEND, poor behaviour, poor attendance, family dysfunction, poor health) whilst praising and encouraging those who are progressing well

3. Wider strategies

- Funding for uniform, equipment, stationery
- Funding for breakfast and lunch
- Tracking Homework compliance and ensuring that DA students have space at home or at school to complete including the allocation of laptops for those most in need
- Underachievement in exams often comes from poor literacy due to home circumstances. Our whole school literacy focus should ensure that DA students are supported with subject specific vocabulary / 2nd Tier & 3rd Tier words.

- Positive discrimination: Areas for further improvement include a greater focus on positive discrimination in term of access to Sixth Form entry qualifications, rewards and positive praise and improved parental engagement at after school workshops. This year we saw a record number of DA students enrolling onto A-Level Courses at Birchwood due to. Better results at GCSE and some positive discrimination if their GCSE level was, for example, 1 level below the entry requirement for the subject.
- There are also a small number of PP students whose behaviour needs help and support through restorative conversations – an initiative that has being currently refined and evaluated.

F - Financial Information and Value for Money Evaluation

For the academic year 2019-20, summary data is as follows:

School: Birchwood High School	
Academic Year: 2019-2020	Total PP Budget: £183,666
Total number of pupils on roll: 1346	No of pupils eligible for PP funding: 189

Review of Expenditure 2019-20. ***High value for money. **Average value for money. *Low value for money

Academic Year – 2018-19				
Key Objective 1: High Quality Teaching for All				
Desired Outcome	Chosen approach	Estimated Impact	Outcome	Cost
High Quality Teaching for All	Use of classroom information system (CIS)	All classroom teachers are given PP or SEND for information for each of their classes to aid personalisation and differentiation. These are added to the teacher’s electronic seating plan.	Classroom Information Sheets have been highly successful with all teachers using them to inform practice. They link to on-line reporting.	Teaching cost amount to 73% of the Schools GAG Funding
Cost effectiveness ***	Quality Assurance	Learning walks have focussed on DA students – these are being led by the Principal.	Paired observations with other members of staff has widened the data gathering and shared the methodology	

	PM Objectives	All staff have set a challenge objective around closing the gap for DA and/or SEND students depending on their classes	These were moderated by the Deputy Principals and amended accordingly	
Key Objective 2: Targeted Support				
Achieving academic potential**	Revision Technique development**	Targeted intervention for Yr11 PP students. Yr11 form tutors will be able to support PP students in revision effectively.	Ironically, the cancellation of exams resulted in revision techniques not being applicable	£1,500
	Attendance Officer***	The Attendance Officer works consistently with those students whose attendance is below good. The Attendance Officer works closely with the HoY and SLT.	Attendance rate for PP students increased to 94.4% in comparison to non-PP students at 96% for Sept-March	£29,328
	Student Welfare Officer and Assistant	The school employs 2 full time welfare officers to oversee mental health counselling and external support access where required		£75,000
Family support*	Aspects*	Families and students receive support and are able to attend school / achieve better. This funding provided a range of services including one-to-one counselling and support for families outside school.	VFM this year variable and affected by lockdown for 6months	£6453
Mental health / Behaviour**	Jepeca – Empowerment coaching*	This programme is designed to enable students to engage better with their learning as they are better equipped emotionally to do so. Seven PP students received Jepeca counselling and top up provision in Yr11.	An expensive commitment but one that the Student Welfare Officer values for giving groups of students greater self-confidence	£9,900
	Youth Support Trust*	Additional external support or mental health	With the appointment of a second full-time Welfare Officer, this provision is now superfluous.	£12,364
	The Construction Training Partnership*	Support for a small number of DA students with some part-time vocational training by a verified provider. 3 students benefited from this programme in Year 10/11	Effective alternative part-time provision for students at risk of permanent exclusion who struggle to cope with full-time education	£5,858

Achieving academic potential**	Online Tutoring (TLC)*	We subscribe to an external on-line provider for this. 8 students had on-line tutoring in English (four PP students): 2 PP student had online tutoring in Maths: 4 students had on-line tutoring in Science (two PP students). Of the 5 PP students, 3 achieved their target grade and two achieved one level below.	This continues to be an expensive provision but has proven to be invaluable during lockdown and for students / staff self-isolating	£10,000
Intervention outside the classroom **	Faculty Intervention	Aim is to improve levels, grades and attendance. Funding was given to English, Maths and Science to support Saturday and holiday revision for GCCE students.	Attendance was high with PP students targeted. There was an element of conflict over scheduling with some students feeling they should be attending more than one revision session at the same time. Further monitoring of attendance is needed to assess impact fully.	£6000
Key Objective 3: Supporting the wider curriculum				
Equality and curriculum engagement **	Educational Visits**	Students' access to out of classroom opportunities. From qualitative interviews the feedback obtained was that this initiative was positively received. Funding for educational trips and visits provided FSM students with opportunities that they may otherwise not have had access to – a key component of the PPG funding.	FSM students were supported during the Autumn Term and Jan / Feb prior to Lockdown.	£4850
	Performing Arts Tuition**	Some FSM students who wanted to learn a musical instrument were funded to have on-site peripatetic music lessons with Herts Music Service. This benefitted 4 Year 11 students, 3 of whom achieved a A*-C pass in Music. Two PP students (one CLA) who opted for Drama and Dance were also offered tuition outside of school.	For those students choosing to take GCSE Music, Dance and Drama, this is essential provision to ensure engagement in learning and progress.	£1000

	Books / supplies / stationery**	Revision books / text books / pens / calculators	Stationery / other resources – supplies need better regulation	£1200
Basic equipment**	Transport subsidy/ uniform support**	Support for parents with the basics – uniform and transport if exceptional distance	Criteria for transport support needs clarifying as it is too bespoke. PSFA opening up a second-hand uniform shop for all students	£1,320
Additional support**	Breakfast Club**	The café is open from 8.00 am and using discrete biometric payment students' health, concentration and behaviour improve.	Research dictates that this provision is good value for money and has a positive impact on learning and attendance. The school is looking to extend into break for those who miss breakfast due to public transport.	£3,500
			Total PPG income:	£183,666
			Total PPG spend:	£168,273
			Carry Forward / contingency	£15,393

G. Planned Expenditure – Academic year 2020-21 Key Areas for improvement – a 3 tier approach: Appendix 1 identifies expenditure targeting the agreed 3 tiers of approach:

- Tier 1 High Quality Teaching for all – strategies to improve and enhance curriculum delivery and classroom-based practice
- Tier 2 Targeted Support – focus on small groups and individuals for additional support outside the classroom
- Tier 3 Wider Strategies – focus on resources and extra-curricular access for Disadvantaged Students.

Expenditure for 2020/21 includes brought forward funds from 19/20, Covid Catch-Up grant and staffing costs including £87,000 for Mental Health Provision

Balance brought forward from 2019 20	£20,568
PPG 2020 21	£167,590
Staffing Costs	£115,839
PPG residual 2020 21	£51,751
11-16 Covid-19 Catch-Up Grant	£90,040
16-19 Covid Catch-Up Grant	£3,261
2020 21 Balance	£165,620