

**Birchwood High School**

**Multi-Year Pupil Premium Report for the Academic Year 2020-21**

**Strategic report for Academic Year 2021-22**

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**Committee:** Curriculum / Full Governors

**Approved by Full Governors:** December 2021

**Committee Review Date:** June 2022

**Review frequency:** Yearly



#### **A. 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 (DA) with additional academic and pastoral support. All members of staff understand that this is a key priority of the school. Nationally, around 27% of all students are identified as being pupil premium compared to 12.6% of students at Birchwood so we are below the national average. Nevertheless, as a large Single Academy Trust, this represents a cohort of 156 students in Year 7-11 and 24 students in Year 12-13. The progress we have made in terms of supporting DA students was recognised in our 2019 Ofsted Inspection:

- *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 the Covid-19 pandemic is discussed below

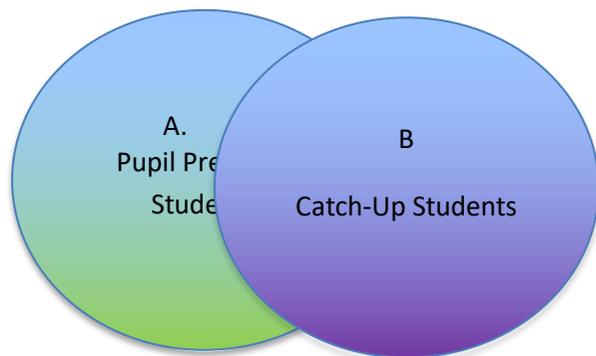
**Key Definitions** Pupil Premium is a generic term for the following five types of children:

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 (DA) is used to encompass all PP students with the only other statistically significant group referred to being FSM.

## B. The impact of Covid-19 on DA students:

The impact of Covid-19 on the academic year 2020 21 should not be underestimated. Nationally, it has been reported that students from poorer families struggled with regards to on-line learning at home. At Birchwood, the emerging data for the Autumn Term is complex, with gaps appearing with DA students, SEND students and also those from non-disadvantaged students. We have, therefore, developed a joint strategy which aims to tackle underachievement as a result of Covid-19 lockdown alongside socio-economic deprivation.



In terms of a joint strategy, it has already become apparent that we have some students who are Disadvantaged and who have made good progress during lockdown (A) and some Non-Disadvantaged students who have fallen behind (B) with the greatest priority being to target Disadvantaged Students who have fallen behind (C).

By combining PP funding and Catch-Up funding we can improve the leverage and target students most in need of additional help. Further details can be found in Section F of this report

## C. Statistical Context of DA cohorts

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
- There are 27 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 (CLA), and 9 students who were previously looked after (PLA). 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	43%	45%	12%	
DA Students profile at Birchwood	31%	48%	21%	13.2%
National DA profile	39%	48%	13%	29%

**Figure 2** Overall data for DA profile per year 21-22

Year	No. PP	NOR	%Year	L	M	H	EHCP
7	40	270	14.8%	NA	NA	NA	7
8	32	240	13.3%	9	14	9	2
9	29	222	13.1%	9	14	6	8
10	28	233	12.0%	8	15	5	7
11	27	216	12.5%	11	13	3	3
<b>Total 7-11</b>	<b>156</b>	<b>1181</b>	<b>13.2%</b>	<b>37</b>	<b>56</b>	<b>23</b>	<b>27</b>
12	11	120	9.2%	1	9	1	2
13	13	131	9.9%	0	6	7	0
Sixth Form	24	251	9.6%	0	6	7	0
<b>Total 7-13</b>	<b>180</b>	<b>1432</b>	<b>12.6%</b>				

**D. Summary of Academic Outcomes for 2021.** Due to Covid-19 restrictions, GCSE and A-Level results for 2020 and 2021 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 <sup>1</sup>	PP 2019 <sup>1</sup>	All 2020 <sup>2</sup>	PP 2020 <sup>2</sup>	All 2021	PP 2021
Progress 8	+0.05	<b>-0.72</b>	+0.00	<b>-0.78</b>	-0.06	<b>-0.56</b>	+0.2	<b>-0.07</b>	+0.43	<b>-0.05</b>
National P8		0.48		0.44		0.46		0.46		NA
Gap in P8 (All v DA)		0.77		0.78		0.50		0.27		0.48

Figure 3 shows that the Progress 8 gap for DA students decreased from 2017 to 2020 but it has widened in 2021 to 0.48. Lockdown and the move to remote learning particularly affected disadvantaged students because the school was unable to put in place the additional support and attention given in the classroom and through intervention. All DA students were allocated a free DfE Laptop and phone calls were made to check that families had access to Broadband. Some DA students with particular family issues were included in Key Worker Provision in school.

### Post-16

There were 6 DA students who received A-Levels or Level 3 BTECs in 2021 - Overall Progress against target was +1.1 compared to +9.86 for all Year 13 students with the gap being widest at Level 3 BTEC (see figure 4)

Figure 4 A-Level and Level 3 BTEC Performance Data for 2021

Points APS	Tgt	FG	CWG	Actuals	Diff
All	33.7	39.5	33.9	43.56	+9.86
A Level	30.3	34.6	28.3	37.6	+7.3
BTEC	26.7	32	31.4	39.8	+13.1

DA Points APS	Tgt	FG	CWG	Actuals	Diff
All	32.5	33.8	26.6	33.61	+1.1
A Level	26.6	30	22.3	26.8	+0.2
BTEC	33.3	25	22.5	35	+1.7

In terms of destinations, 5 students went to a UK University and 1 went directly into employment – they received bespoke CEIAG during lockdown to ensure they were supported with their Post-18 plans. The school currently has 24 DA students. This significant growth is due to an aspirational support focus for poorer families to aspire to go to University.

**E. Destination Data for Yr11 and Year 13 DA students**

**Figure 5:** Destination Data for Year 11 PP students in 2017-2021

Year	College	Birchwood	Apprenticeship	Other	NEET
2021	18	11	2	2	0
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 6:** Destination Data for Year 13 PP students in 2017-2021

Year	University	Other HEI	Higher Apprenticeship	Employment	NEET
2021	5	0	0	1	0
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

## F. Overall 2020-21 Evaluation

An overall evaluation of GCSE and A-Level results for DA students in 2021 is shown below

Figure 7	GCSE	A-Level
Positives	<ul style="list-style-type: none"> <li>The overall P8 gap is reducing over time but the 2021 results show that closing gaps will be a key priority for the school moving forwards</li> <li>Calculating CAGs for Year 11 DA students was done professionally and proportionately</li> <li>All DA students went on to appropriate Post 16 destinations</li> <li>11 DA students enrolled into the Sixth Form from a cohort of 34</li> </ul>	<ul style="list-style-type: none"> <li>The 6 DA students in Year 13 achieved a positive grade profile against target</li> <li>Destination data is positive with no NEETs</li> <li>There are now 24 DA students now in the Sixth Form – the largest number to date.</li> </ul>
Areas for improvement	<ul style="list-style-type: none"> <li>The impact of internal catch-up strategies for Year 11 were severely affected by lockdown</li> <li>Lower ability DA students achieved less well than their higher ability peers</li> <li>The %DA students achieving L4+ in English was lower than in Maths</li> </ul>	<ul style="list-style-type: none"> <li>Emerging data from current Year 13 classes shows that some of the 13 DA students are struggling even though lessons have returned to face-to-face. They also did not sit any GCSEs so are anxious about the Summer Public Exams</li> </ul>

## G. 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 strategy – 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 2021-22 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 21/22

- 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 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 and any other student who has fallen behind
- Ensure that every teacher completes a 'Teaching Walkthru' in order to improve an area of their practice as part of their performance management. This creates an improvement in teacher practice which in turn is positive for our DA cohort.
- Review classroom provision for DA students with SEND employing the same strategies as identified above
- Ensure that 'Student Passports' are being used and informing all teachers planning and delivery. This information is designed to help teachers cater for the needs of the disadvantaged students so they can overcome barriers to learning with scaffolding, rewards, challenge and regular positive feedback. It can also be the basis of building relationships in the classroom so pivotal to disadvantaged student success
- Middle ability PP students – who often represent 36% 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.
- Assessment for learning used to inform planning and promote student retention of information.
- Ensure that literacy is a priority in all lessons. This will help develop our DA cohort access the content of their lessons and take them away from being on the periphery of their learning experience.
- A big emphasis placed on teachers building positive relationships with all students and most importantly with those who are disadvantaged.
- Ensure that all faculty areas are well resourced to cater for the needs of our DA cohort in lessons.
- Ensure that teachers create active and memorable learning experiences in which all pupils, particularly the disadvantaged, are expected and encouraged to participate.
- Ensure staff have the opportunity to share best practice for all those who are DA and SEND.
- Continued CPD on the most effective way to cater for the needs of our most vulnerable students.
- Regular TA training on how to support and nurture disadvantaged students in lessons.

## **2. Targeted Academic Support**

- To continue to support students receiving emotional support and mental health counselling
- Attendance management and support for DA students
- 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
- Adopted a tiered approach for all students to inform intervention. Every student will be provided with a Tier from 0 – 4 based on their most recent data published in a data drop or full interim. Tier 0 means no intervention required, Tier 1 and 2 is intervention through quality first teaching, Tier 3 is more intervention through targeted academic support and Tier 4 is also additional target academic support required and wider strategies intervention built in as well.
- 'The Birchwood Triage Panel initiative' has been introduced for all year groups as an intervention measure for our Tier 4's as the Wider Strategy intervention. Potential 'Outliers' in each year group are then identified and action plans built in an attempt to cater for their needs. Disadvantage is a big focus of the identification process and heavily weighted in the scoring that triggers a student for triage.

- Restructure of the Birchwood Personalised Learning Centre' seeing the introduction of an Assistant SENCO to promote the needs being met of the most disadvantaged students at Birchwood and also establishing 3 tutors in English, Maths and Science for Tier 3 and 4 students with a focus on those who are disadvantaged.
- The 'School Led Tutoring' initiative to be utilised over the course of the year in all faculty areas with a focus on our DA cohort.
- The NTP programme used with TLC live, with a focus on the DA cohort. This will continue over the course of the year and will access all age groups.
- Summer School for Year 6 – 7 Transition. Focus on new DA cohort and vulnerable students joining the school community.
- Literacy focus in pastoral time introduced this year to aid all students' academic progress, including our DA cohort.
- Extra literacy hour built into the curriculum to aid catch up and disadvantaged students
- 1 to 1 ECHO training for Year 7 students who have low reading ages.
- A timetable of revision classes is established for Year 11. Tier 1,2,3 and 4 PP students are encouraged attend. Additionally, a number of faculty areas will be running extra sessions in the holidays.
- Paired reading, GCSE Pod and Bedrock are further examples of practice and online intervention that continues to run to support academic outcomes with a focus on DA students.
- Specific revision guides and past paper booklets have been put together and are readily available to our DA cohort in Year 11
- Funding provided for all DA students to access the professional practitioners who are attending school to run practical workshops to fulfil course requirements in subjects such as dance and art.
- Effective deployment of Teaching Assistants to help our most disadvantaged.

### **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 / 2<sup>nd</sup> Tier & 3<sup>rd</sup> 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.
- Prioritising booking appointments for the DA parent cohort for parents evenings, especially those online.
- ELSA training undertaken by LSA to support emotional literacy for most disadvantaged students at Birchwood.
- Behaviour support lead employed to support student achievement in the classroom.
- Staff well-being strategies put in place in order to cater for everyone's needs. This will help promote staff retention levels which is vital in maintaining our DA cohort's success.
- Peer mentoring held in the library every Friday lunchtime with 6<sup>th</sup> formers as mentor for the younger years.

- **H. - Financial Information and Value for Money Evaluation**

**Review of Expenditure 2020-21.**

\*\*\*High value for money. \*\*Average value for money. \*Low value for money

Figure 8. Academic Year – 2020-21				
Key Objective 1: High Quality Teaching for All				
Desired Outcome	Chosen approach	Estimated Impact	Outcome	Cost
<b>High Quality Teaching for All</b>  <b>Cost effectiveness ***</b>	<b>Use of classroom information system (CIS)</b>	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. This system was not effective during periods of remote learning, however, when students had to cope on their own at home.	Teaching cost amount to 73% of the Schools GAG Funding
	<b>Quality Assurance</b>	The main measure was to track attendance and participation of DA students with remote learning. Heads of Year and Form Tutors made contact with families who were struggling	This was difficult to undertaken other than in the Autumn Term 2020 and parts of the Summer Term 2021	
	<b>PM Objectives</b>	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 and the PM process and Performance-related pay process was unaffected by Covid.	
Key Objective 2: Targeted Support				
<b>Achieving academic potential **</b>	<b>Revision Technique development**</b>	Targeted intervention for Yr11 PP students.	We were unable to deliver this programme	£1,500

	<b>Attendance Officer***</b>	The Attendance Officer works consistently with those students whose attendance is below good. The Attendance Officer works closely with the HoY and SLT.	Attendance when students were in school showed overall attendance at 93.8% and DA at 90.3%. The national average was 89% during the 20/21 academic year.	£29,328
	<b>Student Welfare Officer and Assistant</b>	The school employs 2 full time welfare officers to oversee mental health counselling and external support access where required	On-line and some family support visits were made but supporting students with Mental Health Concerns was challenging	£75,000
<b>Mental health / Behaviour**</b>	<b>Jepeca – Empowerment coaching*</b>	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.	All external support for DA students requiring additional mental health or behavioural support was unavailable or limited	£9,900
	<b>Youth Support Trust*</b>	Additional external support or mental health		£12,364
	<b>The Construction Training Partnership*</b>	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		£5,858
<b>Achieving academic potential**</b>	<b>Online Tutoring (TLC)*</b>	We subscribe to an external on-line provider for this. 8 students had on-line tutoring in English (four PP students):	This continues to be an expensive provision but has proven to be invaluable during lockdown and for students / staff self-isolating. The National Tutoring Scheme approved TLC so we were able to reclaim 75% of this cost. However, there were periods when TLC was not operative	£10,000
<b>Intervention outside the classroom**</b>	<b>Faculty Intervention</b>	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.	Faculties were unable to utilise this money which has been carried forwards to 2021/22	£6000

<b>Key Objective 3: Supporting the wider curriculum</b>				
<b>Equality and curriculum engagement</b> **	<b>Educational Visits**</b>	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.	There were no education visits for 2020/21.  This support money has been carried forwards to 2021/22	£4850
	<b>Performing Arts Tuition**</b>	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.	There was no peripatetic music lessons offered for 20/21.  This support money has been carried forwards to 2021/22	£1000
	<b>Books / supplies / stationery**</b>	Revision books / text books / pens / calculators	Stationery / other resources were given out in Autumn Term 2020. All DA students received a free stationery kit.	£1200
<b>Basic equipment</b> **	<b>Transport subsidy/ uniform support**</b>	Support for parents with the basics – uniform and transport if exceptional distance	Transport support was not required for 6months of the year. Some uniform supply was met PSFA opening up a second-hand uniform shop for all students	£1,320
<b>Additional support</b> **	<b>Breakfast Club**</b>	The café is open from 8.00 am and using discrete biometric payment students' health, concentration and behaviour improve.	This was only operative for around 6months of the academic year – FSM vouchers were obtained throughout term time and school holidays so this amount remaine unspent	£3,500
			<b>Total PPG income:</b>	£183,666
			<b>Total PPG spend:</b>	£106,848
			<b>Carry Forward / contingency</b>	£76,818

**Figure 9 Summary of Income and Expenditure 2021-22**

<b>Income</b>	Balance brought forward from 2020-21	<b>£76,818</b>
	DA Grant (PPG) 2020 21	<b>£167,590</b>
	Catch-Up Monies	<b>£93,301</b>
	Legacy Catch-Up Monies from underspends 20/21	<b>£28,009</b>
	<b>Income total</b>	<b>£365,718</b>
<b>Expenditure</b>	Expenditure	
	• Key Objective 1	<b>£155,000</b>
	• Key Objective 2	<b>£174,000</b>
	• Key Objective 3	<b>£21,000</b>
	<b>Total Expenditure</b>	<b>£350,000</b>
<b>Contingency</b>	<b>Expenditure – Income</b>	<b>£15,718</b>

Since returning in September, the school has developed a 4-Tier approach to help identify and prioritise additional support:

- Tier 1 Classroom teacher intervention – students generally on track – data indicating 1 level below target
- Tier 2 As above but CW is below target in two or more subjects – classroom teacher + after school + TLC
- Tier 3 Below target across the curriculum but attendance is above 90% - more significant intervention /
  - Parental engagement / TLC / Tutoring
- Tier 4 Outliers with complex attendance / behaviour / mental health concerns significantly underachieving

The school has a database to track students and allocate anyone falling behind onto one of these 4 categories. This will include non-DA students as well. For each tier, additional support will be given within the classroom and outside the classroom based on the EEF priorities.

**EEF Priorities:**

- Key Objective 1 = Classroom-based intervention and support
- Key Objective 2 = 1:1 or small group additional support
- Key Objective 3 = Wider strategies including food provision, equipment, uniform, educational trips and welfare.

Each strategy below identifies whether it is designed to support Pupil Premium (PP) or Catch-Up (CU).

**J. Planned expenditure for 21/22 for Pupil Premium and Catch-Up for students who have been adversely affected by the pandemic:**

The plans for the current academic year are detailed below in figure 10, divided into the 3 Key Objectives set out above.

<b>Figure 10</b>						
	PP CU	Direct	Comment	Proposals detail	Student Tier	Proposed budget
Key Objective 1 High Quality Teaching & Learning	PP CU	Attendance & Behaviour	Employment of Attendance Officer and Behaviour Support Manager	To ensure students attend / to monitor Covid absence  To advise HoYs and Staff with Outliers and Tier 3 students		£55,000
		Literacy focus	Disciplinary literacy through teaching and learning  1 hour additional lesson per week for Year 7 phasing into Year 8 Reading tests for baseline assessment in Year 7 Form time reading costs of books etc Librarian – Salary + On Costs + enrichment Bedrock	To improve quality of teaching  To improve student outcomes through a coherent strategy of 'literacy for all'	1-4	£36,000

			Paired Reading and 1:1 Echo reading YARC Tests for impact assessment	To improve outcomes of those students who are not considered 'secondary ready'		
	PP CU	PP CU Development Fund	Catch-Up Development Fund - additional £3000 per Faculty	Funding delegated to HoFs – and funding focused on Year 11 intervention in first instance.  All HoF's met with RHT to talk through the best ways to use the funds.	1-4	£30,000
	PP CU	SMHW	Maintain provision for on-line work and setting HW	To continue with licence at present –	1-4	£3,912
		All teaching staff to complete a 'Teacher Walkthrus'	Every member of staff provided with the Tom Sherrington 'Teaching Walkthrus book'  Built into performance management	SSS	1-4	£1000
	PP CU	Staff CPD promoting T&L for all  TA training on a weekly basis from SENCO and Deputy SENCO from January.	Teachers sharing best practice on the Birchwood Staff website area on DA and SEND students. Information is accessible to all staff to help inform improved practice.	October first information share, January update on best practice shared on staff website area.  Resource costs / hospitality	1-4	£3000
	PP CU	Supply Cost to cover teachers / protect staff	Covers cost of 1 supply teacher per day to cover for staff self-isolating and keeps staff cover to a	Prioritises classroom teachers in terms of their PPE time to ensure lessons	1	£20,000

		PPA time for Catch-Up planning	minimum to support work-life balance and wellbeing	are personalised and differentiated		
	PP CU	Alternative Education Provision	Alternative Education for small number of students in Year 10 & 11 who are unable to cope with 5 days at school and linked to their CEaIG plan  To cover the cost of alternative education provider	Review of planned usage and students being targeted requires reviewing  RHT to explore a 'Birchwood alternative provision' alternative for the future.	4	£12,000
Key Objective 2: Targeted Academic Support	PP CU	Summer School to target Year 6-7 students	New funding allocations specifically for this purpose	Whilst this initiative has not been received well by Teacher Unions, there is scope to pay some staff for running numeracy & literacy catch-up for Year 7 students RHT	1-4	£20,000
	PP CU	TLC Online	Run with the National Tutoring programme to students across all years after school between October – July. Students invited to participate by RHT based on data and with a DA focus.  Additionally, TLC utilised in school time on an individual needs basis.	Different Year groups introduced as the year progresses. Starting with Year 11  RHT	2-4	£10,000
		School Led Tutoring	1 -3 tutoring being run by Birchwood staff in all faculties after school on a night of the teachers choice at a rate of £25 per hour. Autumn term has a DA and Year 11 focus.	To run over the course of the year and to plug as many gaps in learning as possible.  RHT	2-4	26,000
	PP	The Birchwood Triage Panel	3 meetings a year with a select panel to action plan for Tier 4 students who meet threshold for Triage. This is for every year group and meetings are held in December, March and June.	Potential cover cost for any lessons missed by a HoY or the Assistant Principal.	4	£3,000

			Criteria:20 points on intervention spreadsheet to meet threshold for triage based on data for follow:- Disadvantage/Attendance/Behaviour/mental health/physical health/CPOMS/Attainment	Action plans put together will have a cost implication.  All other staff are non-teaching.  RHT		
	PP	PLC Restructure	Employment of an Assistant SENCO and an English 1-3 tutors to improve student outcomes. Maths and Science 1-3 tutors already employed at Birchwood.  Amending PLC so it is a more conducive area to learning and fit for purpose.	January appointment of new staff February / April completion of PLC changes.  RHT	1-4	£25,000
	PP	Additional resources / support for DA / SEND Wave 1 & 2 students	There are 20 students with SEND Wave 1/2 and are DA – the additional £300 per student can be allocated on an individual basis or used to improve resources and on-line capacity within PLC	Maintain but separate review required here with SENCO and SLT line manager / SEND Governor  SSS	3/4	£6,000
	PP	GCSE Pod	Maintain licence costs for GCSE Pod to support on-line learning for GCSE students	Maintain licence for increasing on-line resource access	1-4	£4,000
		Employment of two full time student counsellors	To provide on-site support, family liaison and referral as required		2-4	£77,000
		Support for students with Mental Health Concerns	CPD and general guidance for all students and staff	Website update & links  Assemblies and PSHE	2-4	
	PP CU	Outside agency support for mental health	Jepecca and other agency referral		2-4	£10,000

	PP CU	CATs tests for Year 7	Baseline testing to identify students in need of catch up from KS2	To maintain	1-4	£3,000
	CU	Music lesson subsidies	FSM students studying Music – to support the cost of instrumental lessons	Maintain – but needs reviewing – underspend in Jan / Feb	1-4	£3,000
	PP	Safe space counselling	Funding for 1:1 counselling for specific students' mental health recovery	Maintain – seen as good vfm by CMY Rise in MH cases this year	1-4	£2,000
	PP	PP+ (CLA / PLA) resources and costs	To monitor CLAs and ensure that these students receive the necessary resources and IT access to ensure they can fully access the curriculum (£1000 per student)	Needs a review CIE / ITE	1-4	£5000
<b>Key Objective 3: Wider Strategies</b>	PP CU	Basic equipment & stationery	Every FSM student to be provided with a Stationery Pack – equipment list to be costed for the 110 FSM students = £18 per student	Already allocated in December – every FSM student received a full stationery pack	1-4	£2,000
	PP	Trauma informed school	SSS and GWE attended training and SLT had inset.	Planning to roll out to whole school SSS	1-4	£2000
	PP CU	Annual inventory license	Monitoring participation of PP / CU after school clubs / revision lessons	Maintain – needs to be explored for use with after school clubs SCR	1-4	£721
	PP CU	Catering- breakfast	To support FSM students with food pre-school – 110 students - £45 each or £1 per morning.		1-4	£5,000
	PP	Curriculum-based trips	Starting to be introduced again across faculty areas		1-4	£1,000

PP	Funding to support Parent Workshops or On-Line Parent information	To support HoYs with resources and time for one parent workshop per year (£500 per HoY)	RHT to discuss at HoYs what parental engagement they would like to run.	1-4	£3,500
PP	Rewards	To support a rewards culture and monitor DA entitlement (£18 per FSM student)	Maintain and review SSS / RNT	1-4	£2,000
PP	Transport subsidies & uniform support	Maintain to support uniform and individuals with transport costs	Maintain for Summer Term Review expenditure in July NCP	1-4	£2,000
PP	Peer Mentoring	6 <sup>th</sup> form students mentoring younger years in the Library every Friday.	Training completed of mentors by welfare team – run over the course of the year.	2-3	£1000
	ELSA training	An LSA is undertaking ELSA training to provide emotional support to for most disadvantage and their emotional literacy.		2-4	£2000
<b>Total Cost</b>					<b>£370,000</b>

### Monitoring, Evaluation and Review

There will be two formal review points with regards to the impact of this Pupil Premium Strategy and Catch-Up plan measuring impact and cost:

- April 22
- July 22

These interim review points will then be used in conjunction with the August exam results to help review and construct the next annual PP Report in the Autumn Term 2022