

Pupil premium strategy 2022 / 2023 and strategy review 2021 / 2022 – Birchwood High School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1430
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-24
Date this statement was published	January 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Dr Chris Ingate Principal
Pupil premium lead	Mr Rob Herbert, Assistant Principal
Governor / Trustee lead	Mrs Ruth Bamlett

Funding overview

Detail	Amount
Pupil premium funding allocation 21 22 academic year	£167,155
Recovery premium funding allocation 21 22 academic year	£26,360
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£81,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£274,515

Part A: Pupil premium strategy plan

Statement of intent

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 11.7% of students at Birchwood so we are below the national average. Nevertheless, as a large Single Academy Trust, this represents a cohort of 167 students. 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 was disrupted by the Covid Pandemic and, unfortunately the gap widened in 2022.

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.

The impact of Covid-19 on DA students:

The impact of Covid-19 on the academic year 2021-22 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.

Statistical Context of DA cohorts

The percentage of Pupil Premium (PP) students does vary from year-to-year 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 31 students with complex needs in that they are DA students and with Wave 1 / 2 SEND
- We have 6 students who are currently under a care order (CLA), and 7 students who were previously looked after (PLA). Additional funding is available to support these students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Classroom Practice – Exam results, learning walks, observations and general QA has demonstrated that there is a need for teachers to have higher expectations of pupils, including those in the disadvantaged cohort. The key requirement needed is more adaptive teaching for DA and SEND students. Therefore, a new unified Teaching and Learning approach needs to be embedded across the school which can be supported by reintroducing some pre-Covid strategies such as; positive discrimination of PP students in lessons, an updated version of the teacher DA / SEND toolkit and finally DA targeted intervention and quality assurance work.</p>
2	<p>The GCSE attainment gap – the school managed to close the PP / Non PP gap by 2019 to less than the national average – unfortunately the effects of the Covid Pandemic affected the progress of our 21 GCSE students in 2022.</p> <p>The challenge is to improve results by removing the barriers to learning for DA pupils through quality first teaching, targeted academic intervention and pastoral intervention work through HoY, the triage system and the student welfare team.</p> <p>Finally, a key aspect in promoting DA pupil’s success, is the development of their literacy skills. A whole school approach is required to allow greater access to lesson content, improved self-regulation and self-perception.</p>
3	<p>DA Persistent Absence – in the last academic year the attendance figure for DA was 85.5% in comparison to a non DA attendance of 93.3%. The PA figure for DA students was 4%</p> <p>This is an aspect that needs continually prioritised as we recognise student do not succeed if they are not in lessons. The areas to focus on are; establishing successful attendance strategies with the attendance officer and all pastoral teams, developing successful intervention work in the Birchwood triage panel, raising student aspirations to promote pupil motivation, prioritise student / staff relationships and finally place emphasis on an adaptive teaching approach to promote inclusive</p>

	teaching in order to tackle the problem of educational disadvantage through improved student experience in the classroom.
4	<p>Exclusion data – As a school we are continually striving to improve the way in which we deal with poor student behaviour. In order to promote DA pupil’s motivation, aspirations and academic achievement it is fundamental that the behaviour management system supports these aims. Therefore, a focus is required on alternatives to 1 day fixed term suspensions. Last year, the number of DA students with at least one 1 day suspension was 29 out of 151 (19.2%).</p> <p>Priorities areas that need to be developed:</p> <ul style="list-style-type: none"> • Remove barriers to learning / inequity to avoid negative impact on DA student’s self-esteem through the power of positive relationships. • Development and refinement of Choices and consequences - behaviour management system. • Develop meaningful and realistic actions from triage panel and pastoral intervention to improve Tier 4 DA student’s behaviour. • Develop student’s learning following a consequence e.g. restorative conversations and behaviour courses.
5	<p>Improve DA parental engagement – A focus is required with HoYs and tutors to engage some of our DA parents with their child’s education. There is a discrepancy between the percentage of DA parents attending events like parents evening and the non DA parents. Targeted appointments continue to be needed and follow up phone calls. Additionally, each year group need to target 1 meaningful event in each academic year where DA parents can attend and engage and as a result will promote DA pupil’s success.</p>
6.	<p>Mental Health Concerns: High levels of student referrals to the pastoral team indicate DA wellbeing is a current priority area to address. Anxiety, depression and low self-esteem are the main causes and have risen post Covid. The attainment, attendance and behaviour gaps are also further evidence of this.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Classroom Practice for DA students at both key stage 3 and 4.	<p>By the end of our current plan in 2023/24 it is important that all teachers are employing the strategies outlined by an up to date ‘DA and SEND Toolkit’. Teachers should know their classes well and particularly their DA and SEND students.</p> <p>The findings from quality assurance work should demonstrate DA students being provided for in the lessons through adaptive teaching, positive student / teacher relationships, high expectations, established routines, higher DA pupil aspirations and improved DA attendance above 90% and finally under 10% of the DA cohort receiving a 1 day suspension.</p>

Closing the GCSE attainment gap	<p>By the end of the plan in 2023/24 the DA / Non DA attainment gap will be reduced.</p> <p>The aim is for the 2023/24 outcomes to demonstrate that DA students achieve:</p> <ul style="list-style-type: none"> • An average attainment 8 score of at least 38 points • At least 35% passing English and Maths with grade 5 or above.
DA Persistent absence	A sustained higher attendance by 2023/24 demonstrated by the overall unauthorised absence rate for all pupils being no more than 10% and the attendance gap between DA pupils and their non DA peers being reduced by 10%
Exclusion data	Teacher reports and observations suggest that DA pupils are more able to monitor and regulate their behaviour at school. This will be demonstrated by the suspension data of DA pupils receiving at least one 1 day suspension being under 10%.
Parental engagement	By the end of the plan in 2023/24 the DA parental engagement attendance to school events will be within 5% of the non DA parents.
DA Wellbeing	<p>Improved records of well-being by 2023/24 demonstrated by:</p> <p>Qualitative data from student voice, parent surveys and teacher observations.</p> <p>A decrease in student referral to the pastoral team.</p> <p>An increase in participation to extra-curricular activities.</p>

Activity in 21 22 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)

Hi quality teaching is the most effective way to close gaps for PP and other disadvantaged students (EEF report 2021).

Budgeted cost: Cost from main GAG funding and staffing expenditure but additional specific resource costs = £35,712pa

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing fully qualified teachers	EEF research shows, empirically, that high quality teaching and learning in a normal classroom environment with targeted support for DA students is the most effective strategy in terms of raising progress and attainment	1 2
CPD changing focus to Adaptive Teaching	Specific CPD to help improve delivery of adaptive teaching including a greater emphasis on teaching to the top and scaffolding learning for middle and low ability students	1 2
Targeted support of DA students in the classroom	Triaging support to address health and attendance in order to improve attendance for targeted students as well as additional academic intervention for English, Maths and Science	1 2 3 4 5 6
Curriculum Development Time	Teachers have 17 additional meetings per calendar year to work together to improve curriculum intent and implementation strategies including resources and tools for DA students	1 2
Quality Assurance / Performance Management	Evaluating the quality of teaching and learning in the classroom linked to PM and appraisal Annual report for Intervention strategy Annual evaluation report for Mental Health support	1 2 5 6

Targeted academic support for 2021 / 2022

Budgeted cost: £17,399

Criteria	Sub criteria	Strategy	Evaluation	Cost
Achieving academic potential **	Revision Technique development**	Targeted intervention with particular focus on DA and students with a SEND.	External companies – Exam Busters – 'Positively You' course targeted at Year 11 Elevate Education – numerous workshops ran over the course of the year for Year 10 aimed at raising	£4061

			progress grades and academic esteem.	
	Attendance Officer***	The Attendance Officer works with families whose child's attendance is below 90%. They work closely with the HoY and SLT and attend the Birchwood Triage Panel for tier 4 student attendance concerns.	The overall attendance last year was 93.3% and the DA attendance was 85.5%. This gap is still significant, therefore, the employment of an attendance officer supported by HCC is still required.	£27,154
	MIS and Pastoral support administrator	MIS system and HoY administrative support.	Supports 5 HoY and was central to the setup of the new MIS system Arbor which is pivotal to the identification of DA students to all staff.	22,793
Mental health / Behaviour **	Student Welfare Officer and Assistant	The school employs 1 Student welfare officer	Supported students with their pastoral challenges, mental health concerns and managed all the external agencies that deliver intervention at Birchwood. They ran a number of 1 to 1 interventions and group work, as well as played a pivotal role in the Birchwood triage panel and the actions that were generated from this.	£27,272
	School Counsellor	The school employs 1 school counsellor full time.	Counselled a variety of students across the school, additionally facilitated group work and intervention such as 'Peer mentoring'. They attended the	£26,165

			Birchwood Triage panel meetings in support of DA students.	
	Behaviour Support officer	The school employs a Behaviour Support officer	Behaviour Support Officer provided help for teachers and pastoral teams. Led on behavioural issues in the school and behavioural interventions and attended the Birchwood triage panels.	£22,352
	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.	This was an intervention that DA students accessed in every year group and was effective in providing an effective pastoral support. The 1 draw back was that only a limited amount of students were seen at 1 time.	£9,990
	Safe Space counselling	An invaluable external support for mental health	Regular counselling took place over the course of the year and an additional counsellor added for students with an SEND and our DA cohort.	£6887
	The Construction Training Partnership*	CTP are an external company based in Harlow and offer courses in construction, car mechanics and Hair and Beauty.	Supported a small number of DA pupils with some part-time vocational training which was a success in providing some alternative provision.	£14,490

			The goal would be to eventually run this ourselves at Birchwood.	
Achieving academic potential**	Online Tutoring (TLC)*	We subscribe to an external on-line provider to deliver the National tutoring programme.	This proved to be an expensive provision last year due to the number of missed lessons. It was invaluable during lockdown and for students / staff self-isolating. Therefore, the aim is to move towards targeting a more 1 to 1 tutoring provision in our Birchwood intervention centre.	£24,235
Intervention outside the classroom**	Faculty Intervention	Aim is to raise attainment with additional revision and student/ faculty resources.	Every faculty were allocated £3000 pounds to spend on improving student outcomes. It was stipulated to all HoF's that a DA focus was required when allocating funds.	£32,000

Wider strategies for 2021 / 2022

Budgeted cost: £ 21,404

Criteria	Sub criteria	Strategy	Evaluation	Cost
	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	Successful trips ran in a range of faculties including UK and international experiences.	£4552

Equality and curriculum engagement **		students with opportunities that they may otherwise not have had access to – a key component of the PPG funding.		
	Performing Arts Tuition**	Some FSM students who wanted to learn a musical instrument were funded to have on-site music lessons with Herts Music Service.	This supported a number of DA pupils and helped to re-engage them with school and improve their attendance	£1680
	Books / supplies / stationery**	Revision books / text books / pens / calculators	Stationery / other resources were provided to DA students over the course of the entire year.	£524
Basic equipment **	Transport subsidy	Support for parents with transport issues coming from distance.	Each transport provided was looked at on an individual needs basis. Those who received subsidy were effectively supported to enable children to attend school on a daily basis.	£6401
	Uniform supplies	Support for DA pupils parents finding it hard to afford uniform.	New uniform was purchased from our two different supplies for DA students following an expression of need for assistance. PSFA maintained the second-hand uniform shop for all	£5945

			students which was used effectively	
Additional support **	Breakfast Club**	The café is open from 8.00 am and using discrete biometric payment students' health, concentration and behaviour improve.	Breakfast club ran each day and provided provisions for DA students daily. The school is looking to extend into break for those who miss breakfast due to public transport.	£2302

Outcomes for disadvantaged pupils

GCSE:

- The 2022 DA cohort included 18FSM students, 4 Ever 6 and 1 CLA student out of a total cohort of 208 GCSE students = 11%
- The ability profile included 3 High Ability students / 10 middle ability students and 9 low ability students.
- This is a contrasting profile to non-disadvantaged students (36% H / 46% M / 18% L)
- The Progress 8 score for this cohort was -0.84 which is significantly lower than the 2019 figure of -0.34)
- The impact of Covid-19 on this cohort was profound and affected the support and tutoring that the school was able to offer
- There were two outlier with significant health and absence concerns

Externally provided programmes

Programme	Provider
Exam Busters	Positively You
Ace Your Exams	Elevate Education