

# Pupil premium strategy statement – 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 ( <b>3 year plans are recommended</b> )	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 this academic year	£169,420
Recovery premium funding allocation this academic year	£49,680
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>	£45,909
<b>Total budget for this academic year</b>  <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>	£265,009

# 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 and aim to provide a welcoming, supportive and ambitious educational environment for all students. 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 should not be underestimated. Nationally, it has been reported that students from less affluent families struggled with regards to on-line learning at home. At Birchwood, the emerging data 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	<b>Classroom Practice</b> – Exam results, learning walks, observations and QA processes have demonstrated that there is a need for teachers to have higher expectations of pupils, including those in the disadvantaged cohort. The key requirement identified is more adaptive teaching with the expectation that this will have a greater proportionate impact for DA and SEND students. To implement this a new unified Teaching and Learning approach needs to be embedded across the school which can then 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 DA targeted intervention and quality assurance work.
2	<b>The GCSE attainment gap</b> – 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.  The challenge is to improve results by holistically 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.  A key aspect in promoting DA pupil's success, is the development of their literacy skills. A whole school approach is now in its second year, with the aim of allowing greater access to lesson content, improved self-regulation and self-perception.
3	<b>DA Persistent Absence</b> – 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%  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 have been identified as; 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 teaching in order to tackle the problem of educational disadvantage through improved student experience in the classroom.
4	<p><b>Exclusion data</b> – 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"> <li>• Remove barriers to learning / inequity to avoid negative impact on DA student’s self-esteem through the power of positive relationships.</li> <li>• Development and refinement of the Choices and Consequences - behaviour management system.</li> <li>• Develop meaningful and realistic actions from triage panel and pastoral intervention to improve Tier 4 DA student’s behaviour.</li> </ul> <p>Develop student’s learning following a consequence e.g. restorative conversations and behaviour courses.</p>
5	<p><b>Improve DA parental engagement</b> – 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><b>Mental Health Concerns:</b> 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</p>

	above 90% and finally under 10% of the DA cohort receiving a 1 day suspension.
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"> <li>• An average attainment 8 score of at least 38 points</li> <li>• At least 35% passing English and Maths with grade 5 or above.</li> </ul>
DA Persistent absence	There should be 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	By the end of the plan teacher reports and observations should suggest that DA pupils are increasing equipped 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> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, parent surveys and teacher observations.</li> <li>• A proportionate decrease in student referral to the pastoral team.</li> <li>• Evidence of an increase in participation to extra-curricular activities.</li> </ul>

## 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: £ 25,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Recruitment and retention of high performing classroom teaching staff</b></p> <p>Recruitment, development and retention of high performing staff is a key aim of the school.</p>	<p>High quality teaching has been shown as the most effective way to improve outcomes</p> <p><a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This review identifies that limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment.</p> <p>There is limited evidence of impact of performance related pay and this needs to be distinguished.</p>	<p>1,2,3,4</p>
<p><b>CPD to support focus on adaptive teaching</b></p> <p>Contribution towards costs of development and delivery of specific CPD to help improve delivery of adaptive teaching, including a greater emphasis on teaching to the top with appropriate scaffolding.</p> <p>Contribution towards work to develop and implement a unified teaching and learning approach - ALCAM-E (Adaptive teaching, Literacy, Creativity, Assessment, Mastery and Engagement), including the development and roll out of bespoke professional development guides.</p> <p>Review and new rollout of the DA toolkit – supporting targeted support of DA students in the classroom including by identifying</p>	<p>Adaptive teaching is incorporated into the Teachers’ Standards and the early career framework.</p> <p>More information about adaptive teaching and links to supporting references can be found in this EEF blog post:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The Birchwood DA toolkit was originally developed pre-covid when there was evidence of success in closing the DA gap.</p>	<p>1,2,3,4</p>

effective teaching strategies and highlighting interventions available.		
<b>Curriculum Development</b> Contribution towards costs associated with additional meetings for teaching staff to work together to improve curriculum intent and implementation strategies including resources and tools for DA students. Provision of additional cover to protect additional PPA time to support lesson planning.	See above	1,2
<b>Quality Assurance</b> Contribution towards evaluation of the quality of teaching and learning to support the development of high quality classroom practice including a focus on adaptive teaching. In particular QA will also be supported to include: <ul style="list-style-type: none"> <li>• Annual report for Intervention Strategy</li> <li>• Annual report for Mental Health Support</li> </ul>	See above	1,2,5,6

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

Budgeted cost: £ 84,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted academic intervention</b> Contribution towards internal intervention centre, focussed on targeted academic intervention for English, Maths and Science. This is implemented alongside support for the Triage System (see wider strategies below) to ensure holistic approach to intervention and support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4,6

<p><b>Externally provided online tutoring</b> Subscription to an external on-line provider to provide online tuition</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,4,6</p>
<p><b>Externally provided online tutoring</b> Subscription to an external on-line provider to provide online tuition</p>	<p>Evidence supporting one-to-one tuition as above</p> <p>Online provision was invaluable during lockdown and has shown to be useful to support out of school provision. The aim is to move the delivery of the national tutoring programme and other towards onsite 1to1 internally provided tutoring where possible</p>	<p>2,3,4,6</p>
<p><b>The Construction Training Partnership</b> Support for a small number of DA pupils to access part-time vocational training. CTP are an external company based in Harlow. They offer courses in construction, car mechanics and hair and beauty.</p>	<p>Internal evidence from previous cohorts has demonstrated that this offer can have a positive impact on school engagement</p>	<p>3,4,6</p>
<p><b>Revision and exam technique development</b></p> <p>Interventions and workshops from external companies – Learning Performance and Elevate Education, aimed at raising academic esteem and attainment.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. While noting that guidance suggests that approaches are most effective when embedded in the curriculum, the school has found targeted workshops aimed at years 10 and 11 to be useful as an additional support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>2,3,4,5</p>



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

Budgeted cost: £ 154,079

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Birchwood Triage Panel</b> – The need for holistic support and the interaction between attendance, mental health, behaviour, wellbeing, pastoral and welfare support, teaching practice and academic intervention are recognised. Wider strategies are considered within the framework of Birchwood’s tiered intervention approach. The Birchwood Triage Panel identifies and develops action plans for those students requiring the most support. Disadvantage is recognised in the weighted scoring system that identifies a student for support by the Triage Panel</p>		
<p><b>Employment of an Attendance Officer</b> The Attendance Officer works with families whose child's absence is below 90%. They work closely with the HoY and SLT and attend the Triage Panel for Tier 4 students.</p>	<p>DfE guidance (linked below) has been informed by engagement with schools that have significantly reduced persistent absence levels. The inclusion of attendance at the Triage Panel is seen as crucial aspect of holistic support, noting: <i>"Securing good attendance cannot ... be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium."</i></p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>2,3,5,6</p>
<p><b>Employment of a Student Welfare Officer</b> The Student Welfare Officer supports students with their pastoral challenges, oversees mental health concerns and manages external agencies.</p> <p>They also run 1 to 1 interventions and group work and attend / deliver actions from the Triage Panel</p>	<p>See also attendance, mental health and behaviour sections</p> <p><a href="http://publishing.service.gov.uk">The link between pupil health and wellbeing and attainment.pdf (publishing.service.gov.uk)</a></p>	<p>2,3,4,5,6</p>
<p><b>Provision of in school counselling</b></p>	<p>See also attendance, welfare, and behaviour sections</p>	<p>2,3,4,6</p>

<p>Employment of School Counsellor together with provision of an additional external counsellor (Safe Space Counselling)</p> <p>The School and external Counsellor counsel a variety of students across the school. The School Counsellor runs group work and intervention such as 'Peer mentoring' and attends Birchwood Triage Panel.</p>	<p>There is some external evidence to support the effectiveness of early mental health interventions, in particular CBT, within schools</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
<p><b>Employment of a Behaviour Support Manager</b></p> <p>Provides support to teachers and pastoral teams as well as leading on behavioural issues in the school and running interventions. Attends Birchwood Triage Panel.</p>	<p>See also attendance, welfare and mental health sections.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,4,5
<p><b>Empowerment coaching</b></p> <p>An externally provided programme designed to enable students to engage better with their learning as they are better equipped emotionally to do so. This is an intervention that can be accessed by every year group and is frequently accessed by DA pupils</p>	<p>This program has been used by Birchwood for a number of years with anecdotal positive impact for students as part of a holistic approach.</p>	2,3,4,6
<p><b>Educational visits</b></p> <p>Funding for educational trips and visits for PP students to ensure access and inclusion while maintaining a programme of visits to enrich and support the curriculum</p>	<p>There is limited evidence / studies as to how individual elements of support for families towards costs of school and enrichment directly link to outcomes.</p>	2,3,5
<p><b>Performing Arts Tuition</b></p> <p>Support on an individual basis to support engagement in EPA</p>	<p>Provision on these relatively low cost areas is made so as to remove barriers for DA pupils and for reasons of equity and fairness.</p>	
<p><b>Books / Supplies / Stationery</b></p> <p>Resources including revision materials, text books, stationary and calculators are provided to DA students to ensure the potential barrier to learning is removed</p>	<p>On a holistic view it is considered that there is a need to remove what could be perceived as practical barriers to attendance, engagement and</p>	
<p><b>Transport subsidy</b></p>		

<p>Provided on an individual needs basis in order to remove the potential barrier to attendance / learning</p>	
<p><b>Uniform supplies</b> New uniform is provided to DA pupils where families communicate a need for assistance</p>	
<p><b>Breakfast club</b> Breakfast is provided in the school café each morning with FSM students provided with means for biometric payment</p>	

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### GCSE

- The 2022 DA GCSE cohort included 18 FSM, 4 Ever 6 and 1 CLA Student out of a total cohort of 208 GCSE students (11%)
- The prior ability profile of the DA students was 14% high / 45% middle / 42% low as compared to 36%H / 46%M / 18%L for non-DA students
- The Progress 8 score for this cohort was -0.84 (confidence interval -1.4 to -0.29) which is significantly lower than the 2022 Progress 8 score for all pupils (-0.37, with a confidence interval of -0.57 to -0.17) and the 2019 figure of -0.34
- The average attainment 8 score for DA pupils was 32.7 points (48.2 for all pupils).
- 15% of DA students passed maths and English at grade 5+, (48% for all pupils).
- 27% of DA students entered EBacc with an average point score of 2.83 (59% and 4.49 for all pupils)
- 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 outliers with significant health and absence concerns
- All DA students were able to move on to chosen next steps

#### A Level

- There were 5 FSM student in the 2022 A-Level Cohort
- All 5 met their academic targets
- 3 went on to University / One Higher Apprenticeship / One to employment

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Exam Busters	Positively You
Ace Your Exams	Elevate Education
On-line tutoring	TLC
Jepeca? Safe Space Counselling other?	