

# Pupil premium strategy statement 2023/24 – 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	Y7 to Y11 = 1193 pupils
Proportion (%) of pupil premium eligible pupils	<b>18% (215 students)</b>
Academic year / years that our current premium strategy plan covers (3 year plans are recommended)	2022-24
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Mr Sam Griffin, Principal
Pupil premium lead	Mr Rob Herbert, Assistant Principal
Governor / Trustee lead	Gill Turner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,41
Recovery premium funding allocation this academic year	£53,130
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>	£41,786
<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>	£298,057

# 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 around 18% of students at Birchwood so we are below the national average. Nevertheless, as a large Single Academy Trust, this represents a significant cohort of 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 has continued to widen.

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.

### **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 higher % of lower attaining students based on KS2 SATs
- The number of students with complex needs, which is the combination of DA with an EHCP or on SEND support varies.

## Challenges

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

Challenge number	Detail of challenge
1	<p><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 unified Teaching and Learning approach continues to be embedded across the school which attempts to improve classroom practice. Additionally, 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 have all been reestablished.</p>
2	<p><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 DA GCSE cohorts since.</p> <p>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.</p> <p>A key aspect in promoting DA pupil’s success, is the development of their literacy skills. A whole school approach is in place with the aim of allowing greater access to lesson content, improved self-regulation and self-perception.</p>
3	<p><b>DA Persistent Absence</b> – in the last academic year the attendance figure for DA was 85.1% in comparison to a non-DA attendance of 91%. The PA figure for DA students was 44.9%. Non-DA PA was at 25.5%</p> <p>This is an aspect that needs to be continually prioritised as we recognise students 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.</p>
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 41 out of 116.</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 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>

	Develop student's learning following a consequence e.g. restorative conversations and behaviour training.
5	<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.
6	<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.

## 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"> <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 increasingly 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	Improved records of well-being by 2023/24 demonstrated by: <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: **£ 28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high performing classroom teaching staff	High quality teaching has been shown as the most effective way to improve outcomes.	1,2,3,4

	<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><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 - AL-CAM-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 effective teaching strategies and highlighting interventions available.</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>	1,2,3,4
<p><b>Curriculum Development</b></p> <p>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.</p>	See above	1,2
<p><b>Quality Assurance</b></p>	See above	1,2,5,6

<p>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:</p> <ul style="list-style-type: none"> <li>• Annual report for Intervention Strategy</li> <li>• Annual report for Mental Health Support</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£ 82,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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.</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://www.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://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4,6
<p><b>Externally provided online tutoring</b> Subscription to an external online 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://www.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://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></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.</p>	2,3,4,6

	The aim is to move the delivery of the national tutoring programme and other towards onsite 1to1 internally provided tutoring where possible.	
<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.	Internal evidence from previous cohorts has demonstrated that this offer can have a positive impact on school engagement	3,4,6
<b>Revision and exam technique development</b>  Interventions and workshops from external company Elevate Education, aimed at raising academic esteem and attainment.	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.  <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>	2,3,4,5

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

Budgeted cost: **£ 155,175**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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		
<b>Employment of an Attendance Officer</b>	DfE guidance (linked below) has been informed by engagement with schools that have	2,3,5,6

<p>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>significantly reduced persistent absence levels. The inclusion of attendance at the Triage Panel is seen as crucial aspect of holistic support, noting:</p> <p><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><b>Employment of a Student Welfare and Safeguarding lead.</b></p> <p>The Student Welfare Officer and Safeguarding lead supports students with their pastoral challenges, oversees all safeguarding concerns, mental health concerns and manages external agencies.</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>	2,3,4,5,6
<p><b>Employment of an Internal inclusion officer.</b></p> <p>Offering an alternative to fixed term suspension. The IER officer works with students to ensure that they are ready to reenter the classroom the following day.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2,3,4,6
<p><b>Provision of in school counselling</b></p> <p>Employment of School Counsellor together with provision of an additional external counsellor (Safe Space and Nessie 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>See also attendance, welfare, and behaviour sections.</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="http://eif.org.uk">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	2,3,4,6

<p><b>Social skills / SEND counselling / Safe space counselling / NESSIE.</b> Internal and externally providers to enable students to engage better with their learning and their peers. The aim is to equip students emotionally to help them do the work they need to promote their success. This is an intervention that can be accessed by every year group and is frequently accessed by DA pupils</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</a> <a href="#">Early Intervention Foundation (eif.org.uk)</a></p>	<p>2,3,4,6</p>
<p><b>Welfare Checks</b> Every other Friday the Assistant Principal and Student Welfare and Safeguarding lead go out on welfare checks to those who are currently having alternative provision and those who are classified as attendance concerns.</p>	<p>See above re attendance</p>	<p>2,3,5,6</p>
<p><b>Educational visits</b> 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> <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>On a holistic view it is considered that there is a need to remove practical barriers to attendance, and engagement</p>	<p>2,3,5</p>
<p><b>Performing Arts Tuition</b> Support on an individual basis to support engagement in EPA</p>		
<p><b>Books / Supplies / Stationery</b> 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><b>Transport subsidy</b> Provided on an individual needs basis in order to remove the potential barrier to attendance / learning</p>		

**Uniform supplies**

New uniform is provided to DA pupils where families communicate a need for assistance

**Breakfast club**

Breakfast is provided in the school café each morning with FSM students provided with means for biometric payment.

**Total budgeted cost: £ 265,875**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a school we recognised that the GCSE results obtained by the DA students were disappointing. It should be acknowledged that the DA cohort was small, and they do require a significant sensitivity to their individual contexts, which highlights the acute need to maintain our focus on this group and continue to work hard to close the gap.

It is worth mentioning that the success criteria referred to were all set at the beginning of the 21/22 Academic year, and these have not been adjusted over the strategy plan period and with each cohort the challenges will inevitably vary.

Finally, it must be noted that this is the last year of this strategy period and the three years as a whole, will be considered and the strategy reviewed.

#### GCSE

##### *Success criteria*

The relevant success criteria for the 3-year plan were: 1. a reduction in the attainment gap, 2. average attainment 8 of 38 points, 3. At least 35% of DA students passing English and Maths with grade 5 or above.

##### *Outcomes for 22/23*

- Disadvantaged is defined as FSM, Ever6 or CLA.
- The 2023 DA GCSE cohort included 16 FSM, 8 Ever6 and 2 CLA, out of a total cohort of 230 students entered for GCSEs (10%).
- The prior ability profile of the 24 DA students with available prior attainment data was 25% high / 42% middle / 33% low. This compares with 19% high / 52% middle / 27% low for 191 non-DA students with prior attainment data available.
- The Progress 8 score for DA students was -1.21 (CI -1.75 to -0.67), which is significantly below the Progress 8 score for non-DA students, at -0.45 (CI -0.64 to -0.26)
- The Attainment 8 score for DA students was 33.85, which is significantly lower than the score of 45.1 for non-DA students.
- 15% of DA students passed both Maths and English at 5+, compared to 38% of non-DA students. 42% of DA students passed both Maths and English at 4+, compared with 63% of non-DA students.
- 31% of DA students entered EBacc with an average point score of 2.96. This compares to non-DA figures of 35.78% entered and average score of 3.94.
- The average exam entries per pupil were 6.7, compared to 7.6 for non-DA student.

#### A-Level

Although A-level results are not a KPI for the current period it is relevant to consider longer term outcomes.

- There were 5 DA students in the A-Level cohort.
- DA students had an average point score of 29.23, compared with a score of 32.22 for non-DA students.

- % of DA students were able to access their chosen destination.

### **Attendance**

#### *Success criteria*

The success criteria for the 3 year plan is a reduction of the attendance gap by 10%. The 21/22 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

#### *Outcomes for 22/23*

In 22/23 the attendance figure for DA was 85.1% in comparison to a non DA attendance of 91%. The PA figure for DA students was 44.9%. Non-DA PA was at 25.5%.

### **Behaviour**

#### *Success criteria*

Less than 10% of DA pupils receiving at least one day suspension.

#### *Outcomes for 22/23*

35% of DA students with at least 1 day suspension

### **Parental engagement**

#### *Success criteria*

Parent attendance at school events within 5% of non-DA figures

#### *Outcomes for 22/23*

Not achieved within the 5% at the parents evening.

### **DA Wellbeing**

#### *Success criteria*

Student voice, parent survey and teacher observations demonstrating improved wellbeing.

Decrease in student referrals to the pastoral team.

Evidence of increase in participation in extra-curricular activities

#### *Outcomes for 22/23*

Data will be collected at the end of the strategy period.

## **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.*

<b>Programme</b>	<b>Provider</b>
Online tuition	TLC
Online tuition	Acorn Digital
Online tuition	Academy 21

Counselling	Nessie
Revision and exam technique	Elevate Education
External counselling service	Safe Space Counselling
External mentoring (free)	Stort Vally Trust