

## PUPIL PREMIUM STRATEGY STATEMENT

*Non Sibi Sed Aliis*

Your word is a lamp to my feet and a light to my path.  
Psalm 119, vs 105

"So whatever you wish that others would do to you, do also to them,  
for this is the Law and the Prophets." Matthew 7:12

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Autumn Term 2021

Next Review Date: Autumn Term 2022

Reviewed By: Mr A Holland

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APPROVED BY THE HEADTEACHER – Autumn Term 2021

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Balshaw's Church of England High School
Number of pupils in school	926
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S. Haycocks
Pupil premium lead	A. Holland
Governor / Trustee lead	J. Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,285
Recovery premium funding allocation this academic year	£16,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,250

## Part A: Pupil premium strategy plan

### Statement of intent

Balshaw's Church of England High School works to achieve the best possible outcomes for all of its students. Reversing the impact that socioeconomic disadvantage has on the educational outcomes of students over the long term is a key priority for the school, and is designated as a whole school priority within our School Development Plan. We are ambitious in our aspirations for disadvantaged students and set challenging goals for our school to achieve in this regard. We expect our disadvantaged students to be ambitious for their own outcomes. This aim has never been more relevant in the current context, as there is clear evidence to show that disadvantaged students have fallen further behind their peers during the pandemic. We strive to achieve this by focussing our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds and implementing strategies that have a strong evidence base of success (EEF Toolkit, for example). However we also recognise that it is important that the approaches we take are appropriate and adapted for the specific context of our school setting and the needs of our learners. All the strategies we implement are also aligned carefully with the School Development Plan in order to ensure the greatest possibility of success.

As a School we believe that inclusive teaching and learning is the best lever for addressing disadvantage and its impact upon learning outcomes. Therefore the focus on enhancing the learning of disadvantaged students comes from Quality First Teaching, Challenge for All, acknowledging that the place for learning to close the gap is in the classroom rather than bolt-on strategies. Teachers understand what high quality teaching looks like and promote self regulated and self driven learning. Recognising how disadvantage impacts on learning is essential to establish an approach that truly benefits our pupils and diagnostic assessment is a fundamental part of addressing gaps in learning. Decisions on intervention are based upon data and a response to the evidence using frequent tracking, for example gauging the performance of disadvantaged pupils against national benchmarks and age related expectations, alongside internal measures such as attendance figures, behaviour monitoring and pupil voice.

At Balshaw's we are committed to promoting an ethos of high expectations for all students who are treated as individuals without an expectation that one group of students has less potential to succeed. We recognise that disadvantage is not always recognised by the label Pupil Premium, and we take a nuanced approach to identifying those students who are experiencing significant disadvantage. In this sense we are not **label led** in our use of the Pupil Premium. Rather the specific needs of **pupils are central** to our approach, and we are committed to an early intervention approach.

Relentlessly supporting pupils to develop their **literacy** is a critical aspect of our drive to improve educational outcomes, regardless of current attainment, as it underpins self confidence, self esteem, builds background knowledge, encourages participation in learning, social interaction and develops oracy.

Ongoing **impact evaluation strategies** enable us to understand whether the plans that we are putting in place are having the impact that we intend, or whether we need to adapt those plans in order to achieve greater success.

Although the Assistant Headteacher in charge of Raising Attainment may have oversight of this cohort of students, the responsibility for closing the attainment gap is devolved to all teaching and support staff. Staff are provided with the support they need so that they can take ownership of the components of the Strategy and deliver them successfully. This includes access to training and follow on support.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families suggest that the <b>education of many of our disadvantaged pupils have been disproportionately impacted by partial school closures</b> . The negative impact is demonstrated in the difference between the tracking events immediately before and after partial school closure, which is greater for our disadvantaged students than their peers (Between -0.05 and -0.09 points score difference to target gap). These findings are backed up by several national studies.
2	<p><b>The attainment and progress of disadvantaged pupils is generally lower than that of their peers.</b></p> <p>Assessments on entry to Year 7 over the last 3 years indicate an average 0.55 point score difference gap in English and 1.27 in Maths between disadvantaged and non-disadvantaged students. Disadvantaged students typically have lower CAT4 mean scores.</p> <p>This lower attainment is pervades throughout their time at Balshaw's. The percentage of disadvantaged students achieving grade 4 in English and Maths GCSEs at the end of Year 11 over the past 5 years is also lower.</p>

<b>Percentage of Students achieving Grade 4 or above in English &amp; Maths</b>			
	Pupil Premium	Non Pupil Premium	Difference
August 2018 Results	59.4	77.2	-17.8
August 2019 Results	52.2	81.9	-29.7
August 2020 Results (CAG/algorithm award)	59.1	75.8	-16.7
August 2021 Results (TAG)	65	75	-10
August 2022 Predicted from Yr 10 Tracking Data	47.8	74.4	-26.6
<b>Average Total Progress 8</b>			
	Pupil Premium	Non Pupil Premium	Difference
August 2018 Results	0.161	0.148	0.013
August 2019 Results	-0.41	0.09	-0.50
August 2020 Results (CAG/algorithm award)	-0.02	0.31	-0.29
August 2021 Results (TAG)	-0.21	0.18	-0.39
August 2022 Predicted from Yr 10 Tracking Data	-0.45	-0.25	-0.2
3	<p><b>Disadvantaged students arrive at Balshaw's with typically lower ability.</b> Assessments of student cognitive ability on entry indicate that disadvantaged students arrive at Balshaw's at a lower point than their non-disadvantaged counterparts. The average mean Mean CAT4 test score for a disadvantaged student over the last 5 years is 98, whereas for non-disadvantaged students is 103. The expected score is 100. This was replicated in KS2 Scale Scores of attainment prior to the pandemic.</p>		
4	<p>Assessments on entry to year 7 in the last 5 years show that <b>disadvantaged students' quantitative reasoning and ability to think with numbers is typically lower than their non-disadvantaged counterparts.</b> CAT 4 assessments show that the quantitative reasoning score of disadvantaged students over the past 5 years is on average 98, whereas for non-disadvantaged it is 103.</p> <p><b>Assessments on entry to Year 7 in Maths indicate that disadvantaged students start at a lower level,</b> with an average point score -1.27 lower than that of their non-disadvantaged counterparts.</p>		
5	<p>Assessments, observations and discussions with KS3 pupils indicate that <b>disadvantaged pupils generally have lower levels of reading comprehension</b> than their peers. This impacts their progress in all subjects.</p> <p>Assessment on entry to Year 7 indicate that disadvantaged students at Balshaw's have a Standard Age Reading Score of 98 whereas non-disadvantaged students have a Score of 106. The expected score is 100.</p>		
6	<p>Our assessments, observations and discussions with pupils and families have identified <b>increasing levels of social and emotional issues</b> for many pupils, such as anxiety, depression and low self esteem. This can manifest itself as challenging behaviours or poor behaviour for learning which has a negative impact on the learning of others. These issues have been exacerbated by the pandemic, where</p>		

	social isolation and lack of access to enrichment activities have particularly affected disadvantaged students.
7	Our current attendance data indicates that absence <b>among disadvantaged students is 12%</b> (including covid-19 related illness) compared to 6.8% for non-disadvantaged students for the year to date.  The best place to address the impact of socio-economic disadvantage on education is in the classroom therefore higher level of absence from school by pupils in this group presents a major obstacle to rectifying this inequality. Our assessments and observations indicate that absenteeism is negatively
8	Our observations and discussions with students and families have shown that <b>disadvantaged students typically have less access to learning resources at home</b> , including quality ICT learning tools such as laptops.
9	Our observations suggest many <b>lower attaining pupils, including some who are disadvantaged, lack the ability to apply metacognition/self regulation strategies</b> in their learning across the curriculum.

## 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 progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, KS4 outcomes for disadvantaged students will achieve a positive average Progress 8 Score. We will continue to promote an EBacc entry above the national average for disadvantaged students.
Improved reading age scores among disadvantaged students across KS3.	By the end of our current plan in 2024/25 assessments will indicate that disadvantaged students at Balshaw's improved their average Standard Age Reading Score (currently 98) to at least the age expected 100.
Improved numeracy across disadvantaged students throughout the school.	By the end of our current plan in 2024/25 assessments will indicate that disadvantaged students across the school will have an average point score difference to target gap of at least 0 compared to their non-disadvantaged counterparts.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	The School will demonstrate its ongoing commitment to improving the wellbeing of pupils through: <ul style="list-style-type: none"> <li>Quantitative data relating to work with students experiencing mental health difficulties.</li> </ul>

	<ul style="list-style-type: none"> <li>Quantitative data from student voice, student and parent surveys and staff feedback.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for disadvantage pupils being no more than 6%, and the attendance gap between disadvantaged students and their non-disadvantaged students being no more than 1%.</li> </ul>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework quality across all subjects and classes and improved outcomes for disadvantaged students.</p>

## 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: £ £63,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of CAT 4, NGRT &amp; NGST standard diagnostic assessments.</p> <p>Training will be provided to staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure that they receive the correct support and timely intervention where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,2,3,4,5
<p>Purchase of laptops for disadvantaged students as part of the laptop for all scheme.</p> <p>Training will be provided to staff on the most effective pedagogy in using digital technology to boost attainment in the classroom.</p>	<p>During the pandemic it has become clear that disadvantaged students typically have less access to digital learning resources in the home. As a School we have embraced the skills developed through partial school closures and look to maintain the strengths of blended learning moving forward. Providing laptops for all students, including access for disadvantaged students, will enable greater flexibility in explanation, feedback, assessment and home learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p>	8,9
<p>Purchase of educational software packages for all students to provide a platform for home learning and improving attainment in vocabulary, numeracy and science.</p>	<p>Educational software packages such as CenturyTech and Bedrock vocabulary provide opportunity for pupils to increase the quality and quantity of their practice both inside and outside the classroom. It can also be an effective tool for self-quizzing and retrieval practice. Technology can also be engaging and motivating for pupils who have grown up as digital natives.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p>	8,9
<p>Developing metacognition and self regulation skills in all pupils by</p>	<p>Metacognition and self-regulation can have a +7 month impact upon learning. 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. Explicit teaching of</p>	8,9



<p>providing CPD and support to staff.</p>	<p>metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition</a></p> <p><a href="https://files.eric.ed.gov/fulltext/ED612286.pdf">https://files.eric.ed.gov/fulltext/ED612286.pdf</a></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF guidance report “Improving literacy in Secondary Schools”. We will support the whole school literacy drive through the “Literacy Coordinator” role who will lead staff CPD and initiatives designed to raise the levels of literacy across the School, not just within the English department.</p>	<p>Young people who leave school without good literacy skills are held back at every stage of life. Literacy is key to academic success across the curriculum. Last year, nationally over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. Disciplinary literacy is key to ensuring students are able to understand complex concepts in every subject.</p> <p>Reading comprehension, vocabulary, oracy and other literacy skills are heavily linked with attainment in maths and English</p> <p><a href="#">Why Closing the Word Gap Matters: Oxford Language Report</a></p> <p><a href="#">Improving literacy in Secondary Schools: Guidance Report</a></p>	<p>5</p>

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

Budgeted cost: £23,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School based tutoring programme to allow small group intervention for students most impacted by</p>	<p>The impact of partial school closures brought about by the pandemic on progress has been well researched, evidenced and documented. As part of our ongoing effort to help those most disadvantaged by partial school closures recover from its negative impact we are running small group tuition using existing staff based on diagnostic assessments of</p>	<p>1,2,3,4,5</p>

partial school closures.	where gaps in knowledge exist, and tailoring delivery to fill those gaps. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Academic Support Programme in school to mentor students, including disadvantaged, identified as underachieving or having biggest gaps in knowledge.	The impact of mentoring varies but, on average, it is likely to have a small positive impact (+2 months) on attainment. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. EEF Toolkit <a href="#">Mentoring</a>	1,2,6,7
Introduction of reading comprehension strategies, as an intervention of students displaying lower reading ages, focussing particularly on disadvantaged students, who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. This has been measured at +7 months impact in secondary schools. It complements the School's other priorities such as developing metacognition and whole school literacy. Activities implemented within the school include whole class readers, paired reading and bedrock vocabulary. <a href="#">EEF Teaching and Learning Toolkit Reading Comprehension Strategies</a>	5,9
Kumon maths programme for disadvantaged students at below age related expectations for numeracy.	Research has shown that Kumon maths programme significantly improves students' ability to solve mathematical problems and to interpret solutions. <a href="#">The Effect of Application Kumon Learning Method in Learning Mathematics of Ability Troubleshooting Mathematics of Students</a>	4

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

Budgeted cost: £50,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for mental health and social wellbeing. The School has expanded the provision in the pastoral	Effective pastoral care can improve students' attendance and retention rates, foster an orderly atmosphere in which all students can access opportunities and	1,2,6,7

<p>hub through the addition of a Pastoral Support Assistant and a Pastoral Support Officer.</p>	<p>enhance their academic achievements, promote tolerance, subdue racism and inequality and teach respect for self and others. It also ensures that all students, including those who are socio-economically disadvantaged are provided with access to the support that they need. This creates a climate in which all students, including disadvantaged, can achieve highly.</p> <p><a href="#">BERA: Pastoral Care</a></p>	
<p>Embedding principles of good practice set out in the DfE's Guidance: Improving school attendance: support for schools and local authorities. A School Attendance Officer and Pastoral Staff will be appointed and receive training on how to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools who have significantly reduced their persistent absence levels.</p> <p><a href="#">DfE's Guidance: Improving school attendance</a></p>	<p>1,2,6,7</p>
<p>Enrichment fund for developing cultural capital and aspirations within disadvantaged students.</p>	<p>There is growing evidence that the skills, such as self control, resilience, team work and determination, developed through opportunities such as extra-curricular visits, arts participation and aspiration interventions have the potential to improve outcomes. Disadvantaged students are less likely to have the opportunity to engage in these activities in their lives away from school and are therefore less likely to experience the benefits through their participation.</p> <p><a href="#">EEF Guidance Life Skills and Enrichment</a></p>	<p>1,2,6,7</p>

**Total budgeted cost: £ 137,250**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid-19 has had a significant disruptive influence on the implementation of initiatives for raising the attainment of disadvantaged students. Despite this the school has continued to pursue its desired outcomes and put in to action the approaches set out in our Pupil Premium Strategy for 2020-21. Please note that due to the changed in format stipulated by the DfE in their updates to Guidance for School that unlike this year's 3 year format, 2020-21 Pupil Premium Strategy Statement was a 1 year plan.

1. Review of expenditure				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Co-ordinated approach to implementation and monitoring of PP initiatives and challenge for quality of provision for PP students.	Whole school approach coordinated by AHT i/c raising attainment	Current tracking indicates that a gap remains between Pupil Premium and non-Pupil Premium students, although the gap for current year 11 in the Year 10 Summer tracking is currently predicated to be smaller in August 2022 than that for the 2021 cohort. To attempt to deduce the extent of the effectiveness of any given strategy on narrowing the gap from these figures would be counter-factual as it is not known to what extent the gap would be if the strategy had not been in	Overall responsibility for coordination of strategies Pupil Premium should continue to be designated to one overall staff member, to ensure oversight of the cohort.	TBC

		<p>place. Comparisons between year groups are also cohort specific. Balshaw's has a smaller than average disadvantaged pupil premium cohort and therefore one student who significantly under performs or over performs in a given year can make a more significant difference to the headline figures than in other schools with greater numbers of disadvantaged students. It should also be kept in mind that the impact of many strategies utilised to raise attainment may not be evident in the same academic year, and may only become apparent in subsequent years, and that the full cumulative impact of strategies employed will only be evident in the future school headline figures.</p>		
Heightened Awareness of PP students	<p>Spotlight briefings to have regular Pupil Premium focus. Lists of PP pupils in a central place and accessible for staff. PP students also identified on class charts.</p>	<p>Staff have had more exposure to Pupil Premium cohort through regular spotlight briefing sessions, Synergy and cohort lists. Regular emails have been distributed.</p>	<p>Although progress has been made in raising awareness of the PP cohort the intention remains to build upon this further to increase awareness of the Pupil Premium</p>	N/A

			cohort over future academic year. Work should take place to identify particular students within the PP cohort for priority intervention strategies, for example medium/high prior attainment disadvantaged boys.	
Literacy and numeracy improvement for Low PA PP students.	TAs work with small nurture groups in years 7-9 who are withdrawn from MFL lessons to improve numeracy and literacy- work for those withdrawn from MFL year 7-9.  Reading groups within Years 7-9 and coaching using PP	Raising the literacy and numeracy levels of low prior attainment pupil premium students is essential in enabling them to access the wider curriculum and make progress in all subjects. Throughout this academic year these PP students have had access to small group intervention. Bedrock vocabulary has been introduced to enhance the literacy of all students. This has enabled a greater understanding of written text and verbal instruction, as well as developing conversation levels between students. Although this has had a positive impact on all students, PP students are	Continue to offer this provision to enable accelerated progress in this area and look to broaden the impact to high priority groups within the pp cohort – medium/high prior attainment pp boys. Bedrock licence to be renewed for KS3.	£63,932

	<p>pupils as 'teachers'.</p> <p>Embed the use of Kumon as a numeracy intervention to accelerate progress of PP students.</p> <p>Embed the use of Bedrock Vocabulary as a literacy intervention to accelerate the progress of all students, particularly PP students.</p>	<p>shown through research to develop lower levels of literacy from an early age and remain behind in this area throughout life. The bedrock programme therefore stands to benefit these students to the greatest extent and benefit them the most.</p> <p>Continuing to provide this support will allow these students to make accelerated progress in these areas and should be complemented by a range of further methods of support to maximise benefit in these areas.</p>		
Engage parents and students in learning and revision process.	<p>GCSE Pod licence purchased and all pupils in Year 10 and 11 shown how to access and use.</p> <p>School Synergy co-ordinator in place and guide sent to parent on how to utilise.</p>	<p>School Synergy and GCSE Pod are invaluable tools in the drive to raise attainment for disadvantaged students. Parental engagement with School Synergy has been good, however there are still parents of disadvantaged pupils who do not utilise this resource. GCSE Pod use has been shown to improve outcomes for pupils, however not all disadvantaged students use</p>	<p>Continue to promote parental engagement with School Synergy, through regular communication and PP student use of GCSE Pod to improve outcomes.</p>	£3000

		the resource to its full potential.		
Improve outcomes in Science and explore the use of Tassomai.	Tassomai accounts purchased for Year 10 and 11 PP students	The 2021 GCSE (Teacher Assessed Grades) results PP students average points score difference to target in Science Trilogy was -0.63. This difference in average point score difference to target between disadvantaged and non-disadvantaged students in Science Trilogy was -0.4. However this negative trend may be due to other variable factors and it is not possible to say definitively whether or not the use of Tassomai has improved outcomes in science.	Continue to monitor the impact of this strategy and seek information from other sources regarding its value.	£250
Increased staff awareness of PP students and strategies to improve attainment.	CPD for staff	Opportunities for raising staff awareness of PP students and strategies for raising attainment through CPD have been taken however this should look to be built upon in future.	Continue to develop the depth and variety of ways that staff awareness is developed as well as the range of sources used.	£4585
Students able to understand how they learn and revise. Parents able to actively support revision.	Make a Difference (external supplier) revision strategy workshop for students and parents.	Developing metacognition has been shown to have a positive impact on learning progress through research. Engaging parents in the learning process has also had proven benefits through research. Unfortunately the Make a Difference Session	Continue to provide this opportunity to students and look to develop opportunities to build upon it.	£1,200



		could not take place 2020/21 due to covid-19.		
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All students to have access to web-based learning outside school.	Students identified as not having access to the web at home to be provided with equipment to make this possible.	Students without existing access to ICT have been provided with means to study independently, for example providing some students with laptops and internet dongles, thereby aiding revision and home study opportunities.	Continue with this provision and look to provide a greater range of platforms by which PP and Non-PP students can build their knowledge and skills.	£416
PP students to be able to access extra-curricular music activities.	Provide music tuition costs for PP students. Pay for all additional activities that PP students can be involved in (Rewards afternoons, trips etc.)	Research shows that students who play an instrument achieve greater progress and better academic outcomes than those who do not. Therefore we should continue to support the engagement of PP students in playing an instrument. During the course of the academic year PP students have received support in peripatetic lessons and exams. This will benefit their self-esteem, confidence and give them opportunities to engage in further whole	Continue with the approach and actively encourage further PP students to access this opportunity. Ensure that students are using the tuition. Regular monitoring of attendance.	£8,099

		school activities, such as concerts, which further increases their sense of belonging in the school community. PP student engagement with music tuition to be carefully monitored to ensure maximum benefit.		
PP students to attend extracurricular trips	Provide payment for pupils going on school trips.  Enterprise and HE trips for Year 9-10 PP pupils to improve employability and increase awareness of HE.	Pupils were notified of available trips and were supported in accessing the opportunity to take a place on visits.	Continue to promote opportunities for learning outside the classroom.	£1000
Outstanding attendance for PP students	Specific monitoring of PP students by SLT and work with PP students and their attendance. Use of SIMS Lesson Monitor to track and report absence of PP students.	PP attendance has been monitored and remains lower than that of non-disadvantaged students. Measures have been implemented to improve attendance of individuals.	Maintain focus on attendance and increase scrutiny of punctuality. Prioritise pastoral support in order to ensure that PP students are supported in regards to physical and mental health.	£4,345

Able to use data effectively to target appropriate students, monitor trends and identify subgroups.	SISRA licence renewed.	SISRA has enabled staff to scrutinise trends in data to identify trends in achievement so that effective interventions can take place for PP and Non-PP students.	SISRA continues to be invaluable in monitoring trends and its use should be developed even further whole school.	£234
PP students able to access appropriate advice about careers and counselling service if required.	Student Welfare and Support Manager to work one to one with pupils.  Pupils to have access to a mentor in school for emotional and academic support.	RKS has worked with PP individuals on stress and anxiety on a referral basis. RKS has worked with groups of PP individuals to offer careers and post 16 pathways advice. This support is also available to Non PP students.	Consider PP status of students when it comes to allocating priority of referrals for stress and anxiety. Develop further careers guidance opportunities for PP students to raise aspirations.	£12,846
PP Students provided with support for behaviour for learning.	Services Mentor to work one to one with students to improve behaviour for learning.	Unfortunately a Services Mentor was not able to be provided for 2020/21 due to lack of availability at a local level. It was decided that we would try and re-engage with the programme should a mentor become available in the future.	A Service Mentor has been allocated to the School for 2021/22.	£500
Year 7 PP students more confident learners able to	PP co-ordinator to meet PP students and	Engaging PP students as early as possible is invaluable to beginning the process of reversing the gap that has	Continue with approach – look at provision for	£3,000

<p>transition well into the secondary environment.</p>	<p>identify strengths and possible support needs.</p> <p>Run a summer school with a focus on literacy, numeracy and team building.</p> <p>Year 7 PP pupils to be given a mentor within school for the first term to regularly meet with and discuss how they are getting on and for staff to identify any issues.</p>	<p>already developed prior to their arrival at Balshaw's. The sooner individual PP students' needs are identified and measures put in place to meet these needs the greater the opportunity to reduce the gap.</p> <p>Following the Summer School and evaluation took place seeking the opinions of parents and pupils regarding the levels of worry and anxiety held about various aspects of the transition process, for example settling in, getting lost and making friends amongst others. The feedback from parents and pupils was overwhelmingly in the reduction of anxiety and worry about these aspects which supports the continuation of the Transition Summer School in future years. PP students attending the Summer School were also provided with a set of equipment that they will need for Secondary School to ensure they have no barriers in terms of available equipment on their start to Secondary.</p>	<p>summer school and identify staff who have the greater impact with disadvantaged students as most suitable for delivery.</p>	
<p>Year 10 and 11 access to additional revision materials,</p>	<p>Students purchased revision guides, workbooks</p>	<p>Although 2021 GCSE exams were cancelled due to COVID-19 disadvantaged pupils were provided with revision materials to aid their</p>	<p>Monitor the engagement of PP students with revision materials and</p>	<p>£1000</p>

resources and interventions	and revision cards for their subject areas.  Early intervention sessions and small group sessions specifically targeting PP pupils in Year 10 and 11.	revision for their mock exams and in preparation for their planned Summer 2021 exams. Tracking data provided scope for identifying PP student progress and attainment, enabling monitoring at regular intervals throughout the year. Rewards for PP students incentivised attendance for these pupils, therefore increasing the proportion of PP students present and benefitting from additional support.	sessions – reward effort in sessions in addition to attendance.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased knowledge of best practice and up-to-date research.	Establish Pupil Premium Best Practice group within the Red Rose Teaching Alliance.  Attendance at relevant CPD and PP conferences.  Establish a Pupil	There has been opportunities for relevant CPD, departmental discussion and network meetings however this needs to be embedded further and developed so that the outcomes and identified course of action are shared more readily and with greater clarity on a more consistent basis.  Raising Attainment Working Party has been established and has met on a regular basis in line with the schools	In order to share disseminate information with greater consistency more thorough recording and effective distribution of information gained from external sources to staff needs to take place.	£5000

	premium advocate within each department to share best practice amongst all departments.	CPD calendar to discuss strategy to diminish the difference between disadvantaged and non-disadvantaged students.		
Administration of PP funds	Time within the admin team, photocopying, meeting time etc.	Administration staff in the school have worked effectively to provide the practical support required so that teaching staff can implement the appropriate strategies for diminishing the difference between disadvantaged and non-disadvantaged students.	Continue with the approach.	£1500

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Bedrock Vocabulary	Bedrock Learning
Tassomai	Tassomai Ltd
SISRA Analytics	Juniper Education
School Synergy	School Synergy
GCSE Pod	Soundbite Learning - Access
Kumon Mathematics	Kumon