

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bramhall High School
Number of pupils in school	1327
Proportion (%) of pupil premium eligible pupils	24% (England average 27% DfE)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2023/24
Date this statement was published	1 st December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Paul Williams (Headteacher)
Pupil premium lead	Paul Wraith (Assistant Headteacher)
Governor / Trustee lead	E Duckworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,750.00
Recovery premium funding allocation this academic year	£30,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£289,110

Part A: Pupil premium strategy plan

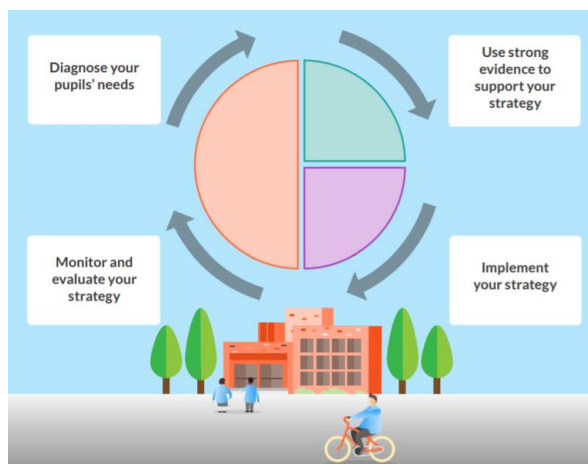
Statement of intent

At Bramhall High School we believe that every student should be given the opportunity to succeed academically and to be enriched with wider cultural capital. We know this is achieved with high quality teaching and learning. Therefore, our pupil premium funding is primarily used to ensure that disadvantaged students remain the key focus for all staff. Quality teaching, supported by a rigorous behaviour system will ensure that all students are able to learn, and this will result in diminished differences between the disadvantaged and non-disadvantaged students. This closing of the gap will also be supported by targeted interventions focusing on:

- a) Academic progress
- b) Attendance and punctuality
- c) Behaviour for learning

This strategy forms an integral part of the school's development plan, and every element of the school is focused on ensuring the best outcomes for all disadvantaged students.

We recognise that to achieve our high aspirations for all our disadvantaged students, this strategy should be cyclical to ensure that it is effective. This is summarised by the Education Endowment Foundation (EEF):



Challenges

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

Challenge number	Detail of challenge									
1	Attendance of the disadvantaged cohort. The gap in attendance between disadvantaged and non-disadvantaged is 5.61% (2020).									
2	<p>Closing the academic gap between disadvantaged and non-disadvantaged students. The gap currently sits at 0.5 P8.</p> <table border="1"> <thead> <tr> <th></th> <th>2019 P8 results</th> <th>2021 P8 TAGS</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>-0.02</td> <td>-0.05</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>0.52</td> <td>0.5</td> </tr> </tbody> </table> <p>The TAGS particularly identifies the core subjects of mathematics and combined science as areas where improvements must be made for disadvantaged students. SISRA SPI data puts these at -0.3 and -0.31.</p>		2019 P8 results	2021 P8 TAGS	Disadvantaged	-0.02	-0.05	Non-Disadvantaged	0.52	0.5
	2019 P8 results	2021 P8 TAGS								
Disadvantaged	-0.02	-0.05								
Non-Disadvantaged	0.52	0.5								
3	Wellbeing support to ensure that our disadvantaged students can access their learning effectively. Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.									
4	'Covid catch-up'. Disadvantaged students did not engage as well with remote learning as their non-disadvantaged peers. This is evidenced for example in the attendance at remote learning sessions. Attendance at remote sessions improved from 75.74% to 80.01% following intervention from class teachers and Head of Year, however the whole school attendance figure sat at 88.85%. They also will not have had the same level of home support as other students.									
5	Behaviour support to ensure that our disadvantaged students can access their learning effectively. Class Charts data shows that a greater proportion of negative incidents occurring for disadvantaged students. Fixed Term exclusions and reflection occurrences remain considerably higher for disadvantaged students than non-disadvantaged students.									
6	Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.									

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 and sustained attendance for our disadvantaged students throughout all year groups.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers closing over a three-year period.
A closing of the academic gap between disadvantaged and non-disadvantaged students.	<p>Strong academic results for the disadvantaged cohort from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the P8 score being at least +0.1 for the DS cohort. the gap between disadvantaged and non-disadvantaged reducing by at least 0.1, whilst maintaining the positive outcomes of non-disadvantaged students in line with previous years. Improved results for disadvantaged students in both mathematics and combined science.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged students.
To ensure that the impacts of school closures and isolation periods have been removed for disadvantaged pupils and that students can demonstrate the wider cultural capital our curriculum promotes.	<ul style="list-style-type: none"> Sustained and improving results for the disadvantaged cohort. Clear line of sight on those students who have missed significant amounts of time due to 'close contact' isolation. Rigorous and effective catch-up package in place 2021-2022. Accountability of staff to catch-up any identified gaps in learning.
Disadvantaged students can self-regulate and self-manage their behaviour within school so they can access their learning and act as ambassadors for the school in the wider community.	<p>Sustained behaviour for learning from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Positive academic outcomes for DS. A reduction in the number of negative incidents on Class Charts by DS, with only a 20% difference between DS and non-DS. A reduction in the number of FTE for DS for the academic year 2024/25, with at least a reduction of a third from 2021 figures.
Effective use of literacy assessments online allows for the early identification of Year 7 students for targeted	<p>Reading comprehension tests on literacy assessment online demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>

<p>interventions. This promotes improved reading comprehension across the curriculum in KS3.</p>	<p>Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.</p>
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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: £118912

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School wide focus on retrieval practice through CPD, Quality Assurance and sharing best practice.</p>	<p>Evidence suggests that students will benefit from retrieving previously learnt information more than being given the opportunity to restudy that information.</p> <p>https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/</p>	<p>2 and 4</p>
<p>School wide focus on feedback as part of quality teaching. Ensure that CPR marking is robust and routine practice, and that DS are prioritised first with feedback.</p>	<p>Evidence suggests that our CPR feedback will refocus the learner's actions to achieve a goal, by aligning an effort and activity with an outcome.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2 and 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>In 2021 this will begin with a literacy audit and the inclusion of comprehension activities in all subject areas.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>6</p>

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

Budgeted cost: £65,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creating several school-led tutoring positions to target students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 4</p>
<p>Creating reading groups and literacy intervention based on the outcomes of the baseline tests for literacy online October 21.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>6</p>
<p>To use current staff and one retired member of staff to create a robust, targeted intervention (Period 6). This will focus on catching DS based on gaps in knowledge and missed time due to 'covid' isolations.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 4</p>

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

Budgeted cost: £104,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour interventions. Establish a new behaviour for learning system within the school. Employ additional behaviour staff to coach and support students. They will be trained in CBT techniques.</p> <p>Improvement in engagement with parents as key stakeholders.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2 and 5.</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Additional training for HOY and attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>
<p>Use of learning mentors and teaching staff to act as mentors for disadvantaged students. This will support their academic and pastoral areas.</p>	<p>Mentoring in education involves pairing young people with an adult, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2, 3 and 5</p>
<p>Creation of the 'Wellbeing' center. Member of staff employed within school to support students with</p>	<p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p>	<p>3</p>

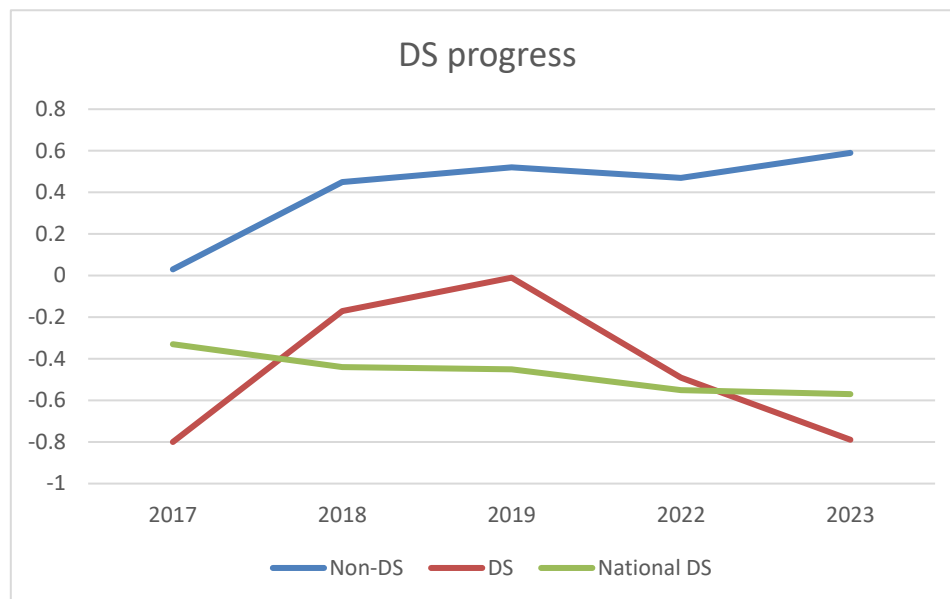
wave 1 wellbeing intervention.	https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing	
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Total budgeted cost: £289,110

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 2022 to 2023 academic year.



Disadvantaged students' performance has fallen in the 2023 academic results. This decrease is also seen in the national average falling to -0.57. This national picture represents the difficulties this sub-group have had in returning to 'normal' education post pandemic. Nationally there are concerns with both attendance and exclusion data for this group of pupils.

Drilling down into the 2023 academic results, we see strong evidence that teaching staff had a positive impact on the performance of the DS cohort. The overall outcomes include students that staff could not influence in any way. One student, due to high levels of anxiety, only sat two exam papers, another was incredibly poorly in hospital and unable to complete any examinations and another did not attend in Year 11 at all. The removal of just these three students from a cohort of 32 adjusts the P8 figure to -0.52 which puts the results above the national average and demonstrates how much the overall figure can be skewed by students we simply cannot influence. A third of the PP cohort left with a positive P8 score meaning they had done better than the national average for all students.

The way this sub-group is calculated has also had a dramatic effect upon the overall result. Five students who had received the pupil premium throughout their career at the school came off halfway through Year 11. This means they are no longer counted on the official figures, even though they have received the intervention and financial support from the school. If we counted these students, the overall figure for the PP cohort would jump to -0.53 (above the national average).

Combining both factors together would see the overall P8 score jump to -0.23 which is dramatically different to the current headline figure.

Progress on Challenges

- 1) Attendance – The attendance of Pupil Premium students sits in line with the national average in 2022/23. Pupil premium students at BHS have a +3.5% attendance over local secondary schools. The ISDR no longer highlights any concerns with attendance confirming we are now in line with national averages. The attendance gap currently sits at 8.5% between PP and non-PP.

We have funded an additional person in attendance who will work with some of our more entrenched families. A DHT has been appointed to lead on pastoral systems. A weekly attendance system has already been implemented, giving staff a clear line of sight where concerns occur.

- 2) Closing the academic gap – As mentioned above the academic gap has widened to 1.14 up from 0.94 P8 between non-DS and DS.

Mathematics have performed in line with other subjects for their DS performance, but Combined Science remains an area to focus upon. Using the residual measure students perform a quarter of a grade lower in combined science than their other subjects. This has significantly improved from -0.53 to -0.25 from the previous academic year.

The subjects of Art Textiles, Computer Science, Geology, MFL French, MFL German and Physics all have a positive subject progress index in the 2023 results meaning that PP students did better than all students in other centres.

- 3) Wellbeing support has been delivered through Thrive and a third of all students seen are Pupil Premium.
- 4) The use of the National Tutoring Programme has now ended. The school continues to promote the attendance of PP students at after school revision sessions and Easter booster sessions. The Easter booster sessions were well attended this year.
- 5) Behaviour – Exclusions for Pupil Premium students increased in the academic year 2022-23 to 129 FTE, which is 52.9% of all FTE, from 42% (2021-22). This data set has been impacted by the difficulties some students faced upon their return to the routine of school post pandemic.
- 6) All students now complete a screener for reading and comprehension with literacy assessment online in September. The school has purchased both Lexonik Advanced and Leap to boost reading and comprehension through phonics intervention. Two members of staff have already received their training and are currently carrying out interventions with students across all year groups. A learning mentor has been appointed and this will continue to add capacity to our reading intervention programmes.

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
Not applicable	