

# BHS Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding (for the 2023 to 2024 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, as part of a 3 year cycle, 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	Boston High School
Number of pupils in school	834
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022 to 2024- 2025 (3 year cycle)
Date this statement was published	10 <sup>th</sup> October 2023
Date on which it will be reviewed	10 <sup>th</sup> Oct 2024
Statement authorised by	K C Farley
Pupil premium lead	K C Farley (Assistant Head)
Governor / Trustee lead	L Smith (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,310
Recovery premium funding allocation this academic year	£18,216
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	£86,526

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across the curriculum and continue to develop their social skills through fully inclusive funding for trips and visits.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas (Maths & English, specifically reading) in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme of the school led tuition strand, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## 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 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. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in Year 7 English; particularly literacy and confidence with oral skills.
2	Our observations suggest many students, including disadvantaged pupils, lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, across a range of subjects.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. Specific students receive extra support in 1-1 or small groups in the SSC.
4	All PP pupils at Key Stage 4 aim to achieve their target grade in GCSE Maths and at least a grade 4.
5	All PP pupils at Key Stage 4 aim to achieve their target grade at GCSE English Language / Literature and at least a grade 4.

## 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 attainment and progress among disadvantaged pupils across the curriculum at the end of KS4.	<p>Each year of the 3 year cycle to show: KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>an average Attainment 8 score of the same or higher than the <b>2023 A8 of 53.64</b></li> <li>For at least a P8 of on or above 0 (<b>Dis Ad. 2023 P8 was +0.09</b> compared to whole school cohort of P8 +0.06).</li> </ul> <p>BHS did <i>more</i> than 'narrow the gap'.</p>

Improved attainment and progress amongst all students, including disadvantaged pupils, in English & Maths.	Percentage of Grade 4+ in English and Maths <ul style="list-style-type: none"> <li>• <b>Maintain on 2023 of 100%</b></li> </ul>
Increase Ebacc entries for all students, including disadvantaged pupils.	Strong Ebacc entry P8 <ul style="list-style-type: none"> <li>• <b>Improve on 2023 of 18.20%</b></li> </ul>
Improved reading, comprehension and oral skills, among all pupils, including disadvantaged, across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Literacy & Oral workshops for Year 7 and 8 and 'catch up literacy' 1-1 tuition of diagnostically assessed low reading age KS3 students with 2 trained tutors EF and MD.
Improved metacognitive and self-regulatory skills among all pupils, including disadvantaged pupils, across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from each year of the 3 year cycle, demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (PP) (and recovery premium funding (RPP) ) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide clear tracking of PP students within all curriculum areas and all year groups. For all teachers to become more proficient at identifying underachievement.</p> <p><i>BHS implemented Covid 'Catch Up Plans' focusing on curriculum needs for each subject, and subject HoD 'bids' to access govt funding on core student priority groups, including disadvantaged students.</i></p>	<p>Improve students' learning and build on quality teaching.</p> <p>Use RPP to identify from Core HoDs, Predicted 1 data in Year 11, to focus school led tutoring sessions through the year 2023-24.</p> <p>Update BHS systems that focus on PP students and their performance at subject, year group and school level:</p> <ul style="list-style-type: none"> <li>-HoD Inform SLT on a regular basis of progress within this pupil group.</li> <li>-CPD on tracking PP students will be delivered during HoD sessions by Lead HoD -AH</li> <li>-Line managers, HODs and HOYs to quality assure teachers' regular attendance at twilight CPD sessions and close monitoring of data.</li> </ul> <p><b>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</b></p>	<p>1, 2, 4, 5</p>
<p>All Yr 11 students, including PP, to have revision strategies delivered, by most effective research proven methods (following on from staff training in metacognition provided).</p>	<p>Metacognition revision strategies (in school staff training and external provider for staff CPD)</p> <p>PP Mentors will work on setting targets and review PP provisions to secure impact and help the Yr 11 PP students to build confidence, or to develop resilience and character, whilst ensuring key concepts are learned and understood.</p>	<p>1,2, 4, 5</p>

<p><i>Quality Assurance (QA) yearly overview planned for all HoD and HoD meetings for feedback, questioning and marking. AH and SLT develop a policy based on research and shared practices to improve marking, planning and teaching. Inset programmes for new staff on metacognition CPD.</i></p>	<p>HoD overview for both Maths and Learning PP mentors. PP Mentors effectively link different factors that might influence students to underachieve. This training will support the pastoral and academic teams to provide early intervention and targets to minimise barriers on students' achievements in the long term. Provide time for PP Learning mentors to meet students regularly to assess needs and build strong relationships.</p> <p><i>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</i></p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP pupils at Key Stage 4 achieve their target grade in GCSE Maths and at least a grade 4.</p> <p><i>Improve students' learning in Maths and build on quality teaching. 1:1 intervention, small group work or support in lessons by PP mentor. HoDs plan for subject provisions that will boost attainment.</i></p>	<p>Maths PP mentor</p> <p>Each student having two lessons per fortnight meant that the group sizes were up to 8 students which is too many for PP Mentor effective, individualised intervention. In the next academic year students will have one lesson per fortnight in smaller groups ensuring that a more individualised program can be used. Some students will continue to have one to one support. The aim of the mentor is to increase students' confidence. A new program has been invested for homework and support – Hegarty maths and all students will have access to this. All students will be provided with revision workbooks. The maths mentors will also be used in classes in all years to support students. The aim is to develop confidence in</p>	<p>2, 4</p>

	<p>younger years and build this into GCSE. There will also be targeted sessions for a group of students from each year group in KS3 on a fortnightly rota. Teachers will also be able to direct other students to sessions provided by the maths mentors.</p> <p><i>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i></p> <p><b>Teaching mathematics at key stage 3 - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</b></p> <p><i>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</i></p> <p><b><a href="https://www.educationendowmentfoundation.org.uk">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></b></p>	
<p>All PP pupils at Key Stage 4 achieve their target grade at GCSE English Language / Literature and at least a grade 4.</p> <p><i>Improve students' learning in English and build on quality teaching. 1:1 tuition/intervention, small group work or support in lessons by PP mentor/school led tutors. HoDs plan for subject provisions that will boost attainment.</i></p>	<p>From Sept 2023, all Staff, inc. English teachers, will have a sharper focus on their PP pupils and those in other sub groups. There is a new spreadsheet for recording specific areas of note regarding these pupils so a closer focus can be kept on them both in class and in intervention so consolidation of skills can have a finer focus. GCSE students will receive a tailored approach from mentor to Literature and Language but with a sharper focus on Language as this is the more important for future careers.</p> <p>Librarian will attend Year 7 and 8 library lessons supporting PP pupils to narrow the gap at an earlier opportunity than in the past.</p> <p>We have realized that we must help the PP in their GCSE years but we must also react sooner in KS3 using PP Mentor/intervention or the gap widens.</p> <p><i>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</i></p> <p><b>Improving Literacy in Secondary Schools</b></p>	<p>1, 2, 5</p>

	<p><i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</i></p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p><i>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</i></p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing	<p>Raising aspirations of pupils from disadvantaged backgrounds that do not have the finance or parental know how to take part in both curricular and / or social development visits both within and outside of school hours. Support and direct to collaboration with wider support services in community.</p> <p><i>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</i></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>	3

**Total budgeted cost: £55,801**



## 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.

Aim	Outcome
A. All PP pupils at Key Stage 4 achieve their target grade in GCSE Maths and at least a grade 4.	100% - fully met (2023 Exams)
B. All PP pupils at Key Stage 4 achieve their target grade at GCSE English Language / Literature and at least a grade 4.	100% - fully met (2023 Exams)
C. All Yr 11 PP students to not be a NEET, along with wider Yr 11 cohort.	99% Yr 11 PP students entered 6th form/apprenticeships/college/employment-nearly met.
D. All pupils to have experienced the wider world and their aspirations are to access all opportunities after their life at school.	PP Lead is also EVC- BHS provided all opportunities on all trips, subject resources, all met and approved, to enable wider access and participation-met.

### 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
GCSE Pod	GCSE Pod
Kerboodle	Kerboodle

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>2022-2023 had 5 service children 2022-2023 have 4 in Yr 7-11 and 2 in Yr 12/13</p> <p>MD met termly, for cake and chat-support mental health. Case by case trips partly funded, at parental request, to help student cope with parental absence.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>2023-2024 – New Learning mentor, MD, to also act as a forces mentor- termly wellbeing meet, monitoring and support. Resources provided for.</p> <p><b>Update Jan 2024-</b> after reviewing all forces children from 2 yrs ago originally designated SPP, now registered on Ever SPP 6. (No current).</p>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities: 'BHS beyond the curriculum' to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, all letters to parents, for trips/visits to show subsidised funding for PP students.

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.