

Pupil Premium Strategy Statement 2019/20

School Name	Batley Girls' High School
Pre-16 Students in School	1327
Proportion of disadvantaged students	29.52%
PP funding allocation this year	£307,209.00
Academic year	2019/20
Publish date	November 2020
Review date	September 2021
CEO of Batley Multi Academy Trust	Julie Haigh
Co-Heads	Julie Haigh David Cooper
Chair of Governors	Pam Pickles

Batley Girls' High School

School context 2020/21 including the breakdown of PP across the school population as at 1 November 2020. Numbers in brackets denote the number of individual students per year group.

Exam Year	Year	No. on roll	Disadvantaged
2025	7	233	25.75% (60)
2024	8	234	25.21% (59)
2023	9	211	31.75% (67)
2022	10	211	28.44% (60)
2021	11	214	36.45% (78)
2022	12	120	16.67% (20)
2021	13	104	16.35% (17)
Whole School		1327	27.20% (77)
2020	Y11 left	207	37.20% (77)
	Years 7-11	1103	29.52% (324)

What is Pupil Premium?

Pupil Premium (PP) funding is a source of school funding established by the government in April 2011 for the purpose of improving learning outcomes for disadvantaged students. Research indicates that students from deprived backgrounds underachieve compared to their peers and the Pupil Premium initiative has been designed to help tackle the progress and achievement gaps between students. The funding is additional to the main school funding and is specifically allocated to support students who are looked after by the local authority, those who are eligible for Free School Meals (FSM) at any point in the last six years and for students whose parents currently serve in the armed forces.

Key Principles

At Batley Girls' High School we have a culture where **all** students including Pupil Premium (Disadvantaged) students are supported to achieve their potential regardless of their background.

Our main aims are to:

- Use Pupil Premium funding effectively to provide additional support to improve the progress and achievement of all Disadvantaged/PP students.
- Continue to close both the attainment and achievement gap between Disadvantaged/PP students and their peers.
- Ensure Pupil Premium funding reaches the students it is intended for and it makes a significant impact on their lives.
- Use proven and high impact strategies to help raise attainment and progress of Disadvantaged/Pupil Premium students.

At Batley Girls' High School, we received £307,209 during 2019/20 and expect to receive a similar amount in 2020/21. As part of our deeply reflective practice, we continuously assess the impact of our interventions using tracking systems and student knowledge. Using evidence such as knowledge of our students and our community, examples of good practice, research by the Sutton Trust and the EEF and FFT data, we plan on spending the money in the ways described below:

Mentors

We support interventions in a targeted and effective way, enabling the deployment of highly skilled Mentors to niche groups. A Mentor ensures that those in danger of not achieving sufficient qualifications to stay in education or training receive one to one support; 95% are PP students. Our Mentors support 5/4 and 4/3 borderline with small groups; many are FSM and disadvantaged students, as well as addressing barriers to learning for referred and underachieving students, focusing on social and study skills. Our Mentors also lead focused intervention with disadvantaged students in Years 7-10 tackling poverty of aspiration.

TOTAL £29,800

Progress Tracking

Our dedicated data team provides progress data for Progress Leaders, Curriculum Leaders and Mentors to enable student re-groupings, referrals and inform teaching and learning strategies. The progress of pupil premium students in all year groups is a key focus in self-evaluation discussions after each 'data drop', and senior leaders hold subject leaders sharply to account in developing effective strategies to narrow gaps in achievement. All interventions last at least a half-term. Progress is evaluated on a termly basis and is always a focus in School Development Planning.

TOTAL £22,600

Wellbeing Centre

Due to the high proportion of vulnerable students with complex social and emotional needs, the school has invested heavily in a Student Wellbeing Centre which is co-located with the SEND team in the heart of the school. The wellbeing team comprises a full time Social Worker, a safeguarding/administrative officer, an administrative officer (part time) and a counsellor (part time). In addition to this team, the school also employs a Nurse Advisor who works across the school collaborating with pastoral and wellbeing teams addressing complex health needs. The high number of safeguarding referrals in the school demonstrates the need for such resources. These teams work with our most vulnerable and disadvantaged. In addition, the Child Protection team is extensive and includes the DSL, Deputy DSL, LAC Designated teacher, SENDCo plus three additional colleagues. The wellbeing teams liaise closely with outside agencies, commissioning additional support where need is greatest, this is evidenced in extra counselling support for LAC students. CAMHS are also occasionally commissioned for quality assurance purposes and also to support individual students in school who display exceptionally high and urgent need.

TOTAL £62,900

Nurture Group

Our Nurture Group in Year 7 has a primary trained specialist ensuring that our most vulnerable Year 7 students get the specialist support they need. 0.3 of their salary is funded from PP since 8 of the 14 students are PP. This group also benefits from a specialist SEN tutor in Year 8 (0.1 of salary).

TOTAL £15,200

Extended Curriculum

Mentors and staffing for Xtend hours including 0.2 costs of late bus. Among the SEN ETA team, a colleague is designated to support the disadvantaged and vulnerable and this extends to after school support with homework and travel home. The curriculum offer for less academic and more practical students is replacing activities previously financed from the extended schools standards fund. The curriculum offer has been extended and developed to take into account vocational and practical learning through timetabled enrichment activities, and to underpin core subject knowledge which will provide students with the important basic skills to ensure progression into Post 16 routes. The enrichment offer has been shaped by students who, as part of their options making process, completed a questionnaire so that we could tailor the offer as much as possible to suit the needs and interests of the students. Hair and Beauty: Equipment and staffing 1 day. Food For Life: Staffing ½ day. Creative Arts: Staffing ½ day.

TOTAL £26,600

PiXL (Partners in Excellence)

PiXL is a network of over 3,000 schools across primary, secondary, sixth forms and alternative provisions in England, Northern Ireland and Wales. They work with schools to help give students of all ages a better future and brighter hope.

The support and resources available are specifically designed with the more disadvantaged students in mind and focus on 'the forgotten third'.

TOTAL £4,000

ClassCharts

ClassCharts software enables Pupil Premium students to be identified within a specific seating plan, within every classroom. Specific strategies can be recorded and shared

TOTAL £1,330

Careers Advice and Guidance

The opportunities for students to participate in early careers information, advice and guidance are providing very positive mechanisms for students to think about their future lives. As a result, students show a strong awareness of the career routes open to them. Because of parental involvement in this, they are able to support discussions that take place at home about careers and options. Parents' awareness of future life chances is enhanced. This was recognised as exemplary practice in published OFSTED case study and us regaining the Careers Award, which we have held since 1999. In 2019/20, Batley Girls High School achieved 0% NEET.

TOTAL £19,500

English and Maths Focus

Early intervention is key, and a significant and wide range of strategies focus on Year 7 and 8 students such as the Kingswood residential, impact groups with highly specialised staff and contributions to the Summer

school for Year 6 into 7. In English, an additional teacher was appointed to focus on the needs of our PP students by ensuring smaller class sizes. Activities have been developed to support literacy for KS3. These leaders then support younger students. Maths: A supernumerary teacher was appointed to focus sharply on the needs of our pupil premium students in a similar manner. The increased staffing links to a wide ranging curriculum review which personalises pathways for all our students, including enrichment and academic programmes.

- 'Resilience building' residential visits to University, aimed at building up resilience and life skills for PP students.
- Additional learning/educational resources/specific equipment purchased for PP students, such as French irregular verb wheels and Science practice question books.
- The purchase of tracking tools to aid monitoring.

TOTAL £118,000

Professional Development

CPD is in place for staff to develop strategies and interventions with PP students and to facilitate the provision of high quality feedback to students.

TOTAL £5,000

Enrichment and Hardship Funds

The school is wholly committed to 'opening doors' and providing cultural opportunities for all the students, not merely those who can afford to attend. We run visits to the ballet, theatre, cinema, music and art exhibitions. Bids are made to an Assistant Head who oversees the Cultural Enrichment budget. A cultural visit for all Year 7 students is funded from PP funding for those eligible. Hardship funds operated by Pastoral Managers for each year group provide uniforms and other vital materials for girls who need it. Breakfasts are available for PP students and free for all year 11 students. PP students are provided with revision guides and subject specific resources.

Students that have required support with devices and/or mobile internet connections have been provided with one via the DfE scheme to provide schools with devices to distribute as appropriate.

TOTAL £20,000

TOTAL EXPENDITURE £324,930

Impact

At Batley Girls' High School, we received £307,209 during 2019/20, and expect to receive a similar amount in 2020/21. As part of our deeply reflective practice, we continuously assess the impact of our interventions using tracking systems and student knowledge. Using evidence such as: knowledge of our students and our community, examples of good practice, research by the Sutton Trust and the EEF analysis, we plan on spending the money in the ways described below:

	2018	2019	2020
Disadvantaged P8	+0.3	+0.54	Progress measures unavailable for 2020
Overall P8	+0.7	+0.68	
Progress Gap	0.4	0.14	

In terms of both progress and achievement, the outcomes at the end of Year 11 clearly demonstrate that our strategies are effective.

Our outcomes for our most disadvantaged students are significantly above those nationally and locally within the local authority. At +0.61 in 2019, our disadvantaged progress was estimated to be in the top 2.4% of all schools nationally.

Although accountability measures for 2020 are not being used for external purposes, the disadvantaged P8 was estimated to be +0.9 which would again place BGHS in a similar position (there is no national data to quantify this).

Secondary Inspection Data Summary Report for the year 2018/19.

Validated 25th February 2020

This excerpt is taken directly from the IDSR document:

“For disadvantaged pupils, Overall Progress 8 (0.6) was significantly above the national average and in the highest 20% of all schools in 2019. The English element of Progress 8 (0.5) was significantly above the national average and in the highest 20% of all schools in 2019. The mathematics element of Attainment 8 (8.7) was in the highest 20% of all schools in 2019. The EBacc element of Attainment 8 (13.5) was in the highest 20% of all schools in 2019. The open element of Attainment 8 (15.0) was in the highest 20% of all schools in 2019. Languages value added (0.8) was significantly above the national average and in the highest 20% of all schools in 2019.”

National and School Performance Tables are not being published this year due to the National Pandemic.

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