



# Pupil Premium Plan

Significant guidance/ research rationale

Children Act 1989

Equality Act 2010

DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'

Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium' Rosenshine, Principles of Instruction (2012)

ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'

Ministry of Defence (2020) 'The Service Pupil Premium: what you need to know'

## **Allocation rates for 2020-21**

Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM' £955

LAC as defined in the Children Act 1989 – children who are in the care

of, or provided with accommodation by, an English LA £2,345 PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, or a residence order guardianship order, a child arrangements £2,345

Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD £310

## 1. **Effective Teaching**

Prioritisation of vocabulary instruction and scaffolding in all lessons. Teacher CPD in relation to these areas of pedagogy

Provide additional funds to support the whole-school literacy development with allocation of teacher time and Middle Leader leadership / responsibility

Remote Learning Plan and CPD programme relating to Remote Learning Practices. Containing many suggestions for remote learning made by EEF.

Purchase hardware required for teachers to teach via visualisers

Purchase of Plickers Pro accounts for each teacher to allow for improved marking and feedback

## 2. **Targeted support**

Provide support for the programme in which teachers with high numbers of PP boys in classes receive close literacy-instruction CPD support (TBC)

Lesson visits with close support with routines for learning and organisation by a designated member of staff for PP students underperforming in core subjects

Fund places at summer school for PP students wishing to attend

Allocate £100 to each PP student for their parents / carers to spend on items related to education e.g. school uniform, bus passes etc.

● Team 1  
● Team 2  
● Team 4





Fund music lessons for PP students who want them  
Positive discrimination in relation to school leadership

positions e.g. Peer Mentors, Prefects etc.

### 3. **Wider strategies**

extend (from Y7-8) to all Year  
Groups  
Animal Club

Renew Bedrock Literacy and

PiXL membership Support for attendance initiatives  
build a canon of knowledge  
Staffing  
Form Time Reading -  
purchasing of material to

## Note on COVID-19

### **Review**

The ability to review strategies in the wake of COVID-19 is fraught with challenges. Given that the school moved to a largely remote-model between March - July many of the strategies were not fulfilled or altered to suit the change in circumstance.

### **Planning**

Given the rapidly changing context the PP plan for 2020-21 needs to be flexible and responsive to the demands of teaching and learning.

Consequently this plan should be seen as a prediction of what the PP Grant will be used to fund although this may change to support areas of success or to respond to new challenges

Birkdale

High School 2020-

21

**174**

£144,000

818

January 2021 Number of

Nov 2020

NB: £43000 not tied to legacy projects e.g. staffing and thus available to be allocated to strategies

Year group  
Number of pupils  
in total

Number of PP % of total  
PP % of year group

Year group  
Number of pupils in

total  
students with SEND  
and PP

% of year group

Year 11 144 32 18.39% 22.22% Year 10 158 33 18.97% 20.89% Year 9 140 24 6.45% Year 7 190 8 4.21% 33  
 13.79% 17.14% Year 8 186 48 27.59% 25.81% Year 7 190 37 21.26% 19.47%  
 Year 11 144 3 2.08% Year 10 158 6 3.80% Year 9 140 4 2.86% Year 8 186 12

# 3. Three Year Trends

Measure	2018-19 School	In-school difference National	2017-18 School	National difference In-school	2016-17 School	National difference In-school
Progress 8	-0.41 -0.08	<b>-0.33</b>	-0.03 -0.38 -0.61 0.01	<b>-0.62</b>	-0.02 -0.59 0.03 0.29	<b>-0.26</b>
EBacc element (Progress)	-0.31 -0.14	<b>-0.17</b>	-0.03 -0.28	<b>-7</b>	0.06 0.41	<b>-0.56</b>
Attainment 8	40.53 47.96	<b>-7.43</b>	46.69 -6.16 33.97	<b>-14.61</b>	48.58 46.53 2.05	<b>-10.35</b>
(%) 29 48	40 -1 10 22	<b>-12</b>	38 -28 11 29	<b>-18</b>	38 -27	<b>-19</b>
Grade 5 or above in Eng and maths	43 -14 17 46	<b>-29</b>	43 -26 33 53	<b>-20</b>	43 -10	

# 3. Three Year Trends: Like for like

NB: 'National Dis' refers to national average for disadvantaged pupils (like-for-like comparisons)

Measure	2018-19 School	In-school difference National Dis	2017-18 School	National Dis difference In-school	2016-17 School	National Dis difference In-school
Progress 8	-0.41 -0.08	<b>-0.33</b>	-0.45 0.04 -0.61 0.01	<b>-0.62</b>	-0.44 -0.17 0.03 0.29	<b>-0.26</b>

	40.53	47.96	<b>-7.43</b>	36.68	48.58	36.73	41.6	51.95	<b>-10.35</b>
<b>Attainment 8</b>	3.85	33.97	<b>-14.61</b>			-2.76			
<b>EBacc element</b>	-0.5	0.19						-0.2	
<b>(Progress)</b>	-0.31	-0.14						0.06	0.41
<b>-0.17</b>		-0.69	-0.13					<b>-0.56</b>	
								<b>-0.35</b>	
								<b>maths (%)</b>	29 48
								27 12 10 22	<b>-12 26 -16 11 29 -18 -19</b>
<b>EBacc entry (%)</b>	39	46							
<b>Grade 5 or above</b>								25 4 17 46	<b>-29 25 -8 33 53 -20</b>
<b>in Eng and</b>									

<b>Introduce literacy development within all T&amp;L documentation and the T&amp;L model</b>	Action Intended	outcome(s)	Estimated impact	Review: Lessons learned (and whether you will continue this approach)
	To bring literacy development to the foreground of	teaching pedagogy at Birkdale Vocabulary lists and low stake tests are present in a number of departments.	Combined with the use of visualisers, vocabulary instruction is featuring in lessons and feedback was given (Sep - March) on vocabulary instruction	There is an appetite for vocabulary instruction across the school seen through teacher engagement with pedagogical developments e.g. use of visualisers More training is required on the methodology of vocabulary instruction (including effective selection). Seen through feedback given during Lesson Observations There remains significant gaps in vocabulary knowledge amongst some of our students - Bedrock, Accelerated Reader data etc.

Action Intended

outcome(s) Estimated impact Review: Lessons learned (and whether you will continue this approach)

Direct BB towards monitoring the standard of targeted PP students' presentation and preparation for lessons (equipment)

Work with SENDCO to strategise an approach to tackling combined  
ivn  
Establish processes for monitoring and responding to progress made with vocabulary amongst targeted PP students

To instill great learning habits amongst targeted PP students to allow for greater engagement and retention of the curriculum

REduce attainment gap among students who are both PP and SEND  
The nature of the role changed during COVID-19

Impact on establishing systems was effective in terms of boys attendance to additional sessions for vocabulary instruction being asked for and chased up.

The improvement in vocabulary is a long term strategy and the impact on the later year groups may have been restricted / minimal. Of the Year 11 students targeted 40% had CAGs with a positive SPI.

A lot of time was spent by the TLR holders following up non-attendance to sessions and incomplete tasks

During COVID lockdown the post holders were reassigned to monitor and follow up completion of tasks on Bedrock Vocabulary platform. Hundreds of communications made with families of targeted boys.

See Bedrock data (wider strategies) for measured impact on that platform

Group of boys were taken to Old Trafford as rewards for engagement - will have an impact on cultural capital

For the period this support was delivered there were 53 behaviour points given for lack of equipment to 19 different PP students

For the same period 137 behaviour points were given for lack of equipment to 40 non-PP students

Therefore, on average those non-PP students receiving these points were receiving 3.4 points each, whilst PP students were receiving 2.7

27% of points given for lack of equipment was to PP students and 32% of all students receiving sanctions for lack of equipment were PP students

DH met with SENDCO (cover for post holder's maternity leave) and discussed the need to incorporate SEND-friendly strategies within the existing T&L model

Students with combined disadvantage remain a concern in terms of attainment at KS4

Parental access to online platforms is low amongst targeted PP students. A more strategic and sustained push for parents to access the main platforms such as Bedrock is required.

Parental access to be promoted via students' English teacher to allow for regular review and follow up

Colleagues are engaged in vocabulary identification as was evident through the swift completion of word lists and multiple choice assessments

Interventions with PP low-vocabulary students proved to be incredibly demanding on time. Such interventions in the future will need to be systemised and part of a whole-school system.

Effective when carried out but limited by capacity. AHT was able to gain an insight into various aspects of learning when reports were completed but these were inconsistent due to other demands placed on BB.

This approach will be continued however a challenge is the capacity of BB due to COVID-19 related issues e.g. home visits etc.

A list of priority students will be shared with BB and a reporting system set up on SIMS to track progress with Routines for Learning

DH met with SENDCO in Sep 2020 and resources are being developed to share with staff identifying which of the T&L strategies are particularly useful for SEND students

New PP and T&L Lead to support relaunch of SEND strategies

Action Intended

outcome(s) Estimated impact Review: Lessons learned (and whether you will continue this approach)

Purchase and use Bedrock Literacy Programme  
Reduce word gap Valid conclusions made difficult due to COVID-19. One of the first decisions made upon lockdown was to extend the programme (from originally Years 7 & 8) to all year groups in order to provide immediate access to high quality literacy provision.

There were significant challenges with online engagement, most notably amongst our PP cohort and this made the data unreliable as a test of standardised progress. There were clear signs that the programme was having a significant impact pre-lockdown e.g. 'MJ' one of our most lowest-attaining students in terms of literacy had made 215% progress with vocabulary knowledge in the month of February alone and CG who

has HNF had achieved over 300% progress with his vocabulary recall.  
The overall rate of progress in February (pre-lockdown) was 17%.  
Bedrock figures:  
Year 7 -  
The average number of lesson completions over the 2019/2020 academic year for non PP students was 40.6.  
The average number of lesson completions over the 2019/2020 academic year for PP students was 35.  
Year 8  
The average number of lesson completions over the 2019/2020 academic year for non PP students was 36.3.  
The average number of lesson completions over the 2019/2020 academic year for PP students was 26.2.  
During lockdown 35% of intended lessons were completed Within a controlled setting i.e. when delivered in school time under

supervision, the programme has a consistent impact on vocabulary knowledge as is seen in the usage report from March, pre lockdown (17% improvement across all classes and significant gains made with particular student e.g. CG who has HNF had achieved over 300% progress with his vocabulary recall.)

The challenges remain with engagement away from school and parental access / support / promotion

Ensure a robust and prolonged series of communications and follow-ups are carried out with parents to increase parental access and thus pupil engagement with the programme outside of school.

The leadership of Bedrock within English department is excellent - The school were ranked first in the national Bedrock competition for promotion of the platform amongst learners.

A Knowledge gaps. Accentuated due to COVID -19

B Cultural capital (wider-knowledge gaps)

C Routines for Learning

A Attendance

B IT access

C Parental engagement

# Intended Outcomes

## Outcome

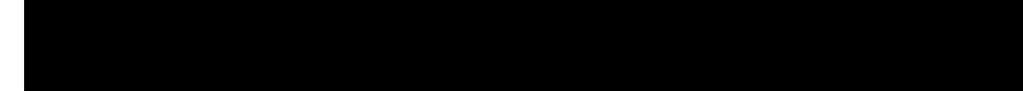
Regular exposure to vocabulary instruction across subjects Curriculum plans and lessons contain explicit reference to vocabulary. Records of Pedagogy Development contain clear acknowledgement of vocabulary instruction

Progress made in vocabulary knowledge Data from Bedrock Vocabulary programme demonstrates an improvement in vocabulary knowledge. Use pre and post module tests to illustrate.

(between Disadvantaged and non-disadvantaged) in 2019 was -0.33. Aiming

Reduction in Progress 8 gap between disadvantaged and non-disadvantaged for a reduction in this progress gap

Will use 2019 data due to reliability of 2020 data. In school difference



Action Intended outcome(s) When will you review implementation?  
 allow for delivery of curriculum during COVID-19 and beyond  
 December / January 2020

Prioritisation of vocabulary instruction and scaffolding in all lessons. Teacher CPD in relation to these areas of pedagogy (£0)

Purchase hardware required for teachers to teach via Regular occurrence and quality of vocabulary instruction and scaffolded activities

NB: All items of the PP plan expected to be reviewed by incoming post of Associate Assistant Headteacher (PP and Personal Development)

Provide additional funds to support the whole-school literacy development with allocation of teacher time and Middle Leader leadership / responsibility (£1000 allocated)

December / January 2020

Increase in quality of quantity of professional development in relation to scaffolding and vocabulary instruction

Remote Learning Plan and CPD programme relating to Remote Learning Practices. Containing many suggestions for remote learning made by EEF. (£0)

December / January 2020

Efficient blended learning strategies embedded to

for improved marking and feedback (£2250) Teachers have access to assessment strategies to allow for assessment of curriculum, particularly in a hybrid model

visualisers (£1000 allocated) All teachers use visualisers as part of curriculum delivery

£4250

Purchase of Plickers Pro accounts for each teacher to allow

		Action	Intended outcome(s)	When will you review implementation?
Provide support for the programme in which teachers	with high numbers of PP boys in classes receive close literacy-instruction CPD support (included within £1000 allocated to whole school literacy CPD)	Improved pedagogy for PP students in relation to literacy across the curriculum		December / January 2020
	designated member of staff for PP students underperforming in core subjects (£PP use for salaries)			
	Improved presentation standards, general RfL etc.			December / January 2020
Lesson visits with close support with routines for learning and organisation by a	to attend (£1728)			
	Wider student experience / cultural capital	Enhanced relationships with teachers and reduction in anxieties of joining new school		December / January 2020
Fund places at summer school for PP students wishing	Enhanced transition process			
	Positive discrimination in relation to school leadership positions			
	e.g. Peer Mentors, Prefects etc. (£0)	A proportional representation on student panels / leadership positions (20%)		
Allocate £100 to each PP student for their parents / carers to spend on items related to education e.g. school uniform, bus passes etc. (£17500)				£ 20331
Access to basic materials to help access education				December / January 2020 December / January 2020
Fund music lessons for PP students who want them (£1103)	Provide experience			
of musical tuition	Cultural capital			

## Action Intended outcome(s) When will you review implementation?

Renew Bedrock Literacy and extend (from Y7-8) to all Year	Groups (£6440) Vocabulary knowledge Cultural Capital	Literacy confidence December / January 2020
	Need to get the percentage of students from Dave of who has passed.	
	Option materials for year 8 - these were used by all teachers in order for the students to work on the right choices for their options, these then lead into a future lesson with the careers advisor.	
PIXL membership (£3375) LORIC for year 7 and 8 students - this is building in dependance to to students looking at Leadership, Organisatio, Resiliance, Indenpendance and Character Education.	December / January 2020 knowledge (£2400) Vocabulary knowledge Cultural Capital	
	Literacy confidence December / January 2020	
Form Time Reading - purchasing of material to build a canon of		
Animal Club (£1000 estimated) Boys to gain experience, cultural capital and access to a safe space	December / January 2020	Support for attendance initiatives (£TBC - budgeted for £2000) TBC in
conjunction with DP	December / January 2020	
Staffing (not included in the £43000 allocated to PP Lead but subtracted from Pupil Premium Grant - £144 000) £101000 Various but including:	AHT - provide strategic leadership and improvement to T&L  Literacy/ Dyslexia specialist - to support the progress of students	with SEND in relation to literacy December / January 2020

£116215