

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Barton Manor School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (Linked to SDP)
Date this statement was published	October 23
Date on which it will be reviewed	December 23
Statement authorised by	R Morgan
Pupil premium lead	M Halpin
Governor / Trustee lead	E Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,321
Recovery premium funding allocation this academic year	£0
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	£174,321

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 and achieve high attainment across the curriculum, particularly in EBacc subjects.

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged 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 improve alongside progress for their disadvantaged peers.

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.*

The key principles within the strategy sit alongside the School Development Plan. The Pupil Premium Strategy is a whole school strategy which will be reviewed termly to ensure that outcomes of our disadvantaged students improves.

Challenges

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

Challenge number	Detail of challenge
1	Poor Literacy, Reading and Vocabulary skills
2	Retention and retrieval of knowledge
3	Aspiration, self-confidence and welfare issues
4	Readiness to learn
5	Social and family issues which prevent students from being able to access education at BMS (attendance, Child Protection issues)

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
Students able to access the curriculum and understand key content within examinations.	P8 scores increase in line with non PP students and the gap narrows
Target grades met in lessons; HWK, effort and attainment levels improve	P8 and A8 scores increase in line with non PP students and the gap narrows, effort grades increase
Improved engagement within lessons, the school community and to improve student's cultural capital.	P8 scores increase and gap narrows; improved effort grades from PP students; improved behaviour. PP students involved in student voice/leadership. PP students cultural experiences improve.
To raise aspirations of all students at BMS and to close the gap between PP and non-PP student.	Wellbeing of PP students improved, effective pastoral and academic support. Destination analysis improves in-line with non PP students. Overall increase of P8 and attendance of all PP students from Years 7-11 (when the school is full).

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

Budgeted cost: £ 69,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality First Wave Teaching</p> <p>Improve quality of teaching and learning.</p>	<p>Quality first teaching in lessons is essential for all students and has significant impact on the progress of PP students.</p> <p>PP Pledge to be followed and adhered to by all teachers. Progress has been made but more focus by teachers on the PP students with respect to their planning, monitoring, marking/feedback and interventions. Teachers to make effective use of formative assessment via the use of VF stamp to provide regular and constructive feedback to PP students.</p> <p>Introduced: Teacher files, Curriculum intent 12 questions per term, teacher action plans, Clear strategies must be monitored effectively for impact through METAL.</p>	1 to 3
<p>Approaches to retain and retrieve knowledge</p>	<p>Students will have improved outcomes from utilising increased rates of retention and retrieval.</p> <p>Student, teacher and parent feedback identifies their challenges in processing and storing information for the longer term.</p> <p>Students use an understanding of how to support retention and retrieval of knowledge within their learning. They are confident in how to utilise Knowledge Organisers independently. They are able to</p>	1 to 3

	<p>utilise different revision strategies to support their learning. They confidently apply these approaches.</p> <p>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 attainment.</p>	
Approaches to build comprehension and inference (Disciplinary Literacy Strategy and Reciprocal reading)	<p>Reciprocal Reading is a discussion-based, structured approach to the teaching of reading comprehension. It aims to develop children's understanding of a text and teach them important strategies for making sense of what they read. The strategies of predicting, clarifying, questioning and summarising are used repeatedly on small sections of the text to deal with comprehension difficulties as they emerge. Through the repeated use of the strategies, readers become more confident in dealing with misunderstandings. Many children start applying the strategies to their own independent reading.</p> <p>Closing the Reading Gap, A. Quigley. (2021)</p> <p>Disciplinary Literacy, K. Mortimore (2021)</p>	1 to 3

Targeted academic support

Budgeted cost: £ 69,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Readiness to Learn</p> <p>Attendance/ Behaviour</p> <p>Specific weekly Monitoring & Tracking</p>	<p>There are too many PA students of which many are disadvantaged.</p> <p>Too many disadvantaged students are trapped within the vicious cycle of poor behaviour resulting in</p>	3 to 5

Pastoral interventions	<p>repeated sanctions and subsequently lost learning time. Therefore, students have low learner confidence.</p> <p>Learning readiness refers to how well equipped a pupil is to learn, including circumstantial and environmental factors. A student with a low readiness to learn may be encumbered by difficult personal circumstances in his or her life, or a lower emotional or physical maturity. It can point to external distractions or a personal barrier.</p>	
Quality Second wave intervention	<p>Interventions are not precisely targeted with clear intervention strategies to support learning and progress. The impact of interventions is not clearly monitored by CLs; with changes made when interventions are proven to be ineffective.</p> <p>Literacy, reading and recall are three key barriers for our students. PP mentoring will focus on literacy, reading and with recall through our learning frames and knowledge organisers.</p>	1 to 4

Wider strategies

Budgeted cost: £ 35,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital; Identified individuals enjoy opportunities such as cultural and enriching experiences. This will also include activities such as; education visits, musical tuition and	All students should be given opportunities to enjoy enriching opportunities and build their cultural capital, through Enrichments Days, trips/visits, extra-curricular clubs/activities .	2,3 and 4

extracurricular activities.		
Approaches to build pupils' aspiration (PD; Careers and G and T)	Students should have aspirational opportunities that are vast and broad ranging, exposing them to a range of post-16 opportunities, supporting and enriching them with the skills to be studied at higher level, and have the confidence to develop into well-rounded confident young people.	3 and 4
Approaches to build parental engagement	<p>Parental support will improve the communication and encourage parents to support us in our interventions for their child. The evidence suggests that three areas are particularly worth focusing on:</p> <ul style="list-style-type: none"> • supporting parents to have high academic expectations for their children; • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of reading habits. 	3, 4 and 5

Total budgeted cost: £ 174, 321

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.

Quality of teaching for all

High Quality First Wave Teaching

Robust monitoring processes are in place in relation to Teaching and learning. Staff have embedded Teaching and Learning strategies (Thinking & Reading, Retrieval Practice and Learning Culture) across the school.

12 Thursday Briefing Show cases have been delivered successfully to staff on topics focusing on elements from the BMS teaching taxonomy as well as key priorities such as reading, oracy, Thinking Routines and inclusive classroom strategies

We have implemented a teaching curriculum ("The Guide") which provides a focus for all professional development and reflects the pedagogical techniques required to, for instance, build culture or question effectively in our school. Additionally, all teachers are supported through departmental subject knowledge enhancement programmes. Where teachers are teaching outside specialism, a bespoke training plan is in place to support their content and pedagogical content knowledge.

Third set of data shows a positive outlook and trend for whole cohort and of the PP students. The data is significantly positive and well above National average.

Approaches to retain and retrieve knowledge.

CLs/SLT have monitored the implementation of the low stakes testing, linking to the 12 curriculum questions as part of the BMS teaching curriculum. This is evidenced through work scrutiny and developmental monitoring of T&L. METAL monitoring of T5 and 6 has showed consistent and effective use of CO and KO in class and for home learning for the majority of subjects. Students are getting in the habit of RAG rating their CO and KO to inform gaps and priorities for consolidation of learning.

The majority of our teachers are Secure in developing retrieval practice reading across all subjects and have created a strong learning culture across all subjects.

Approaches to build comprehension and inference

The school has a clear, coherent literacy strategy, which is of vital importance given the large proportion of each cohort that arrive at our school with a reading age (RA) more than two years below chronological age. RA data shows a positive correlation between the interventions and progress in reading comprehension and fluency with 70% of the cohort now at or above their chronological reading age (up from 61% in T1 and remaining stable from T3). A significant increase of PP students (improvement of 24%) meeting or exceeding CRA indicates clear impact of reading and vocabulary strategy.

Reading for pleasure and cultural capital is promoted through English, through the BMS cross-curricular reading list/ tutor time. Wednesday tutor time programme has returned to private reading to try and encourage further independence again. The opening of the library in September will help develop the reading culture at the school. Most of the students are reading at home more frequently and non-fiction reading can be tracked through the number of Bedrock points students are achieving each with (with most students completing 30-40 points of Bedrock per week which is above expectation). Members of the SEN team have overseen significant interventions, using phonics and 1:1 reading to support reading fluency, comprehension, and decoding.

EAL CPD and intervention (Cambridge Prem B specification) has supported the development of English language proficiency. Students identified by ERI were categorised according to The Bell Foundation proficiency levels.

Information and strategies shared with staff through CPD and significant progress being made by students who were new to English or developing proficiency.

Targeted support

Readiness to Learn

- Attendance

Attendance has increased for Y7 overall from 94.3% to 94.5%. The gap between PP and non-PP overall YTD ended at 2.5%, which has increased in term 6. Overall PP attendance for the year was 93.2%, which again is above national average for the academic year at 88.6%. Attendance trackers in place to analyse alongside the behaviour data generated on a weekly basis

- Behaviour

The robust behaviour policy has embedded the school's culture to emphasise that this is a place for learning. All teachers implement the policy consistently, using a common language, clearly narrating the stages for pupils who are equally clear on the

consequences of poor behaviour or poor learning attitudes. Low-level disruption in lessons is extremely rare and pupils benefit from a calm and purposeful learning environment. This has been QA'd through learning walks, members of the pastoral team are on patrol and staff ensuring this is happening in all lessons. Students must have their conduct cards with them in line up. Conduct card analysis is completed weekly and students with more than 5 comments identified on the weekly tracker- this then feeds into the PI document. Staff survey gave an average of 4.81/5 for creating a good behaviour culture. Student feedback has been consistently positive with only a small minority saying they think there are behaviour issues.

In the parental survey 95% of parents say behaviour is dealt with swiftly and effectively as well as 93% stating that their child is well behaved. Clean conduct cards for the year averages 64% but with only 4% of cards having 6 or more comments. Weekly tracking through behaviour and attendance update sent out weekly to all staff, analysis of conduct cards, PI tracker and termly dashboards

SEND team continue running the wellbeing club at lunchtimes. 6th form students mentoring is taking place and break and lunch for those who require additional support. Furthermore, homework club has been available to all students throughout the academic year.

Quality Second wave intervention

Throughout the academic year our intervention offering has increased in terms of different interventions, as well as the number of students participating in these interventions. The intervention offering has been decided alongside the curriculum leaders and the identified areas of needs

Wider Strategies

Cultural capital

Cultural capital experiences have continued to take place through enrichment days and additional drop-down sessions in response to contextual situations as well as an additional space day. Enrichment days are being mapped for the next academic year and plans in place. This is also being mapped on GridMaker as part of a whole school mapping document. Evidence of cultural capital is starting to be planned for across the curriculum.

The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. There is a broad extra-curricular programme which support pupils' academic, artistic and sporting interests, and participation has improved so that approximately half of the school population are engaged. Ongoing subject

competitions involve all pupils. A cultural capital strategy has been conceived to equalise cultural experiences linked to the academic curriculum.

Extra-curricular survey found over 50% of the cohort have a club outside of school e.g. gymnastics, horse riding etc. Current engagement between in school and outside of school 73%

Approaches to build pupils' aspiration

Outstanding provision for gifted and talented pupils includes Brilliant Club and Scholars' Programme through which they engage in project work and work closely with universities and appointed undergraduate mentors. Students have completed their year of careers programme and continue to use Unifrog. 93% of students said they would or would maybe consider going to university. Student mentoring of 'flying' club has been successful with additional group of 20 students. Staff have identified G&T students in each individual subject and letters with additional subject expectations sent to those students. A stretch and challenge reading list was provided to all G&T students across all subject areas in T4 and parents also received a copy to support students at home.

Approaches to build parental engagement

Leaders engage effectively with parents through the pastoral structure, and through the Knowledge Organisers have begun to engage with parents about their children's learning. Links to local services, particularly in relation to pastoral support and safeguarding are very strong. The school promotes its work to parents through social media.

Twitter, Facebook and school website all maintained to promote positive pupil and school stories. Curriculum Handbooks and Knowledge organisers provided termly to students/parents. Bromcom sends home weekly rewards to parents. Introduction of Bromcom HWK app to improve parental communication with positive feedback from parents in term 6 survey.

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
The Scholars Programme (Brilliant Club)	Brilliant Club – click here

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Planning, implementation, and evaluation

Our pupil premium strategy has derived from working with the EEF (across the Trust) on a project called 'Characteristic of Deprivation'.

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.

During the course 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 as well as the evaluation of each of our 8 key actions.

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