Pupil Premium and Recovery 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	Blackfen School for Girls
Number of pupils in school	1122 (7-11)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/2022 – 2023/2024
Date this statement was published	28.12.2023
Date on which it will be reviewed	16.12.2024
Statement authorised by	Matthew Brown
Pupil premium lead	Nicola Hoad
Governor / Trustee lead	Stuart Fitzgerald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,180.00
Recovery premium funding allocation this academic year	£58 504.00 (approx.)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£91,521.81
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	£295,701.81 PP £354 205.84 (PP + RP)

Part A: Pupil Premium and Recovery Premium Strategy Plan

Statement of intent

Our aim at Blackfen School for Girls is to raise the aspirations and release the potential of all our students. We believe in hard work, resilience and a determination to succeed, learning from the lessons of failure to become successful and we work to develop all our students into confident, responsible citizens ready to play an active role in the wider community.

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Our Pupil Premium strategy aims to address these additional

challenges. We aim to improve teaching and learning so that it is becomes outstanding, address any differences in academic outcomes and improve academic behaviours such as behaviour for learning, attendance and home learning habits.

Our Pupil Premium strategy aims to address the main barriers our students face through rigorous tracking, careful planning and targeted support and intervention, so that disadvantaged students can also access opportunities to enjoy academic success.

Quality-first teaching is a key component in our approach. Our professional development of teachers focuses on the planning and delivery of challenging, effective, differentiated learning for all students. However, we recognise that some disadvantaged students require further modification to their learning, as well as supported input on behaviour for learning and the promotion of a robust growth mindset in order to impact on closing the disadvantage attainment gap. These strategies will also benefit the non-disadvantaged students in our school because our intention is that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, including a return to good learning behaviours and habits and targeted support through the National Tutoring Programme for pupils or students whose education has been worst affected, including non-disadvantaged pupils.

Our approach is tiered, always focussing on quality-first teaching before targeted academic support and then the implementation of wider strategies. The effectiveness of this Pupil Premium funding and spending is reviewed each term and a summary report produced and accessible via our website for the previous academic year.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7
2	Rates of progress for year 8 and 9 pupils are lower for pupils eligible for PP than for other pupils. There is some evidence to suggest that this continues to be caused by vocabulary deficit.
3	Rates of progress for year 11 pupils are lower for pupils eligible for PP than for other pupils.
4	Absence rates (including fixed term exclusions) and persistent absent rates for pupils eligible for PP is higher than for other pupils.
5	High levels of Social, Emotional, and Mental Health problems.
6	There is a higher frequency of behaviour incidents for students eligible for PP
7	Staff awareness of PP Students
8	Family engagement

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
High levels of progress in literacy for Year 7 and 8 pupils eligible for PP.	Students eligible for PP in Years 7 and 8 make meet their targets by the end of the year in line with 'other' pupils This will be evidenced using accelerated reader assessments and Progress Updates in Spring and Summer Terms.
Improved pupil progress and outcomes for all and especially for key cohorts.	Students eligible for PP to achieve, or exceed, 4+ basics, in line with national average for all students.
	PP students to achieve, or exceed, P8 averages, in line with national averages for all students.
	PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.
Intervention by SEEAS- Attendance advisory service	Attendance of student eligible for PP meets the school's attendance target of 95%
	Students eligible for PP are not disproportionately excluded from school/lessons.
Behaviour Standards and Expectations Pupil Premium learners are punctual, equipped and ready for school.	Affordable uniform with financial support available to students eligible for PP funding
	Equipment, such as stationery, GCSE subject specific equipment and revision guides and textbooks provided to students eligible for PP funding where needed.
	Parents of students eligible for PP funding are aware that they have access to financial support to assist with purchasing equipment and resources.
	Tutor equipment checks to show that students eligible for PP are equipped for the school day in line with Non-PP students.
	Punctuality analysis indicates that students eligible for PP are punctual to lessons in line with non- PP students.
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.	PP students to achieve, or exceed, 4+ basics, in line with national average for all students.
	Reduced number of behaviour incidents logged for PP students, in line with average for all students.
	Improved parental engagement evidenced by meeting logs.
	Increased engagement is evident in classroom observations, access to the curriculum and progress.
Improved support for student emotional health and wellbeing promoting readiness to learn.	PP student feedback indicates that good mental health and wellbeing at school is actively promoted and valued and students are aware of how to seek support.
	individual students who need support with their mental health are quickly identified and an appropriate plan put in place.
All staff aware of students eligible for PP funding in their classes and tutor groups to drive improved outcomes.	Seating plans in place in each faculty area, indicating PP students and regular reviews taking place at form tutor meetings.

Parents/carers of students eligible for PP funding are engaged in school, aware of their child's learning and understand how to support their child.	The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.
	Parent /carers surveys show engagement and satisfaction with school and school life.

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: £ 200 000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. SEN Toolkit and staff training provided	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,3,4,6
Literacy Lead promotes literacy, provides staff CPD and monitors and supports reading interventions.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	1,2,3
Dedicated year 11 Raising Attainment Coordinator	Named member of staff who has overall responsibility for the academic profile of students in year 11, to use research from the Education Endowment Foundation and additional research to plan for a coherent programme of catch-up and restart for year 11 students and to map out use of the National Tutoring Programme to increase access to high-quality tuition for the most disadvantaged young people in year 11 over the academic year, ensuring that disadvantaged students in year 11 accelerate their academic progress and building bridges between them and their more affluent peers.	3
Extra staffing in English allowing one to one mentoring with Pupil Premium students	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	1,2,3,7
Extra staffing in Maths allowing one to one mentoring with Pupil Premium students	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	1,2,3,7

Staffing in Phoenix - students removed from classes to work in smaller groups with a specialist teacher in a separate unit	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	1,2,3,7
Delivering well-evidenced numeracy/literacy teaching assistant interventions for pupils that require additional support. TA3 recruited to this position	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions	Teaching and Learning Toolkit	EEF	1,2,3

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

Budgeted cost: £64 205 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer mentor programme in place for Year 7 and 8s	Peer Tutoring teaching strategy from the EEF teacher toolkit. "Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains."	1,2,8
Boosters and Revision sessions	Extended Learning opportunities prior to PPE's, in Feb half term and Easter will support students eligible for PP funding and raise confidence in the build up to exams. This intervention was very successful last year and led to improved self-esteem, self-confidence, attendance and outcomes for those who participated.	3,7.8
Pupil Premium Academic Mentoring	"Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." EEF Teacher Toolkit Mentoring.	3,4,5,6,7,8.
Pupil Premium Academic Tutoring	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:	2,3

| | One to one tuition \| Teaching and Learning Toolkit \| EEF

And in small groups:

Small group tuition \| Teaching and Learning Toolkit \| EEF | |

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

Budgeted cost: £ 90 000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework and catch up support available after school through the library and the Year 11 Learning Zone.	Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools."	2,3,8
Equipment, uniform and subject supplies.	Removing potential barriers to participation increases attendance.	6,7,8
Development of Tutor Time to provide greater support and a focus on wellbeing	EEF "There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement."	5
Development of Class charts and Provision Map to improve staff knowledge, teaching practice and communication.	Creating a data rich seating plan by hand is a time-consuming task which we take away from teacher workload with this product. Teachers say they are more aware of different groups of students in their lessons and seating plans enable more effective differentiation by displaying key pupil data so that teachers can instantly understand the needs and abilities of their pupils.	2,3,7
Mental Health Support Worker as part of Wellbeing.	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.	5,8,4,6
Careers mentoring - Pupil Premium students prioritised and, where needed, receive additional support.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.	1,2,3,8
Extra-curricular clubs and trip support.	"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as	4,5,6,8

	being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities – specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	
Student Elevate Sessions	Elevates' study skills workshops and seminars are designed to achieve behavioural change amongst students. It isn't enough that students simply understand what they need to do in their study: the challenge in any study skills programme is getting students to use and apply the skills they learn. Elevate gets students using the skills from its seminars and workshops by using an integrated process and our previous feedback from students who have participated in these workshops has been very positive.	3,5,8
Student Support Officers positively reinforce positive learning behaviours.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	6,7,8
Student Welfare Manager positively reinforce positive learning behaviours.	EEF "There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling pupils. However, these are most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour".	6,7,8
SchoolCloud	Our use of this remote Parent's evening product from school closure periods suggest that more parents are able to access parents evening discussions with their child's teachers than they might be if required to attend in person. Parent feedback has been very positive.	8
Regular revisiting of the behaviour charter	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	6
Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR post-holders/Year SEEAS provision has been increased Barriers to attending school are identified and a personal attendance plan is put in place in liaison with the	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	6,4,8,1,2,3

relevant Raising Attainment Coordinator		

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.

All Students 2023			PP Student 2023		
Measure	Total	%	Measure	Total	%
Cohort	226	100	Cohort	37	100
Attainment/Progress 8 Summary			**Attainment/Progress 8 Summary**		
Measure	Total	%	Measure	Total	%
Average Total Attainment 8	46.37		Average Total Attainment 8	31.09	
Average Attainment 8 Grade	4.64		Average Attainment 8 Grade	3.11	
Average KS2 Prior Attainment	104.5		Average KS2 Prior Attainment	100.5	
Average Total Progress 8	-0.1		Average Total Progress 8	-0.7	
Pupils Included (Progress 8 Coverage)	217	96	Pupils Included (Progress 8 Coverage)	36	97.3
Basics 9-7			**Basics 9-7**		
Measure	Total	%	Measure	Total	%
Students Achieving 9-7 in English and Maths	15	6.6	Students Achieving 9-7 in English and Maths	1	2.7
Students Achieving 9-7 in English	46	20.4	Students Achieving 9-7 in English	4	10.8
Students Achieving 9-7 in Maths	25	11.1	Students Achieving 9-7 in Maths	1	2.7
Basics 9-5			**Basics 9-5**		
Measure	Total	%	Measure	Total	%
Students Achieving 9-5 in English and Maths	95	42	Students Achieving 9-5 in English and Maths	8	21.6
Students Achieving 9-5 in English	144	63.7	Students Achieving 9-5 in English	13	35.1
Students Achieving 9-5 in Maths	106	46.9	Students Achieving 9-5 in Maths	9	24.3
Basics 9-4			**Basics 9-4**		

Measure	Total	%	Measure	Total	%
Students Achieving 9-4 in English and Maths	162	71.7	Students Achieving 9-4 in English and Maths	13	35.1
Students Achieving 9-4 in English	189	83.6	Students Achieving 9-4 in English	18	48.6
Students Achieving 9-4 in Maths	165	73	Students Achieving 9-4 in Maths	14	37.8
KS4 Results			**KS4 Results**		
Measure	Total	%	Measure	Total	%
Students achieving 5 Standard Passes inc EM ?	153	67.7	Students achieving 5 Standard Passes inc EM ?	12	32.4
Students achieving 5 Strong Passes inc EM ?	91	40.3	Students achieving 5 Strong Passes inc EM ?	7	18.9
Students taking 3 Single Sciences (GCSE only)	20	8.8	Students taking 3 Single Sciences (GCSE only)	2	5.4
Students taking Combined Science	199	88.1	Students taking Combined Science	31	83.8
Students entered and achieving 99-44 in Combined Science	115	57.8	Students entered and achieving 99-44 in Combined Science	7	22.6

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
Class charts/ provision Mapper	EduKey
Digital theatre	Digital Theatre+
GCSEPod	Access Education