

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bacup and Rawtenstall Grammar School
Number of pupils in school	1293
Proportion (%) of pupil premium eligible pupils	8.2% (Year 7-11)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	16th December 2021
Date on which it will be reviewed	16th December 2022
Statement authorised by	Alan Porteous
Pupil premium lead	Jessica Dougherty/ James Johnstone
Governor / Trustee lead	Anton McGrath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60165
Recovery premium funding allocation this academic year	£9570
Pupil premium funding and catch-up premium carried forward from previous years (enter £0 if not applicable)	£39,828.68
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	£109,563.68

Part A: Pupil premium strategy plan

Statement of intent

Our key principle is that all students should receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Our curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. While funding has been allocated on a per-pupil or per-place basis, we will use the amount available to us as a single total from which to prioritise support for vulnerable and disadvantaged pupils according to their needs and circumstances. Funding will be used for specific activities which will help students continue to catch up on any missed education, address misconceptions and close learning gaps. It will be used to continue to support curriculum recovery this academic year across the curriculum.

Our interventions this year are underpinned by the 3-tiered approach suggested by the EEF and a particular focus for interventions is literacy and numeracy where programmes are likely to have the greatest impact, in our case English and Mathematics. The EEF states that regular sessions maintained over a sustained period, which are carefully timetabled to enable consistent delivery, are most effective and that small group tuition is one of the lowest cost, highest impact teaching strategies to support disadvantaged students who need additional support. To ensure our strategy is effective we will:

1. identify, target and monitor barriers to learning, curriculum gaps and also identify and support those groups of students and individuals who need additional intervention using a range of diagnostic tools to assess understanding, engagement and well-being.
2. prioritise high quality instruction in the classroom through professional development and effective remote learning. High quality teaching and learning will continue to be our primary way of helping all students achieve their full potential and will respond to the gaps in learning and skills that may have resulted from school closure.
3. target academic support to improve progress using structured interventions such as small group tuition and one-to-one support.
4. employ wider strategies to overcome non-academic barriers to success by providing students with support for their emotional and behavioural needs whilst working closely with families.

As well as curricular support, our priority will be to address wellbeing issues as it is only when students feel well in themselves that they can learn effectively. Our student, parental and staff voice concerning remote learning demonstrated that engagement in remote learning during the isolation periods and spring term lockdown was generally strong but the scale of well-being issues has become even more evident as students have returned to school, meaning we need to prioritise emotional support even more. Our plan will be monitored by the Governing Body and will continue to be adapted as circumstances require.

Challenges

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

We have carried out an audit of the specific challenges faced by our disadvantaged students. The evidence suggests that the significant majority of our disadvantaged students are progressing well and have no significant barriers to learning. However, the following areas of challenge have been identified:

Challenge number	Detail of challenge
1	The impact of COVID-19, particularly a large number of students having to isolate during the academic year 2020-21 and the lockdown period itself, has resulted in knowledge gaps for students and increased difficulties in transitioning from GCSE to A-level study.
2	Reports from staff via an audit of our disadvantaged cohort, suggest that a minority of disadvantaged students have difficulties with learning, revision and self-regulation
3	Behaviour data, and reports from staff via an audit of our disadvantaged cohort suggest that a minority of our disadvantaged students have difficulties with the organisation and management of independent learning at home.
4	Reports from staff via an audit of our disadvantaged cohort suggest that a minority of disadvantaged students have difficulties with extended writing.
5	Data on pastoral care concerns highlighted by staff suggests a significant increase in prevalence of mental health difficulties and wider SEMH issues across our entire cohort, including our disadvantaged students. These include anxiety, depression, low self-esteem.
6	Attendance data highlights that attendance among our disadvantaged students has been 1.2% lower than for non-disadvantaged students. Rates of persistent absence are also 6.5% higher than for non-disadvantaged students.
7	During the period of lockdown and remote learning in 2020-21 we audited the ICT access of our disadvantaged students and identified that a minority of our disadvantaged students did not have sufficient access to ICT equipment or the internet. ICT equipment was provided to students to resolve this issue, and this has not been recalled since the start of the autumn term, due to the continuing needs of independent learning at home, which is largely ICT based, and continuing isolation of students who test positive for COVID. This provision needs to be kept under active review in case family circumstances change and in the light of the possibility of renewed isolations.
8	Progress of our disadvantaged cohort in English, Maths and Science at GCSE has been slightly lower than the progress of non-disadvantaged students as measured by monitoring data in the autumn term of 2021. Data from 2021 and 2020 was based on teacher assessed grades - data from 2019 and 2018 suggests a similar pattern although varying between subjects.
9	23% of disadvantaged students in 2021 did not progress to a level 3 qualification post-16 compared with 2.4% of the cohort as a whole. While this has not been an issue previously, we need to continue to ensure that aspirations of disadvantaged students are as high as their peers at post-16.

	Over the three years 2018-21, 31% of disadvantaged students progressed to Russell Group universities or degree apprenticeships, compared with 38% of the cohort as a whole. This varies from year to year (50% in 2020 which was higher than the cohort as a whole). However, in 2021 only one disadvantaged student (11%) progressed to a very high quality destination.
10	Analysis of attitude to learning grades for all year groups in the autumn term of 2021 does not identify any concerns about the attitude to learning of our disadvantaged cohort - average ATL for this cohort is in line with non-disadvantaged students. However, it is important that this is sustained.
11	Analysis of vocabulary scores on MIDYIS assessment and internal methods of vocabulary screening does not identify any concerns about the vocabulary development of our current disadvantaged students in comparison to the cohort as a whole. However, we are introducing further screening methods, including the GL Assessment NGRT, and vocabulary remains a whole school focus across the school so will hold this under review.

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
<p>Progress in Maths</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in maths at KS4. Progress in KS3 maths for PP learners is at or above their expected attainment pathway.</p>	<p>Gap between disadvantaged and non disadvantaged students is 0.0.</p> <p>Disadvantaged achieve at least in line with national. Rigorous assessment process in place to identify any needs for intervention. Evident increase in knowledge of key skills in numeracy shown through low stakes in class assessments, key skills starters, formal regular assessments and public examinations. Effective use of key skills starters in maths support lessons. Pupil voice shows confidence and enjoyment in mathematics.</p>
<p>Progress in English</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in English at KS4. Progress in KS3 English for PP learners is at or above their expected attainment pathway.</p>	<p>Gap between disadvantaged and non disadvantaged pupils is 0.0. Disadvantaged achieve at least in line with national. Rigorous assessment process in place to identify any needs for intervention. Evident increase in knowledge of key skills in literacy shown through low stakes in-class assessments, key skills activities, formal regular assessments and public examinations. Pupil voice shows confidence and enjoyment in English.</p>
<p>Attendance - disadvantaged attendance meets the school's attendance target of 96% and is in line with attendance of non-disadvantaged students.</p>	<p>The attendance of disadvantaged students meets the school target of 96%. Deputy Head meets regularly with the Attendance Officer and has a clear plan in place for</p>

	pupils with low attendance. Staff are aware of difficulties that may impact disadvantaged students and have plans in place to support these.
Parents/carers of disadvantaged students are engaged in school, aware of their child's learning and understand how to support their child.	The attendance of disadvantaged 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.
To achieve and sustain improved well-being for all students, including those who are disadvantaged.	All students identified as SEMH, have a completed BOXALL profile. Interventions show impact through engagement in learning. Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parents survey and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged students.
Sustain and improve student behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 5+ in English and Maths.	Disadvantaged students to achieve, or exceed, 5+ basics, in line with the national average for all students. ATL of disadvantaged students will remain in line with non-disadvantaged students Increased engagement is evident in classroom observations, access to the curriculum and progress
Sustain high levels of progression for disadvantaged students to level 3 qualifications post-16 and high quality universities and apprenticeships post-18.	Progression data for disadvantaged students is in line with non-disadvantaged students.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £10259.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)	1

strategies to support Quality First Teaching.	suggests high quality teaching as a key aspect of successful schools.	
High quality CPD to support teaching and learning.	Supporting high quality teaching is pivotal in improving children's outcomes (EEF, 2021)	1
Continuing focus on developing metacognitive and self-regulation skills in the classroom and independent learning.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well (EEF, 2018/2021)	2
Purchase of standardised diagnostic assessments. CEM Midyis baseline employed in Year 7 and GL Assessment, New Group Reading Test (NGRT) based on Midyis results. Training will be provided for staff to ensure assessments are interpreted correctly.	Reliable and valid and standardised using national populations to enable comparison of students' attainment to national norms. Can be highly predictive of performance in national tests Digital tests can provide rich data on individual children. Can use overall scores across year groups and over several academic years to provide reliable trend data (EEF,2021)	11
Using blended learning to support gaps caused by Covid 19 Lockdowns. Seneca Premium access provided to all KS3, KS4 and KS5 students.	Digital technology can add up to +4 months progress (EEF, 2020). EEF research also states that supporting students to work independently can improve learning outcomes. Leaders and teachers are able to gain a better understanding of curriculum impact and diagnostic functionality means identification and targeting of curriculum gaps at the cohort and individual student-level will be more effective and manageable.	1, 2, 8

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

Budgeted cost: £ 15721.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Face to face form time tuition for identified students in English Language, English Literature and mathematics.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. 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.	1, 8
After School Booster 1-3 students for Year 11 students (2021/22) in English Language, and mathematics.	The gaps in understanding of content and skills for a small group of students require intensive intervention and support. Numeracy is a key determiner for academic and success and financial competency in adult life.	1, 8
Face to face and remote provision for Year 11 students in English Language, English Literature and mathematics during Easter holidays	A few KS4 students found remote learning far more challenging than being in school. For these students, the gaps in understanding of content and skills require intensive intervention and support to enable them to progress to the next stage of their learning.	1, 8
Curriculum reduction to focus on English Language and mathematics.	For a few KS4 students, the gaps in understanding of content and skills require reduction of GCSE subjects and intensive intervention and support to enable them to progress to the next stage of their learning.	1, 8
Literacy Intervention Programme KS3 in form time.	Reading and writing internal assessments has revealed that some students require more intensive intervention. Sessions are designed to address the general quality of communication. Many students had significant time out of primary school before starting secondary school. In Year 9, support has been prioritised to facilitate the transition from KS3 to KS4.	1, 4, 11
KS5 Paid Support Programme for KS5 students in selected subjects with large cohorts.	Students in Year 12 & 13 in 2021 have had two years of disruption at GCSE & Y12 (for Y13). Given this disruption, support will address gaps in knowledge and skills and support effective progression.	1
Introduce Bedrock Vocabulary	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. Reading is a key determiner for academic success. Closing the reading	11

	gap leads to improved confidence, engagement and greater outcomes.	
Heads of Department closely monitor and intervene where the progress of disadvantaged students is below that of non disadvantaged students or below that of their expected attainment pathway.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Heads dept. promote positive engagement and teaching strategies with disadvantaged students. Heads of faculties track disadvantaged students progress and liaise with PP leads to help signpost needs for targeted intervention. “Evidence consistently shows the positive impact that targeted academic support can have.” (EEF)	1, 8
Homework and catch up support available after school through the LRC.	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	2, 3
Increase the focus on reading	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	11
Teach and test academic vocabulary	Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all students understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between different socio-economic groups. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	4, 8, 11
Books and revision guides offered to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	

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

Budgeted cost: £ 61115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of SEMH intervention for specific students who require support regulating their behaviour and emotions	<u>Now you see us</u> , a study into using the Boxall Profile Online across the whole-school, found 26% of SEMH needs that would have otherwise remained hidden. When support was put in place following Boxall Profile Online assessment, the study found that after just five months there was a 23% decrease in the number of students displaying these needs. According to the same study, organisations that assessed all their students say the time taken to assess was worthwhile with 92% of them saying they would recommend the approach.	1, 5
Embedding principles set out in DFE's Improving attendance advice. Pastoral staff will be trained to develop and implement new procedures	DFE guidance informed by engagement with schools that have significantly reduced persistent absence levels.	6
Ensure all identified disadvantaged students with poor attendance to school have access to key staff Barriers to attending school are identified and a personal attendance plan is completed. Curriculum support via the Pastoral Managers/ HoY	The attendance of PP students to school is significantly below National Expectations (DFE attendance data) Many PP students have significant SEMH barriers to learning and are subject to multi agency plans	6
Further enhance capacity within current pastoral structure to positively reinforce attitude to learning	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment	3, 5

<p>Mental health recovery programme introduced to deal with the effects of Covid 19 lockdowns</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	<p>2, 5</p>
<p>Further develop links with external agencies including CAMHS, Kooth and MASH to support pupils and families</p>	<p>We expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021</p>	<p>3, 5, 6</p>
<p>Continue to enhance family home school liaison and relationships by supporting potential barriers such as uniform and food hardship.</p>	<p>Further ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>3, 5, 6</p>
<p>Establishment and implementation of a BRGS Personal Development Award</p>	<p>Evidence suggests that disadvantaged students generally have fewer opportunities to develop cultural capital. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>All</p>
<p>Continue to fund employment of dedicated Careers Officer with a focus on providing effective support for students in identifying the correct next steps, and sustaining and increasing aspirations of disadvantaged students so that they are in line with their peers.</p>	<p>Evidence from our internal data suggests that a lack of clarity about next steps impacts negatively on a student's attitude to learning and achievement.</p>	<p>9</p>

<p><i>Contingency fund to support participation in extra-curricular and enrichment activities, or to support acute need.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to support with funding of enrichment activities to widen the cultural capital of disadvantaged students eg educational visits, curricular activities, instrumental tuition.</p>	<p>All</p>
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Total budgeted cost: £87095.70

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

GCSE outcomes in 2021 were based on teacher assessed grades.

In order to maximise achievement in English and Maths, additional tuition was provided in both English and Maths including reduction in curriculum for some students to facilitate this.

As a result of this intervention:

- 100% of disadvantaged students achieved 5+ standard passes including English and Maths
- 100% of disadvantaged students achieved grade 5+ in English and Maths.

Funding was allocated to the provision of ICT equipment for disadvantaged students to facilitate remote learning. This meant that disadvantaged students were able to engage in remote learning effectively during the lockdown periods, and there was no significant difference between the engagement of disadvantaged and non-disadvantaged students.

The impact of COVID increased the demand for mental health support and counselling for all students, including disadvantaged students. Funding was allocated to increasing the capacity for counselling, and wider pastoral and medical support, but it is not possible to quantify the impact of this.

Effective careers provision was provided for disadvantaged students which meant that 100% of students progressed to education or training post-16.

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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.