

Pupil Premium Strategy 2020/21

The number of pupils eligible for the Pupil Premium at South Bromsgrove High school is lower than the national average. The needs of these students are varied and individualised approaches are required in order to help these disadvantaged young people achieve the same outcomes as the rest of their peers.

At South Bromsgrove we believe that quality first teaching is the single most important factor in helping disadvantaged students reach their full potential. We have established three overarching principles which have clearly been communicated with teaching staff, and which they are reminded of in a timely manner. These are:

1. All staff know who pupil premium students are in their groups and where they are sitting. They use the barriers to learning spreadsheet to identify the individual barriers to learning for each PP student.
2. Pupil premium students' exercise books and folders are given priority and marked first. Presentation of work is monitored and students are actively encouraged to engage with feedback.
3. Staff make a beeline for PP students in lessons, regularly checking their progress through questioning and/or learning conversations.

Whilst quality first teaching is a priority, we also recognise that some Pupil Premium students need extra support in lessons to help them access the learning. We therefore employ specialist teaching assistants in English and maths, who are deployed in groups with Pupil Premium students. We believe this specialist level of initial intervention prevents students from falling behind the rest of their peers, which might otherwise occur.

We believe that academic success is crucial to enable Pupil Premium students to secure their own financial stability and security in the future. Nevertheless, we recognise that disadvantaged students are often not 'ready' for learning, for a variety of reasons. In order to understand the needs of these students, and to put in place strategies and interventions which will support them, we have three PP advocates, one for each year group of lower school. It is their role to get to know the students and identify their individual barriers to learning. This information is communicated to staff by barriers to learning spreadsheet and the passports for learning. Together with the SLT Associate: PP they monitor students' attendance, behaviour and homework logs allowing them to put in place pertinent interventions. Through face to face meetings they prioritise raising the aspirations of young people to give them a clear motivation to succeed.

In order to support Pupil Premium students throughout their time at South Bromsgrove, we have a clear strategy for each year group:

Year 8 – Ready for South

Transition has been reported as an area for development nationally for Pupil Premium students. We recognise that in a three tier system this is exacerbated. Normally we arrange for the relevant PP Advocate to visit Pupil Premium students in their middle schools to get to know them and start their Passport for Learning. We also organise a separate transition experience which is themed around Duke of Edinburgh and allows PP students to meet South staff and develop team work skills, it concludes with a presentation to parents to kick start our drive to engage PP parents. Unfortunately this wasn't possible due to Covid so in the summer term we contacted PP students and parents by email and encouraged interaction by sending survey monkey questionnaires to complete.

Year 9 – Settled and broad experiences

The priority in Year 9 is to settle students into good habits at high school. The PP Advocate holds initial mentoring conversations with all disadvantaged students and completes the barriers to learning spreadsheet as well as updating the Passports for Learning. After each assessment round, the SLT Associate: PP plots all students onto a Horsforth quadrant and identifies particular students for specific academic and/or pastoral intervention. Wider cultural capital exposure is encouraged through financial support for trips/visits and other extra-curricular activities. Support is offered during the options process to encourage students to make the best choices for their future.

Year 10 – Focused on work

In Year 10, the Horsforth quadrant work continues, but becomes more refined, with larger groups being identified for a programme of support to prevent early academic slippage. There is a greater focus on students without post 16

aspirations and support is put in place to help them identify a destination or ambition, this includes an early careers interview.

We are also going to trial a small scale attendance project to see if our interventions, which include contact with home, regular meetings between students and PP advocate and rewards can improve the attendance of targetted students.

Year 11 – Focused on achieving the best outcome

The Horsforth quadrant work provides the basis of work with Year 11 students to ensure that each student achieves to their full potential. There is a specific strategy for each quadrant, and students are monitored by SLT Associate: PP, PP Advocate or HoY to ensure that interventions are having an impact. Interventions are evaluated as the year progresses and changes made where necessary. Approaches include:

High effort and high progress

- Positive communication home
- Celebration present & card
- Monitoring wellbeing

Low effort and high progress

- Contact with parents – set expectations and consequences
- Mentoring by SLT or AOT

High effort and low progress

- Subject specific support requested from individual teachers by SLT Associate: PP
- Revision booklet provided, including a revision timetable outline
- Discussion of how to revise

Low effort and low progress

- Liaison with Brookside/AP
- Contact with parents
- Meet regularly

We are also intending to use the Coachbright NTP programme to support x20 Y11 students during the spring term. Which will involve one to one or one to two tutoring in English, Maths or Science.

Year 12/13 – Focused on achieving the best outcome

Students are monitored through the RSL process academically and are pastorally supported by the Sixth Form team.

In addition to the aforementioned strategies, we recognise that Pupil Premium students may need other support and/or intervention. All interventions are logged onto Provision Maps and then reviewed regularly to determine their effectiveness and value for money. Other support may include, but is not limited to: access to the Therapeutic Youth Worker, D of E funding, the purchase of subject specific resources and more.