

Pupil premium strategy statement - Baines School

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 and 2023-2024 academic years) 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	Baines School
Number of pupils in school	859 (2021/22) 865 (2022/23) 857 (2023/24)
Proportion (%) of pupil premium eligible pupils	34% (2022/23) 31% (2023/24)
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Clare Doherty – Acting Headteacher – October 2023 (2021-22 School Year - Alison Chapman – Headteacher)
Pupil premium lead	Simon Hurst and Jane Macfarlane, Associate Assistant Headteachers
Governor / Trustee lead	Peter Cain

Funding overview

Detail 2022-23	Amount
Pupil premium funding allocation this academic year	£196,630 (+£16,415 Pupil Premium Plus)
Recovery premium funding allocation this academic year	£43,210

Pupil premium funding carried forward from previous years	£0
School led tutoring programme (2022/23)	£19,760.63
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	£276,015.63

Detail 2023-24	Amount
Pupil premium funding allocation this academic year	£252,540 (+ £33,000Pupil Premium Plus
Recovery premium funding allocation this academic year	£66,448.00
Pupil premium funding carried forward from previous years	£0
School led tutoring programme (2023/24)	£17,077.50
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	£369,065.50

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged (DA) pupils at Baines School are given the opportunity to achieve through providing a broad and balanced curriculum that supports them achieving their full potential and progressing on to a career of their choosing. A 3-year strategy for DA pupils is in place and our strategy is also integral to wider school plans for education recovery. The strategy is measured termly, based on the impact on attendance, behaviour and academic progress.

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 disadvantage 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 improved alongside progress for their disadvantaged peers.

Awareness of DA pupils is available to all staff through a DA register, notifications on both SIMs and Synergy. This will enable all staff to keep track of both academic and pastoral progress plus allowing monitoring and interventions to take place for each individual pupil. Tracking and academic monitoring will support all DA pupils to achieve their target grade. All staff will be aware of school and national achievements with DA pupils and all staff have a responsibility for DA outcomes.

A focus on DA attendance and comparison with all pupil attendance nationally will take place through the attendance intervention programme. The pastoral team aim to ensure each DA pupil has a strong base of attendance, which supports a high level of learning.

Parental support is a key component, which has been identified as pivotal in closing the attainment gap between DA and non-DA pupils. Progress Leaders contact home to communicate key events such as parents / carers evenings and will support in as many ways as possible to ensure all engage with school. This is supported by the Associate Assistant Headteachers with responsibility for the DA cohort.

We aim to ensure a smooth transition process from Year 6 into Baines School. DA pupils will be identified; all pupils will receive a personalised visit during Year 6. They will also be supported by a summer school opportunity.

Baines School will ensure all Year 9 DA students are given a clear vision for their option choices through a personalised targeted programme delivered by external mentors, careers exhibition visits, progress leaders, experienced teaching staff and SLT prior to their final options deadline. A new and more diverse Key Stage 4 curriculum is in place to ensure a broader range of options for all pupils to maximise their potential at Baines. In addition, we have a clear focus on EBAC entry for our DA pupils and aim to increase the percentage intake within this plan time period. In addition, we have made careers integral to every pupil from KS3, which continues into KS4 where independent professional career advice and personalised interviews are in place at Baines School.

Baines School will celebrate success. We will promote and highlight personal achievement of DA pupils to ensure all pupils at Baines School are inspired and want to achieve. Finally, we aim to provide and inspire DA pupils to have high aspirations through different projects such as career trips in Year 8, 9 & 10, music lessons, Children's University, the Princes Trust programme, extra-curricular involvement, STEM projects, life coach mentoring and guidance and finally opportunities to access school trips both nationally and internationally.

Challenges

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

Challenge number	Detail of challenge
1	<p>Over recent years, the attendance rate of DA pupils has been lower than that of non-DA pupils. Persistent absent levels have also been higher from DA pupils compared to non-DA pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>For example, on entry to the 2021-22 academic year, the point difference between DA and Non-DA reading ages in our year 7 cohort was 5.9 (SAS assessment tool).</p>
3	<p>Our assessments, observations and discussions with pupils, families and teaching staff suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Our questionnaires and pupil/parent/carer feedback has identified a lack of consistent access to technology for our disadvantaged pupils, this will and has limited their progress during the pandemic.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 2% (98% attendance target) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers recorded at zero. <p>Persistent absent levels for DA pupils to be in line with nonDA pupils.</p>
Improved attainment & achievement among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects.	<p>By the end of our current plan in 2024/25, 30% or more of disadvantaged pupils enter the English Baccalaureate (Ebacc). In the last 3 years this figure ranged from 9 –17%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> - an average Attainment 8 score of 4.7 - an Ebacc (target of 30% entered) average point score of 4.8 - 4.9 a Progress 8 score of 0
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
To improve technology access among disadvantaged pupils.	<p>Sustained high levels of blended learning and connectivity from 2024/25 demonstrated by</p> <ul style="list-style-type: none"> - increased access and use of our on-line learning provision, including that which is designed to support revision.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent/carers surveys and teacher observations. • a sustained increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: 2022/23 = £76,941

Budgeted cost – updated to reflect 2023/24 additional targets = £151,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <ul style="list-style-type: none"> - GL Reading Assessment - GL CAT Test <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Sustained external qualifications/CPD for our staff to deliver internal testing.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4
<p>Recruitment of two Associate Assistant Headteachers to lead improvement in provision for the DA Cohort</p>	<p>Careful planning of the approaches to the spending of the Pupil Premium is vital in helping the approaches to have the greatest impact.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	
<p>Effective strategies are used to encode learning into the long-term memory and retrieval techniques are used to reinforce learning for all pupils. Metacognition is a key element of this process.</p> <p>CPD time and provision to address barriers to learning which are identified to support</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3,4,5

<p>effective teaching and learning whilst supporting career aspirations</p> <p>Schemes of learning to be consolidated and embedded, addressing learning recovery, ensuring pupils know and understand more.</p> <p>Use of Synergy to support delivery of provision and identify impact of targeted approaches.</p>		
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<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths resources (Sparx Maths – online) and CPD offers.</p> <p>Introduction of intervention and targeted teaching for Year 11 students during tutor time, focusing on raising attainment in core subjects, including Maths.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 – GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Addressing misconceptions and filling learning gaps to increase understanding for application in the GCSE Maths curriculum.</p>	2, 3, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Use school wide approaches to literacy, including personalised intervention approaches to accelerate progress in reading for those who are behind age-related expectations.</p> <p>Fund internal professional development and</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2

instructional coaching focussed on each teacher's subject area.		
To improve targeted Science teaching and learning for DA, especially girls using tools from the ASE to ensure inclusion in STEM.	Evidence and research at: ase.org.uk Case study evidence: https://www.ase.org.uk/file/st-bernards-case-study.pdf	
Ensure identification of pupils who have no access to technology, to allow for sustained blended learning and higher quality feedback. Rolled out through the DFE funded laptop programme. Fund teacher & IT departmental time to ensure the correct identification and infrastructure is in place to support the sustainability of this provision.	Access to learning is vital in ensuring high quality feedback from teachers for all pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 3, 4, 5
Assistant Headteacher with responsibility for mental health and wellbeing leads and coordinates approaches to support all students, especially the most vulnerable.	Social and emotional learning impact (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4

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

Budgeted cost – 2022/23: £62,301.63

Budgeted cost – updated to reflect 2023/24 additional targets = £62,301.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Literacy interventions across KS3 for low attaining disadvantaged students.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Effective deployment of the primary school trained member of staff with a key focus on literacy and numeracy support in KS3	Personalised tuition and high-quality feedback (+5 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Engaging with the school led tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic (current Y8/9). A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Maths/English/Science & MFL school led tutoring programmes in place. Impact of implementation, support and evaluation of the programme led by Assistant Headteacher	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £110,257 + FSM allocation £27,500

Budgeted cost – updated to reflect 2023/24 additional targets = £154,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Life coach mentoring intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes school staff collaboration, parent/carer meetings and programme evaluation time.</p>	<p>Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions Early Intervention Foundation (eif.org.uk)</p>	3
<p>Phoenix Centre, reintegrating pupils successfully back into the classroom following a half termly support programme.</p> <p>DA Champions to meet with DA pupils after they have been in isolation to reintegrate and coach towards better choices.</p>	<p>educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/behaviour-interventions</p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in DfE's advice.</p> <p>Full time and part time attendance/support officers appointed to improve attendance.</p> <p>Parental engagement through DA/home communication for targeted pupils.</p> <p>Whole school approach to attendance impacts all students, but focuses on the barriers for DA students and includes tangible rewards for good attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1

<p>Ensure all pupils have support for their career aspirations and plan career pathways for post-16 study and beyond.</p> <p>A career advisor and a school career coordinator have been appointed to provide high quality support and guidance for all pupils.</p>	<p>By commissioning an in-depth review of careers advice in education in 2016, the Education Endowment Foundation and Bank of America Merrill Lynch aimed to help schools make informed and evidence-based decisions about their career's programmes and approaches to employer engagement. As a result of the review the EEF supports the importance of careers advice and guidance in schools.</p>	4
<p>Monitoring of DA pupils in lessons through seating plans and ensuring they are 'high profile' in the classroom.</p>	<p>EEF Toolkit – teacher feedback creates high impact at a low cost.</p>	3
<p>Analysis of behaviour for learning weekly, promoting active learning in the classroom. Intervention and coaching for DA pupils who are passive learners.</p>	<p>EEF Toolkit and metacognition research promotes participation to ensure most level of progress being made.</p>	3
<p>'Working in Partnership' initiative. Podcasts and information sharing on positive approaches for working with young people.</p>	<p>EEF Toolkit and DfE reports promote parental engagement as a high priority to ensure best outcomes. This programme will give parents access to advice and examples of working consistently across home and school to achieve the best outcomes for all pupils, including DA pupils.</p>	3
<p>Utilise external tools (eg. Kooth) and agencies to support mental health of students and to access training for students on mental health and resilience.</p> <p>Trauma based approach for pupils displaying challenging behaviour. CPD for staff regarding the impact of ACEs, attachment issues and asking the question, 'why' regarding the</p>	<p>The Explosive Child by Ross W Greene.</p>	3

behaviour, as well as addressing the behaviour.		
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Total budgeted cost: £276,999.63

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 2021 to 2022 academic year (to be updated for 2023 when outcomes are ratified by DfE in November 2023)

External assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than the previous two years of centre assessed grades.

We have a 4-year positive trend to 2022 of improving Progress 8 outcomes for our disadvantaged pupils from external assessments and evidence is showing that the implementation of the strategy is supporting progress of our pupils. In 2017 the progress 8 figure was -1.69, in 2018 this was -1.23, in 2019 this was -1.05. This has improved once again and has been recorded at -0.73 in 2022. Our % Grade 5+ for our disadvantaged pupils in English and Maths was recorded at 6.3% in 2017, 25% in 2018, 24.2% in 2019, and 41% in 2022.

EBacc entry for DA pupils was 10% which is lower than the previous year of 12%.

Whilst outcomes have improved, we are consistently aiming for better. Our assessment of the reasons for these outcomes points primarily to some Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from consistent high-quality teaching and learning.

Absence amongst our DA pupils has increased and the gap between DA and non-DA has also increased. This is also the case nationally. Although overall attendance in 2021/22 was lower than in the preceding 3 years, the Baines DA attendance was better than the national average with a 1.8% gap. Boys who are DA attend better than girls.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>A service pupil plan is in place which targets pupil voice, parent/carer engagement and staff awareness of all our service pupils.</p> <p>Pupils have received support with technology to access their education during the pandemic and beyond, educational resources, music lesson opportunity, transport to access revision classes after school, national trip opportunities and a personalised school career trip.</p> <p>A dedicated member of staff is available to support service & ex-service pupils. This helps to ensure a smooth transition is in place from another school which can often be from another country. All opportunities provided help the pupils develop friendships at school. We understand the importance of friendships in order to provide them with the best possible outcomes.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>100% of all service children attended some form of extracurricular opportunity.</p> <p>Teachers observed positive improvements in how quickly our service pupils continue to settle into school life.</p> <p>All of our service pupils have good school attendance.</p> <p>Service pupil academic outcomes in Y11 2021 22</p> <p>Attainment 8 = 3.91</p>

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review in 2017 to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents/carers, pupils 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 schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. An example of this is the appointment of two Associate Assistant Headteachers with responsibility for the outcomes for DA in each Key Stage from September 2023.