



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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	Blaise High School
Number of pupils in school	908
Proportion (%) of pupil premium eligible pupils	39.74
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	
Date on which it will be reviewed	1st December 2023
Statement authorised by	Nat Nabarro
Pupil premium lead	Mark Gillett
Governor / Trustee lead	Catherine Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 359, 525
Recovery premium funding allocation this academic year	£ 48, 920
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	£408, 445



Part A: Pupil premium strategy plan

Statement of intent

Blaise High School is committed to our mission of the eradication of the disadvantage gap in our community in Bristol. We will provide a private school education for all. The school will be characterised by high quality teaching, exceptional discipline and targeted student support; both academic and pastoral. This will be supported by high aspirations for all our students.

As a school, we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We believe this starts with setting ambitious targets, centred around there being no “gap” in our school.

We uphold a genuinely inclusive approach, in which all students access all aspects of the school day. We see the removal of barriers to education as our moral obligation and we use the Pupil Premium to do this. This will help us to ensure all students, no matter their background, can be fully included in all parts of school life. We recognise that there are significant challenges being posed in the community, and a large part of our work will be on better engaging the local community in our offer here in school.

We believe that the disadvantaged gap in education can be closed by high quality teaching and the focus of our work to eradicate the disadvantaged gap is by ensuring we have the highest quality lessons, curriculum and structure of knowledge and ensuring that the attendance for disadvantaged students to these lessons is high so progress is maximised. We will also work to ensure any barriers to accessing lessons are removed.

Our school is a school for everyone, a school in which all children can develop the powerful knowledge required to access the country’s very best universities. We see it as our moral purpose to give our children, especially those who come from disadvantaged backgrounds, the very best opportunity to develop.

Challenges

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



Challenge number	Detail of challenge
1	<i>Gap in attainment between disadvantaged children and those who aren't In 2021-22 the estimated P8 scores show that on average disadvantaged students scored 0.93 levels lower than non-disadvantaged students.</i>
2	<i>Gap in attendance between disadvantaged children and those who aren't Academic year 2021-22 attendance of disadvantaged students was 8.61% lower than non-disadvantaged students</i>
3	<i>Disproportionately large number of behavioural challenges posed by students in receipt of pupil premium. There are more than twice as many referrals from lesson per student for disadvantaged students compared to non-disadvantaged students (September - November 15th 2022)</i>
4	<i>Greater number of challenges in accessing school faced by disadvantaged children including completion of homework, reading age and core knowledge, core knowledge.</i>
5	<i>Disadvantaged students join the school with lower levels, knowledge and skills. An example of this is that year 7 students joining the school in September 2022 recorded an NGRT reading age 1.45 years lower for disadvantaged students when compared to their non-disadvantaged peers.</i>
6	<i>Aspirations and familial engagement with Further Education is lower for students from a disadvantaged background</i>
7	<i>Students from disadvantaged backgrounds have lower cultural capital than their peers.</i>

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
<i>Outcomes for disadvantaged students are in line with, or better than, those who are not disadvantaged.</i>	The following data comparisons show no difference between disadvantaged and non-disadvantaged students: GCSE results Ranking progress Homework completion Lesson Attendance Green points Rewards offer
<i>Students who are in receipt of pupil premium are not issued</i>	Suspension data and RfL referrals show no difference between pupil premium students and the rest of the school.



<i>fixed term suspensions more than those who aren't</i>	Tracking shows that students have access to the correct support and interventions at the correct time to reduce risk of suspension or referrals.
<i>Attendance for students in receipt of pupil premium is in line with students who are not</i>	Attendance for the school is in line with the national average and there is no difference between the attendance of disadvantaged students compared to non-disadvantaged
<i>All students access a high quality, academically rigorous curriculum taught by subject experts.</i>	Standardised Lesson format adapting Rosenshine's principles of instruction Professional development supports consistently high quality delivery by teachers Time given to intellectual preparation of lessons Outcomes for disadvantaged students in line with non-disadvantaged Same curriculum in all groups Academic support mechanisms
<i>Destinations for disadvantaged students in line with those who are not disadvantaged</i>	KS5 destinations for non-disadvantaged and disadvantaged students are in line with each other Longer term - equality in University access regardless of disadvantaged status Alumni network and returning students to visit have equal representation from 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: £58K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All classes are taught the same high quality and ambitious curriculum enabling movement within groups throughout the year</i>	Focusing on preparing a high-quality centralised curriculum enables departments to invest time in the most effective lessons. Teachers are then engaged in intellectual preparation not endless lesson planning. All groups cover the same content, allowing student movement between groups. The same content is scaffolded for	1



	<p>different groups, not changed, so students will receive the same content regardless of their set.</p> <p>Michael Pressley and Vera Woloshyn, Cognitive Strategy Instruction that Really Improves Children’s Academic Performance, 2nd ed. (Cambridge, MA: Brookline Books, 1995); and Barak Rosenshine and Carla Meister, “The Use of Scaffolds for Teaching Higher-Level Cognitive Strategies,” Educational Leadership 49, no. 7 (April 1992): 26–33.</p>	
<i>We recruit and retain the best teachers</i>	<p>Quality of instruction - strong evidence of impact on student progress. The most effective is high quality day to day teaching</p> <p>Sutton Trust: What makes great teaching</p> <p>Making Every Lesson Count (Shaun Allison)</p> <p>Teacher Toolkit: Cognitive Load Theory</p>	1
<i>Mini whiteboard and equipment for all</i>	<p>Providing equipment to students and checking this each day ensures no disruption in lessons and 100% participation in low stakes quizzing and other learning activities. Ensuring mini-whiteboards are part of all lessons enables students to receive instant feedback and also for spaced learning and low stakes testing to be embedded routines.</p> <p>Sutton Trust: What makes great teaching</p>	1, 2
<i>All-staff CPD programme</i>	<p>Highly skilled and supportive staff teaching in a consistent manner across the school are, ultimately, what will enable disadvantaged students to learn and make progress. As such, our focus on CPD and teacher development lies at the core of what we do</p> <p>Rosenshine Principles of Instruction</p> <p>Sutton Trust: What makes great teaching</p> <p>https://www.learningscientists.org/</p> <p>EEF: Effective professional development</p>	1



<p><i>Low stakes quiz routine to start lessons</i></p>	<p>Consistent start to lessons improves behaviour for learning and maximises lesson time. Testing of the core knowledge, linked to homework, supports spaced learning and the testing effect to improve knowledge.</p> <p>The testing effect (Make it Stick: The science of successful learning. Brown, Roediger, McDaniel)</p> <p>Rosenshine Principles of Instruction</p>	<p>1, 3</p>
<p><i>Homework centred on the core knowledge required for our curriculum</i></p>	<p>Homework directly linked to lessons ensuring all students know the core facts required to succeed in the curriculum. Simplified model to ensure high completion rates from all students regardless of background</p> <p>EEF: Homework</p>	<p>1, 4, 5</p>
<p><i>Creation of bespoke revision packs for all groups (assessment manifests, year 11 homework) plus revision resources provided</i></p>	<p>Exam preparation is key to student success. In affluent areas access to tutors and revision groups is standard and only widens the education gap. We strive to redress this imbalance by providing high quality revision resources and teaching students how to revise (in addition to period 7, 8 and holiday school)</p> <p>EEF: Homework</p>	<p>1, 4</p>

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

Budgeted cost: £100k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>DI groups</i></p>	<p>Where students are not able to access the curriculum (due to KS2 entry level or other reasons) the DI programme for Maths and English is a highly effective strategy for catching up key skills and regaining the ability to access the curriculum</p> <p>The science and success of Engelman's Direct Instruction: Jean Stockard</p>	<p>1</p>



<p><i>Period 6, period 7 and holiday school</i></p>	<p>Additional revision and lesson time with classroom teachers benefits disadvantaged students to a higher degree than non-disadvantaged and can help catch up from historical lower progress. Additionally, we are aware that in some areas a high proportion of students will access GCSE tutors and we aim to provide opportunities for this within school for those students who would not access this without our provision.</p> <p>UCL: School absences and pupil achievement</p> <p>EEF: Extending School Day</p>	<p>1</p>
<p><i>Champions hour, homework club, Sparx support</i></p>	<p>The benefits of homework completion are clear. However, it is not as easy for all students to complete homework at home due to living arrangements, space, parental expectations or access to suitable IT. Our after school provision ensures all students have access to the facilities and support required to complete homework successfully.</p> <p>EEF: Homework</p>	<p>1, 4, 6</p>
<p><i>Tutor Time Reading Programme</i></p>	<p>It has been estimated there is a 30 million word gap by the age of 3 for disadvantaged students (*US study) Our Tutor Time Reading Programme aims to rapidly improve all student's reading ages whilst simultaneously introducing students to a carefully curated set of culturally important texts</p> <p>The Early Catastrophe. American Educator. B. Hart and T. Risley</p>	<p>1, 4, 5, 7</p>

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

Budgeted cost: £250k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast at Blaise</i>	A warm, healthy breakfast is essential for the ability to learn and thrive during the school day.	2, 3



	<p>Offering a breakfast can also boost attendance and punctuality</p> <p>National School Breakfast Programme: Impact</p>	
<i>Uniform and equipment</i>	<p>A lack of equipment and uniform can both be a barrier to attendance, a cause of bullying and a barrier to learning within lessons. By providing uniform and equipment we remove these barriers so students can focus on learning within all their lessons.</p> <p>EEF: Behaviour</p>	2, 3
<i>Attendance - Blaise Bus, attendance rewards, phone calls etc</i>	<p>Each day of attendance (or absence) counts, and pupils from disadvantaged households are more significantly negatively impacted by absence from school. Supporting all students to be in school, particularly those from disadvantaged backgrounds, needs to be forefront in what we do day to day</p> <p>UCL: School absences and pupil achievement</p>	2, 6
<i>Thrive: Mental health and cognitive behaviour therapies</i>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation</p> <p>Mental Health and Behaviour in Schools</p>	4
<i>Family Support: dedicated staff to improving relationships with families to improve parental engagement</i>	<p>The support of families and the community is essential to improving attendance as well as supporting students to access lessons successfully.</p> <p>UCL: School absences and pupil achievement</p> <p>EEF: Behaviour</p>	1, 2, 3, 4, 7



<p><i>Behaviour policy: Student rewards systems and trips</i></p>	<p>Disruption free learning is one of the pillars of our school upon which eradicating the educational disadvantage gap rests. Systems and training ensure students, staff and families are aware of the behaviour system and that it is fairly implemented. A structure of rewards and sanctions underpins this ensuring learning is not disrupted and that positive learning behaviours</p> <p>Our Fun Friday initiative enables us to come together as a school each Friday to recognise and celebrate the hard work during the week.</p> <p>EEF: Behaviour Interventions</p>	<p>1, 2, 3, 4, 7</p>
<p><i>Music subsidies and provision of art and catering resources</i></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF: Arts Participation</p>	<p>7</p>
<p><i>Pastoral Support Staff</i></p>	<p>Resource Base Pastoral Support Pastoral Support in mainstream RFL centre and team</p> <p>EEF: Behaviour Interventions</p>	<p>1, 2, 4</p>

Total budgeted cost: £408k



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.

Outcomes for 2021 to 2022 show that our work to eradicate the disadvantaged gap needs to remain front and centre of what we do. The current gap between achievement and progress for pupil premium students continue to remain lower than both their non-disadvantaged peers and the national averages. In 2021-22 the average progress for PP students was 0.93 lower than the non-PP students within the school. We are determined to significantly close this gap. We will look to learn from best practice in humanities where the gap was smaller (0.32 with 40 students in Geography and 0.42 with 40 students in History). Additionally best practice can be shared from Sport where the PP-students were 0.01 lower for P8 score than non-PP students.

Attendance of the pupil premium students was 8.71% lower than that for the non-disadvantaged students within the school. This highlights the importance of increasing the attendance of the pupil premium students within the school.