



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	Blaise High School
Number of pupils in school	870
Proportion (%) of pupil premium eligible pupils	381 (44%)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Katherine Brown
Pupil premium lead	Katherine Brown
Governor / Trustee lead	Catherine Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,248
Recovery premium funding allocation this academic year	£53,386 <i>*used to supplement school-based tutoring programme</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£387,634



Part A: Pupil premium strategy plan

Statement of intent

Blaise High School is committed to our mission of Social Justice. We work with our values of Inclusion, Ambition and Collaboration with a Growth Mindset to achieve a better chance of success for all pupils no matter their background or starting point.

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 their being no “gap” in our school. We uphold an inclusive approach to all we do and seek to use our Pupil Premium strategy to remove barriers for disadvantaged pupils and ensure all students, no matter their background, can be fully included in all parts of school life.

We are a collaborative school and chose to work together with pupils, staff, parents and other stakeholders as effectively as possible to get the best possible outcomes for the students we serve.

Our growth mindset ensures we monitor, reflect and evaluate our strategy. As a result we track progress and impact over time so we can quickly identify needs and develop our strategies to ensure they’re as effective in accelerating progress as possible.

Challenges

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

Challenge number	Detail of challenge
1	There is a Literacy Skills deficit with a large proportion of children at BHS having a reading age significantly below chronological age. 31% of students have reading age of 10 years or below, 9% have a reading age of below 7 years. 41% of students in KS4 have a reading age below chronological age.
2	SEN need is high throughout all year groups, 24% of pupils are those with SEN additional needs. 58% of SEN pupils are also PP.
3	A fifth of pupils at Blaise High School speak English as an additional language. 28% of EAL pupils are also PP.
4	Exclusions for PP students are significantly higher than non-PP students, leading to loss of learning time. 70% of exclusions are for PP students, despite them making up 44% of the total student population.



5	Attendance for PP students across all year groups is significantly lower than non-PP students by over 4%.
6	Mobility is high at Blaise High School. 115 pupils on roll joined as in year entry, that's 13% of the student population.
7	Pupil Premium students can lack access to cultural and enriching activities. This limits wider knowledge, improved literacy skills, improved interpersonal skills and mental wellbeing.
8	The core subject attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils require further support practicing newly acquired skills.

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>Identify the reading age of all pupils and ensure the curriculum is adjusted to support those with reading ages below chronological age to make exceptional progress</i>	All staff use reading age data to inform in lesson planning. All students with reading ages significantly below chronological age attend an appropriate literacy intervention to support their catch up.
<i>There is no gap in progress between students with SEN needs and those without</i>	Referrals for SEN tests are completed within 2 weeks and all SEN students have an effective Provision Map Passport. This ensures all teachers can use strategies which support their needs. Students with SEN needs can access specialist interventions including Direct Instruction, Thinking Reading, Phonics Programmes, Handwriting Support and Safe Space groups. Students with SEN needs complete the same amount of homework as those without.
<i>Students new to English become proficient rapidly and make the same level of progress as those for whom English is their first language</i>	Students identified as EAL complete testing to gauge proficiency level. EAL students complete specially adjusted homework. Teachers use EAL resources to create adjustments for learners in every lesson. EAL students use translation tablets in all lesson.
<i>Fixed term exclusions reduce to 0 by HT6 and there is no gap in the rate of exclusion for PP and non-PP students</i>	100% of students on a behaviour stage plan access a support intervention. This may include Thrive, Pet Therapy, Family support or additional extra-curricular activities. All students on behaviour stage plans meet with their pastoral lead regularly, this always includes parents/carers. 100% of students access "green point" rewards and the reward ratio for the school is 9:1.



	The completion of independent tasks during any exclusion or referral ensures students stay on track.
<i>PP attendance at BHS is in line with national average PP attendance</i>	All attendance stage interventions are completed to support students to improve their attendance. Good attendance is rewarded every week. PA students receive specialist Thrive support include Blaise Bus pick-ups where needed.
<i>There is no gap in outcomes (both academic and pastoral) for students joining Blaise High School mid-year.</i>	Admission paperwork provides all staff with useful information when planning lessons for a new admission. In year entries are always well inducted to life at Blaise High School. 100% of in-year entries have a buddy, review parental meeting and school tour.
<i>There is no gap in Character Badge achievement between PP and non-PP students</i>	Character Badge award is monitored regularly, this reviews rates of achievement between different pupil groups. All students take part in whole school enriching activities like choir, camp, Fun Friday, TTCP. Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options through the raising aspiration and enrichment programme. PP students are proportionally represented in the Student Leadership Team. Inclusion is achieved daily by providing support for consumables, uniform and equipment wherever needed.



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: £54k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Consumables for Creative Technology: Providing consumable items free of charge to ensure an inclusive approach to practical subject deliberate practice for all students</i>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	7
<i>NGRT Testing: including Reading Age and LASS testing: ensuring all students are regularly tested and data is shared effectively through Provision Map and Class Charts</i>	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,8
<i>CPD Programme: TLAC BPBs, DDI cycle, BTT programme, Good to Great, LPD training</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. When designing and selecting professional development, focus on the mechanisms. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,6,8
<i>Digital homework: including Hegarty/Sparx, Tassomai, Bedrock and Flash Academy</i>	Homework as an integral part of learning, rather than an add-on maximises impact, it also appears to be important that students are provided with high quality feedback on their work https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,8
<i>Revision materials provided free of charge to all exam groups to ensure there is no barrier to additional study</i>	Understanding and addressing any barriers to completion, such as access to a learning device or resources and explicitly teaching independent learning strategies are recommended. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,8



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

Budgeted cost: £96k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy Intervention: Providing one2one and small group bespoke interventions to pupil whose reading age is behind chronological age</i>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,8
<i>Champions Hour and Study Support: Providing additional bespoke homework clubs for all</i>	Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,8
<i>Period 6: Extending school time for Y11 students</i>	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3,8
<i>Catch-up tutoring: providing one2one and small group tuition</i>	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	1,2,3,8

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

Budgeted cost: £237k

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Music Subsidies: Providing subsidised music lessons</i></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>7</p>
<p><i>Careers Guidance: including Future Quest and one2one careers access through New Mango</i></p>	<p>Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p>	<p>7</p>
<p><i>Uniform and Equipment: Providing items of uniform and equipment daily to ensure all students are ready for school</i></p>	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Education Endowment Fund: Uniform</p>	<p>5,6,7</p>
<p><i>Thrive: mental health and cognitive behaviour therapies</i></p>	<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>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>4,5</p>
<p><i>School Counsellor: one2one counselling for students with mental health concerns</i></p>	<p>Pupils who were offered counselling services experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>https://www.roehampton.ac.uk/psychology/news/school-counselling-can-help-young-people-manage-mental-health-issues-despite-costs-first-ever-research-into-the-subject-reveals/</p>	<p>4,5</p>
<p><i>Blaise Bus: home collection of PA students</i></p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>5</p>
<p><i>Family Support: dedicated staff to support build a positive relationship between home and school and improve</i></p>	<p>Know and understand your pupils and their influences and understanding a pupil's context will inform effective responses to misbehaviour.</p> <p>Education Endowment Fund: Behaviour</p>	<p>4,5</p>



<i>parental engagement</i>		
<i>Student Rewards: providing systematic rewards for all</i>	<p>Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.</p> <p>Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.</p> <p>DfE: Behaviour and Discipline in Schools</p>	4,5

Total budgeted cost: £387k



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021 and 2020 to 2021 will not be used to hold schools to account. Students were able to complete end of year assessments during the summer 2 term however due to year group bubble isolation across this assessment period it is not possible to accurately compare headline measures with the 2018/19 academic year. Comparisons will be made following November 21/22 Y11 mocks and Y7-10 assessments.