

Pupil Premium – Allocation, Spend and Impact Summary 2017-18

Aim

To raise the achievement of disadvantaged students to above the national average benchmark whilst closing the gap between disadvantaged and non-disadvantaged students.

Background

Pupil Premium funding is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). Funding is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Secondary schools currently receive Pupil Premium funding to the value of £935 per eligible student on roll.

Academic Year	2017-18	Total PP budget	£347,820
Total number of students	560	Number of students eligible for PP	372

Barriers to achievement for disadvantaged students
• Reading ages significantly below chronological age for a significant number of students on entry to the school
• Writing skills are under-developed, resulting in a lack of ability to structure effective writing
• Numeracy skills are under-developed for a significant number of students on entry to the school
• Many students lack resilience, self esteem and aspiration which is a barrier to them securing the best possible grades
• Long-standing history of poor attendance for some students, tracked back to primary school
• Parental engagement with school is lacking for some students
• Other wide-ranging, external factors affecting many families e.g. mental health issues, social care involvement, high levels of deprivation

Desired outcomes		Success criteria
A.	Improved reading ages in KS3	<ul style="list-style-type: none"> • Gap between reading age and chronological age of students closes
B.	Improved writing skills in all year groups	<ul style="list-style-type: none"> • Progress data and work scrutiny across subjects confirm that students are making improved progress over time in writing
C.	Improved numeracy skills in all year groups	<ul style="list-style-type: none"> • Progress data and work scrutiny and confirm that students are making good/outstanding progress over time in numeracy skills
D.	Improved rates of progress for disadvantaged students	<ul style="list-style-type: none"> • PP students achieve rates of progress that are closer to other students nationally • Work scrutiny confirms that PP students are making good/outstanding progress over time
E.	Improved attendance for disadvantaged students across all year groups	<ul style="list-style-type: none"> • Attendance rates for PP students are closer to national attendance rates for other students • Number of Persistent Absentees amongst PP cohort is reduced
F.	Students develop greater resilience, self esteem and aspiration	<ul style="list-style-type: none"> • Student behaviour and attitudes judged to be 'good' • Staff and visitors comment positively on students' behaviour and attitudes • Positive student feedback • Increase in the number of students accessing first choice post-16 destinations and reduction in NEETS
<p>The school is using Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies and has endeavoured to identify those actions/strategies that are most likely to have an impact on raising achievement for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Ensuring that improvement strategies are sustainable as far as reasonably possible and not relying on "bolt-on" activities • Ensuring that the most effective teachers and support staff are allocated to key groups • Ensuring that assessment and tracking data is used regularly to identify those students most at risk and enabling timely intervention strategies to be implemented • Ensuring that leaders and managers are held accountable for the performance of key sub-groups, including disadvantaged students, via regular data reviews and the school's performance management process • Raising awareness of any gaps in achievement for specific sub-groups such as disadvantaged/LAC students in order to ensure effective teaching strategies for closing this gap • Ensuring that the school's pastoral systems and processes focus on improving the attendance, punctuality and behaviour of disadvantaged/LAC students 		

Desired outcome	Chosen action / approach	Improve pedagogy/ Targeted Support/ Whole School Strategy	What was the evidence and rationale for this choice?	Approx. Cost	Staff lead	Impact/Lessons Learned
A: Improved reading ages in KS3	A1: Accelerated Reader embedded in English curriculum and accessed by all students in KS3.	Whole School Strategy	AR has been successful in previous years in improving reading ages for students and it is critical that all students are confident readers to be able to access the curriculum. (EEF Reading Comprehension Strategies + 5 months)	£4,000	FRA	<ul style="list-style-type: none"> Data shows improvement in reading ages for: <ul style="list-style-type: none"> Y7 – 60% Y8 – 64% Y9 – 63% 10/14 of weakest readers in Y7 made strong gains in reading, some by as much as 26 months Support for improving reading skills remains an issue in KS3 and will be a key priority in 2018-19 – see whole-school Rapid Improvement Plan for planned strategies/actions Positive progress made by students with low prior attainment (0.15)
	A2: Phonics provision in place for weakest readers in Y7 and Y8	Targeted Support	A small number of students in KS3 cannot make progress across the curriculum due to a failure to grasp the basics of learning to read at primary school. (EEF Phonics + 4 months)	£3,000	FRA	
	A3: TA support in English for lower ability readers	Targeted Support	Although costly, the deployment of TAs to support reading development with specific students and small groups has been successful in recent years. (EEF Teaching Assistants + 1 month)	Included in D11 below	WEK	
B: Improved writing skills in all year groups	B1: Development and implementation of 5-year spiral English curriculum to ensure successful acquisition of effective writing skills	Whole School Strategy	In order to develop effective writing skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year.	£5,000	FRA	<ul style="list-style-type: none"> 2018 Grade 4+ Attainment in English Lang/Lit increased by 5%/10% New 5-year curriculum is not yet having full impact on student progress Students' resilience in writing remains an issue – see English development plan 2018-19

	B2: Learning Programmes in all subjects address the development of extended writing in line with the increased demands of new GCSEs	Whole School Strategy	Students need to develop the skills of constructing longer answers under timed conditions in order to make maximum progress across all subjects	Included in D1 below	MEE/HON	<ul style="list-style-type: none"> Learning Programmes have not fully supported planning for student progress and are replaced with new schemes of work and Knowledge Organisers from 2018-19
	B3: Targeted intervention in English where underperformance in writing is identified e.g. small group tuition, after-school classes	Targeted Support	Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. (EEF Small Group Tuition + 4 months)	£5,000	FRA	
C: Improved numeracy skills in all year groups	C1: Implementation of 5-year spiral Maths curriculum to ensure successful acquisition of effective numeracy skills in KS3	Whole School Strategy	In order to develop effective numeracy skills, students need to build on the KS2 curriculum. Effective planning, resources and provision should be in place from Y7 so that skills can be built upon successfully each year in KS3.	£5,000	PB/CLA	<ul style="list-style-type: none"> 2018 Grade 4+ Attainment in Mathematics increased by 10% KS3 benchmarking assessment in Mathematics shows BPS students achieving in line with local teaching school students Maths mastery in KS3 is having a positive impact and remains a key development for 2018-19 New 5-year curriculum is not yet having full impact on student progress
	C2: Implementation of Ark Maths Mastery programme in KS3	Improve Pedagogy	Teachers will develop their skills to explore mathematical concepts in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience.	£3,000	CLA	
	C3: TA support in Maths for lower ability groups of students	Targeted Support	Although costly, the deployment of TAs to support specific students and small groups with numeracy has been successful in recent years. (EEF Teaching Assistants + 1 month)	Included in D11 below	WEK	

D: Improved rates of progress for disadvantaged students	D1: Effective Learning Programmes in place for all subjects to ensure successful development of skills, knowledge & understanding and appropriate challenge	Whole School Strategy	Effective medium term planning will support the development of SKU over time and will ensure effective differentiation for students of all abilities. LPs will ensure clarity of purpose and appropriate challenge.	£5,000	MEE	<table border="1"> <thead> <tr> <th>Disadvantaged students</th> <th>2017</th> <th>2018</th> <th></th> </tr> </thead> <tbody> <tr> <td>Progress 8 Score</td> <td>-0.78</td> <td>-0.6</td> <td>0.18</td> </tr> <tr> <td>% of pupils attaining grade 4+ in English</td> <td>55%</td> <td>61%</td> <td>6%</td> </tr> <tr> <td>% of pupils attaining grade 4+ in English Language</td> <td>51%</td> <td>54%</td> <td>3%</td> </tr> <tr> <td>% of pupils attaining grade 4+ in Maths</td> <td>41%</td> <td>51%</td> <td>10%</td> </tr> <tr> <td>% of pupils attaining grade 4+ in English & Maths</td> <td>37%</td> <td>43%</td> <td>6%</td> </tr> <tr> <td>% of pupils attaining grade 5+ in English Combined</td> <td>33%</td> <td>38%</td> <td>5%</td> </tr> <tr> <td>% of pupils attaining grade 5+ in English Language</td> <td>27%</td> <td>31%</td> <td>4%</td> </tr> <tr> <td>% of pupils attaining grade 5+ in Maths</td> <td>15%</td> <td>23%</td> <td>8%</td> </tr> <tr> <td>% of pupils attaining grade 5+ in English & Maths</td> <td>15%</td> <td>15%</td> <td>0%</td> </tr> <tr> <td>% of pupils attaining grade 7-9 in English Language</td> <td>5%</td> <td>2%</td> <td>-3%</td> </tr> <tr> <td>% of pupils attaining grade 7-9 in Maths</td> <td>4%</td> <td>0%</td> <td>-4%</td> </tr> <tr> <td>% of pupils attaining grade 7-9 in English & Maths</td> <td>4%</td> <td>0%</td> <td>-4%</td> </tr> </tbody> </table>	Disadvantaged students	2017	2018		Progress 8 Score	-0.78	-0.6	0.18	% of pupils attaining grade 4+ in English	55%	61%	6%	% of pupils attaining grade 4+ in English Language	51%	54%	3%	% of pupils attaining grade 4+ in Maths	41%	51%	10%	% of pupils attaining grade 4+ in English & Maths	37%	43%	6%	% of pupils attaining grade 5+ in English Combined	33%	38%	5%	% of pupils attaining grade 5+ in English Language	27%	31%	4%	% of pupils attaining grade 5+ in Maths	15%	23%	8%	% of pupils attaining grade 5+ in English & Maths	15%	15%	0%	% of pupils attaining grade 7-9 in English Language	5%	2%	-3%	% of pupils attaining grade 7-9 in Maths	4%	0%	-4%	% of pupils attaining grade 7-9 in English & Maths	4%	0%	-4%
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D2: Whole-school drive to develop and implement regular and effective marking and feedback to students in books.	Improve Pedagogy	Evidence from a wide range of sources including John Hattie and EEF confirms that high quality teacher feedback is effective in maximising student progress. (EEF Feedback + 8 months)	£5,000	DAD																																																						
D3: Half termly assessment and review of student progress across all subjects	Whole School Strategy	Robust assessment and reliable data will result in students at risk of underperformance being identified immediately so that appropriate intervention can be implemented.	£15,000	MEE																																																						
D4: Whole-school drive to improve T&L and ensure effective Questioning, development of oracy and challenge in lessons.	Improve Pedagogy	Student outcomes will improve with consistently effective teaching. Questioning and developing oracy have been identified as areas for development and improving these will have a high impact on student progress.	£5,000	HON																																																						
D5: Appropriate pastoral staffing to ensure that all students are ready to learn and that potential barriers to learning are removed.	Whole School Strategy	Students cannot learn effectively if there are social and/or emotional barriers to learning. Pastoral staff will address these proactively to ensure a conducive learning environment in lessons. (EEF Social & Emotional learning + 4 months) (EEF Behaviour interventions + 4 months)	£130,000	WEK																																																						

D6: Implementation of PiXL strategies and resources to maximise student progress.	Whole School Strategy	PiXL strategies and resources support quality first teaching, assessment and intervention to improve student outcomes.	£3,000	MEE	<ul style="list-style-type: none"> Although there is an increase in attainment at Grade 4+ and 5+ for disadvantaged students in 2018, progress still requires improvement Learning Programmes have not fully supported planning for student progress and are replaced with new schemes of work and Knowledge Organisers from 2018-19 Marking and feedback expectations have been streamlined and this area will remain a key focus in 2018-19 Assessment and review 4 times per year is crucial to enable timely intervention and this will continue in 2018-19 Greater operational pastoral support is required as student numbers grow, resulting in re-structure to pastoral team for 2018-19 to add capacity through 5 non-teaching year leaders An extended school week of 26 lessons in 2018-19 will result in there being less need for "bolt on" intervention and will have greater impact as the full student cohort will benefit during curriculum time Positive progress made by students with low prior attainment (0.15)
D7: Additional staffing in English and Maths to create smaller group sizes in Year 11.	Whole School Strategy	Smaller class sizes will allow teachers to focus more effectively on foundation or higher topics in Y11 to prepare students effectively for exams. (EEF Reducing Class Size + 3 months)	£5,000	MEE	
D8: Additional hour of Maths teaching each week for all Y11 students (P5 Wednesday) and additional curriculum time in KS3.	Whole School Strategy	Additional curriculum time will support students in developing the deeper understanding of mathematical concepts required for the demands of the new GCSE exam. (EEF Small group tuition +4 months)		PB	
D9: Intervention programme in Y11 to secure effective preparation for final GCSE exams	Whole School Strategy	Focused intervention prior to final exams to complement KS4 lessons will provide students with the final boost necessary to ensure that they are well prepared in SKU and exam technique. (EEF Small Group Tuition + 4 months)	£5,000	MEE	
D10: Holiday classes for identified students at risk of underperforming in GCSE/BTEC subjects.	Targeted Support	Masterclasses for small groups of students with expert subject teachers has improved progress in recent years. Research also suggests that this strategy is successful. (EEF Small Group Tuition + 4 months)		MEE	
D11: Deployment of TAs to support SEN students in making maximum progress.	Targeted Support	Although costly, the deployment of TAs to support specific students and small groups has been successful in recent years. (EEF Teaching Assistants + 1 month)		£23,000	

E: Improved attendance for disadvantaged students across all year groups	E1: Team of dedicated pastoral staff focused on improving attendance, implementing more effective, efficient and accurate daily attendance systems to take the attendance register and respond to first day absences	Whole School Strategy	A relentless and swift daily focus on monitoring attendance is required in order to ensure that students attend school regularly.	£60,000	WEK	<ul style="list-style-type: none"> • Whole school attendance improved from 93.4% to 93.7% (May HT) in 2017-18 • Attendance for disadvantaged students improved from 92.7% to 93.1% (May HT) in 2017-18 • Improving attendance requires the relentless focus of a full team of specialist staff • Specialist staff fulfil crucial roles which focus on working with hard to reach and vulnerable students • Attendance team roles and responsibilities refined further for 2018-19 • Breakfast club is a valued provision which offers safe start to the day for significant number of students • Provision to be enhanced for 2018-19 with free breakfast for first 30 students • Free transport for Y7 is a valuable strategy for securing good attendance for vulnerable students – to be continued
	E2: Provide targeted support to students and families as an early intervention prior to the establishment of long-term patterns of non-attendance through cohort approach, pastoral mentoring and implementing “barriers to attendance” strategies	Targeted Support	Enabling key staff to focus on a specific cohort of students within their year group(s) has proven to be an effective strategy in raising attendance.		WEK	
	E3: Extend multi-agency support and individualised support for students and families in red and pink cohorts.	Targeted Support	Due to the school’s context, dedicated staffing is required to ensure that the most vulnerable students are supported to attend school regularly.		WEK	
	E4: Daily breakfast club to encourage punctuality and improve attendance.	Whole School Strategy	This provides a safe haven for many students at the start of each day and enables them to access breakfast.	£8,000	WEK	
	E5: Free transport for vulnerable Y7 students.	Targeted Support	This provision ensures that the most vulnerable students arrive at school safely and on time each day.	£15,000	MEE	
F: Students develop	F1: Launch and embed school’s new values of positivity, ambition, resilience and thoughtfulness	Whole School Strategy	All students need to be clear about the school’s values and expectations and how these can help them to achieve better outcomes.	£2,000	JOH	<ul style="list-style-type: none"> • Good progress made with phase 1 of embedding the school’s vision and values – student recognition programme has reinforced the importance of developing these

greater resilience, self esteem and aspiration	F2: Implementation of BePART programme in conjunction with BSFC to develop personal skills and attributes.	Whole School Strategy	This programme has been successful at BSFC and a version for secondary age students is now implemented at BPS. These skills are lacking in a large number of our students and impeding their ability to make good progress.	£7,000	MEE	<ul style="list-style-type: none"> • BePART programme accessed by all Y7 and Y8 students with positive feedback • Resilience remains an issue for many students and is a key priority in whole-school improvement planning for 2018-19 and beyond • Y7 residential no longer considered best value for money and alternatives planned for 2018-19 • Provision of school bag considered crucial in driving forward high expectations and will continue • Free uniform for Y7 no longer considered best value for money
	F3: Extra-curricular programme to develop students' self confidence and wider skills.	Whole School Strategy	Students have limited opportunities to access activities that broaden their skills and build confidence. The enrichment programme enables them to take part in extra-curricular activities and events.	£10,000	MEE	
	F4: High quality CEIAG and planning for post-16 progression	Whole School Strategy	Students often lack ambition or aspiration and need support in developing these skills. They lack awareness of the opportunities available to them in the world of work or further education.	£10,000	MEE	
	F5: Implementation of new recognition/rewards system linked to school's values	Whole School Strategy	Recognition for students who demonstrate the school's values will reinforce their importance and boost students' self-esteem and confidence.	Included in F1 above	WEK	
	F6: Y7 residential to Colomendy to build confidence and develop wider personal skills	Whole School Strategy	Y7 students come from a large number of primary school. This enables them to bond as a year team, build confidence, resilience & provides leadership opportunities. (Outdoor Adventure Learning + 3 months)	£2,000	PKi	
	F7: Free uniform (Y7), bag and equipment provided for students.	Whole School Strategy	Students will be ready and equipped to learn. Positive routines and expectations are established, linked to life skills and future employability.	£10,000	MEE/WEK	