



AD LUCEM

St Bartholomew's School

Information about Disadvantaged (Pupil Premium) Students and their Progress (2015-2016)

What is Pupil Premium?

The Pupil Premium Grant refers to additional funding given to schools to support the students on its roll who come from a services family, have been adopted from care or are leaving care under a special guardianship or residence / Special Arrangement order those who are in care and those who receive, or have received in the last six years (Ever 6), free school meals (FSM). Collectively these students will be referred to as 'disadvantaged'. Schools are expected to use the Pupil Premium Grant to support the progress of these students and are required to publish information on how the Pupil Premium Grant is being spent, together with an evaluation of the impact it is having on the progress and achievement of disadvantaged students.

How is Pupil Premium funding being used to increase progress?

The Pupil Premium Grant is spent in a number of ways, the impact of which is clearly evaluated. As well as looking at the overall impact of the funding on disadvantaged students, we also measure the effectiveness of provisions and interventions put in place to support individual students. The impact of each key provision funded by the Pupil Premium Grant is evaluated by analysing the achievement and engagement in learning of the students receiving the provision. This evaluation takes place for each year group after a new cycle of progress report data is analysed. This enables both the short and longer term tracking of the impact of each provision.

On-going analysis of the impact of each provision will enable decisions to be taken about how to spend the Pupil Premium Grant most effectively. Provisions that have the greatest impact will be supported with continued investment, whilst those that are not having as much impact will be reviewed and adapted to ensure they support student progress more effectively.

How are we measuring the impact of the Pupil Premium Grant?

Several different methods will be used to measure the impact of Pupil Premium funding.

A key measure is achievement. This is the progress students make from the point when they join the school at the start of year 7. Using data received from Key Stage Two Primary schools, the results of Cognitive Ability Tests (CAT's) and baseline data in each subject area; the progress of all students is carefully tracked. For the purpose of this impact evaluation we focus, though not exclusively, on Maths and English and look at the levels of progress made by students from the end of Key Stage Two, as well as looking at the percentage of students who achieve their target levels or grades. The results of disadvantaged students in each year group are compared with the results of all other students in the Year Group.

Another key measure is engagement in learning. The Staff consider whether the student is ready and willing to learn. Are they active in their role as learners; contributing to class discussions and activities and making an effort to produce their best work. This is based on the following scale: 1 - Excellent, 2 - Very good, 3 - Good, 4 –Some cause for concern, 5 – Serious cause for concern. Another indication of engagement is attendance, which is measured as a percentage from the start of the school year. As with achievement, average figures for these measures are worked out for all students in each Year group belonging to the disadvantaged group. These are compared with the combined results of all the students in the Year Group.

Who can I talk to about Pupil Premium?

All members of staff have a clear focus on Pupil Premium. The first point of contact for parents / carers with the school, will often be the Form Tutor or the House Office.

If there are further questions, the Deputy Headteacher, Student Progress and Inclusion - Mrs Maureen Sims, would be pleased to talk with you.

Objectives for the impact of Pupil Premium Funding

- **To ensure that students make progress significantly above national expectations (SDP* Objective 1)**
- **Timely and accurate tracking of disadvantaged students by all staff, triggers appropriate interventions which have a positive impact on engagement in learning and progress. (SDP* Objective 2)**
- **To increase the engagement of parents / carers of disadvantaged students through the new House structure in order to ensure an effective partnership, which has a positive impact on each student (SDP* Objective 2)**

* School Development Plan 2015 - 2016

Disadvantaged students that are currently in the school (Autumn 2015)

Year 7	Year 8	Year 9	Year 10	Year 11	Total
35	30	40	32	19	156
14%	12%	16%	13%	8%	12%

How is the funding spent and what is the impact?

Pupil Premium funding in 2015/2016 is based on £935 per FSM / Ever 6 student and young person in care. Children of service families are awarded £300 per annum. In addition, Looked-after children and eligible students who have been adopted from care or leaving care under a special guardianship or residence / Special Arrangement order will attract a premium (Pupil Premium Plus) of £1,900.

Year	Pupil Premium Allocation	Interventions	Overview 2015 - 2016
15/16	£ 126k (€935 per student, September 2015 – March 2016) Proposed Spend:		
	£30k	1:1 & Small Group Intervention Improvement in literacy / numeracy skills Be-spoke packages and alternative assessments, incentive schemes. (Proven to be highly effective in maximising progress through previous years.) Be-spoke support for EAL	<ul style="list-style-type: none"> This is one of our most effective interventions in ensuring that progress is accelerated for each student. Those in the lowest ability range have been given additional support from the start of term. Progress is good in English, where 64% of students have moved from a level 3 to a secure level 4. In Maths progress is increasing steadily, and 27% of students who started at a level 3 have now moved to a level 4. In Personalised Learning interventions have been further developed and extended in order to accelerate progress. Assessment and on-going specialist support for students in the early stages of language acquisition. Two students are receiving specialist support where English is an additional language for them.
	£6k	School / Staff Training / Tools TA training, Resources, Individual training for cascade.	<ul style="list-style-type: none"> Mindfulness training has been implemented with a group of students, also encouraged to use an app on their mobile phones for further support. This has been well received by students who have also shared the information with other students – all to good effect. 80%+ of the original group are still using the app 2 months after first use. The 'Champion Group' of staff and students leading the school community in the multi-agency project 'Building Community' have completed two days of training. Experiencing this with Primary partners has been very helpful. In excess of 50 students across all years have also been trained in restorative practice. Further staff training has ensured a wider range of assessment strategies are available for use with students. These are being implemented. All five Emotional Literacy Support Assistants are now in receipt of regular supervision

			from two different Educational Psychologists. This ensures effective quality control is in place.
	£12k	Additional support for disadvantaged students	<ul style="list-style-type: none"> • Focussed support in each House office by the appointment of a Progress, Inclusion and Attainment post has enabled sustained close monitoring of each student. This has led to a more rapid rate of progress. • Attendance is also a key focus for the progress managers.
	£2k	Additional Tutoring Modern Foreign Language Assistant support. Additional support for students in KS4 subjects.	<ul style="list-style-type: none"> • MFL support for GCSE and FCSE candidates with a particular focus on preparation for oral examinations. This has increased the engagement of all students who have been targeted. • Additional sessions of learning and support are to be delivered for KS4 students in order to enhance progress and achievement. For those students in year 11, programmes have been be-spoke and flexible and have been successful in enabling students to make progress.
	£3k	Maestros music lessons & instrumental hire.	<ul style="list-style-type: none"> • Maestro music lessons continues to be an area where access is given to twenty-four disadvantaged students who would not otherwise be able to enjoy this opportunity. Six perform in the school orchestra, a number which we aim to increase in order to further promote engagement and self confidence.
	£13k	Every Child Matters / Hardship Fund CCF consumables and visits. Revision guides. Curriculum visits. Support with school uniform	<ul style="list-style-type: none"> • Revision guides have been purchased across core subjects. • Numerous curriculum based visits across all subjects have been given financial support. This extends to sixteen students on the year 8 'Battlefields' trip. • Kit and support for a range of activities, including, CCF camp exercises, Dance and Drama activities. This enables students to participate in an area which they may not otherwise access, in order to increase motivation and engagement in learning. • Support for entitlement to a blazer / trousers or skirt on an annual basis, if required, free of charge. This is well publicised and accessed by many parents / carers.
	£3k	Work Experience Support Transport, placement costs – insurance, visits & specialist kit.	<ul style="list-style-type: none"> • The purchase of expertise leading to Work Experience opportunities and any specialist kit required; in order that students are able to access Work Experience. • Packages for individuals in order to support be-spoke curriculum offers, have been accessed by four students to date. All report that this has helped their subsequent decision meeting.

	£8k	Re-integration Support Placements to support improved attendance / engagement in learning.	<ul style="list-style-type: none"> A specific programme of be-spoke support will be developed as required over the course of the year and in relation to the needs of the individuals concerned. To date this is yet to be accessed, though after Easter this may attract an increased number of students requiring support of this nature.
	£6k	Additional teaching in English after school. Support opportunities at KS3 and KS4 during activity times.	<ul style="list-style-type: none"> Three groups, in each subject with small numbers of year 11 disadvantaged students in each, receiving focussed tuition after school for 1 hour each week. Attendance has been high – 95% plus. Data tracking through reports will monitor the impact of this strategy through a focus on student engagement in learning, Independent Study and attainment. Data is due to be processed from the Spring 2 reports. Attendance of students will be closely monitored and supported in order to achieve 100% attendance. Current whole school attendance is 96.2%, with competition between Houses being positive in driving up standards of attendance further. Revision and Independent support clubs offered each Activity Time / after 3:30 am across all key stages are well attended. The more reluctant students require accompanying to the venue – but this is now improving. Support for a Maths activity at Newbury Racecourse catering for students in year 8 has been reserved for later this academic year.
		Additional teaching in Maths Support opportunities at KS3 and KS4 during activity times.	
	£3k	IT & Laptop Loan Scheme Issue of further units to those joining the school on Pupil Premium.	<ul style="list-style-type: none"> 74% of disadvantaged students continue to benefit from this opportunity. Standards of Independent Study for those loaning a lap top will be monitored through the reporting system by House. Funding will support on-going repairs as needed. The returned laptops of three students have recently been written off, and will be used for spares.
	£3k	Provision of Consumables D&T Materials – Textiles / Food Technology / Construction in key stages 3 & 4.	<ul style="list-style-type: none"> In all D&T areas PP students have materials provided for their use, meaning that they are fully engaged in learning and are able to gain a wide range of practical skills, knowledge and understanding. This assured engagement has increased both skills and attainment for all students across all year groups.
	£2k	Assessment, Screening & support of students	<ul style="list-style-type: none"> New regulations regarding Access Arrangements for students continue to be assessed by trained staff. Guidance to staff on differentiation to meet

			<p>individual needs.</p> <ul style="list-style-type: none"> • Support for establishing and increasing the range of signposting / support for students with SEND.
	£3k	<p>Brilliant Club Individualised support aimed to remove barriers and increase engagement in learning at higher levels.</p>	<ul style="list-style-type: none"> • The Brilliant Club has been offered for a second year to students in years 9 & 10, who will gain experience of working at a level 3 standard and will be coached by PHd students. First sessions have led to increased engagement, especially with the visits to universities, of which the first of two has been completed.
	£7k	<p>Vivo Awards Now accessed by years 7, 8, 9 and 10 with effect from September 2015.</p>	<ul style="list-style-type: none"> • Student support for Vivo awards identified through discussions at Year Councils continues to be extensive and exceptionally positive. • This is a high impact strategy, where further plans have been implemented to extend the initiative across more areas of the school and the House Championship. • The improvement in students' Independent study, their behaviour and engagement in learning will be the method used to monitor the impact of this initiative.
	£12k	<p>Study Support: Breakfast and After School Club</p>	<ul style="list-style-type: none"> • A breakfast service is available from 7:30am and an after school club from 3:30 – 5pm in the library in support of additional mentoring and opportunities for a range of interventions with additional supported learning / independent study time is growing in popularity. • The introduction of hot chocolate by new staff has led to further increases in numbers attending, so that a minimum of 20+ attend each session. • Sixth Form Subject Representatives are also in attendance at the after school club to support the study of younger students.
	£2k	<p>House initiatives</p>	<ul style="list-style-type: none"> • An enhanced war room approach to the monitoring of disadvantaged students attainment versus attendance has been implemented through the new House structure. • Support for initiatives generated by focussed interventions from Tutors / House staff, have included breakfast clubs and varied financial support for a range of items identified as motivators to students.
	£3k	<p>Screening for years 7 & 8 Support for those students in KS4 who may be anxious about forthcoming examinations.</p>	<ul style="list-style-type: none"> • Online screening for all students in years 7 & 8 to identify those who are most anxious and therefore likely to under achieve, have been implemented for year 7 so far. • Following the receipt of results for year 7,

			<p>two groups have been initiated, rather than the planned one. This is in order to meet the identified need. Each group will be comprised of 8 – 10 students.</p> <ul style="list-style-type: none"> • Support from the Educational Psychology Service for parents of the students identified for their anxieties and accessing group support has been robust and well received by all stakeholders. • Sessions for Sixth Form students, in the form of assemblies and two additional focus sessions, with an evening session also for parents / carers is also being publicised.
	£4k	Provision of and support for the Duke of Edinburgh's Award Scheme.	<ul style="list-style-type: none"> • Engagement in and completion of the Award at Bronze, Silver and Gold levels. Currently 60 students are registered for the Bronze award. • Specialist support from the local DoE office, with attendance at school one day each week at Activity Time, in order that students may access support, is going exceptionally well. • Payment of the registration fee, and support for additional activities / equipment in order to facilitate involvement in and completion of the four sections of the award, has been facilitated. • Where completion rates for all DoE awards in West Berkshire are currently 6%; the same rate for St Bartholomew's is currently 54% and rising.
	£4k	Establishment of KS3 Independent Study support groups across all subjects.	<ul style="list-style-type: none"> • Support groups in each subject area, have been targeted for disadvantaged students. • Sixth Form and Subject Representatives support for the Study Sessions; can be flexible; but a hard core of loyal attendees encourage the younger students to attend.

Sixth Form

The Sixth Form bursary Scheme is now being accessed by an increasing number of students for both the Vulnerable and Discretionary Awards

Further information is located on the website: Sixth Form area.