



AD LUCEM

St Bartholomew's School

Information about Pupil Premium Students and their Progress (2014-2015)

What is Pupil Premium?

The Pupil Premium grant to schools refers to additional funding given to schools to support the students on its roll who come from a services family, are in care and those who receive, or have received in the last six years (Ever 6), free school meals (FSM). Schools are expected to use the Pupil Premium to support the progress of these students and are required to publish information on how the Pupil Premium is being spent, together with an evaluation of the impact it is having on the progress and achievement of Pupil Premium students.

How is Pupil Premium funding being used to increase progress?

The Pupil Premium 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 Pupil Premium 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 is evaluated by analysing the achievement and engagement in learning of the students receiving the provision. This evaluation takes place each half term 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 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 Pupil Premium?

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 progress of all students is carefully tracked. For the purpose of this impact evaluation we focus 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 Pupil Premium students in each year group are compared with the results of all the non-Pupil Premium 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 Pupil Premium 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 with the school, will often be the Form Tutor or the House Office.

If there are further questions, the Deputy Headteacher, Learning & Achievement - Mrs Maureen Sims, would be pleased to talk with you.

Pupil Premium Objectives

- **To ensure that Pupil Premium students continue to make progress at least in line with or greater than national measures of expected progress**
- **To ensure continued actions to further reduce the Pupil Premium gap throughout the school**
- **To ensure secure and well supported transitions, including future destinations**

Pupil Premium students that are currently in the school (Spring 2015)

Year 7	Year 8	Year 9	Year 10	Year 11	Total
28	35	35	18	31	147
11%	13%	14%	7%	12%	12%

How is the funding spent and what is the impact?

Pupil Premium funding in 2014/2015 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 pupils 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 2014 - 2015
14/15	£ 142k (€935 per student, September 2014 – March 2015 + €935 per student, April 2015 – August 2015) Actual Spend:		
	£29k	1:1 & Small Group Intervention/ Student inclusion Improvement in literacy / numeracy skills Be-spoke packages and alternative assessments, incentive schemes. (Proven to be highly effective in maximising progress through previous years.)	<ul style="list-style-type: none"> • This is one of our most effective interventions. • Those in the lowest ability range have been effectively supported
	£12k	School / Staff Training / Tools TA training, Resources, Individual training for cascade.	<ul style="list-style-type: none"> • Key staff have been further trained and this cascaded to TA's. In addition new requirements have been passed on to teaching staff in order to ensure a consistent approach for students. • Enrich training from the Educational Psychology team, received in January 2015, led to improved support for students with social anxieties. The analysis tool has been further developed as an analysis tool. • Ten staff have been trained to implement the Boxhall assessment tool. This will improve evaluative practice and responses in areas of softer assessment. • A Dyslexia information evening was held for parents in order to increase the positive impact on students of the Home/School Partnership. • A war room approach to the monitoring of PP students attainment versus attendance is now established by all Houses. This has increased specific focus and impact.
	£1k	Additional Tutoring Modern Foreign Language Assistant support, Additional teaching in KS4 courses, Latin, Maestros music lessons & instrumental hire.	<ul style="list-style-type: none"> • MFL support initiated for GCSE and FCSE candidates, has led to 100% of target grades being achieved. • Additional sessions of learning and support have been delivered where students are close to the C/D borderline. Results this summer were 81% achieving 5+ A* - C, inc English & Maths • Maestro music lessons continue to be an area where access is given to many PP students who would not otherwise access

			<p>this opportunity. Many perform in the school orchestra, where their confidence has greatly increased.</p>
	£6k	<p>Every Child Matters / Hardship Fund Consumables – Technology, curriculum visits. Revision guides, IT programs, CCF kit.</p>	<ul style="list-style-type: none"> • In Food Technology a celebration by students for their families with staff also invited, led to increased self esteem and huge parental pride. • CCF kit and support for camp exercises have enabled young people to participate in an area which they would not otherwise access. This has led to increased motivation and engagement in learning in order to access CCF.
	£6k	<p>Work Experience Support Transport, placement costs – insurance, visits & specialist kit.</p>	<ul style="list-style-type: none"> • The increased engagement in learning and school as a result is evidenced through reports. • Practical purchases of kit required to access the Work Experience have also been made. • Work Experience for 10 students on the Workskills course has led to an increased engagement scores, higher self esteem and more confidence to work as a team. • Be-spoke packages for individuals have been created. Whilst this area is costly of staff time, when the balance is correct, the impact is high.
	£8k	<p>Re-integration Support Placements to support improved attendance / engagement in learning.</p>	<ul style="list-style-type: none"> • A challenging year 9 student accessed support at a local farm as a step towards re-integration to school. Initially impact was high, however this reduced over time with student attendance.
	£43k	<p>Staffing in English of +0.6 FTE Small group tuition, withdrawal, Activity Time revision, Poetry live event. Specialist Teaching Assistant Support for individual students / small groups.</p>	<ul style="list-style-type: none"> • Data tracking through reports continue to show that this strategy has high impact on improving student engagement, Independent Study and attainment. • Revision and homework support clubs offered each Activity Time, continue to be well attended. Targeted students have improved their IS scores • A Maths activity at Newbury Racecourse was again supported for students in year 8, due to the evidence of positive impact on all areas of student learning and attainment.
		<p>Staffing in Maths of +0.6 FTE Small group tuition, withdrawal, Activity Time revision.</p>	
	£12k	<p>IT & Laptop Loan Scheme Issue of further units to those joining the school on Pupil Premium.</p>	<ul style="list-style-type: none"> • 74% of PP students have benefitted from this opportunity. Standards of Independent Study have improved from these students, which is monitored through the reporting system.
	£2k	<p>Provision of Consumables D&T Materials – Textiles / Food Technology at all levels of study</p>	<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.
	£1k	<p>Assessment & Screening of students</p>	<ul style="list-style-type: none"> • The Boxall Assessment tool has been added to the school's toolkit of assessment, enabling more sophisticated and effective

		Differentiation guidance, Access Arrangements in place.	<p>measures to be used to track student progress in softer areas and hence inform future practice.</p> <ul style="list-style-type: none"> The new regulations regarding Access Arrangements have been shared with staff and key staff fully trained to assess students. This means that assessments can be made both quickly and effectively in order to reduce barriers to learning and improve attainment. The impact is high on this initiative, though the demand is also greater.
	£7k	Achievement for All Programme Continuation of the programme providing structured and focussed support for all Pupil Premium students. Access to national support material, initiatives and experts.	<ul style="list-style-type: none"> This has been discontinued as impact measures have not been solely attributable to this initiative.
	£6k	Enrichment Individualised support aimed to remove barriers and increase engagement in learning. Involvement in the Brilliant Club to support those students capable of degree level study, who may not aspire to do so.	<ul style="list-style-type: none"> Wide ranging support has been put in place to address individual needs. In each case this has supported increased engagement and facilitated access to other areas of learning. The Brilliant Club has now been accessed by students who have now graduated across two year groups. The visits to two universities have increased their aspirations for the future.
	£5k	Vivo Awards Extended to year 9, September 2014 after starting in April 2014 with years 7&8. A whole school initiative.	<ul style="list-style-type: none"> The greatest impact has been noted with younger students. At Year Councils Vivo's have been discussed and animated conversations held by all year groups as to how they might increase the award of Vivo's. Plans have been implemented arising from these discussions. The impact of these awards has enabled students to improve Independent study, their behaviour and engagement in learning. Their addition to the House Championship has increased student drive to achieve further Vivo's in all areas.
	£12k	Study Support: Breakfast Club A breakfast service in support of additional mentoring, opportunities for a range of interventions and additional learning / independent study time. Study Support: After School Club Provision of a resource where students may complete independent study with light refreshments. Sixth Form Subject Representatives also in attendance to support study of younger students.	<ul style="list-style-type: none"> Attendance continues to increase steadily. Further promotion has increased attendance in the breakfast club, though few partake in food. The support of an adult 1:1 in each session has increased independent study scores for a small but critical cohort. A survey of student satisfaction shows that over 80% of students feel that they have completed some valuable work whilst at the club. Sixth Form students have helped in supporting subject knowledge and forging positive relationships with younger students.
	£3k	KS3 Pupil Premium Co-ordinator	<ul style="list-style-type: none"> Some impact has been noted with year 7 students, where there is measurable impact

		To promote, coordinate and monitor the impact of Pupil Premium actions and student achievement.	on engagement in learning with a small number of students.
	DEVELOPMENT PROJECTS		
	(Included in Assessment & Screening of students)	Additional screening for Year 9 / 10 on the basis of 'Social Anxieties' & subsequent programme of support from the EP service Compassion focussed therapy to be delivered Spring / Summer 2015, from the EPS ENRICH (Enhancing Resilience in Children) team.	<ul style="list-style-type: none"> • Training was delivered in January 2015, with an update in the summer term. This has enabled staff and students working together to identify the key issues, including barriers and solutions to them. • Working practices have been embedded with case study examples of positive impact in the most challenging contexts.
	(Included in IT & Laptop Loan)	Ipad project in Science to support achievement in Btec / GCSE Core Studies through research and assessment opportunities other than by writing. Students will have access to ipads in order to research, record and collate an evidence base to contribute towards their BTEC e-folder of evidence / Increase engagement in research.	<ul style="list-style-type: none"> • 2 x 15 Ipad's and two charging trolleys are now in place and being actively used by our students to improve their research skills and engagement in learning. • The impact on the nature and style of learning is reported as very positive by staff, particularly where student engagement has previously been lower than desired.
	£1.5k	Appointment of a lead member of staff to promote the Duke of Edinburgh's Award Scheme amongst Pupil Premium students. Development of team skills, increased knowledge, self esteem and community responsibility through the structure of this prestigious award.	<ul style="list-style-type: none"> • Engagement in and completion of the Award is increasing as the school is working with the West Berks DoE team in order that expeditions are accessible to students. • A member of staff has been appointed and supports students each week. • Engagement and interest with the Award is growing steadily.

Sixth Form

The Sixth Form bursary Scheme has been reviewed in order to increase the accessibility to students.

This has shown very positive results. Those previously eligible for Pupil Premium funding may be able to access either a Vulnerable or Discretionary bursary.

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

Year 11 Impact data 2011 - 2015

The following graphs illustrate the GAP between the disadvantaged students and the remainder of the year group for each year from 2011 to 2015. The 2015 bars are generated from the actual results in 2015.

There are graphs for a range of measures:

- the percentage of students achieving five or more A* - C grades, including English and Maths
- the percentage of students making three or more levels of progress in English
- the percentage of students making three or more levels of progress in Maths

Key for all graphs:

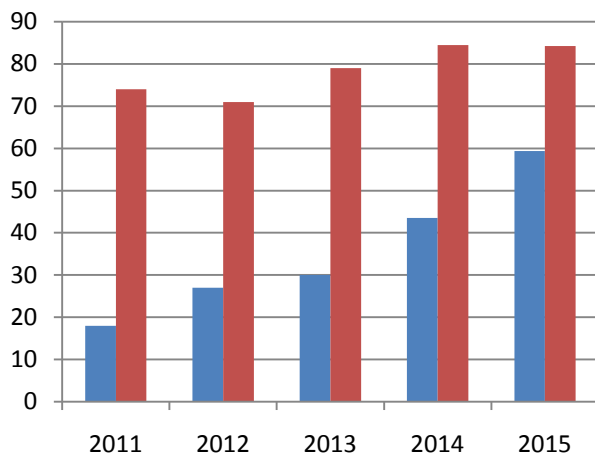


Disadvantaged



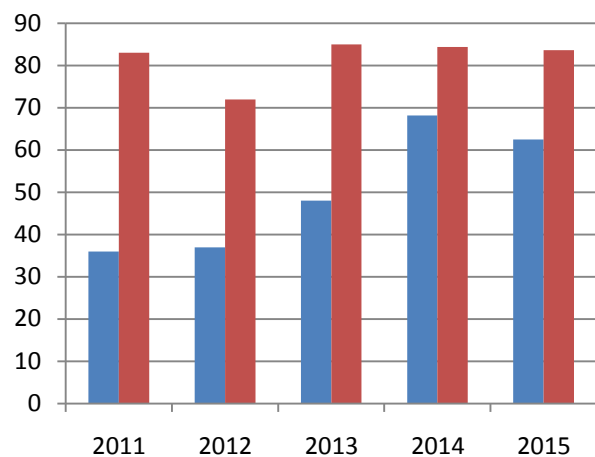
Non-Disadvantaged

% achieving
5+ A*-C
including
English and
Maths



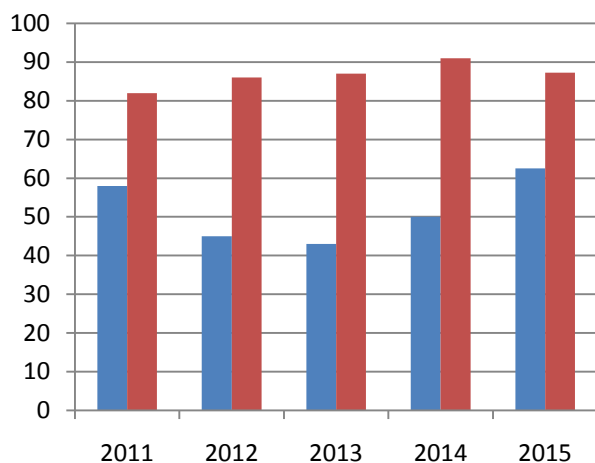
We are thrilled that the gap on this key measure continues to close, with no decrease in overall standards. This means that a greater proportion than ever of our most disadvantaged students are meeting or exceeding this threshold, which keeps their options fully open for further study and improves their life chances.

% achieving
3+ Levels of
Progress in
English



A small widening of the gap in 2015 is emphasised by the fantastic progress results from 2014. The last 5 years demonstrates the significant improvement in the progress made by disadvantaged students in English in St Bart's.

% achieving
3+ Levels of
Progress in
Maths



A significant narrowing of the Maths progress gap in 2015, with no overall reduction in standards. The trends over the last 3 years show some sustained improvements and forecasts for 2016 are very positive.