



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 (Includes carry forward)	Interventions / Planned Interventions	Evidence of Impact (Autumn 2014)
14/15	£ 142k (€935 per student, September 2014 – March 2015 + €935 per student, April 2015 – August 2015) Projected Spend:		
	£45k	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"> Students placed on a programme following diagnostic assessment are making good progress. The average rate of progress across all groups and years is 1.52 sublevels of progress after one term. Those who are making less progress, will be further assessed in order that the 1:1 support can be more precisely directed to address specific weaknesses.
	£7k	School / Staff Training / Tools TA training, Resources, Individual training for cascade.	<ul style="list-style-type: none"> Further work on communication and assessing how individuals and groups are progressing in this area will be implemented in 2015. Enrich training from the Educational Psychology team will be received in January 2015, leading to better support for those students with social anxieties. The school will also be implementing the Boxhall assessment tool in order to improve evaluative practice and responses. A Dyslexia information evening will be 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 being established by all Houses in order to increase the specific focus and impact.
	£16k	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 has been initiated for GCSE and FSE candidates, in order to improve grades. Maestro music lessons continue to be an area where access is given to many PP students who would not otherwise access this opportunity.
	£1k	Every Child Matters / Hardship Fund Consumables – Technology, curriculum visits. Revision guides, IT programs, CCF kit.	<ul style="list-style-type: none"> In Food Technology Christmas cakes and chutney were displayed at an event for parents and staff to join together and meet the students over a cup of tea. The self esteem and increased aspirations this gave students is beyond measure.

			<ul style="list-style-type: none"> CCF kit and support for camp exercises have enabled young people to participate in an area which they would not otherwise access.
	£2.5k	Work Experience Support Transport, placement costs – insurance, visits & specialist kit.	<ul style="list-style-type: none"> One student on a regular placement 1 day p/w can access this due to the purchase of work boots. The increased engagement in learning and school as a result is evidenced through reports. Work Experience is in place for 10 students on the Workskills course. Other opportunities are being investigated for individual students with interest in a specific area.
	£6k	Re-integration Support Placements to support improved attendance / engagement in learning.	<ul style="list-style-type: none"> We have been able to gradually re-integrate a year 9 student through attendance at a farm and collaborative working with the re-integration service.
	£18.5k	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.	<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. A Maths activity at Newbury Racecourse will again be supported for students in year 8, due to the positive impact this had on student attainment in 2014.
	£9.5k	Staffing in Maths of +0.6 FTE Small group tuition, withdrawal, Activity Time revision.	
	£1k	IT & Laptop Loan Scheme Issue of further units to those joining the school on Pupil Premium.	<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.
	£1.5k	Provision of Consumables D&T Materials – Textiles / Food Technology at all levels of study	<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	Assessment & Screening of students Differentiation guidance, Access Arrangements in place.	<ul style="list-style-type: none"> The Boxall Assessment tool will be added to the school's toolkit of assessment, enabling more sophisticated and effective measures to be used to track student progress in softer areas and hence inform future practice. 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.
	£7k	Achievement for All Programme Continuation of the programme providing structured and focussed support for all Pupil Premium students. Access to national support material,	<ul style="list-style-type: none"> The focus group is now entirely that of PP. The training of staff in the Structured Conversation increased the effectiveness of Study Focus meetings between Tutor, parents and students, with all parties

		initiatives and experts.	<p>indicating that they had found the meetings to be of value.</p> <ul style="list-style-type: none"> • Access to The Bubble is planned for the future, in order to support staff research.
	£8k	<p>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.</p>	<ul style="list-style-type: none"> • The Brilliant Club has now been accessed with students to be involved being selected and participating in January 2015.
	£5k	<p>Vivo Awards Extended to year 9, September 2014 after starting in April 2014 with years 7&8. A whole school initiative.</p>	<ul style="list-style-type: none"> • Vivo Awards are being further developed for use by House staff and so that parents may also access the site to make pledges to their child / children. • 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. • Use of these awards has enabled students to improve Independent study, their behaviour and engagement in learning.
	£12k	<p>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.</p>	<ul style="list-style-type: none"> • Attendance continues to increase steadily. Further promotion of the facility, has and will help. • Students attending are able to improve their work as they have 1:1 support from an adult. • A survey of student satisfaction shows that over 80% of students feel that they have completed some valuable work whilst at the club.
	£3k	<p>KS3 Pupil Premium Co-ordinator To promote, coordinate and monitor the impact of Pupil Premium actions and student achievement.</p>	<ul style="list-style-type: none"> • Surveys are being implemented to inform future actions. • Use of the EEF (Education Endowment Foundation) Toolkit, is enabling assessment of the gains made by school strategies in order to inform future practice.
	DEVELOPMENT PROJECTS		
	£2k	<p>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.</p>	<ul style="list-style-type: none"> • Delivery of this training and planning for implementation, is scheduled for January 2015
	£11k	<p>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</p>	<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

		order to research, record and collate an evidence base to contribute towards their BTEC e-folder of evidence / Increase engagement in research.	
	£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. An advertisement for a member of staff to coordinate the scheme will be placed in the Spring Term 2015.

Sixth Form

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

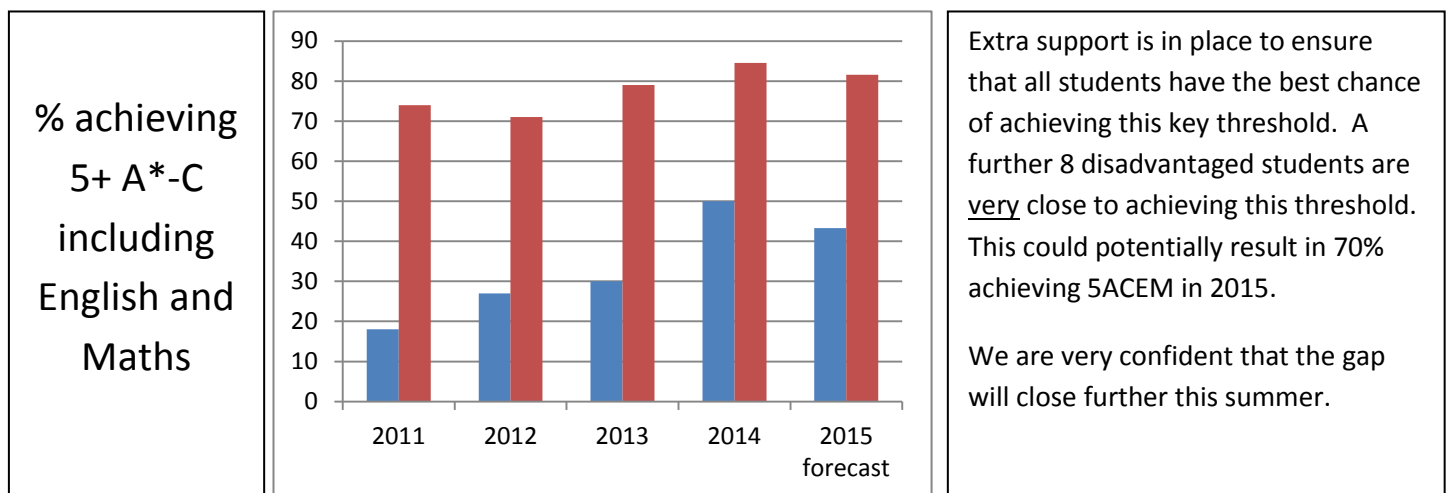
Year 11 Impact data 2011 - 2015

The following graphs illustrate the GAP between the disadvantaged students and the remainder of the year group for each year from 2010 to 2014. The 2015 bars are based on the data received from the interim tracking reports (November 2014). This will be updated in February 2015 following the publication of the next interim report.

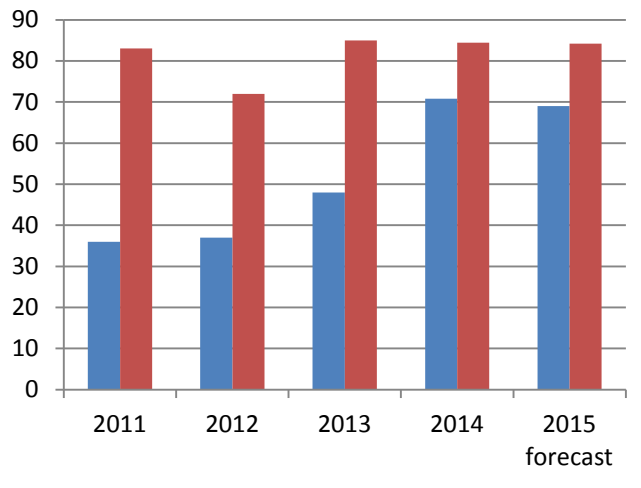
There are graphs for a range of Attainment measures: the percentage of students achieving five or more A* - C grades, including English and Maths. Average Points Score (APS) in English and Maths, and Progress measures; the percentage of students making three or more levels of progress in English and Maths.

The disadvantaged cohorts in 2014 in both English and Maths exceeded National rates of progress for similar students (including non-disadvantaged) based on prior attainment. The new accountability measure for all schools from 2016 is Progress 8. This is the progress made from KS2 – KS4 in key combinations of subjects. The Progress 8 figure for this group was also in excess of National expectations for all students.

Key for all graphs: Disadvantaged Non-Disadvantaged

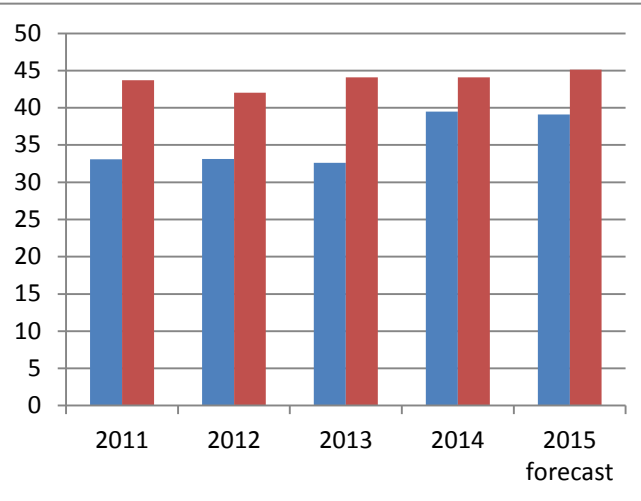


**% achieving
3+ Levels of
Progress in
English**



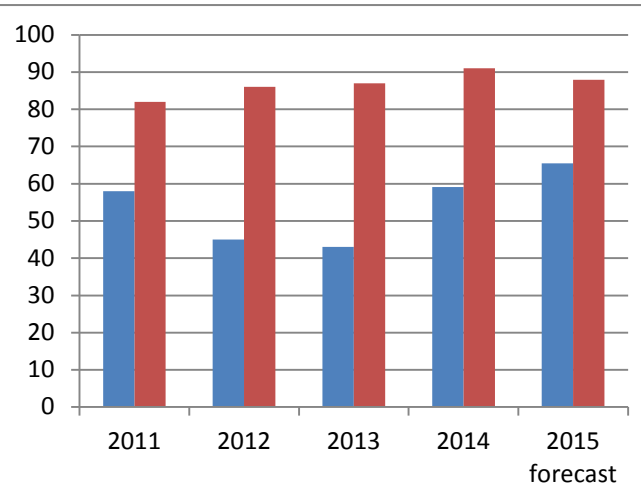
The intervention from this tracking point to the exams was very effective in 2013-14. Similar success this year would suggest that the GAP could narrow further, with no reduction in overall standards. The last 5 years demonstrates the significant improvement in the progress made by disadvantaged students in English in St Bart's.

**Average
Points Score
(APS) in
English**



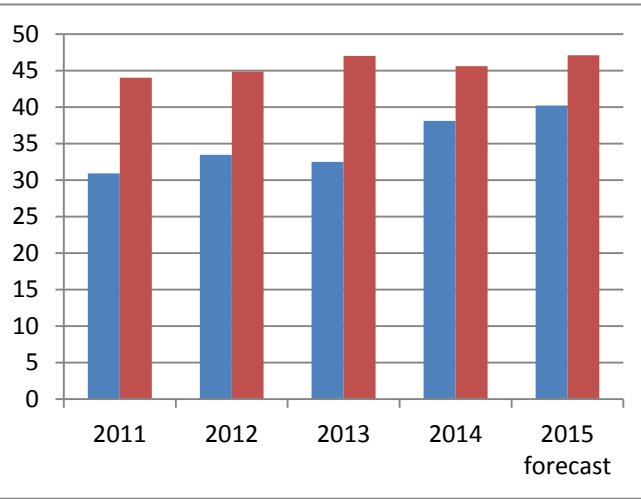
The overall attainment of the disadvantaged group looks likely to be maintained for 2015. The average grade forecast for the disadvantaged group is now fractionally below a C grade on average. This represents a significant jump in attainment from 2011-13.

**% achieving
3+ Levels of
Progress in
Maths**



The 2015 forecast suggests another significant narrowing of the GAP. This suggests 3 years of impressive narrowing of the GAP are likely.

**Average
Points Score
(APS) in
Maths**



The 2015 forecast suggests another step forward towards closing the attainment GAP, with no lowering of overall standards. The average grade forecast to be achieved by the disadvantaged group is now above a C grade on average.