AD LUCEM

Pupil Premium Strategy: Planning using the Seven Building Blocks of Success: 2017-2018

Review Document

St Bartholomew's School

Information about Disadvantaged (Pupil Premium) Students and their Progress (2017-2018)

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 are referred to as 'disadvantaged'. It is a whole school responsibility to use the Pupil Premium Grant to support the progress of these students and to publish information on how the Pupil Premium Grant has been spent, together with an evaluation of the impact it has had on the progress and achievement of disadvantaged students.

How has Pupil Premium funding been used to increase progress?

The Pupil Premium Grant has been spent in a number of ways, including those which are creative, flexible and be-spoke to the needs of individuals. In each case the impact of any funding / activity 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 has been 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 has enabled decisions to be taken about how to spend the Pupil Premium Grant most effectively. Provisions that have had the greatest impact will be supported with continued investment, whilst those which have not had as much impact will be reviewed and adapted to ensure they support student progress more effectively.

How have we measured the impact of the Pupil Premium Grant?

Several different methods have been used to measure the impact of Pupil Premium funding, on a termly basis.

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 have focused, 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 have achieved their target levels or grades. The results of disadvantaged students in each year group have been compared with the results of all other students in the Year Group, in addition to national data sets, where expected rates of progress can be considered.

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 has been 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 have been compared with the combined results of all the students in the Year Group. Each student is also set individual targets for academic attainment and progress, as well as attendance, and minimising any differences between those students eligible of Pupil Premium funding, and those who do not – formerly known as the 'gap'.

<p align="center">**Objectives for the impact of Pupil Premium Funding**</p>

<p align="center">**All objectives noted below are linked to the School Development Plan 2017-2018**</p>

- **To ensure that progress / attendance of disadvantaged students is at least as good as those who are not disadvantaged. (Pupil Premium) (School Development Plan, Objective 2)**
- **To implement all aspects of the Pupil Premium Charter actively across the entire school**
- **To increase the engagement of parents / carers of disadvantaged students through the House structure in order to ensure an effective partnership, which has a positive impact on each student**

Disadvantaged students that are currently in the school 2017-18

Year 7	Year 8	Year 9	Year 10	Year 11	Total
28	21	32	23	27	131
11%	8%	12%	9%	10%	10%

How has the funding been spent and what has the impact been?

Pupil Premium funding in 2017/2018 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.

NFER Model of Effective Support

The school has used the NFER model and Sutton Trust guidance to evaluate the strategies employed in 2017/2018.

This has determined what aspects should be continued, developed or ceased. Using the 'Success Blocks' model, then ensures that there is a distribution of initiatives across a range of areas, which seek to reach out effectively in a wide range of approaches.

Impact Statement using the Seven Building Blocks of Success: 2017-2018

Effective Support (NFER)	This means….	2017.18	Impact Measures	Allocation (Thousands)
1. Whole-school ethos of attainment for all	Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.	Maestro lessons / hire of instruments	This continued to be supportive of a growing number of students learning a wide range of instruments. The impact on the varied social experiences of playing in a group / orchestra are significant to each individual. This is an area of growth and will require an increased funding allocation in 2018/19.	2
		Provision of consumables, including in Design Technology and creative subjects	This continued to be an effective way to support the active engagement of students in practical work.	4
		Access to DoE – Bronze and Silver Awards, supporting the purchase of equipment, both general and personal	More students than ever are accessing the full range of levels within the Award scheme. The numbers of PP students involved in the scheme has grown significantly.	2
		Development of an appropriate vocational pathway from year 9 onwards	A Hairdressing course has been sourced and established with years 10 and 11 each Friday afternoon as part of the KS4Extra. Early signs of student engagement are good.	2
		Financial support for those PP students attending the Summer School as an aid to positive transition	5% of students attending the Summer School were supported by Pupil premium funding. This represents 29% of Pupil Premium students joining year 7. An area of difficulty is targeting the PP students at the point of transition, as the	3

			names are unconfirmed and in many cases parents are also unsure. This will need to be considered further for the following year, in order to increase the percentage of PP students who access the Summer School in 2019.	
2. Addressing behaviour and attendance	Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.	Vivo Awards Years 7 – 9. Additional promotion and increased publicity for this amongst staff	Due to on-going issues, including the slow delivery of rewards to students, this has been discontinued and an alternative system implemented.	4
		Increased focus on attendance so that rewards and initiatives can be supported	Attendance has remained at 96% overall, though the attendance of PP students whilst above the national average for this group, is below the school average. This will be focus in 2018/19	2
		House Initiatives of a wide and varying nature in order that be-spoke ideas are supported	The strategies used were exceptionally varied as usual and meant that the impact on each student was highly tailored towards individual needs. This area once again had significant impact – though once again, there is no base line comparison in order to compare results had these actions not been taken. Our confidence in this therefore relates to the responses and performances of individuals.	2
		TLR Project lead Focus on high level and structured mentoring provision	This is an area which was not adopted this year. Though the mentoring schemes of a varied nature have continued.	3
3. High quality teaching for all	Schools emphasise 'quality teaching first' and provide	Small group additional teaching in Maths and English	Again this has been significant in ensuring greater confidence in each subject area.	7

	consistently high standards by setting expectations, monitoring performance and sharing best practice.	Enrichment Activities in Maths and English	A wide range of activities in each area have been implemented. This includes establishing a reading corner in English, the provision of books and support to attend trips.	3
		Brilliant Club enabling gifted and talented students in year 9 to work at a high GCSE level and to experience university visits, whilst working with a masters graduate	The impact on the confidence and aspirations of students engaged in working at the level above that of their current standard; has been significant. Self-esteem, confidence and engagement in learning have all improved. This can be seen through improved standards on reports.	4
		Lesson Observations / learning walks – Supportive action from information gathered / statistics	A focussed week throughout the school looking at disadvantaged students was well received by all concerned. It is clear that the impact of the Pupil Premium Charter remains a central part of the school strategy and that this still has significant impact in keeping these students as a focus group.	1
		Book scrutiny to identify strengths / weaknesses		
4. Meeting individual learning needs	Staff identify each pupil's challenges and interests. The seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.	1:1 / small group intervention Across the curriculum	Support for students with specific learning needs has led to the removal of barriers and an increased rate of progress across the curriculum.	30
		ECM Fund: Revision Guides in all core subjects Curriculum visits Extra-curricular activities Uniform costs Free School Meals	Each supportive strategy has been reviewed to measure impact and subsequently, has been further implemented. The Battlefields Trip run by the History Department included 7% of fully funded PP places, at a cost of £6.5k. In raw numbers this meant that 8 PP students attended, who would not otherwise have been able to participate. The impact of being part of virtually a whole group being involved is once again difficult to measure – but is undoubtedly	12

			of high impact in terms of being involved and the resultant self-esteem and confidence in relationships where memories are shared.	
3		WEX	Students were supported with a number of placement opportunities. In each case the impact was high, as this enabled greater independence, particularly in traveling to the placement; and consequently increased self-esteem. Improved engagement in learning was also part of the impact for each of the three students involved.	3
		Re-integration	Costs have been covered for all those who moved on previously to engage in Home Education support and those for whom alternative provision through iCollege was a more accessible route.	7
1		IT and Laptop Loan	More laptops have been provided on loan to students. IS completion rates and the standard of that work for those with a laptop, have improved.	1
		Focus on SEN/PP students	These students have been a focus throughout the year, for all staff. Revision guides additional support and a focus on IS and attendance have all been part of a focused strategy, which has had impact on improved performance in these areas.	2
		Focus on PP/ G&T students – Curriculum and wider skills	Support for the extension of the Brilliant Club to year 9 students was once again successful; though the impact and engagement slightly reduced from the previous year due to the ill health of the STEM Tutor – a factor beyond our control.	

5. Deploying staff effectively	Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.	1:1 additional support in MFL for KS4 students	At KS4 sessions with the language Assistant have been supported as the impact on student self-confidence and improved grades.	2
		Study Support : Before and after school	This continued to be a very popular facility – with the offer of hot chocolate bringing in many students during the cold weather. Numbers continued to increase over the year by 5% on last year. Independent Study is completed during this time; whilst the use of the library by disadvantaged students has also increased at other times in the school day and after 3:20pm. Naturally it is difficult to extrapolate figures to support this as the root cause of increase in each area could be multi-factorial. This is based on strong observational evidence by individuals and statistics from the signing in sheets for am / pm Study Support sessions.	12
		KS3 Study Support groups in all subjects Loyalty cards and resultant rewards Resources	The use of this scheme has fallen this year; though where used has a significant impact on the attendance of individuals at Study Support sessions across a range of subjects. This is further increased where the rewards are tailored to the individual.	4
		Profile staff teaching PP students and produce case studies	Case studies have been produced and information shared across Houses particularly. A range of ideas have been added to the menu available and learning gathered as a result. However, the most important reflective impact gathered is that the practice required is be-spoke & that this is what has the greatest impact.	2

		Support for House Progress and Administrative leads, et al including additional training in specific topics arrange by the ELSA team, and actively supported.	ELSA trained staff have benefitted from training in attachment disorders, Bereavement and Emotional First Aid. A minimum of two staff have attended the training in order to ensure that there is collegiate support. The attachment training has been cascaded to additional staff members and cases allocated more selectively to reflect the specific training.	12
6. Data driven and responding to evidence	Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.	Assessment Screening and Student support	A number of students have benefitted from a full screening process, which has enabled more focused support to be put in place. This has also supported the training needs of a member of staff who has therefore been able to renew her high level professional qualifications and ensure that as a school we are up to date with current requirements / latest thinking in assessment and access arrangements for SEND students.	2
		Anxiety Screening and Small group work Parental support	Educational Psychology once again led two groups of the most anxious students in years 7 & 8. This 10-week course based around CBT, was well received by parents and students alike. The second round of screening in year 8 showed that the previous group (year 7 last year) did not re-appear in the those with the highest scores for anxiety.	3
7. Clear, responsive leadership	Senior leaders set ever higher aspirations and lead by example.	Staff training : Mindfulness	This has been incorporated into a Research Project, for which the report has now been published and is influencing further the use of Mindfulness strategies.	1

	They hold all staff responsible for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.		The Sixth Form run weekly mindfulness session has increased its attendance by 60%, mainly through the use of competitions and rewards.	
1		Staff Training: Restorative Practice and embed practice	This continues to be embedded throughout the school and has led to the creation of 'Getting it Right Next Time' forms. This has led to greater reflection as to what went wrong in the classroom and how each party could improve the exchange / procedure next time.	1
		Staff training and implementation: Assistive Technology	The use of reading pens has been the main innovation here, with more planned for purchase in the future. The impact on individuals has been exceptionally positive in terms of access but also in terms of confidence and engagement with learning.	1
2		Increase the role of Middle leaders with PP students	Various projects, particularly in core subjects, but also in Drama have had significant impact here.	2
3		Student leadership / mentoring of PP students	Whilst mentors have been appointed and have had a positive impact where students have engaged with more than 4 sessions; the cost has been minimal. This will need to be re-launched next year in order to trial the use of refreshments / activities in making the sessions even more attractive to the younger student.	3

£141k