

St Bartholomew's School

Disadvantaged students

3 year strategy 2019-2022



Updated October 2020

Context

What is Pupil Premium?

The Pupil Premium 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'. It is a whole school responsibility to use the Pupil Premium Grant to support the progress of these students and to ensure and 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.

Profile

The profile of students who collectively count as Disadvantaged in St Bart's in 2020-21 is as follows:

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total	270	270	270	270	261	1341
Pupil Premium	26	27	17	22	18	110
%	9.6%	10.0%	6.3%	8.1%	6.9%	8.2%
FSM	11	17	9	11	11	59
%	4.1%	6.3%	3.3%	4.1%	4.2%	4.4%
Forces	3	2	1	3	0	9
%	1.1%	0.7%	0.4%	1.1%	0.0%	0.7%
LAC	0	0	0	0	0	0
%	0%	0%	0%	0%	0%	0%
Post-LAC	1	0	1	1	0	3
%	0.4%	0.0%	0.4%	0.4%	0.0%	0.2%

*There is one LAC student in Y12

Funding

Pupil Premium funding in 2020/21 is based on £955 per FSM / Ever 6 student and young person in care. Children of service families are awarded £310 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 £2345.

In 2019-20, the school received £112,000 in total funding.

Whilst we cannot second guess the funding for 2021 and beyond with a high degree of accuracy, our recent incoming cohorts have contained increased proportion of students eligible for Pupil Premium Funding. It is too early to view this as a trend. Therefore, the plans outlined below in our three year strategy are costed assuming funding remains relatively static.

Aims

- **To ensure that progress of Disadvantaged students is at least as good as those who are not disadvantaged (P8 > 0.00). This would be in the top 8% of schools Nationally (EEF report 2019). The challenging target over 3 years is to achieve P8 for Disadvantaged cohort of +0.25 or better.**
- **To implement all aspects of the Pupil Premium Charter actively across the entire school.**
- **To improve the attendance of the Disadvantaged students to aim for 95% attendance by 2022.**
- **To increase the engagement of families of Disadvantaged students through the House structure in order to ensure an effective partnership, which has a positive impact on each student, so that attendance at school functions for Disadvantaged families is the same as for non-Disadvantaged families.**

Strategy

How is Pupil Premium funding being used to increase progress?

The three main areas for use of PP funding are based on the research of the EEF (June 2019):

- Quality teaching to help every child
- Targeted support
- Wider strategies

Quality teaching to help every child

Strategy	Objective	2019-20 review	2020-21 progress
Early careers support programme	NQT and early careers teachers are given extra support to enhance their practice	Programme developed during year. All NQTs successfully completed first year	Full programme running
Recruitment & Retention	Associate leadership projects support staff development and enhance the student experience	Roles advertised but no take-up	One role filled; early years support. Others advertised.
High quality CPD programme available and utilised by staff	Focus on continued development of T&L keeps quality teaching and learning at the forefront of all strategies	Highly regarded and popular CPD menu	Highly regarded and popular CPD updated with new Action Research groups
Provision of consumables, including in Product Design, Art and Food Science	Ensures that no students are disadvantaged by lack of quality materials for practical subjects	£1400 Positive feedback from students and families	Ongoing
Effective assessment in class	Assessment at all levels is instrumental in accurately identifying gaps and barriers to learning, enabling effective and bespoke support to be introduced	Extra work on accuracy	Informing Catch-up strategy
SENCO/PL links to other Faculties	SEND support by expert teachers and TAs integrated into Faculties to maximise the impact of support in every lesson	£15,000 PP/SEND cohorts did not fall behind during lockdown	Full team expanded and providing effective support
Enrichment activities linked to the curriculum across wide range of subject areas	Improved engagement and broaden understanding of context, careers, cultural capital and British Values.	£1500 Surveys show that Disadvantaged students do fewer enrichment	Very limited enrichment offer (COVID)

		activities (particularly at KS4) – House focus/PP champion closed gap since 2018-19	
In-house assessments (SEND, Access arrangements) to ensure that learning needs are met for all students	All staff are aware of how to maximise the learning for students	£20,000 All Access Arrangements sorted for Y11 and 13	Catch-up required to clear backlog caused by lockdown but progress being made
Revision guides and other learning resources/equipment are provided to Disadvantaged students across the curriculum	All students have the materials required to help them achieve their best	£1400	Ongoing
Laptop loan scheme for Disadvantaged students	All students have the resources required to help them achieve their best	£5400 including extra support with IT over lockdown in Summer 2020, with extra laptops and Wifi dongles	Y7 PP laptop scheme underway. Use of whole student survey to identify further technology barriers
Study Support before and after school, with refreshments	Enables students to study in school with access to resources and support.	£2300	Continuing despite challenges and restrictions (COVID)
Vocablics programme established in Y7-9	Enhances vocabulary which improves outcomes across the curriculum	Established in Y7 and Y8	Further roll-out to Y9 – enhanced by Literacy Coordinator

Targeted academic support

Strategy	Objective	2019-20 review	2020-21 progress
Specialist catch-up support in small groups in Maths and English	Extra support for students with specific learning needs leads to improved engagement and progress	Maths catch up (Y7)	Started tutoring system with MER, Y7 catch-up in PL
Back on track programme at KS4 led by House Progress Leaders	Students identified as falling behind are given targeted support and make accelerated progress	£9000 Y11 focus – targeted support with Y12 mentors	Widened to Y8-11 to support catch-up strategy
Y8 Maths and English support in small groups	Students make accelerated progress and are able to access learning in regular lessons	£6000 Intervention groups made more progress (Aut-Spr term) than other students	Established part of Y8 curriculum
Scholars Programme for Most Able students	Raises aspirations to progress to Universities and develops high level research skills	£2000 Brilliant Club	Planned for Autumn 2020
Additional 1-2-1 support with MFL for KS4 students by language assistants	Individual students have more confidence and make more progress	Limited support as only 2 FLA during 2019-20	Appointment of fluent Faculty TA
Remark support	Targeted support for Disadvantaged students who might benefit from remarks for public exams	Not applicable with 2020 exam season	

Wider strategies

Strategy	Objective	2019-20 review	2020-21 progress
Access to school trips and experiences	Remove barriers for Disadvantaged students to access out of class experiences	£6600	

Music lessons and hire of instruments	Benefits beyond the development of music skills in terms of teamwork and social experiences	£1100	Ongoing (with restrictions COVID)
Access to Duke of Edinburgh Award programmes, supporting the purchase of equipment	Boost to self-confidence and development of social skills	£450 3 PP students completing (delayed due to COVID)	Ongoing for 2020-21
Support to attend Summer School in summer of KS2-KS3 transition	Prepares students to start well at secondary school	No Summer School (COVID)	
Focus on attendance by the House system to use a variety of methods and incentives to improve attendance	Improved attendance links to improved engagement and progress	£9000 Attendance until lockdown All 95.1% (PA 9.5%) PP 91.2% (PA 23.5%) FSM 87.2%	Strong focus from Houses and outside agencies
ELSA staff and school counsellor work with students to support mental health concerns	Improved engagement and attendance	£10800 ELSA numbers (>35 students supported per term))	Ongoing
Work experience opportunities and careers advice	Supports students to make informed choices about their next steps	£1000 Supporting individuals with out of school activities	Bespoke provision for targeted students
Support for students from the Educational Psychologist, including individual support and sessions for families.	Strengthens the school and family links and supports students mental health	£4000 Ed Psych costs	Ed Psych ongoing
Prioritise Disadvantaged families to promote attendance at school events	Improve engagement of Disadvantaged families with school	£1500 Houses promote and prioritise bookings	Ongoing
A book for Christmas	Engaging Disadvantaged students in reading with a book of their choice for Christmas	£800 Well-received scheme	

PP Champions	Students have a champion to will support them and understand them and their families	£3000 Launched 2019. All tutors identified a student to champion. Feedback on impact varied	Ongoing 2020-21
Uniform support for Disadvantaged students	No barriers to school due to Uniform issues – removes potential stigma for families.	£6700	All new Y7 have full uniform voucher, Y9/10 have support for extra (£30), link with 2 nd hand PA shop
Development of vocational courses such as Hairdressing	Hairdressing course runs as part of KS4 Xtra has high engagement levels and develops future careers	£3500	Larger numbers of PP students involved
Behaviour and Inclusion Officer	Works with small number of most vulnerable students to help them engage with their learning	Roles developed during 2019-20	Extra provision supporting most vulnerable students
Breakfast allowance	Encourages a prompt start to school and being ready to learn from P1	Breakfast available but not widely used by PP	To be reviewed in light of COVID restrictions

Total spend: £112,000

Each student is known to staff as an individual and support is tailored to their individual needs. All expenditure is recorded on a student-by-student basis which enables a detailed analysis of how the funds are distributed. This ensures the most effective and fair distribution of PP funding.

How will the actions as outlined above be monitored?

The Pupil Premium Grant is spent in a number of creative, flexible and be-spoke ways to meet to the needs of individuals. In each case, the distribution of any funding is monitored and the impact is evaluated. As well as looking at the overall impact of the funding on

disadvantaged students as a cohort, 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, engagement and attendance 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. It is important to note that it is not possible to collect quantitative data for many interventions, that much feedback must be experiential and that there are many factors that intertwine to affect progress.

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. This responsive leadership of the PP funding means that the actions taken to achieve the aims of the 3 year plan will evolve and adapt over time.

Impact

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

Several different methods will be 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 KS2 data received from Primary schools, 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. The results of disadvantaged students in each year group are compared with the results of all other students in the Year Group, in addition to national data sets (where available), to provide context. At KS4 we additionally have estimated P8 data from each reporting session.

Another key measure is **engagement in learning (EiL)**. 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 - Acceptable, 4 –Some cause for concern, 5 – Serious cause for concern. This data is collected 3 times per year and informs areas of improvement and areas requiring further focus.

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 students in the year group.

Reporting

In-year monitoring reports are produced for scrutiny by Governors in the second half of each term.

At the end of each academic year, a 'light touch' report will be produced to highlight the progress made by Disadvantaged students in Y11 and Y13. This will be based on official statistics from the DfE. This element is not applicable in 2020 due to the national issues with exams related to the COVID pandemic. This light touch report will RAG rate the success of each strand and provide a brief summary of notable successes, showing how the Pupil Premium grant was spent.

This report will include attendance figures for Disadvantaged students.

The 3-year report will be a full and detailed report which will evaluate the overall effectiveness of the strategy, which will feed into the development of the next 3-year strategy.

Updated DWF October 2020
