



AD LUCEM

Evaluation using the Seven Building Blocks of Success: 2016-2017

St Bartholomew's School

Information about Disadvantaged Students and their Progress (2016-2017)

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, 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 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

All objectives noted below are linked to the School Development Plan 2016.2017

- **To close the disadvantage gaps (Pupil Premium) (School Development Plan, Objective 2)**
- **To implement all aspects of the Pupil Premium Charter**
- **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**

Disadvantaged students that are currently in the school (Autumn 2016)

Year 7	Year 8	Year 9	Year 10	Year 11	Total
31	35	30	40	32	168
12%	14%	12%	16%	13%	13%

How is the funding spent and what is the impact?

Pupil Premium funding in 2016/2017 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 2016/2017.

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.

Planning using the Seven Building Blocks of Success: 2016-2017

Effective Support (NFER)	This means....	2016.17	Year end Summary	Allocation (Thousands)
<p>1. Whole-school ethos of attainment for all</p>	<p>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.</p>	<p>Appointment of House Achievement/Progress Leaders, with clear focus and actions on disadvantaged students</p>	<p>The role of House / Achievement Leaders is now embedded. There is a clear, positive and significant impact on narrowing the disadvantage gap. Data is used effectively and in a consistent way across Houses, throughout the year. Good practice and creative initiatives have been shared across Houses giving greater consistency and an effective blue print for 2017/18.</p>	<p>12</p>
		<p>Maestro lessons / hire of instruments</p>	<p>End of year increase in students taking lessons / hiring instruments is 12%. This is linked to participation in the DoE Award.</p>	<p>4</p>
		<p>Provision of consumables, including in Design Technology and creative subjects</p>	<p>This continues to be an area of regular support in both Food and Textiles. Spending remains in budget.</p>	<p>4</p>
		<p>Access to DoE – Bronze and Silver Awards, supporting the purchase of equipment, both general and personal</p>	<p>31% of year 9 participate in the Bronze DoE. Of these students 7% would be noted as 'disadvantaged'. Of the disadvantaged cohort this is some 27% of students. The pass rate is 94%.</p>	<p>4</p>

			Participation at Silver and Gold award level is also increasing, but small numbers make meaningful analysis inappropriate.	
		Development of an appropriate vocational pathway from year 9 onwards	Workskills, COPE and ASDAN Awards have been positively received. BTEC courses are embedded but represent a greater challenge to most students due to the examined aspect.	2
		Financial support for those PP students attending the Summer School as an aid to positive transition	The Summer School was successful with 124 students attending. Of the 28 students listed as disadvantaged 18 attended - 64%. A commendable achievement.	3
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	Vivo's have remained an effective tool with students throughout the year. The effectiveness decreases in proportion to the increase in student age. Vivo Awards remain within the commercial plan for student allocations.	5
		Increased focus on attendance so that rewards and initiatives can be supported	Some students have been rewarded with small items, which have had a big impact – magazines / alarm clocks etc. However the impact of these initiatives on PP students remains less effective than for non-PPstudents.	2
		House Initiatives of a wide and varying nature in order that be-spoke ideas are supported	Loyalty cards developed across all Houses to reward attendance at House IS sessions after school were effective. Boys preferred the more immediate / substantial reward of pizza deliveries etc.	2
		TLR Project lead Focus on high level and structured mentoring provision	This was positive in year 10, despite the variation in student numbers involved.	3

3. High quality teaching for all	Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.	Small group additional teaching in Maths and English	The level of impact here continues to be significant with all students having made progress - some good or better. Two students have been identified with significant learning difficulties and are starting the process of a request for an EHC plan.	7
		Enrichment Activities in Maths and English	Additional sessions for particular key stages have been well attended by some targeted students. Loyalty cards and the provision of food have been effective measures herein ensuring students arrived, and returned. Older students have been harder to persuade and so the impact has been significantly lower. Impact can be assessed through results at GCSE	4
		Maths Activity - Newbury Race course	22% of students in year 8 enjoyed this experience and gave positive responses to the evaluations they completed after the event, which many still talk about.	2
		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	This has involved more PP students than previously – though the number (4) is still small. This remains 20% of the overall group. All students graduated and gave positive feedback regarding the experience. It is difficult to measure at this stage the impact of raising awareness and increasing aspirations.	3
		Lesson Observations / learning walks – Supportive action from information gathered / statistics Book scrutiny to identify strengths / weaknesses	The PP Charter remains an effective tool used by staff. It is high impact and low cost.	1

4. Meeting individual learning needs	Staff identify each pupil's challenges and interests. They 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	Financial support in MFL to enhance skills by working with language assistants has been used with 8 PP students at KS4. This gave greater confidence to students as they went into oral exams particularly.	30
		ECM Fund: Revision Guides in all core subjects Curriculum visits Extra-curricular activities Uniform costs Free School Meals	This section continues to give access to a significant number of students. PP funding for 18% of students on the Battlefields trip, supported participation. 80% of students with their own text in English improved the quality and effectiveness of their annotation. This would certainly have supported improved grades.	14
		WEX	Two students at KS4 accessed this area. A small, but significant number and critical to sustaining the engagement of these two vulnerable young people. The easing of transition to supported employment in each case, will impact on life chances.	4
		Re-integration	High costs and small numbers of students are also applicable here – but again, the vulnerability of these students, alongside the negative impact their behaviour has on the school community; cannot be over estimated.	10
		IT and Laptop Loan	This continues to go well for many students. Though some machines are not able to be re-loaned. In addition the more 'discerning' of students are wanting a more 'sophisticated' model than that which is involved in the scheme.	1
		Focus on SEN/PP students	A focus on PP in year 7 has been part of the transition process and the gathering of information.	2

			A new activity booklet for use by students has been fully implanted and positively received.	
		Focus on PP/ G&T students – Curriculum and wider skills	The work of the Brilliant club has continued to be very focused upon PP students.	
		Implement Pearson Successmaker in Maths and English	The program was used to good effect in English, Maths and Personalised Learning. Some 54 students engaged in this mode of work and made additional progress.	2
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	Improved grades of 17 students were attributed to this support in providing a can do' culture.	2
		Study Support : Before and after school	Attendance increased by approximately 7% over the year.	12
		KS3 Study Support groups in all subjects Loyalty cards and resultant rewards Resources	There is increasing use of this concept as a strategy, as the measured impact of this is positive. Impact is measured through attendance, which is always positive.	4
		Profile staff teaching PP students and produce case studies	No lessons to be learned from staffing profile. Case studies are under construction for key students at KS3 and KS4.	
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 Screening and Student support	On-going and very high impact on individuals. Numbers subject to the screening increase year on year.	2
		Anxiety Screening and Small group work Parental support	This continues to be an area of strength. The impact on students well-being is difficult to measure, but we can with certainty, view this as positive.	3

	Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.			
7. Clear, responsive leadership	Senior leaders set ever higher aspirations and lead by example. 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.	Staff training : Mindfulness	Continues to developing in discreet pockets, where the degree of passion related to this is very clear to see.	1
		Staff Training: Restorative Practice and embed practice	This is embedded as a strategy across Houses.	
		Staff training and implementation: Assistive Technology	Further development is on-going, with technologies being introduced on an individual basis. In this context the work is extremely positive.	1
		Increase the role of Middle leaders with PP students	On-going	
		Student leadership / mentoring of PP students	Linked to the work of the House Achievement/Progress Leaders.	

£146k