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

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 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.

How is Pupil Premium funding being used to increase progress?

The Pupil Premium Grant is spent in a number of ways, including those which ae 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 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, 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 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. 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'.

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 2017.2018

- **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 (Autumn 2017)

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

How is the funding spent and what is the impact?

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 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: 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		3
		Provision of consumables, including in Design Technology and creative subjects		4
		Access to DoE – Bronze and Silver Awards, supporting the purchase of equipment, both general and personal		2
		Development of an appropriate vocational pathway from year 9 onwards		2
		Financial support for those PP students attending the Summer School as an aid to positive transition		3
2. Addressing behaviour and attendance	Schools ensure effective behaviour strategies are in	Vivo Awards Years 7 – 9. Additional promotion and increased publicity for this amongst staff		4
		Increased focus on attendance so that rewards and initiatives can be supported		2

	place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.	House Initiatives of a wide and varying nature in order that be-spoke ideas are supported		2
		TLR Project lead Focus on high level and structured mentoring provision		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		7
		Enrichment Activities in Maths and English		4
		Maths Activity - Newbury Race course		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		5
		Lesson Observations / learning walks – Supportive action from information gathered / statistics		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	1:1 / small group intervention Across the curriculum		30
		ECM Fund: Revision Guides in all core subjects Curriculum visits Extra-curricular activities Uniform costs Free School Meals		14

	individual support for specific learning needs and group support for pupils with similar needs.	WEX		4
		Re-integration		10
		IT and Laptop Loan		1
		Focus on SEN/PP students		2
		Focus on PP/ G&T students – Curriculum and wider skills		
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		2
		Study Support : Before and after school		12
		KS3 Study Support groups in all subjects Loyalty cards and resultant rewards Resources		4
		Profile staff teaching PP students and produce case studies		2
		Support for House Progress and Administrative leads, including additional training in specific topics arrange by the ELSA team, and actively supported.		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	Assessment Screening and Student support		2
		Anxiety Screening and Small group work Parental support		3

	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		1
		Staff Training: Restorative Practice and embed practice		1
		Staff training and implementation: Assistive Technology		1
		Increase the role of Middle leaders with PP students		2
		Student leadership / mentoring of PP students		3

£141k