

St Bartholomew's School

Disadvantaged students

3 year strategy 2019-2022



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 2019-20 (October Census 2019) is as follows:

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total	270	271	273	263	256	1333
Pupil Premium	33	19	26	21	33	132
%	12.2%	7.0%	9.5%	8.0%	12.9%	9.9%
FSM	16	8	7	11	15	57
%	5.9%	3.0%	2.6%	4.2%	5.9%	4.3%
Forces	1	0	1	0	3	5
%	0.4%	0.0%	0.4%	0.0%	1.2%	0.4%
LAC	1	0	0	0	0	1
%	0.4%	0.0%	0.0%	0.0%	0.0%	0.1%
Post-LAC	0	1	1	0	3	5
%	0.0%	0.4%	0.4%	0.0%	1.2%	0.4%

Funding

Pupil Premium funding in 2019-20 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 £2300.

In 2019-20, the school will receive £115,000 in total funding.

Whilst we cannot second guess the funding for 2020 and beyond with a high degree of accuracy, our incoming cohorts tend to be fairly consistent with regard to the proportion of students eligible for Pupil Premium Funding. Therefore, the plans outline 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 Nationally (P8 = >0.13). This would be in the top 8% of schools Nationally (EEF report 2019). The challenging target over 3 years is to achieve P9 for Disadvantaged cohort of +0.25 or better.**
- **To implement all aspects of the Disadvantaged Students' Charter actively across the entire school (see Appendix A).**
- **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	Cost/£1000s
Early careers support programme	NQT and early careers teachers are given extra support to enhance their practice	1
Recruitment and retention	Associate leadership projects support staff development and enhance the student experience	2
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	2
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	3
Effective assessment in class improved through staff training	Assessment at all levels is instrumental in accurately identifying gaps and barriers to learning, enabling effective and bespoke support to be introduced	1
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	5
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.	1
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	5
Revision guides and other learning resources/equipment along with access to Revision School are provided to Disadvantaged students across the curriculum	All students have the materials required to help them achieve their best	3
Laptop loan scheme for Disadvantaged students	All students have the resources required to help them achieve their best	3
Study Support before and after school, with refreshments	Enables students to study in school with access to resources and support.	3
Vocablics programme established in Y7-8	Enhances vocabulary which improves outcomes across the curriculum	1

Targeted academic support

Strategy	Objective	Cost/£1000s
Specialist support 1-2-1 and in small groups in English	Extra support for students with specific learning needs leads to improved engagement and progress	10
Back on track programme at KS4 led by House Progress Leaders	Students identified as falling behind are given targeted support and make accelerated progress	10
Y8 Maths and English support in small groups	Students make accelerated progress and are able to access learning in regular lessons	10
Scholars Programme for Most Able students	Raises aspirations to progress to Universities and develops high level research skills	2
Additional 1-2-1 support with MFL for KS4 students by language assistants	Individual students have more confidence and make more progress	4
Remark support	Targeted support for Disadvantaged students who might benefit from remarks for public exams	1
Y11 Mathematics and English intervention	Targeted small group support for students	2

Wider strategies

Strategy	Objective	Cost/£1000s
Support to attend Summer School in summer of KS2-KS3 transition	Prepares students to start well at secondary school	1
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	4
Tutors act as Disadvantaged Champions	Students have a champion to support them and understand them and their families	1
Behaviour and Inclusion Officer	Works with small number of most vulnerable students to help them engage with their learning	10
ELSA staff and school counsellor work with students to support mental health concerns	Improved engagement and attendance	1
Work experience opportunities and careers advice	Supports students to make informed choices about their next steps	4

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	6
Prioritise Disadvantaged families to promote attendance at school events	Improve engagement of Disadvantaged families with school	1
A book for Christmas	Engaging Disadvantaged students in reading with a book of their choice for Christmas	1
Whole staff training focus	Whole staff training and Focus Fortnights focused on improving the attainment of Disadvantaged students	1
Uniform support for Disadvantaged students	No barriers to school due to Uniform issues – removes potential stigma for families.	3
Development of vocational courses such as Hairdressing	Hairdressing course runs as part of KS4 Xtra has high engagement levels and develops future careers	8
Access to Duke of Edinburgh Award programmes, supporting the purchase of equipment	Boost to self-confidence and development of social skills	1
Breakfast allowance	Encourages a prompt start to school and being ready to learn from P1	1
Music lessons and hire of instruments	Benefits beyond the development of music skills in terms of teamwork and social experiences	3

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.

The Priority Groups Report is produced termly. This contains headline measures and actions arising and is scrutinised by Governors at the Education Committee.

Reporting

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 DoE.

We will also report on attendance figures for Y7-11 inclusive.

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