



AD LUCEM

Review of academic year 2018-19

## St Bartholomew's School

### Information about Disadvantaged (Pupil Premium) Students and their Progress (2018-2019)

#### 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. In 2018-19, the school received £118,000 in total Pupil Premium funding.

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#### How is Pupil Premium funding being used to increase progress?

The Pupil Premium Grant is spent in a number of ways, including those which are creative, flexible and be-spoke to the needs of individuals. In each case the distribution of any funding / activity is carefully 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

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.

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### **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 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.

#### *Headline measures*

*The P8 2019 figure for Y11 is -0.05. This includes Forces children and those in receipt of PP funding at the start of Y11. Without one key outlier, this figure would be 0.12. The P8 figure for students in receipt of PP funding at the end of Y11, and not including Forces children is -0.30. The National figure for the last 3 years has been around -0.50, so in all cases, the progress of Disadvantaged students in St Bart's is ahead of National trends, and for the majority of students is ahead of all students nationally.*

*In Y10 there is positive progress forecast and, whilst there is a progress gap between Disadvantaged and non-Disadvantaged students in Y7-9, the gap is closing rapidly in Y8.*

*The % of Disadvantaged students achieving at least a grade 4 in English was 74% and 57% achieved at least a grade 4 in Mathematics. 48% of the Disadvantaged cohort achieved at least a grade 4 in both English and Mathematics (Basics 4).*

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 the students in the Year Group.

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#### *Headline measures*

*The % attendance of Disadvantaged students across the school greatly improved in 2018-19. This was a huge focus for the school. In 2018, the % attendance of Disadvantaged students was 92.2%. This improved to 92.5% in 2019. The %PA in 2018 was 22.6%, whereas this reduced to 20.7% in 2019.*

Each student is known to key staff as an individual and support is tailored to their individual needs. This ensures the most effective distribution of PP funding.

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#### **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 Progress Leader.

If there are further questions, Dr David Fitter, Deputy Headteacher, would be pleased to talk with you.

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## Objectives for the impact of Pupil Premium Funding

- To ensure that progress / attendance of disadvantaged students is at least as good as those who are not disadvantaged.
- 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 2019)

| Year                 | Year 7       | Year 8      | Year 9      | Year 10     | Year 11      | Total       |
|----------------------|--------------|-------------|-------------|-------------|--------------|-------------|
| <b>Total</b>         | <b>270</b>   | <b>271</b>  | <b>273</b>  | <b>263</b>  | <b>256</b>   | <b>1333</b> |
| <b>Pupil Premium</b> | <b>33</b>    | <b>19</b>   | <b>26</b>   | <b>21</b>   | <b>33</b>    | <b>132</b>  |
| <b>%</b>             | <b>12.2%</b> | <b>7.0%</b> | <b>9.5%</b> | <b>8.0%</b> | <b>12.9%</b> | <b>9.9%</b> |
| 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            | 0           |
| %                    | 0.4%         | 0.0%        | 0.0%        | 0.0%        | 0.0%         | 0.0%        |
| Post-LAC             | 0            | 1           | 1           | 0           | 3            | 5           |
| %                    | 0.0%         | 0.4%        | 0.4%        | 0.0%        | 1.2%         | 0.4%        |

### How is the funding spent and what is the impact?

Pupil Premium funding in 2018/2019 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.

## NFER Model of Effective Support

The school has used the NFER model and Sutton Trust guidance to evaluate the impact of the strategies employed.

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.

| <b><u>Planning using the Seven Building Blocks of Success: 2018-2019</u></b> |   |   |   |                               |
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| <b>Effective Support (NFER)</b>  | <b>This means....</b>   | <b>2018-19</b>  | <b>Impact Measures</b>  | <b>Allocation (Thousands)</b> |
| <b>1. Whole-school ethos of attainment for all</b>                           | 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   | Significant impact on individuals, developing music skills, teamwork and the variety of social experiences involved in playing in small groups/orchestras | 3                             |
|  |   | Provision of consumables, including in Design Technology and creative subjects                            | Continues to be an effective way to support the active engagement of students in practical work.  | 2                             |
|  |   | Access to DoE – Bronze and Silver Awards, supporting the purchase of equipment, both general and personal | More students than ever are accessing the benefits of DoE. The number of Disadvantaged students involved was 6 (27%) in 2018-19.                          | 1                             |
|  |   | Financial support for those PP students attending the Summer School as an aid to positive transition      | 13 Disadvantaged students attended Summer school (41% of the PP cohort).  | 1                             |
|  |   | Specialist support 1:1 and in small groups in English.  | Expert support or students with specific learning needs has led to improved   | 15                            |

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|   |  |   | engagement and progress across the curriculum.  |    |
| <b>2. Addressing behaviour and attendance</b> | 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. | Focused work in Houses, including ELSA training and supervision<br>Purchase and central pooling of resources  | Revised whole school behaviour strategies have reduced removals. ELSA work supported the work of the school counsellor in improving students' ability to engage with learning.  | 5  |
|   |  | Increased focus on attendance so that rewards and initiatives can be supported  | Whole school focus on attendance had significant impact, reducing the PA figure for all students and Disadvantaged students from 2018-19 and improving the overall attendance of Disadvantaged students across all year groups. | 2  |
|   |  | House Initiatives of a wide and varying nature in order that be-spoke ideas are supported   | Highly tailored interventions to the individual needs of Disadvantaged students in each House. Increased engagement with hard-to-reach families evident by improved attendance at school functions.                             | 3  |
|   |  | Priority support for mental health strategies, including accelerated access to the additional hours of the School Counsellor.<br>Working with individuals, families & other agencies. | School counsellor left at Easter. Replaced with counsellor on reduced hours. Effectively meeting the needs of students.   | 4  |
|   |  | Small group additional teaching in Maths and English  | Additional teaching groups in Maths and English enabled students to make accelerated progress and access the pace of learning in their other English and Maths classes.   | 12 |
|   |  | Enrichment Activities in Maths and English  | Wide range of enrichment opportunities with excellent take-up.  | 1  |
| <b>3. High quality teaching for all</b>       | Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations,  | Scholars Programme 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           | Successful year of The Scholars Programme with great engagement from those involved (21% Disadvantaged).  | 5  |

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|   | monitoring performance and sharing best practice.   | Support in specific non-core Curriculum areas.<br>Small group and 1:1   | Expert support for individuals with specific learning needs brought about enhanced progress.  | 2  |
|   |   | 1:1 / small group intervention and enrichment to enhance & stimulate cultural experience and understanding across the curriculum, to include:<br>Specialist assessment of needs and removal of barriers to learning and student participation<br>Drama project with the Corn Exchange<br>History experience to the Battlefields<br>Varied individual support for enrichment trips | Excellent take-up from Disadvantaged students in enrichment activities designed to stimulate an enhanced cultural understanding.<br><br>In-house assessments<br>Did not happen<br>Nearly the entire year group<br>Wide variety supported. | 14 |
| <b>4. Meeting individual learning needs</b> | 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. | ECM Fund:<br>Revision Guides in all core subjects<br>Curriculum visits<br>Extra-curricular activities<br>Uniform costs  | Uniform costs (£7.5k) remove stigma for Disadvantaged families by ensuring that there are no problems with uniform.   | 13 |
|   |   | WEX and careers advice, including supported travel where needed   | Support from Careers advisor.   | 4  |
|   |   | Re-integration & support for students transition to full-time education   | School support for students to support reintegration, through home visits, individual mentoring, home tutoring and where provision at iCollege is an appropriate route.   | 4  |
|   |   | IT and Laptop Loan  | Laptop loans to Disadvantaged students continues to be popular and has a marked impact on IS completion rates. Other IT specific interventions include translation technology.  | 2  |
|   |   | Focus on SEN/PP students<br>Wide ranging support for a range of student needs, including technological solutions and those supported by staff / professionals & experts in a particular field.  | SDP focus on these core groups, Focus fortnight learning walks by all TLR holders to assess the quality of teaching for Disadvantaged students and SEND students. SEND focus meeting on individuals. SEND                                 | 7  |

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|                                       |   |   | team training staff and integrating more with Faculties to enhance the outcomes for students. Expert support for individuals with specific learning needs brought about enhanced progress.   |   |
|                                       |   | Focus on PP/ G&T students – Curriculum and wider skills.<br>Support for newly founded vocational courses, including Hairdressing.   | Hairdressing accessed by Y10/11 students with high engagement levels.  | 7 |
|                                       |   | 1:1 additional support in MFL for KS4 students  | Language Assistants support individuals and have an impact on confidence and improved report outcomes.   | 1 |
| <b>5. Deploying staff effectively</b> | 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. | Study Support : Before and after school including the provision of refreshments.  | Continues to be a popular resource for many students.  | 6 |
|                                       |   | KS3 Study Support groups with loyalty cards and resultant rewards   | Enhances motivation for students.  | 2 |
|                                       |   | Support for House Progress and Administrative leads, et al including additional training in specific topics arranged by the ELSA team, and actively supported. Embedding of a new management structure led by the School Counsellor.<br>External supervision and guidance of the School Counsellor to enable her continued professional practice with priority for disadvantaged students | The number of ELSAs has reduced, but the school counsellor and the ELSA team continue to work to support key students. This work has an impact on individuals, enabling them to continue to access learning.   | 5 |
|                                       |   | Assessment Screening and Student support  | In-house assessors carry out full assessment screening process to identify the requirements needed to fully support individuals. Support given to a member of staff to achieve a MA with skills that will be used to enhance the SEND team in this area. | 1 |



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| <b>6. Data driven and responding to evidence</b> | 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. | Anxiety Screening and Small group work provided by commissioning of the Educational Psychology team, Prioritising disadvantaged students<br>Parental support  | EP led on anxiety screening for Y7 and Y8. Key groups enjoyed course designed to reduce anxiety and develop coping mechanisms. Parents attended evening workshop on coping with exam stress.   | 6 |
|  |   | Provision of Time to Talk Mindfulness sessions by the clinical lead of the organisation.<br>Groups operating within school and on a rolling programme across year groups with priority for disadvantaged students | Feedback from students was positive.   | 2 |
|  |   | Staff training : Mindfulness  | Staff trained and now using these techniques to good effect in class.  | 1 |
| <b>7. Clear, responsive leadership</b>           | 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: Restorative Practice and embed practice in the implementation of new behaviour strategies   | Staff training on restorative practice and Pivotal style practice well received. New St Bart's Values developed from this training.  | 1 |
|  |   | Staff training and implementation: Assistive Technology   | Voice to text technology used to support students in Personalised Learning.  | 1 |
|  |   | Student leadership / mentoring of PP students   | House Progress Leaders lead a Back on Track programme involving Y12 mentors working with Y11 students who are falling behind, Regular tracking of progress and a cycle of evaluation mean that this process is refined over time to have greater impact. | 1 |
|  |   |   |  |   |

£133k