

# St Bartholomew's School - *Disadvantaged students 3 year strategy* 2022-2025



## AIMS

- To ensure that progress of Disadvantaged students is at least as good as those who are not disadvantaged Nationally (the average score for all state-funded schools in England was -0.03 in 2022). The challenging target over 3 years is to achieve P8 for Disadvantaged cohort of +0.3 or better.
- To implement all aspects of the Disadvantaged Students' Beehive actively across the entire school (see Appendix A).
- To improve the attendance of the Disadvantaged students to aim for 92% attendance by 2025.
- 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.

## CONTEXT

### What is Pupil Premium?

The Pupil Premium refers to additional funding (Pupil Premium Grant) 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 many PP students are there at St Bart's?

The profile of students who collectively count as Disadvantaged in St Bart's in 2022-2023 (31 October 2022) is as follows:

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Total
<b>Total</b>	<b>270</b>	<b>270</b>	<b>272</b>	<b>270</b>	<b>270</b>	<b>1352</b>
<b>Pupil Premium</b>	<b>35</b>	<b>28</b>	<b>25</b>	<b>21</b>	<b>15</b>	<b>124</b>
<b>%</b>	<b>12.96</b>	<b>10.37</b>	<b>9.19</b>	<b>7.77</b>	<b>5.55</b>	<b>9.17</b>
FSM	31	26	14	18	10	99
%	11.48	9.63	5.15	6.66	3.70	7.21
Forces	2	1	3	2	1	9
%	0.74	0	0	0	0	1
LAC	1	0	0	0	0	1
%	0.37	0	0	0	0	0.07
Post-LAC	0	0	3	0	2	5
%	0	0	1.10	0	0.74	0.37

## FUNDING

### How much does the school get?

Pupil Premium funding in 2022-23 is based on £985 per FSM / Ever 6 student and young person in care. Children of service families are awarded £320 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 £2410.

For the 2022/23 academic year, we expect to receive in the region of £104,115.

The DfE has also confirmed that the 'Recovery Premium Grant' will be available for 2022/2023 and 2023/2024. This funding is focussed on recovery of learning for disadvantaged students. Schools are allocated £276 per eligible student. This, combined with a surplus from last year, gives us a total of £143,124.

Whilst we cannot second guess the funding for 2023 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.

### How should schools use the funding?

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

1. **High-quality teaching:** support the quality of teaching, such as staff professional development.

*Examples:*

- a) *Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils*
- b) *Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning*
- c) *Mentoring and coaching*
- d) *Recruitment and retention of teaching staff*
- e) *Technology and other resources focused on supporting high quality teaching and learning*

2. **Targeted academic support:** provide targeted academic support, such as tutoring.

*Examples:*

- a) *Interventions to support language development, literacy, and numeracy*
- b) *Activity and resources to meet the specific needs of disadvantaged pupils with SEND*
- c) *Teaching assistant deployment and interventions*
- d) *One to one and small group tuition*
- e) *Peer tutoring*

3. **Wider strategies:** tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support.

*Examples:*

- a) *Supporting pupils' social, emotional and behavioural needs*
- b) *Supporting attendance*
- c) *Extracurricular activities, including sports, outdoor activities, arts, culture and trips*
- d) *Extended school time, including summer schools*
- e) *Breakfast clubs and meal provision*
- f) *Communicating with and supporting parents*

Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.

# STRATEGY

## How will St Bart's use this funding?

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.

Where a strategy is has no cost attached, it could be that the cost is absorbed within another strategy, for example through staffing costs.

The total projected spending takes into consideration the available funds we have available during the 22/23 academic year (c£143k). We anticipate spending c£64k on 'High-Quality Teaching', c£63k on 'Targeted Academic Support' and c£16k on 'Wider Strategies'.

### *High-Quality Teaching*

#### **Budgeted Cost (per year):£64,000**

Menu of Approaches (EEF)	Strategy	Objective	Cost per year (£1000s)
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	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	0
	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.	0
	Development of vocational courses	To fund creative options for KS4 Xtra to ensure this has high engagement levels and develops future careers.	4
	Remark support	Targeted support for Disadvantaged students who might benefit from remarks for public exams	1
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	Early careers support programme	ECTs are given extra support to enhance their practice	0
	High quality CPD programme available and utilised by teaching staff and Teaching Assistants	Focus on continued development of T&L keeps quality teaching and learning at the forefront of all strategies	0

	Whole staff training focus	Whole staff training and Focus Fortnights focused on improving the attainment of Disadvantaged students	0
Mentoring and coaching	Employment of House Progress and Achievement Leaders, who run our Back on track programme at KS4	Students identified as falling behind are given targeted support and make accelerated progress	24
	Senior Teaching Assistant (PP/SEND)	An ELSA trained member of staff to prioritise our students who are both SEND/PP	12
Recruitment and retention of teaching staff	Recruitment and retention	The use of recruitment and retention allowance (R&Rs) allow us to retain and attract the highest quality teachers	5
Technology and other resources focussed on supporting high quality teaching and learning	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	4
	Revision guides and other learning resources/equipment are provided to Disadvantaged Students across the curriculum	Students have the materials required to help them achieve their best	4
	Laptop loan scheme for Disadvantaged students	All students have the resources required to help them achieve their best	5
	Revision software	Faculty-specific online revision tools support disadvantaged students to achieve their potential.	5

*Targeted Academic Support*

**Budgeted Cost (per year): £63,000**

<b>Menu of Approaches (EEF)</b>	<b>Strategy</b>	<b>Objective</b>	<b>Cost per year (£1000s)</b>
Interventions to support language development, literacy, and numeracy	Vocablics programme established in Y7-8	Enhances vocabulary which improves outcomes across the curriculum	0
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	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	30
Teaching assistant deployment and interventions	Faculty TAs across the school	SEND support by expert teachers and TAs integrated into Faculties to maximise the impact of support in every lesson	15
One to one and small group tuition	Y11 Mathematics, English and Science intervention	One to one and targeted small group catch-up support for students using Catch-up	10
Peer tutoring	Sixth Form Reading Mentors	Sixth Form students reading with Year 7 and 8 students before school	8

*Wider strategies*

**Budgeted Cost (per year): £16,000**

<b>Menu of Approaches (EEF)</b>	<b>Strategy</b>	<b>Objective</b>	<b>Cost per year (£1000s)</b>
Supporting pupils' social, emotional and behavioural needs	A book for Christmas	Engaging Disadvantaged students in reading with a book of their choice for Christmas	1
	Uniform support for Disadvantaged students	No barriers to school due to Uniform issues – removes potential stigma for families.	6

	Targeted intervention and enrichment opportunities to support SEMH disadvantaged students	Engaging SEMH disadvantaged students in school life improves attendance, wellbeing and engagement	0
Supporting attendance	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	0
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	Scholars Programme for Most Able students	Raises aspirations to progress to Universities and develops high level research skills	2
	Access to Duke of Edinburgh Award programmes, supporting the purchase of equipment	Boost to self-confidence and development of social skills	1
	Music Lessons and hire of instruments	Benefits beyond the development of music skills in terms of teamwork and social experiences	2
	A broad co-curricular offer	Funding to support resourcing of our broad co-curricular offer ensures that there is 'something for everyone' at St Bart's	2
Extended school time, including summer schools	Support to attend Summer School (KS2-KS3 transition)	Year 7 students to start well at secondary school	2
Communicating with and supporting parents	Tutors act as Disadvantaged Champions	Students have a champion to support them and understand them and their families	0
	Prioritise Disadvantaged families to promote attendance at school events	Improve engagement of Disadvantaged families with school	0

## MONITORING

### 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.

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# Spotlight

