

Bulmershe School Pupil Premium strategy statement

The following strategy statement has been informed by:

- Interviews with, and observations of, our pupil premium students
- FFT vulnerability indicators
- RAISEonline, school, and national level data
- Review of previous years strategy and subsequent outcomes
- National research and evidence of best practice

1. Summary information					
School	Bulmershe				
Academic Year	2016/17	Total PP budget	£204,765	Date of most recent PP Review	Jul.2016
Total number of pupils	714(exc 6)	Number of pupils eligible for PP	219	Date for next internal review of this strategy	Jul 2017

2. Current attainment Year 11 (See annex for other groups in Impact statement)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	47.5%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	84.8 / 65.7	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.50	0.12
Attainment 8 score average (from 2016/17)	41	52

3. Barriers to future attainment (for pupils eligible for PP including high ability at Bulmershe)
<p>Outcomes demonstrate the need for catch up students to be accelerated in their Literacy and numeracy skills to fully access the courses studied.</p> <p>Behavioural data suggests that there is a need for further strategic interventions from the inclusion team and outside agencies to ensure that our students can remain focussed on and in the learning environment provided.</p> <p>Although the quality of teaching and learning has improved, the need for effective feedback for our disadvantaged remains a priority and access to the highest grades for our more able disadvantaged</p> <p>Academic mentoring post tracking to be developed in order to ensure parental engagement is as productive as possible.</p> <p>Ebacc data impacted by underperformance in 3 subjects.</p> <p>Attendance of disadvantaged students must be improved across all years.</p>

In-school barriers	
A.	Poor prior attaining students need accelerated support in English and Maths to get them to achievement levels that allow full access to the curriculum and enable them to enjoy learning
B.	Data suggests that low attaining Mathematicians may stay as such throughout career at Bulmershe, early years Maths intervention required below level 4
C.	Current data suggests further development of behavioural monitoring and interventions needed, to target underperformance in non-core subjects by lack of engagement.
D.	Effective use of strategy and inclusion team to ensure that challenged students remain engaged and positive in their learning
E.	Continue to develop staff feedback methods and consistency thereof
F.	Raise online data and three year trend shows that some more able disadvantaged students are not accessing the highest grades and although the small cohorts barriers are covered by other areas in the strategy this is a priority
External barriers	
G.	Parental engagement is low in some of the most challenged students
H.	Attendance rates for pupils eligible for PP approx. 89%, some 4% below school average , the target for all children is 95%. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students entering Bulmershe and indicated as in need of catch up receive early years intervention to accelerate their learning experience to levels closer to their secondary ready peers. <i>Measured by termly tracking data by HODs and reflective discussion with parents</i>	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils across all subjects especially Eng and Maths and at least 70 / 30 expected /good.
B.	End of year 11 for low attainers in Maths to show at least 70 % expected progress,and at least not worse than, on average, those above level 4. <i>HOD Maths to track students and intervene as appropriate post each tracking</i>	Pupils eligible for PP identified as Low attaining from KS2 levels / raw scores make as much progress as 'other', across Key Stage 3, so that 50% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD) and senior team.
C.	Decrease in Exclusions and GAP in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions <i>Measured half termly through the pastoral report and inclusion team work by SLT in Leadership meet and weekly through behavioural leadership meet.</i>	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Evidenced each half term through the pastoral report as minimum
D.	All students who receive intervention to have made progress in their development against their perceived difficulty and to have CAPIT forms and appropriate evidence of intervention <i>Termly Audit of Inclusion files by AHT with responsibility</i>	Reduced numbers of students in IER and withdrawal and certainly reduction in repeat offences by individuals
E.	All students to receive timely effective feedback from classroom teachers and DIRT time respond to it effectively	100% of books sampled by SLT quality assurance show required feedback and student response with books clearly showing progress.

	<i>Termly work scrutiny along with SLT quality assurance in order to ensure that this is happening across all departments</i>	
F.	Students identified as High ability on entry have progress 8 scores in line with national others at the end of KS4 course <i>AHT Push group and interventions to enable this measured through tracking each term. Brought to SLT</i>	Current year 11 cohort and subsequent cohorts progress 8 scores to reflect firstly those of more able in the school and then to match those of national others
G.	Greater parental contact and influence on their child's education. <i>Parental attendance at all events to be measured for PP children and additional meetings to be minuted, filed and audited</i>	100 % attendance at school of parents of PP children even if it has to occur at a time around rather than exactly on the event.
H.	Increased attendance rates for pupils eligible for PP. <i>Across all year groups PP attendance gap measured every 2 weeks and interventions applied by HOY through the AHT attendance</i>	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 89% to 93% in line with 'other' pupils.

5. Planned expenditure

Academic year

2016/17

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A.Students entering Bulmershe and indicated as in need of support receive early years intervention to accelerate their learning experience to levels closer to their secondary ready peers.	Over staffing in Maths and English to deliver small group intervention or 1:1 tuition where possible. Smaller class sizes will allow for best practise and outstanding feedback from class teachers. Early identification and continued intervention to occur.	We want to offer high quality teaching to all these pupils to drive up results both for disadvantaged and non-disadvantaged children. NFER briefing clear that high quality teaching for all is one of the most effective ways to support disadvantaged pupil's achievement.	Regular achievement (attainment and progress) monitoring by HOD and HOY (tracking) of selected students along with effective timetable management to ensure the very best teachers and their practise is shared and put in front of our disadvantaged students.	HOD Maths HOD Eng	Jan 17 (post 2 sets of tracking to see effect of intervention)

As above	Introduction of Accelerated Numeracy programme to sit alongside accelerated reader which is proving successful in KS3 English	Increased levels of literacy and engagement a shown by Accelerated reader at our school and nationally to be replicated in Maths and enable numeracy dependent subjects to also increase progress.	HOD to oversee resources and scheme development with KS3 lead for Maths	HOD Maths	Jan 17
C.Decrease in Exclusions and GAP in behavioural sanctions between PP and non PP across all measures, especially for withdrawals and exclusions	Inclusion team to respond effectively to teacher/HOY requests for intervention with appropriate strategies that modify behaviours. CAPIT form completion and feedback meetings with parents to ensure consistency	Strong social and emotional support is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents. This consistency of approach will also benefit the wider school community	Weekly behavioural round up (SLT) followed by half termly pastoral report(SLT and HOY) used to monitor and respond to pastoral concerns of individuals. Half termly impact assessment of interventions to date.	INCT Lead	Jan 17
E.All students to receive timely effective feedback from classroom teachers and DIRT time to respond to it effectively	Continued CPD and development of feedback and response methods for staff and students.	EEF toolkit identifies effective feedback to be the best pedagogical approach in terms of cost effectiveness and learning acceleration In all students. This will improve learning for our disadvantaged and non disadvantaged students.	Termly work scrutiny along with SLT quality assurance in order to ensure that this is happening across all departments	AHT Teaching and learning	Dec 16 (first Work scrutiny complete and feedback)
Total budgeted cost					£85,900

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
B.End of year 11 for low attainers in Maths to show at least 70 % expected progress, and at least not worse than, on average, those above level 4	Small group intervention and 1:1 where appropriate with six weekly post tracking re-assessment and parental contact	Meeting individual learners needs along with a clear data driven response with appropriate revision is one of the chosen NFER strategies. Cost effective use of monies by EEF suggests that small group work should be used where possible	Classroom teachers to liase with HOD maths to suggest needed intervention with six weekly tracking data acted upon.	Class teachers and HOD Maths	Jan 17(2 trackings)

D. All students who receive intervention to have made progress in their development against their perceived difficulty and to have CAPIT forms and appropriate evidence of intervention	Mentoring and interventions as directed by HOY and inclusion team. Close liaison with home and appropriate use of external agencies	Strong social and emotional support is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents. This consistency of approach will also benefit the wider school community	AHT Inclusion to ensure that appropriate students are on "strategy" and that care plans and CAPIT forms are complete at the end of each half term cycle. Parental engagement to be ensured each half term whether by strategy or individual parental meeting	INCT Lead AHT Inclusion	Jan 17
F. Students identified as High ability on entry have progress 8 scores in line with national others at the end of KS4 course	AHT pupil premium Push group "Aim For Higher" and interventions. Tracking, university visits and increased parental contact to start.	Clear responsive leadership recognised as vital in raising aspirations for all and effecting change for disadvantaged and non disadvantaged alike. Good practise with target group shared to develop other disadvantaged student outcomes and wider school.	Termly data scrutiny along with SLT quality assurance in order to ensure that outcomes are improving, sharing of strategies in briefings and effective communication with all stakeholders in files.	AHT PP	Jan 17
G. Greater parental contact and influence on their child's education.	IncT personal invites to events as per calendar and parents held to those appointments,	Our evidence suggest that those students reaching the end of year 11 with the largest negative VA are commonly those who's parental engagement was sporadic. This is supported by NFER research suggesting that working with the family is a key way to support disadvantaged students	Parental attendance at all events to be measured for PP children and additional meetings to be arranged, minuted, filed and audited.	INCT/ HOY	After each Parental involvement event
H. Increased attendance rates for pupils eligible for PP.	Across all year groups PP attendance gap measured every 2 weeks and interventions applied by HOY through the AHT attendance and EWO interventions as appropriate	Quick response to poor attendance recognised as effective strategy to help disadvantaged. NFER research.	AHT Attendance to monitor INCT feedback each 2 week cycle and update interventions as required tracking with the HOY patterns	INCT, HOY and AHT attendance	2 weekly cycle with data coming as part of pastoral report at end of each half term
Total budgeted cost					£99,398

iii. Other approaches

September 2016

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Strong leadership of inclusion of all students with specific understanding of Pupil premium and attendance along with staffing costs to cover the systemic approach to this work	AHTs for inclusion and Attendance continue along with Inclusion team and lead. These staff will direct dedicated time to the outcomes of PP students along with the benefits that this will provide the wider academic community	Clear responsive leadership recognised as vital in raising aspirations for all and effecting change for disadvantaged and non disadvantaged alike	Clear minuted SLT meetings where data is discussed as a standing item in both student standards meeting and pastoral meeting	HT	End of each tracking cycle and at half yearly and end of year appraisal process
Total budgeted cost					£19,467

6. Review of expenditure					
Previous Academic Year		2015/16			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
Increased expected progress in English , Maths and other subjects across all year groups especially year 11	Additional support for core subjects to allow capacity for after school interventions by specialist high quality English and Maths teachers Intervention school.	84% 3LOP in English PP, 66% 3LOP maths, increase for both, Eng well above National average and national others.	Current intervention strategies and timings effective and thus we should continue with this approach, Maths increase also justifies this, with possibly more, curriculum use of PE time deemed a success, however attendance rates of our most challenged was variable and they did not respond well, proving a challenge	£40,000	
Improved literacy for year 7 and 8	Accelerated reader programme investment	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Accelerated reader tests Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£22,000	
ii. Targeted support					

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Attendance: to implement strategies addressing the attendance gap between PP and non PP students Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students	Attendance AHT working with attendance manager and Inct team to provide support	Attendance gap closed ever so slightly but not enough. Several students remained fixed in non attendance despite interventions put in place and this impacted their outcomes dramatically.	Hardest to reach need to be worked with earlier in their time and habits addressed quicker. Casual admissions with poor prior attendance to be supported early and possible greater use of managed moves to ensure that appropriate academic choice has been made. A more systematic approach with feedback from HOY to PP coordinator to be addressed.	£51,000
Implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap.	Teachers bid for funding from the monies set aside to support students through the academic aspects of study AHT PP to authorise	Expected progress gaps in the majority of subjects have improved, however noticeable that tythose who did not access the funding may have not given revision guides/sessions to those who need.	Clearer guidance to staff needed as to fund access and the types of provision available, this will be launched through staff briefing and hub having gleaned best practise though sharing with other schools.	
Use of Bulmershe Bus to home visit on Morning 2 of any unauthorised non attendance	For the very hardest to reach children either PP or not the bus will be used to pick up on second day of unauthorised absence	Some impact on a small number of students, however impact must be greater if to continue, opportunity spread to others on the route so that the bus is full.	Broaden the use to encompass more students or drop as a strategy.	£2,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Leadership of PP and attendance by AHTs to be strong. Staffing of INCT to support emotional and behavioural; aspects to be consistent	Staffing costs to cover AHT work on attendance and Pupil premium outcomes along with inclusion team	PP outcomes have improved in a year group where headline figures have dropped dramatically. VA scores are better as are the expected progress in English and Maths, with the exception of some students who did not attend at all despite interventions.	Pupil premium review by an outstanding school raised the level of monitoring and response to the data that was being collected. Staffing to remain but regularity of data analysis by key stakeholders to be more consistent and impact measured even more regularly.	53,800

<p>Greater understanding of year 7 cohort on entry as summer school funding removed</p>	<p>Transition coordinator(HRS) to engage with feeder schools more.</p>	<p>Greater understanding of data and high impact for those who engaged , larger numbers than previous year entry suggests greater outreach. Assessments already carried out CATS will inform planning for the new year well</p>	<p>To continue as student numbers raise and data received becomes less certain. A reduction in the Achievement (Attainment and progress) gap of PP and non non PP students in year 7 from Sept 2015 – June 2016 in mathematics and English levels. Barriers interviews and use of FFT aspire to be shared with staff and training as appropriate.</p>	<p>£29,000</p>
<p>Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap, support those students who do not have breakfast and support students with home-based learning by supporting staff to enable after school access</p>	<p>Extra curricular Teachers bid for funding from the monies set aside to support students through the academic aspects of study AHT PP to authorise</p>	<p>Extra- curricular audit shows that there is an appropriate percentage of students engaging in opportunities, around 30% +, however still an understanding of these opportunities to be shared and developed.</p>	<p>Clearer guidance to staff needed as to fund access and the types of provision available, this will be launched through staff briefing and hub having gleaned best practise though sharing with other schools.</p>	<p>£5000</p>