

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	2017/18	Total PP budget	£216,920	Date of most recent PP Review	Jul.2016
Total number of pupils	776(exc 6)	Number of pupils eligible for PP	232	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 15.16)</i>
% achieving 5A* - C incl. EM	41.5%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	66.7 / 52.5	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.08	0.12
Attainment 8 score average (from 2016/17)	38	52

3. Barriers to future attainment
Disadvantaged students with high prior attainment require close supervision and assessment from staff to reach their potential Attendance of disadvantaged students has improved but there is a direct correlation between attendance and outcomes across the years. Disadvantaged still have lower attendance Parental engagement to be developed further to maximise the impact of tracking and next steps advice.

Impact of behavioural support to be measured and responded to each tracking cycle	
Teaching and learning of high prior attaining students to be a priority across the school	
Maths teaching across all years to focus effectively on disadvantaged students	
In-school barriers	
A.	High prior attaining disadvantaged students perform in line with the majority as opposed to the minority which they are alongside our Higher attaining generally.
B.	Across year groups mathematicians who are disadvantaged are not making as rapid progress to target
C.	Current data suggests further development of Attitude to learning scores and subsequent interventions and impact
D.	Effective use of strategy, inclusion team and external agencies to ensure that challenged students remain engaged and positive in their learning
E.	Staff training on maximising the learning of our Higher attaining students
External barriers	
F.	Attendance rates for pupils eligible for PP approx. 91% some 2% below school average, the target for all children is 95%. This reduces their school hours and causes them to fall behind on average.
G.	Sixth form attendance

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students who are disadvantaged with high prior attainment make as good progress to target as their non-disadvantaged peers both locally and nationally <i>Termly Higher attaining disadvantaged student progress to be analysed and responded to by HOY</i>	Termly Higher attaining disadvantaged student progress data to be equal to or better than others in the cohort of similar prior attainment
B.	Maths progress to target data to be in line with other positive subjects. <i>HOD maths to respond to termly tracking data and monitor impact of interventions by classroom teachers and modify accordingly</i>	Disadvantaged mathematicians to be making progress to target throughout their educational time and outcomes in public exams show the majority achieve target grade or better.
C.	Disadvantaged students attitude to learning scores to be no lower than non-disadvantaged <i>Termly disadvantaged attitude to learning scores to be analysed and responded to by HOY</i>	A narrowing of ATL scores Gap by 0.1 by year group over the coming year
D.	Select group of students with the lowest ATL in the year groups, or who are at risk of exclusion or PA	ATL scores for select named group spanning the year groups show an

	due to challenging behaviours or circumstance receive timely and effective support <i>For target group of students (identified) ATL and Attendance will be measured and responded to by AHT</i>	improvement of 0.1 from year 2016.17
E.	Higher attaining learning diet stretches and challenges <i>Quality assurance processes- Observations, work scrutiny, walk throughs used to see examples of "Think harder" strategies</i>	Higher attaining students across the school make progress to target and disadvantaged higher likewise
F.	PP student attendance to pass 95% <i>AHT attendance and team to analyse data and employ strategies termly</i>	PP student attendance to pass 95%
G.	Sixth form disadvantaged attendance to increase to 95% + <i>Sixth form team and lesson attendance admin support analyse and respond to termly data</i>	Sixth form disadvantaged attendance to increase to 95% +

5. Planned expenditure					
Academic year		2017/18			
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 High prior attainment receive stretch and challenge in class and are tracked carefully to reach target grades.	Staff training on think harder to encourage high level skills development and engagement Careful tracking of HA student data by HOD, HOY and AHT	We want to offer high quality teaching to all these pupils to drive up results both for disadvantaged and non-disadvantaged higher attaining 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 High prior attaining students along with effective timetable management to ensure the very best teachers and their practise is shared and put in front of these disadvantaged students.	ORY and IO	Jan 18 (post 2 sets of tracking to see effect of intervention)

As above	Careful tracking of HA student data by HOD, HOY and AHT	NFER clear that a well lead , data driven approach that responds to the need of the individual	This target group is to be prioritised further by Leadership in student standards discussions and quality assurance opportunities	HOY	Jan 18
Disadvantaged students attitude to learning scores to be no lower than non-disadvantaged	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 (once appointed)	Jan 18
Higher attaining learning diet stretches and challenges	Whole school staff CPD and development of “Think harder” strategies for staff and students.	Pixl have identified the strategies used as a very effective method of raising attainment in higher prior attaining students.	Termly work scrutiny along with SLT quality assurance in order to ensure that think harder strategies are used across all departments	AHT Teaching and learning-with teach learn group	Dec 17 (first Work scrutiny complete and feedback)
Total budgeted cost					£96,500
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 progress data in Maths to show progress to target within 0.5.	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, then report back at leadership	Class teachers and HOD Maths	Jan 18(2 trackings)
Students with the lowest ATL in the year groups, or who are at risk of exclusion or PA due to challenging behaviours or circumstance receive timely and effective support	Mentoring and interventions as directed by AHT and inclusion team triaged effectively and impact measured. 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	AHT Inclusion (to IncT lead when appointed)	Jan 18
PP student attendance to pass 95%	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.	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 Attendance and HOY to refer students as required.	AHT Attendance	Jan 18
Sixth form disadvantaged attendance to increase to 95% +	Attendance admin for sixth form team to support timely and effective intervention	Internal and external data demonstrates that the most successful students have attendance to lessons of 95%+ with our own case studies agreeing.	Weekly attendance data produced for HOS form to work with tutors on and implement appropriate catch up.	LRD	Oct 17

Greater parental contact and influence on their child's education.	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	Barriers to learning are gathered from students, but we need greater support and understanding from the parents as well, especially with some of our more challenged.	RA evenings and parent evenings to be a forum for parental interview and questions to elicit barriers and support required, along with opportunities throughout the year.	HOY	Oct 17
Total budgeted cost					£102,500
iii. Other approaches					
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 and then followed up by appointed disadvantaged Champion	HT	End of each tracking cycle and at half yearly and end of year appraisal process
Total budgeted cost					£19,500

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	<p>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.</p> <p>Introduction of Accelerated Numeracy programme to sit alongside accelerated reader which is proving successful in KS3 English</p>	<p>Yr 7 Su2 tracking tracking showed that in Art, Drama, Geog, English, History, Maths, P.E, R.S, MFL and Tech PP students are making better progress towards target than non PP others, Science the same. Our Mathematicians 0.1 grades below their peers in progress to target.</p> <p>As can be seen Mathematicians below the progress required suggests that this was not effective and that is because it was eventually not implemented</p>	<p>For most subjects the progress to target is better and therefore it is reasonable to assume that they have made more progress even if they had lower prior attainment they are progressing better than their peers in those subjects.</p> <p>Maths requires an alteration of intervention to match these subjects</p> <p>An approach is required in Maths to develop progress early in Bulmershe disadvantaged student's academic careers</p>	
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	<p>Exclusions have dropped again in 2016.17 and continue a 3 year trend</p> <p>Behavioural sanctions for PP students are dropping this year each tracking period and are moving steadily towards target, however they still exist above the % of students (30) and ATL GAP is still higher than wanted</p>	<p>Our inclusion area and support offered has had a dramatic effect on Exclusions for the school and the disadvantaged group.</p> <p>The support and interventions applied go some way to improving engagement as seen by attendance increase for our disadvantaged and we are now working to develop whole school ATL scores that show parity between advantaged and disadvantaged.</p>	

All students to receive timely effective feedback from classroom teachers and DIRT time respond to it effectively	Continued CPD and development of feedback and response methods for staff and students	Work scrutiny term 1 showed feedback and good progress however practices were inconsistent across departments. Work scrutiny term 2 showed a similar pattern and our specific work with the PP sample was used as exemplar material. Approx 70%- High level feedback	Feedback to students has improved markedly over the past 3 years, and student response has developed , however it was apparent that consistency for the disadvantaged students is essential.	£85,900
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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	Low attainers years 7-9 generally making better than expected progress to target in Maths compared to their non PP others. Other year groups Low prior attainment disadvantaged 7 LA- +0.3 progress to target as school others 8LA +0.5 better progress to target than school others 9LA- +0.3Same progress to target as school others 10 LA- -0.5Variable progres totarget ammongst the sub groups. 11 LA—0.7 Although outliers effect. L3 entry 66%, L4 77% EP	In most years the LA disadvantaged students have made better progress to target than school others in years 7-9 and there has been some success in year 11 with specific groups L3 PA and L4 PA who were on average on target there remains some concerns regarding expected progress in Maths this year.	

<p>All students who receive inclusion intervention to have made progress in their development against their perceived difficulty and to have CAPIT forms and appropriate evidence of intervention and impact</p>	<p>Mentoring and interventions as directed by HOY and inclusion team. Close liaison with home and appropriate use of external agencies</p>	<p>The percentages of disadvantaged students engaged in intervention has risen and the inclusion team are measuring impact to inform further support. Repeat offenders are receiving more variety of internal and external interventions</p> <p>Impact measures of team delivered to Governors in report.</p>	<p>Our numbers of disadvantaged students are growing and teams will need to be developed further to reflect this. Intervention has worked on some serial offenders and external agency support is now more frequent for those students with effective alternative educational pathways sought as required.</p> <p>Deeper understanding of the affect of interventions, timescales and the engagement of the external agencies by all IncT workers is required.</p>	
<p>Students identified as High ability on entry have progress 8 scores in line with national others at the end of KS4 course</p>	<p>AHT pupil premium Push group "Aim For Higher" and interventions. Tracking, university visits and increased parental contact to start.</p>	<p>These are a very important group who have received AHT intervention through the "Aim for Higher" programme- An internal support group to ensure progress to target is being made.</p> <p>Current</p> <p>Yr11 Progress to target is much better than previous year, however P8 remains much lower than M or L for this year group.-0.70 Upper whole school +0.16</p> <p>10- Progress to target is improving</p> <p>9- Progress to target is improving</p> <p>8- Progress to target matches others</p> <p>7 - progress to target matches others</p> <p>It is the first year of this intervention.</p>	<p>Students engaged well in the tracking progress and enjoyed the university visits and presentation skills work.</p> <p>Regular barriers interviews seemed productive however they have higher targets and therefore must be encouraged to remain understanding of their potential.</p> <p>Further work as groups on Flipped learning and study skills, coupled with staff CPD on teaching the upper band- Think harder- must be carried forward.</p>	
<p>Greater parental contact and influence on their child's education.</p>	<p>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</p>	<p>43 % attendance PP year 11 parents evening 2015/16 up to 78% PP attendance 2016.17. data comparisons on other evenings as they arise.</p> <p>Alternative parents evenings and relentless parental contact responsible.</p>	<p>Greater engagement across all years was evident and the alternative parents evening for our very hardest to reach captured more than ever.</p> <p>Our hardest to reach parents are still remaining so, especially in older year groups.</p>	

Increased attendance rates for pupils eligible for PP.	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.	<table border="1"> <thead> <tr> <th>Year group</th> <th>EOY 16.17</th> <th>EOY 15.16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>93.7</td> <td>92.6</td> </tr> <tr> <td>8</td> <td>95.2</td> <td>90.4</td> </tr> <tr> <td>9</td> <td>88.8</td> <td>87.6</td> </tr> <tr> <td>10</td> <td>88.7</td> <td>88.6</td> </tr> <tr> <td>11</td> <td>91.7</td> <td>88.4</td> </tr> </tbody> </table> <p>Better attendance across all year groups and increase in most cohorts on previous year, exception being year 8 into 9</p>	Year group	EOY 16.17	EOY 15.16	7	93.7	92.6	8	95.2	90.4	9	88.8	87.6	10	88.7	88.6	11	91.7	88.4	An attendance improvement across all year groups for PP students indicated the effective application of the AHT attendance and the team supporting that aspect of our work.	£99,398
Year group	EOY 16.17	EOY 15.16																				
7	93.7	92.6																				
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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 disadvantaged and attendance along with head of inclusion and attendance manager to develop monitoring and measuring systems to sustain the work and improve impact measurement of all interventions	Although there is now a systematic approach to recording intervention and opportunities to document the impact, this is still developing and is in its infancy.	Greater engagement from middle leaders in the documentation of intervention, impact and response to findings is to be encouraged in the coming year.	£19,467