

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
- Internal Attitude to learning and attendance data analysis

1. Summary information					
School	Bulmershe				
Academic Year	2018/19	Total PP budget	£233,750	Date of most recent PP Review	Jul.2017
Total number of pupils	854(exc 6)	Number of pupils eligible for PP	250	Date for next internal review of this strategy	Jan 2018

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 16.17)</i>
% achieving 5-9-4 incl. EM	48.7%	64.7%
% achieving expected progress in English / Maths (2015.16 national ave.)	48.6 / 56.7	75.8% / 73.4%
Progress 8 score average (from 2017/18)	-0.50	0.11
Attainment 8 score average (from 2017/18)	34.3	52

3. Barriers to future attainment
Disadvantaged students with high prior attainment require close supervision and assessment from staff to reach their potential and the teaching and learning of these students to be a priority across the school. High prior attainment disadvantaged Aspirations Attendance of disadvantaged students remains a priority, especially those receiving FSM. There is a direct correlation between attendance and outcomes across the years.

English language outcomes for disadvantaged students to be a focus
Disadvantaged Attitude to learning based around learning outside of the classroom.
Sixth form attendance to school and work during study periods to be maximised for previous disadvantaged students who transition

In-school barriers

A.	High prior attaining disadvantaged students to be reaching target grades from the very start of their education and maintaining contact with other HA peers
B.	High prior attaining disadvantaged students aspirations
C.	Attitude to Learning in school, on average not as positive as peers.
D.	Disadvantaged upper PA students skills development in English.
E.	Disadvantaged students learning outside of the classroom

External barriers

F.	Attendance rates for pupils eligible for PP approx. 91% some 3% 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 and therefore access to contact and study hours contributed to underperformance in a few.

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 in all year groups <i>Termly Higher attaining disadvantaged student progress to be analysed and responded to by HOY/AHT and year 11 Upper PP coordinator along with regular "turbo-boost" meetings</i>	Termly Higher attaining disadvantaged student progress data to be equal to or better than others in the cohort of similar prior attainment and close to the best in the cohort across all prior attainments
B.	High prior attaining disadvantaged students to have a clear pathway to transition with achievable aspirational goals gained through experience <i>Upper PP coordinator and HOY to establish a programme of interviews and experiences that keep aspiration and opportunities high. e.g L3 courses post 16</i>	All HA PP students to have completed aspirations interview and support from the newly appointed aspirations coordinator
C.	Disadvantaged student's 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 once outliers removed.

D.	Outcomes for Upper prior attainment Disadvantaged students in English language to be developed across time using identified skills development. <i>Termly data reflects accurately the learning outcomes to date as measured accurately by the HOD and DHT</i>	English Language outcomes improve to match national outcomes for others in English.
E.	An improvement of disadvantaged students learning outside of the classroom <i>Seen in data relating to homework set and completed by Disadvantaged students on a suitable learning platform</i>	No difference in homework completion between disadvantaged students and others in the school
F.	Disadvantaged student attendance to be no less than non- disadvantaged <i>AHT attendance and attendance manager and team to analyse data and employ strategies termly</i>	PP student attendance to pass 95%
G.	Sixth form disadvantaged attendance to improve for all and study session time to be maximised <i>Sixth form team and lesson attendance admin support analyse and respond to termly data supervised study sessions introduced successfully and attended</i>	Attendance to sixth form lessons and study sessions for all students to be above 93% which seems to be the cut off for success from previous cohorts.

5. Planned expenditure					
Academic year		2018/19			
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 who are disadvantaged with high prior attainment make as good progress to target as their non-disadvantaged peers both locally and nationally in all year groups	Staff training on think harder to encourage high level skills development and engagement and teaching to the top each lesson	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. Pixl have identified the strategies used as a very effective method of raising attainment in higher prior attaining students.	Inset time allocated, attended and evaluated Work scrutiny of learning Effective timetable management to ensure the very best teachers and their practise is shared and put in front of these High PA disadvantaged students.	RSN	Jan 19 (post 2 sets of tracking to see effect of intervention)

As above	Careful tracking of HA student data by HOD, HOY and AHT Turbo boost parental meetings with Senior staff each half term as a minimum.	NFER clear that a well lead , data driven approach that responds to the need of the individual is essential for success	Regular achievement (attainment and progress) monitoring by HOD and HOY (tracking) of High prior attaining students. This target group is to be prioritised further by Leadership in student standards discussions and quality assurance opportunities	RMY/HOY	Jan 19
E. An improvement of disadvantaged students learning outside of the classroom	Purchase of a learning platform that captures homework completion and provides subject content and skills for the students at home.	Providing opportunities to flip learning and allow students access to metacognition and periods of self-regulation, along with skills reference to that is proven to accelerate learning by up to 8 months over the KS4 course.(EEF toolkit)	DHT to investigate and purchase appropriate platform, student feedback sought.	RMY	Jan 19
Total budgeted cost					£57,100

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.High prior attaining disadvantaged students to have a clear pathway to transition with achievable aspirational goals gained through experience	Aspirations coordinator to ensure that these students receive advice and guidance along with experiences to capture their ambition and in many cases develop it	Strong social and emotional support to engage with students and their aspirations is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents.	Aspirations coordinator to create an action plan of interview and intervention that caters for this diverse HA population of students in the school	KRS	Jan 19

C. Disadvantaged student's attitude to learning scores to be no lower than non-disadvantaged	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	DHT 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	DRE	Jan 19
D.Outcomes for Upper prior attainment Disadvantaged students in English language to be developed across time using identified skills development.	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 Whole school literacy to support the year groups going forward in the HOD English's desired areas.	Classroom teachers to liaise with HOD English to suggest needed intervention with six weekly tracking data acted upon, then report back at leadership	ADH	Oct 18 and every tracking thereafter.
F Disadvantaged student attendance to be no less than non- disadvantaged	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
G. Sixth form disadvantaged attendance to improve for all and study session time to be maximised	Attendance admin for sixth form team to support timely and effective intervention. HOS to ensure calls and meets are had in response to low attendance at School or Supervised study	Internal and external data demonstrates that the most successful students have attendance to lessons of 93%+ 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 18
Total budgeted cost					£139,100

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					£32,000

6. Review of expenditure					
Previous Academic Year		2017/18			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
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	Across the year groups SU2 tracking showed that in most year groups Upper PA(prior attainment) PP students were in line with their non disadvantaged Upper PA peers and in some years better, however on average they are not doing as well as those of low or middle PA. This remains a priority for the school as it does nationally.	There was good evidence in work scrutiny of thinking harder in our classrooms and OFSTED feedback regarding the quality of teaching was positive, however, UPA student's progress to target does not match other prior attainment bands and therefore further work on teaching to the top needs addressing and will be in the strategy for 2018.19. This disparity is most acute with the Upper PA PP.		

Disadvantaged student's 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	Our Inclusion team continues to work with a large number of Pupil premium students in line with the schools need and are budgeted accordingly. Impact of the work carried out is analysed in inclusion reports and for many the work has proved invaluable, improving their attendance, punctuality and engagement. ATL scores who work regularly do, during times of engagement, improve, however sustaining that is the next challenge	For those that the inclusion team has the capacity to work with effectively the results have been very pleasing with several individuals improving ATL scores term on term throughout the year, this work with targeted individuals will continue, and those who are identified as PP may well be prioritised.	
Higher attaining learning diet stretches and challenges	Whole school staff CPD and development of "Think harder" strategies for staff and students.	Work scrutiny each term and external feedback from OFSTED showed us that learning and thinking are good. Term 1 showed good feedback and good learning progress and PP students were the focus of all samples along with Upper students. Work scrutiny term 2 showed a similar pattern and we continue to work on quality assurance and UPA outcomes by "Think Harder" programme and our specific work with the Upper Prior Attaining group. Data suggests that although thinking harder strategies are employed, not all students of Upper PA are accessing them.	There has been an increase in students responding to feedback and staff have built the thinking harder strategies in to schemes of work and lesson plans, this was commented on by OFSTED, however outcomes for the Upper cohort in general and the Upper PP students in particular remain stubbornly negative. Further work with this group is required and capacity is needed in order to achieve this.	£96,500

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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	In Maths, by the end of the academic year there was no difference in distance to target for the year 7 and year 8 cohorts when compared to their non disadvantaged peers, and both were either on or above target, this is very good news. In KS4 Maths progress approx 0.5 grades APS to target below the non PP across the year groups and more in the final outcomes at GCSE. Although broadly in line with other subjects it will remain a goal to reduce the difference further.	Lower year groups have closed the gap and there is no difference in PP outcomes at KS3, however, the outcomes at KS4 continue to show a gap between PP and non PP, closer monitoring of impact of year 11 interventions required, however overall Maths outcomes did improve for this group.	

<p>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</p>	<p>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.</p>	<p>For the small group interventions on targeted boys: In all year groups average ATL for the targeted students improved by between 0.05 and 0.3 points, showing that the intervention, although time consuming, had a positive effect. 3 points have been carried forward and support will continue from a secondary source using the most effective aspects of the term 1 intervention. New target groups in the later terms showed improvement however sustaining this is the next challenge.</p>	<p>An Increase of leadership in the inclusion team has developed home links and our engagement with external agencies. The support is now being provided for a greater number of students than ever before as the perceived need is increasing. In PP terms the school has never been bigger than in 2017.18 and therefore data for exclusions and internal sanctioning, when considered as a percentage, remains in line with previous outcomes. The work on ATL improvement will continue.</p>							
<p>PP student attendance to pass 95%</p>	<p>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.</p>	<p>Attendance of PP students has dropped by 91.1% this year in years 7-11. In each year group attendance overall figures tend to be disproportionately affected by the refusing few- Seven in year 7, Four in year 8 and 9 in year 10 (many joining us late and improving, but still low nevertheless). Year 9 students are closest to target and are our most settled year group. At 94.9%</p>	<p>PP attendance was not considered as regularly as in previous years due to a decrease in capacity within the team. The work carried out was tough and reported well, however an increase in students who were PA and not necessarily PP diverted attention and working practises. The team must be adjusted back to its original or greater strength to ensure that HOY are given the PP attendance focus required.</p>							
<p>Sixth form disadvantaged attendance to increase to 95% +</p>	<p>Attendance admin for sixth form team to support timely and effective intervention</p>	<p>Sixth form attendance: The figures below show that we still have some distance to go to hit our target of 95% and therefore it will remain a target this year for our year 12s</p> <table border="1" data-bbox="689 1026 1205 1118"> <thead> <tr> <th>Year Group</th> <th>EOY 17.18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>91.3 %</td> </tr> <tr> <td>13</td> <td>90.4 %</td> </tr> </tbody> </table>	Year Group	EOY 17.18	12	91.3 %	13	90.4 %	<p>This was put in place but was mitigated against by the loss of a HOY and so the adjustment upwards was not evident. Greater support is needed and staffing levels increased.</p>	
Year Group	EOY 17.18									
12	91.3 %									
13	90.4 %									

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	We are delighted that throughout the year over 94% of PP students' parents attended Raising achievement evenings, parents evening or individual appointments to improve engagement with the school.	Engagement has increased and will not be a priority this year.	£102.500
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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 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	Although there is now a systematic approach to recording intervention and opportunities to document the impact, this is still developing .	Systems need to be continuously checked and revisited in the present climate, stability of leadership will ensure that this year.	£19,500