



Pupil
Premium
Report and
Strategy

2016-18

Headlines

- 2017 signaled a vast improvement in achievement for disadvantaged students across practically all areas and the 'gap' between them and all students is now less than a third of what it was in 2016
- Levels of attendance and exclusions have improved over the last three years for PP pupils
- The gap between Blythe disadvantaged and other students nationally is significantly less than the national figure.

What is the Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2016 to 2017 financial year, the school received the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £935 for pupils in Year 7 to Year 11

The school received £1,900 for any pupil:

- who is in Years 7-11 and is identified in the January 2016 school census or the alternative provision census as having left local-authority care as a result of one of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

The DfE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

The purpose of the Pupil Premium Policy

There is a significant national gap in the academic performance (attainment and achievement) of pupils who receive free school meals (and/or who are looked after) and other pupils. On average, they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that some Pupil Premium (PP) pupils do exceptionally well in school.

We have therefore used the Pupil Premium funding in a number of different ways in order to attempt to accelerate the progress of these pupils and to remove their various barriers to success. The grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities. The way that the funding is spent is based on our analysis of the needs of the individual pupils and on the best evidence we have of the most effective way of supporting PP pupils.

Objectives for Pupil Premium in this School:

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for students in this category.
2. The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education.
5. The school will recognise that disadvantaged students are diverse, that many also come into 'LAC' and 'SEND' categories, and that all have many other unique characteristics. Therefore, provision will be tailored to each student.
6. We will develop governance further so that monitoring and evaluation of the achievement and progress of those students supported by the pupil premium is a systematic focus. Governors will continue to monitor funded activities ensuring that they are targeted specifically at eligible students and evaluate the outcomes.

2016/17 Spending and Impact

Number of students eligible for the Pupil Premium

	PP	% of year group	Looked After	%of year group
7	40	21%	1	.6%
8	37	21%	2	1.1%
9	27	15%	2	1.1%
10	31	20%	2	1.3%
11	35	20%	4	2.4%

Attainment and Progress – Impact of Pupil Premium (DfE unvalidated data, September 2017)

	2016	2017
Number of disadvantaged pupils in the Progress 8 score	21	34
Progress 8 score for disadvantaged pupils (national -0.38)	-0.77	-0.21
Progress 8 score for disadvantaged pupils - English	-0.8	-0.36
Progress 8 score for disadvantaged pupils - Maths	-1.41	-0.61
Progress 8 score for disadvantaged pupils - English Baccalaureate slots	-1.19	-0.37
Progress 8 score for disadvantaged pupils - Open slots	0.08	0.30
Average Attainment 8 score per disadvantaged pupil	38.7	41.57
Average Attainment 8 score per disadvantaged pupil - English	8.4	8.76
Average Attainment 8 score per disadvantaged pupil - Maths	6.2	7.12
Average Attainment 8 score per disadvantaged pupil - English Baccalaureate slots	8.7	10.51
Average Attainment 8 score per disadvantaged pupil - Open slots	15.3	15.17
Average Attainment 8 score per disadvantaged pupil - Open slots - GCSE only	4.7	7.29
Average Attainment 8 score per disadvantaged pupil - Open slots - non-GCSE	10.6	7.88
% of disadvantaged pupils entering the English Baccalaureate	19%	47%
% of disadvantaged pupils achieving a strong pass in the English Baccalaureate (grade 5 or above in English/maths & grade C or above in unreformed subjects)		14.71%
% of disadvantaged pupils achieving a standard pass in the English Baccalaureate (grade 4 or above in English/maths & grade C or above in unreformed subjects)	5%	26%
2% of disadvantaged pupils achieving a strong pass in English and maths (grade 5 or above)		17.65%
% of disadvantaged pupils achieving a standard pass in English and maths (grade 4/C or above)	29%	44%

Disadvantaged outcomes 2016 vs 2017

2016

	All	English	Maths	EBacc	Open
All	-0.18	-0.47	-0.49	-0.06	0.11
Disadvantaged	-0.77	-0.8	-1.41	-1.19	0.08
Non-disadvantaged	-0.09	-0.42	-0.34	0.12	0.11
Gap	-0.68	-0.38	-1.07	-1.31	-0.03

2017

	All	English	Maths	EBacc	Open
All	-0.06	-0.11	-0.21	0.15	-0.13
Disadvantaged	-0.21	-0.36	-0.61	-0.37	0.30
Non-disadvantaged	-0.03	-0.05	-0.12	0.3	-0.25
Gap	-0.18	-0.31	-0.49	-0.67	0.55

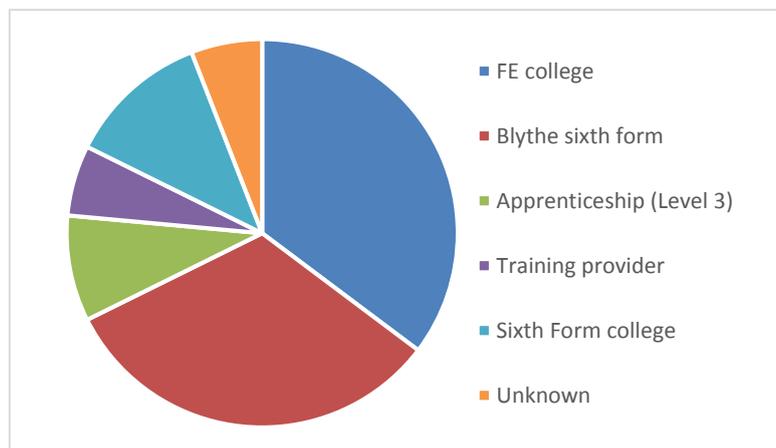
Exclusions (3-year trend)

Yea	PP days	PP days excluded as % of total days
2014/15	92	44%
2015/16	112	43%
2016/17	52	32%

Attendance Data (3-year trend)

	2014/15		2015/16		2016/17	
	PP	NPP	PP	NPP	PP	NPP
Overall	89.22%	94.11%	91.6%	94.13%	91.6%	93.24%
Gap	-4.89		-2.53		-1.64	

Disadvantaged Students' Destinations



We use the Pupil Premium funding in a number of different ways in order to attempt to accelerate the progress of PP pupils and to remove their various barriers to success. **Below is a summary of the pupil premium expenditure from 2016/17.**

Management, Leadership and Administration				
Approach	Desired Outcome	Estimated Impact	Lesson Learned	Cost
Administrative support staff	Ensuring all pupil premium pupils are recorded and accounted for in order to get the recognition and help that they deserve.	Recording of disadvantaged students and expenditure on them was thorough	Ensure that data administrator plays full role in monitoring PP students.	£6000
Progress Director – Raising Attainment	Ensuring that all activities associated with PP students are well conceived, effective and monitored closely	P8 for PP students went .77 to -.21 in this academic year. The gap between disadvantaged students and all students continues to be narrow and to narrow further (in school gap currently -.2)	It is important that the achievement of disadvantaged pupils continues to have a prominent profile in the SLT	£17,500

Academic Support				
Approach	Desired Outcome	Estimated Impact	Lesson Learned	Cost
Extra staffing for maths intervention	Gaps in achievement in maths are narrowed through smaller/intervention classes and extra-curricular interventions	PP students in maths went from a P8 of -1.41 to -0.61	The interventions with most impact were often those that happened beyond lessons.	£9,900

English Intervention staffing costs	Gaps in achievement in English are narrowed through smaller/intervention classes and extra-curricular interventions	PP students in English went from a P8 of -0.8 to -.36	Most of the interventions were out of lesson time and during school holidays, and seem to have been effective. External instructors were useful, but internal staff were cost-effective and had a very positive impact	£4,410
English Interventions in Easter from external consultant	To enhance disadvantaged students' examination strategy with timely and intensive small group interventions	EEF – small group tuition	Narrow gap between disadvantaged students and other below current - .36	£500
After school Year 11 English Examination preparation	To ensure focused differentiated preparation for PP students in after-school sessions during the run-up to exams	Previous successful interventions	By focusing on underperforming students and matching them with teacher who do not normally teach them students narrow gaps in their performance compared to non-PP students	£180

Paired reading/Accelerated Reader – LRCA intervention	Students whose reading age is holding them back in accessing all of the curriculum receive effective interventions that accelerate their improvements in reading.	At Key Stage 3 number of students substantially below chronological age in reading reduced substantially.	Find more cost-effective alternative to Accelerated Reader that allows readers who are falling behind to be identified in a timely manner.	£6,000
Student Progression Mentor	Interventions in and out of lessons enable disadvantaged students to narrow the gap with other students.	New approaches and the foundation of an 'Intervention Room' enable the gap between PP and all students nationally to narrow from -0.77 to -0.21	The Intervention Room was more effective than in-class support and should be retained and extended in 2017-18.	£23,500
MFL Alfiecloud	PP students' progress in MFL is accelerated with the help of this technology	57% of PP students who took Spanish and 75% of those who took French gained an A*-C grade, which exceeds targets.	In spite of the good performance of PP students the head of MFL does not feel that Alfiecloud played a significant role in this.	£500
Assisted Learning/Alternative provision	PP students who also have identified special needs, either EHC, K or M are catered for in and beyond lessons	The P8 outcomes for students who had an identified special need and were also disadvantaged was -.65, which is in line with national figures.	Continue cooperate to tailor provision for students who fall into SEN and PP categories	£7,100
Challenge the Gap English Y10 & Y11	Increasing engagement and achievement from PP students	PP students in English went from a P8 of -0.8 to -.36	Amalgamate 'Challenge the Gap' strategies with others for PP students	£5,400

E-Reader to support on-line reading	Increasing engagement with reading and set texts by PP students	A limited impact in increasing engagement with texts – PP students tend to use traditional formats.	Further evidence of impact needed for further investment	£700
History revision books KS3	Enhancing progress of KS3 students in history	KS3 students generally at expected or better	Focus future investments more at underperforming curriculum areas and areas where more PP students are represented.	£400
10 iPad, cases & chargers	The provision of iPads is intended to overcome barriers to learning for those pupils who do not have personal access to the appropriate learning technologies.	IPads have been used by disadvantaged students and others as part of interventions such as the Pixl Maths App	Use and impact was not yet great enough to warrant further investments in these technologies beyond 2017	£2,360
Challenge the Gap maths Y10 & Y11	Extra groups were set up to help focus support on PP students. 'Aiming High' group was set up as a weekly intervention in the run-up to the exams.	Overall, PP students underperformed a little in maths (P8 -0.61 vs overall -0.21). However, Aiming High attendees showed some significant improvement during the course of the intervention.	Extra groups in themselves do not seem to be as effective as additional inputs.	£5,400
Nexus tablets to support individual Literacy	The provision of the Nexus tablets is intended to promote reading among those for whom reading from a screen is more appealing and natural than from the printed page.	Impact and use has been limited.	The is no reason to make further investment in this technology, and more should be done to publicise its existence and promote its use in literacy lessons.	£690

After school maths interventions – 'Aiming High'	To increase the GCSE examination performance of Y11 students in maths	Outcomes suggest a positive impact, although attendance was limited	Experiment with increasing numbers and test whether it reduces impact	£200
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Behaviour, Attendance, Social and Emotional

Approach	Desired Outcome	Estimated Impact	Lesson Learned	Cost
Additional careers guidance	Ensure that the number of disadvantaged pupils who are NEET is minimised	Only 10 of the 36 (at that time) Y11 PP students were on the 'RONI' list; the majority of these had secured education or training beyond Y11.	Continue to prioritise PP access to careers guidance, including special 'BEST' Day session	£690
SCFC citizenship transport	Key Stage 3 students	It was thought to be less beneficial than in previous years, although still providing some positive outcomes.	Although there were many positive outcomes from attendance, it will need careful consideration before re-investment.	£75
Talk the Talk	Aimed at improving speaking and listening, and promoting confident communication, this intervention was employed on Year 8 and Year 9 students	Response from pupils was positive	A cost-effective and useful intervention that is worth considering for 2017-18	£80

Equal access, material barriers and aspirations

Approach	Desired Outcome	Estimated Impact	Lesson Learned	Cost
Breakfast and Homework Club	Enable disadvantaged students to complete homework in a productive environment, and to start the day ready to learn.	Club is well attended, and valuable help is given.	Continue with homework club and ensure it is advertised and promoted particularly to those who would benefit from it. Promote the new library as a location for homework at lunch and break for more independent homework	£3,500
Bookmarks for World Book Day	Promote reading for pleasure	Increased prominence of reading for pleasure	Outcomes a little too intangible to warrant continuing with this	£130
Individual Targeted Pupil Premium Funding	Removing specific barriers from individual students, such as supplying calculators, stationery, uniform items, financing trips and visits and revision guides so that pupils' financial disadvantage does not become educational disadvantage.	No students have been significantly disadvantaged because they cannot afford a specific item or payment demanded by their studies.	Sometimes the money could be more effectively focused by removing the presupposition that all such items will be wholly paid for from PP funding and only paying part of the cost of an item from PP funding. This more money will be available for provision of education and interventions.	£37,360

Pupil Premium Strategy 2017-2018

Disadvantaged pupils at Blythe Bridge commonly face the following barriers to achievement:

- Weak literacy/numeracy
- Social and emotional barriers
- Material poverty in terms of resources for learning, space to work at home
- Low self-esteem, aspiration and lack of resilience
- Limited FE and HE family experience
- Poor parental engagement
- Poor behaviour for learning
- Poor attendance
- Mental illness

In the 2017/18 academic year the numbers of students eligible for the pupil premium are as follows:

	PP
Year 7	30
Year 8	42
Year 9	37
Year 10	26
Year 11	31

Leadership, management and administration				
Approach	Objective	Evidence Base	Expected Outcome	Expected Cost
Administrative support of PP	Ensuring sound, efficient and reliable administration of PP lists, disbursements etc.		All administration is conducted accurately and efficiently so that disadvantaged pupils' needs are met in a prompt and fair manner	£6,000
Progress Director – Raising Attainment	Ensuring that all activities associated with PP students are well conceived, effective and monitored closely	P8 for PP students went from -.71 to -.24 in the previous academic year.	Gap between disadvantaged students and all students continues to be narrow and to narrow further (in school gap currently -.2)	£26,000

Academic Support

Approach	Objective	Evidence Base	Expected Cost	Expected Cost
Quality first teaching	To ensure all PPR pupils experience high quality teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	A large majority of pupils require limited intervention due to high quality first teaching, based on data cycles revealing good progress (few students less than 'under', averaging 'expected' at least)	£0

Accelerated Reader	To increased reading proficiency of pupils at KS3.	Internal data, accelerated reader assessments and EEF report on Accelerated Reader.	Improved reading proficiency of PP pupils relative to peers.	£6,000
Student Progression Mentor	To provide mentoring support for pupils who face barriers to learning, in-class support and intervention room support	EEF – Mentoring, one-to-one tuition, small group tuition	Address barriers to learning including attendance, literacy and organisation.	£23,500
Technical support for practical lessons	To provide technical support for PP students in art and food technology lessons	Current performance of PP students, particularly in food, is low.	Achievement in practical aspects of lessons, and 'making' assessments improves.	£4,900
Daily TA support for PP students	PP students are supported and re-focused in lessons.	EEF - Teaching assistants (low impact for high cost, but where, 'TAs support individual pupils or small groups, which on average show moderate positive benefits')	Lesson observations, learning walks and book trawls show PP students engage and succeed in tasks as well as other pupils.	£32, 000
After school maths interventions – 'Aiming High'	To increase the GCSE examination performance of Y11 students in maths	Previous underperformance of PP students in maths. EEF – Mentoring, one-to-one tuition, small group tuition	PP performance in maths is in line with national performance	£200

Behaviour, Attendance, Social and Emotional

Approach	Objective	Evidence Base	Expected Outcome	Expected Cost
Support from Student Progression Mentor	Ensure that students' wellbeing is such the BASE issues do not hinder progress, such as providing a supportive environment for homework tasks and diagnosing needs for targeted support with equipment etc.	EEF – homework, mentoring, social and emotional learning	Disadvantaged students are enabled to overcome BASE issues and achieve well	See above
Additional careers guidance	Ensure that the number of disadvantaged pupils who are NEET is minimised	EEF does not directly address careers guidance, and their 'aspiration intervention' category does not cover careers guidance. However, in previous years the prioritisation of careers guidance has kept PP NEET low.	Ensure that the number of disadvantaged pupils who are NEET is minimised	£700

Equal access, material barriers and aspirations

Approach	Objective	Evidence Base	Expected Outcome	Expected Cost
Revision guides in maths and English	Students have access to resources to enable their independent study of their English literature texts, and can prepare effectively for their crucial core examinations, thus supporting meta-cognitive approaches.	EEF – meta-cognition and self-regulation	Students are increasingly well prepared for the demands of their English and maths examinations and that this is reflected in their outcomes when compared to national figures.	c.£1000
Music Headphones	Ensure disadvantaged students can fully access music curriculum		Outcomes in music for PP students are strong.	£201.37
Other resources and materials	To ensure that students who are disadvantaged are not disadvantaged further through lack of books, stationary, calculators, resources for practical subjects or uniforms		Disadvantaged students are able to take a full part in all lessons and activities in line with their peers.	TBD

Success criteria

1. Close in-school gap in attainment between PP and NPP
2. Positive Progress 8 figure for PP pupils
3. Removal of literacy barriers for PP pupils at KS3
4. Most able PP pupils achieve in line with their peers
5. Attendance of PP pupils approaches 95%