



Pupil
Premium
Report
and
Strategy

(Version 1)

2017-19

Headlines

- Although 2017 signaled a vast improvement in achievement for disadvantaged students across practically all areas and the 'gap' between them and all students was less than a third of what it was in 2016; in 2018, however, the gap widened
- Levels of attendance and exclusions has been improving over the last three years for PP pupils
- The gap between Blythe disadvantaged and other students nationally was significantly less than the national figure in 2017, but greater in 2018
- Current data suggests that the gap will narrow again in 2019

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 £2,300 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.

134 pupils are eligible for this funding 2018-19; £125,290 has been allocated to the school.

The purpose of the Pupil Premium Policy

There is a significant 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.

Success criteria

1. No 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 is at least 95%

2017/18 Spending and Impact

Number of students eligible for the Pupil Premium

	PP	% of year group	Looked After	%of year group
7	19	10%	0	0%
8	38	21%	2	1.1%
9	27	15%	2	1.1%
10	31	20%	2	1.3%
11	35	14%	4	2.4%

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

	2016	2017	2018	2019
Number of disadvantaged pupils in the Progress 8 score	21	34	25	18
Progress 8 score for disadvantaged pupils (national -0.38 (2017))	-0.77	-0.21	-0.97	+0.02 (mock PP- NPP gap)
Progress 8 score for disadvantaged pupils - English	-0.8	-0.36	-0.97	
Progress 8 score for disadvantaged pupils - Maths	-1.41	-0.61	-1.16	
Progress 8 score for disadvantaged pupils - English Baccalaureate slots	-1.19	-0.37	-1.15	
Progress 8 score for disadvantaged pupils - Open slots	0.08	0.30	-0.68	
Average Attainment 8 score per disadvantaged pupil	38.7	41.57	35.92	
Average Attainment 8 score per disadvantaged pupil - English	8.4	8.76	7.92	
Average Attainment 8 score per disadvantaged pupil - Maths	6.2	7.12	6.48	
Average Attainment 8 score per disadvantaged pupil - English Baccalaureate slots	8.7	10.51	9.56	
Average Attainment 8 score per disadvantaged pupil - Open slots	15.3	15.17	11.96	
% of disadvantaged pupils entering the English Baccalaureate	19%	47%	52%	
% 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 strong pass in English and maths (grade 5 or above)		17.65%	8%	

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	-0.1	-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

2018

	All	English	Maths	EBacc	Open
All	-0.39	-0.47	-0.53	-0.31	-0.34
Disadvantaged	-0.97	-0.97	-1.16	-1.15	-0.68
Non-disadvantaged	-0.28	-0.38	-0.41	-0.15	-0.27
Gap	-0.69	-0.59	-0.75	-1	-0.41

Exclusions for PP

Year	% of fixed period exclusions (NAT)	Pupils with one or more exclusions (NAT)
2017/18	15.53 (23)	9.32 (10.10)

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 April 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

Leadership, management and administration				
Approach	Objective	Evidence Base	Outcome	Cost
Administrative support of PP	Ensuring sound, efficient and reliable administration of PP lists, disbursements etc.		All administration was conducted accurately and efficiently so that disadvantaged pupils' needs were met in a prompt and fair manner. PP students were accurately identified in a timely manner and administrative records updated promptly	£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 other students opened up again in 2018, primarily as a result of a drop in performance in the closing months of Year 11 among a relatively small cohort	£26,000
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Academic Support				
Approach	Objective	Evidence Base	Outcome	Cost
Quality first teaching	To ensure all PP pupils experience high quality teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	The drop in PP performance was accompanied by an overall drop in pupil performance suggesting both that interventions with pupil premium students needed to be more rigorous and that strategies for teaching and learning need to be developed with the school as a	£0

<p>After school, Easter break and half-term Year 11 English Examination preparation</p>	<p>To ensure focused differentiated preparation for PP students in after-school sessions during the run-up to exams</p>	<p>Previous successful interventions</p>	<p>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. The gap between PP and non-PP pupils in English was narrower than maths and EBacc subjects, but had not narrowed enough. Attendance of disadvantaged students at these sessions (30%) was lower than such sessions in the previous year (44%)</p>	<p>£680</p>
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Maths interventions from specialist teacher	To accelerate the progress of students in mathematics by reducing class sizes to create smaller groups for disadvantaged students	EEF – small group tuition	In-school gap in maths between PP and NPP students widened from 2017, but is still narrower than the gap of more than a grade in 2016. The departure of the specialist teacher in July 2018 will allow this strategy to be reconsidered as a part of a review of maths provision to Year 11 in the school	£18,600
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	Students had their timetables modified through KS4, but particularly in Year 11. This allowed academic interventions with a focus on maths and English, but also	£23,500
Technical support for practical lessons	To provide technical support for PP students in art and food technology lessons		Disadvantaged students performed relatively well in DT product design (SPI -.64 against -1.1 whole school) and DT food	£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 suggest that PP students tackle tasks more effectively when supported by TAs. Year 11 progress data is more mixed with some disadvantaged students in classes with such support progressing well in comparison with others, but in other cases students whose P8 was very low were in classes with such support. Overall, numbers are too low to yield statistically significant data.	£32, 000
After school and half-term maths interventions – 'Aiming High'	To help Year 11 disadvantaged students to be more confident in selected topics in maths		Evident progress was made during the intervention with the small number of students concerned. For a low-cost intervention, it had a positive effect and the P8 of PP students in maths was higher than 2016.	£0

Behaviour, Attendance, Social and Emotional

Approach	Objective	Evidence Base	Outcome	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 were able to benefit from the additional support they received, particularly in retail business, where they gained a P8 of +.1	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	

Equal access, material barriers and aspirations

Approach	Objective	Evidence Base	Outcome	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 were well prepared for the demands of their English and maths examinations. English outcomes for PP students compare well with other subject areas in the last three years and maths has an improving trend.	
Music Headphones	PP students are not disadvantaged in music lessons		PP residuals in Music at GCSE positive.	£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.	

Spending 2018-19

Individual Targeted PP Funding				£3,763
Year 11 Pupil Premium English Exam Preparation (Easter)				£430
English TA support & intervention (RS)				£21,990
Maths Intervention (SLG)				£21,990
Technician support for practical lessons				£4,600
Finance/admin support of PP				£845
Data Co-ordinator PP support (average 2 hr per week)				£1,100
Daily TA support for PP students (17%)				£32,000
Pupil Premium Student Welfare Officer/Pastoral Support				£27,961
Assistant Head - Raising Attainment				£12,780
Aiming High Maths Revision				£200
Access to Reading				£150
English Text Guides				£600
Food for AM exam revision sessions				£100
Water & fruit pre exams				FOC
Librarian - PP Reading Challenge Year 8 & 9 - 5 hrs				£2,480
Librarian PP lunchtime Readers - 5 hrs commencing 2019				£0
Final Grand Total				£130,989
Final Money received into budget for fin. year 2018/19				£147,700
Pupil Premium money not yet allocated				£16,711

Strategy

Leadership, management and administration

Approach	Objective	Evidence Base	Expected outcome	
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 were met in a prompt and fair manner. PP students are accurately identified in a timely manner and administrative records updated promptly	
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 in achievement between PP students and other students nationally was too great	

Academic Support

Approach	Objective	Evidence Base	Expected outcome	
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Quality first teaching	To ensure all PP pupils experience high quality teaching through teaching that focuses on the needs and on overcoming the barriers of PP students while ensuring achievement for all.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	There is an evident improvement in the standard of the educational experience of disadvantaged students as part of the whole-school improvement strategies.	
After school, Easter break and half-term 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. EEF – one-to-one, small group	Ensuring that well-attended examination preparation sessions provide an appropriate and encouraging environment in the run-up to external examinations.	

Maths interventions	To accelerate the progress of students in mathematics			
Pupil Premium Student Welfare Officer – academic support	To provide mentoring support for pupils who face barriers to learning, and in-class support .	EEF – Mentoring	Ensure that the facilities and educational experiences available for pupil premium students are accessed to the fullest extent by PP students, including study workshops with disadvantaged students and their families.	
Technical support for practical lessons	To provide technical support for PP students in art and food technology lessons		Disadvantaged students perform as well as their peers in practical subjects, such as art and DT through additional support.	

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 suggest that PP students' learning is enhanced they are supported by TAs.	
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Equal access, material barriers and aspirations				
Approach	Objective	Evidence Base	Expected outcome	
Revision guides in all subjects	Students have access to resources to enable their independent study of their subjects, and can prepare effectively for their crucial examinations, thus supporting meta-cognitive approaches.	EEF – meta-cognition and self-regulation	Students are well prepared for the demands of their examinations, and are not disadvantaged by material barriers.	

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.	
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Behaviour, Attendance, Social and Emotional				
Approach	Objective	Evidence Base	Expected outcome	
Pupil Premium Student Welfare Officer – pastoral support	Ensure that students' wellbeing is such the BASE issues do not hinder progress, such as intervening at an earlier stage than with NPP pupils with attendance issues, or with behavior concerns as monitored through the school behavior system.	EEF – homework, mentoring, social and emotional learning	Attendance, behaviour and social issues have a less negative impact on disadvantaged students' academic work	
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	