

Pupil premium strategy statement: Bicester Technology Studio

1. Summary information					
School information	A higher than average proportion of students is eligible for the Pupil Premium at Bicester Technology Studio: approximately 21% of the school's cohort compared to 18% nationally.				
Academic year	2018/19	Total PP budget	£20,535	Date of most recent PP Review	Governors Sept 2018
Total number of pupils (including Post-16)	116	Number of students eligible for the PPF	21 + 3 service children	Date of next internal review of this strategy	Governors Sept 2019

2. Current attainment (See Appendix A for data relating to current year groups)			
	<i>Students eligible for PP (BTS)</i>	<i>Students not eligible for PP (BTS)</i>	<i>Students not eligible for PP (national average)</i>
% achieving grade 4+ in EnMa	25%	43%	69%
Progress 8 score average	-1.94	-0.68	N/A
Attainment 8 score average	25.02 (vs estimate of 32.46)	32.18 (vs estimate of 33.23)	N/A

3. Barriers to future attainment (for students eligible for PP including high ability)	
In-school barriers (issues to be addressed in school)	
A:	Attendance of PP students
B:	Attainment for highlighted students to be in line with their peers.
C:	Progress of students who are PP
External barriers (issues which also require action outside of school)	
D:	Parental engagement with the school and access to resources at home
E:	Character and aspirations - there is a lack of resilience and a lack of high aims for the future (especially More Able students)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A:	Increase attendance rates for learners eligible for PP.	Attendance data shows that PP students are in line with their peers

B:	Attainment for highlighted students to be in line with their peers.	AP (Assessment Point) data shows that actions are resulting in a diminished difference between these students and their peers.
C:	Increase the progress of PP students	Pupils eligible for PP will make the same or more progress when compared to NON PP by the end of KS4. Teachers ensure that at data drop PP learners not making expected progress attend intervention. More sharply focussed intervention to enable all to catch up.
D:	Parents of PP students embrace a range of opportunities aimed at increasing parental engagement with the learning process. Students are given resources to use at home to support their learning outside of school.	School records show that parents engage with the school in some form - either recorded as attended a Parents' Consultation Evening or individual student logs show engagement with a relevant member of staff via another form of communication (e.g. phone or email).
E:	Increase aspirations of PP learners	NEET statistics remain below national average for learners entitled to PP. The proportion of learners entering higher education and sustaining their attendance remains above national average.

5. Planned expenditure

Academic year | 2018/19

The three headings below demonstrate how we are using the PPF to i) improve outcomes for PP students ii) improve attendance of PP students iii) improve the typicality of good or better teaching across BTS

i) Improve Outcomes for PP Students

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 the implementation be reviewed?
B: Attainment for highlighted students to be in line with their peers (AP data shows that actions are resulting in diminished difference between these students and their peers)	Close tracking and analysis of data after each AP with targeted interventions for specific students and subjects (for example targeted revision session, additional lesson and DL support and morning interventions for the core subjects)	Our strategy focuses on high quality teaching and learning however we acknowledge that some students at some times will still require additional support in a smaller targeted group which focuses on their particular need.	KS4 Academic Standards meeting once a half term focus on reviewing and sharing data about key students with HoDs who then feedback to their departments so that eligible students are highlighted.	JKY	After each AP
C. Increase the progress of PP students	New lesson plans are used to emphasise school priorities: questioning, AfL, interleaving, silent concentration and	DFE briefing paper 'supporting the attainment of Disadvantaged pupils' and Evidence	Staff training through T+L briefings; CPD based upon 'Learning Communities' monitoring of T+L; new T&L handbook	JKY	Staff observations (whole school and also in departments)

	positive behaviour for learning.	Based Teachers' Network			
C. Improving the typicality of good or outstanding learning in BTS	Creation of department-led CPD to improve practice in all classrooms.	EEF; What Makes great teaching? Evidence Based Teachers' Network, Michaela School philosophy, Schools' Ministers Network – knowledge based teaching.	Monitoring of actions and impact after each session; monitoring of T+L; evaluation of outcomes.	DWO	Focused Learning Walks/Book Monitoring/Work Scrutiny/Common Assessment Points). HoD led reviews of exam results
Improving the quality of marking and feedback to students.	Development and implementation of new school assessment policy which allows each department flexibility for efficient marking as well as ensuring universal SPAG routines.	A working panel of teachers reviewed the previous marking policy.	By regular book monitoring.	DWO	Termly
To provide an aspirational curriculum for all.	Review of curriculum at KS4 for 2017 to include all students within EBACC offer.	DFE Guidance.	Consult with HODs/parents and students in order to provide inclusive curriculum for all.	PUP	Sept 2018
A, B, C, D, E	Increase engagement - reduce exclusions	High levels of exclusions in 2017-18 effecting progress of all learners	JKY trained as Pivotal Education Instructor, 3 year staff training plan rolled out.	JKY	Termly

	Total budgeted cost £14,000 total PP
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ii) Improve attendance for PP students					
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 the implementation be reviewed?
D: Parents of eligible students embrace range of opportunities aimed at increasing parental engagement with the learning process.	Increased opportunities for parents to engage with school - such as pre-emptive phone calls in advance of Parents' Evening, additional 'catch up sessions' for families not attending and home visits or visits off site where necessary. Targeted appointments with hard to reach parents.	Internal data shows underperformance linked with attendance to parents evenings Eligible students' families disproportionately underrepresented at Parents' Evenings. Educational research shows that parental engagement is a key factor in their children making progress in school	Monitor attendance at Parents' Evenings with student support, JKY/LSH/KOL and Trust Leads to follow up with additional evenings or home visits where appropriate.	LSH/JKY	After each Parents' Evening
E: Increased attendance rates for eligible students across all Year Groups	Contracts to be drawn up between the school and families of children who are persistently absent or who are late for school.	External educational research shows that a student makes less progress if their attendance is low or is erratic. This is confirmed with in school data (especially with reading ages for non-attenders).	Termly checks on attendance for groups of key students.	JKY/KOL+Tutors	Termly
A, B, C, D, E	Increase engagement - reduce exclusions	High levels of exclusions in 2017-18 effecting progress of all learners	JKY trained as Pivotal Education Instructor, 3 year staff training plan rolled out.	JKY	Termly
				Total budgeted cost	£14,000 total PP

iii) Improve typicality of good or better teaching at BTS					
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 the implementation be reviewed?
C. Improving the typicality of good or outstanding learning in BTS	Creation of department-led CPD to improve practice in all classrooms.	Sutton Trust; What Makes great teaching? Evidence Based Teachers' Network, Michaela School philosophy, Schools' Ministers Network – knowledge based teaching.	Monitoring of actions and impact after each session; monitoring of T+L; evaluation of outcomes.	DWO	Focused Learning Walks/Book Monitoring/Work Scrutiny/Common Assessment Points). HoD led reviews of exam results
Improving the quality of marking and feedback to students.	Development and implementation of new school assessment policy which allows each department flexibility for efficient marking as well as ensuring universal SPAG routines.	A working panel of teachers reviewed the previous marking policy.	By regular book monitoring.	DWO	Termly
				Total budgeted cost	£14,000 total PP

6. Review of expenditure				
Previous Academic Year		2017/18		
i) Improve outcomes of Students				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? (including impact on students who are not eligible for the PPF in appropriate)	Lessons learned (and whether we would continue with this approach)	Cost
Increase attendance of PP students	Leadership restructure to provide AP responsibility.	Achievement and attendance targets met for PP students. Attendance of PP students was 1% lower than cohort. Up from 5% lower in previous year	More specific focus needed on attendance but, pupils were in line with the cohort and showed progress from previous schools	10k

<p>Increase outcomes for PP students</p>	<p>Teaching interventions Maths and English: extra capacity. Rapid progress of Pupil Premium students, especially those with low prior attainment. Recruitment of Student Support Manager leading to more staff free time to teach interventions.</p>	<p>Less curriculum time lost due to behaviour, but little impact on curriculum outcomes</p>	<p>Yet to see the impact due to behaviour of a small group of students, more focus on this needed.</p>	<p>10k</p>
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ii) Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? (including impact on students who are not eligible for the PP in appropriate)	Lessons learned (and whether we would continue with this approach)	Cost
All PP students in correct uniform all of the time	Individual support for uniform, equipment etc. Distributed by AP as requested by SAM/RAP/HOY	Uniform support offered to all PP students and used in some cases	No PP students sent home for uniform, will carry on with this support.	0.2k
Student feel supported and have more chance of achievement by being well nourished	Breakfast Club. Achievement and attendance targets met for PP students	Poor take up so cancelled after 1 term	Started but very poor uptake so cancelled after 1 term	0.5k
Every PP student to have access to trips	Trips subsidies and provision of extra-curricular opportunities, Ensure high levels of involvement in core Extra-curricular learning. Identification of interests of Pupil Premium students and	Up to 50% of trip costs paid from PP funding for PP students. ALL PP students went on at least on school trip	All PP students involved in trips, carry on support.	0.5k

	provision of appropriate opportunities			
Improved outcomes form PP students	Teacher Coach for high PPG classes. Ensuring that all classes meet our standard for student experience. Cost covered by recruitment of Student Support Manager	Intervention groups focused more on PP students	More focused intervention tracking needed, with this the support will be sharper. Carry on but with greater clarity	Ok
Improved outcomes form PP students	1-1 tuition. Pupils with low prior attainment or making below expected progress make rapid improvement in key areas of English and Maths. Cost covered by recruitment of Student Support Manager	Lexia implemented with students with lower RA	More focused intervention tracking needed, with this the support will be sharper. Carry on but with greater clarity	Ok

iii) Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? (including impact on students who are not eligible for the PPF in appropriate)	Lessons learned (and whether we would continue with this approach)	Cost
Improved engagement of PP students	Counselling, All disadvantaged students who requested to see the Counsellor or who we recommended see her have had access from anything from 1-18 sessions. We do not receive further feedback though anecdotally students tell us it helps.	1 to 1 coach employed for 2 half terms. Students well being improved and students more engaged in school		1.5k
Improved outcomes for PP students and access to revision	Revision guides, Provide revision guides for all disadvantaged students	Revision guides provided for all PP students	Carry on support with parental buy in through support evenings and “welcome to GCSE” evening	0.5k
Improved outcomes for PP students and access to revision	GCSE Pod, Provide all students with access to GCSE Pod	All students have access to GCSE Pod and access it regularly	Carry on support with parental buy in through support evenings and “welcome to GCSE” evening	0.8k