

# BTS Pupil Premium Student Spend and Evaluation of Impact

## Principles

We recognise that some young people experience disadvantage which may mean that they are at risk of achieving low levels of attainment and also making slower progress than their peers. This has been a pattern in our school and across the system: pupils eligible for FSM, those who have been entitled to FSM within the past 6 years and Children Looked After have not achieved as well as others. We also recognise that eligibility for the pupil premium does not equate with low ability or achievement.

We aim to narrow and ultimately close the gap in performance, breaking the link between deprivation and low attainment. We also aim to enrich the educational experience of all of our students.

Funding used to support this work will be used in a systematic way, with careful prioritisation. We know our students eligible for Pupil Premium well and use this knowledge to plan how to use the Pupil Premium funding to support them in closing the attainment and achievement gap. We use our knowledge of the students, progress data and other information, research findings and evaluation of previous interventions to determine how best to support these students.

In all cases, we identify any potential barriers to progress in school and provide support which will remove or overcome the barrier. All interventions will be measured for impact. The School Development Plan includes a clear focus 'closing the gap' in achievement between students eligible for Pupil Premium and their peers and all Team Development Plans include specific actions for those teams related to achieving this goal.

The provision supported by Pupil Premium funds will be identified in our school budget and at times the provision will be accessed by students not eligible for Pupil Premium, as in our community, deprivation may exist amongst those not eligible. We also assert that an inclusive approach means that support is fully integrated into the school's systems and may be accessed by those in greatest need.

## Section one: Background

### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	129
Count of PP students on roll Year 10-13( September 2017)	27
Pupils eligible for PPG in Year 10 2017-18	16
Pupils eligible for PPG in Year 11 2017-18	7
Disadvantaged pupils in Year 12 2017-18	1
Disadvantaged pupils in Year 13 2017-18	3
Total PPG support 2017-18	£25,245

## Section Two: Our priorities

### *Improving the attendance of Pupil Premium students*

Good attendance to school is a crucial factor in achievement. We know that some of our students eligible for Pupil Premium do not have attendance as high as it could be. We are committed to ensuring every student is supported, encouraged and challenged to achieve attendance as high as possible. This means knowing our students well, understanding any factors that may cause unnecessary absence and working with students and families to address these. We track attendance very closely to ensure our actions are swift and timely and that any issues are dealt with appropriately and promptly.

*Ensuring all students benefit from high quality and supportive relationships with adults in school that impact on engagement with learning and achievement*

Good learning takes place in the context of excellent relationships. We aim to ensure that we use 1-1 conversations and positive attention to communicate our combination of high expectations and individual attention. These conversations will ensure we know every disadvantaged students well and are able to address any issues before they have a negative impact on education. We track students' attendance, engagement and progress so that where a student needs a greater level of support this is swiftly put in place.

*High quality teaching that ensures all children benefit from high quality learning experiences and individual needs are addressed so that barriers to learning can be overcome*

Every teacher is expected to plan lessons using our agreed framework for effective teaching which has been produced to promote strategies that are known to have the most impact on disadvantaged students. Teachers actively participate in a broad professional learning programme focussed on classroom teaching. We collect information on barriers to learning for all students and teachers use annotated seating plans to ensure these barriers are overcome. We use coaching to support staff where necessary to ensure learning in all classrooms is of a high quality.

*Mastery of key concepts in English and Maths*

Disadvantaged students often develop learning gaps for a range of reasons including absence, behaviour, low confidence and failure to engage with homework. We are committed to identifying and closing these gaps in core subjects. We will pay attention to the specific learning gaps and address them through 1-1 and small group support. We have identified the most crucial aspects of English and Maths that future learning relies upon and will ensure interventions ensure students are secure in these aspects.

*Ensuring students are not disadvantaged by a lack of literacy or language skills*

Students from disadvantaged backgrounds can often be disadvantaged by a more limited working vocabulary and less experience of the wide range of literature available to them. We aim to improve students' vocabulary so that many key 'Tier 2' words that are often used in education but not necessarily at home are well known and understood. We will also track students reading for pleasure and use of the library and use our knowledge of students to plan how to develop this for individuals and groups of students.

### Section 3 Expenditure and anticipated impact

Activity	Cost £K	Anticipated impact	Detail	Monitoring	Impact	Continue
Leadership restructure to provide AP responsibility.	10	Achievement and attendance targets met for PP students	Weekly prioritising of PP students across school. Weekly report to HT	Principals Report/link governor/governor or committee	Attendance of PP students was 1% lower than cohort. Up from 5% lower in previous year	Yes
Teaching interventions Maths and English: extra capacity.	10	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.	KS4 extra classes RAP teams monitor and deploy resources	Head of English and Maths report to AP and Governors. Three data collection points per year	Less curriculum time lost due to behaviour, but little impact on curriculum outcomes	No

Individual support for uniform, equipment etc	0.2	Distributed by AP as requested by SAM/RAP/HOY		AP	Uniform support offered to all PP students and used in some cases	Yes
Breakfast Club	0.5	Achievement and attendance targets met for PP students	Positive start to school day for all PPG students	SENDCo	Started but very poor uptake so cancelled after 1 term	No
Trips subsidies and provision of extra-curricular opportunities	0.5	Ensure high levels of involvement in core Extra curricular learning. Identification of interests of Pupil Premium students and provision of appropriate opportunities	As directed by EVC	EVC reports to AP in Pupil Premium participation in core activities	Up to 50% of trip costs paid from PP funding for PP students. ALL PP students went on at least on school trip	Yes
Teacher Coach for high PPG classes	0	Ensuring that all classes meet our standard for student experience. Cost covered by recruitment of Student Support Manager	As directed by our VP Teaching & Learning	VP: Professional Learning/Teaching and Learning report to Principal	Intervention groups focused more on PP students	Yes
1-1 tuition	0	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		Head of English and Maths report to AP and SENDCo	Lexia implemented with students with lower RA	Yes
Counselling	1.5	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.	Students highlighted by Student Concerns meetings	AP & SENDCo	1 to 1 coach employed for 2 half terms. Students well being improved and students more engaged in school	Yes
Revision guides	0.5	Provide revision guides for all disadvantaged students	RAP	AP	Revision guides provided for all PP students	Yes
GCSE Pod	0.8	Provide all students with access to GCSE Pod	RAP	AP	All students have access to GCSE Pod	Yes
Total	£24k					

Sept 2018