

DEVELOPMENT PLAN

Vision for Pupil Premium students at Bournville School.

"To deliver consistently high quality teaching that is matched appropriately to the needs of each individual student. Teaching staff will actively seek to develop the knowledge, skills and understanding of disadvantaged students. Teachers will provide timely, regular feedback that supports students to reflect and improve on their deliberate practice during each lesson.

All students will be given appropriate opportunities to explore the wider world as they consider and experience alternative approaches, views and interests inside and outside of lessons supporting them to make at least good progress academically where disadvantaged students achieve as well as their peers.

Disadvantaged students will leave Bournville School having achieved their full potential whilst having the drive, enthusiasm and confidence to seize future opportunities and thrive as successful 21st Century, global citizens".

AIMS - OUTCOMES

- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Disadvantaged students are consistently challenged during lessons.
- Disadvantaged students are given timely and regular feedback to support their progress and attainment.
- Attendance of disadvantaged students is above the national expectation of 95%.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.
- Parents of disadvantaged students are encouraged and supported to be active and valued partners in learning and development.

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium Outcomes

ACCOUNTABLE TO:

Head of Academy

Barriers to future attainment 20178 / 18 (for pupils eligible for Pupil Premium including those that are More Able)

In-school barriers

A	Literacy skills on entry to the Primary Phase are low as measured by bench-marking assessments.
B	Literacy skills on entry are below average for a significant number of students the majority of which are disadvantaged. This prevents students from making good progress in Year 7 and 8.
C	Disadvantaged students are making less progress than their non-disadvantaged peers in school and against disadvantaged students nationally. This reflects performance of all students across the school at the end of Key Stage 4.
D	Disadvantaged students who are most able made the least progress of any cohort of students at the end of Key Stage 4. The gap between the disadvantaged most able and their non-disadvantaged peers was the largest of any comparable cohort at Key Stage 4.
E	Disadvantaged students made the least progress in the EBACC and open elements of Progress 8.
F	Disadvantaged students receive the same teaching and learning provision as their non-disadvantaged peers during the majority of lessons. This contributes to the gap not being closed between these students.

External barriers (which also require action outside school, such as low attendance rates)

G	Attendance rates for disadvantaged students is lower than for non-disadvantaged students within Bournville School. This reduces contact time with teaching and other academic support staff which causes them to make less progress in most circumstances.
H	There is less parental support and weaker parent school partnerships for students who are disadvantaged.
I	Disadvantaged students less likely to attend enrichment activities outside of school.
J	Some disadvantaged students have low aspirations and expectations for the next stage of their education, employment or training when leaving Bournville School.

Outcomes

	To ensure the progress of disadvantaged students at Bournville School improves to be in line with national averages.	
Milestone/Impact Statement:	At least 80% of Disadvantaged students feel that they are challenged in lessons and given timely and regular feedback.	Measured through Student Voice
	An overwhelming majority of disadvantaged students are making good progress.	Measured through data analysis (at the end of the 2017-18 academic year and periodically in line with milestone assessments)
	Attendance of disadvantaged students is above the national expectation of 95%.	Measured through attendance data
	Work scrutiny by the leadership indicates that a significant majority of disadvantaged students are receiving timely and regular feedback that supports improvements in deliberate practice.	Leadership Meetings Standing Item for faculties / departments
	At least 80% of parents of disadvantaged students feel that they are active and valued participants in the learning and development of their child(ren).	Measured through Parent Voice.

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Summary of issues arising from 2016 / 2017 (School Context)

- The number of students in the Primary phase for whom the school is in receipt of Pupil Premium funding is 39% (42 out of 109 students)
- The number of students in the Secondary phase for whom the school is in receipt of Pupil Premium funding is 61% (416 out of 685 students)
- The total number of students for whom the school is in receipt of Pupil Premium funding is 58% (458 out of 794). In both phases this is above the national Average and it is anticipated this will rise in coming years due to lower numbers of Pupil Premium students in Year 10 and 11.
- Disadvantaged students made up 38% of the 2017 Year 11 cohort.
- Overall progress 8 score for the disadvantaged cohort in 2016 was -0.55. (down from -0.20 in 2015 – 2016)
- The gap between disadvantaged and non-disadvantaged students in Progress 8 is -0.20.
- There is a significant gap for each of the English, Maths and Science elements of Progress 8. (English -0.23, Maths -0.26, Science -0.37) compared to non-disadvantaged students in each of these subject areas
- There is a smaller progress 8 gap in MFL (-0.10) and in this subject area students made the progress expected of them based on their starting points.
- There is no progress 8 gap in Humanities as disadvantaged students performed better than their non-disadvantaged peers based on their starting points.
- There is no progress 8 gap in the Open element subjects as disadvantaged students performed better than their non-disadvantaged peers based on their starting points. Performance in these subject areas is significantly lower than it should be in progress 8.
- There was a 24% gap between disadvantaged students gaining a strong (grade 5) pass in English and Maths compared to their non-disadvantaged peers. (27% for disadvantaged compared to 51% for non-disadvantaged peers)
- There was a 33% gap between disadvantaged students gaining a strong (grade 5) pass in English compared to their non-disadvantaged peers. (42% for disadvantaged compared to 75% for non-disadvantaged peers)
- There was a 25% gap between disadvantaged students gaining a strong (grade 5) pass in Maths compared to their non-disadvantaged peers. 30% for disadvantaged compared to 55% for non-disadvantaged peers)

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- 62% of fixed term exclusions were for disadvantaged students for whom the school was in receipt of Pupil Premium.
- Fixed term exclusions for students who are currently in receipt of Free School Meals is broadly the same as for those students who are not currently FSM. (50.7% for FSM and 49.3% for those not currently in receipt of FSM).
- Attendance across Primary and Secondary Phases for Pupil Premium students was 92.62% compared to 95.32 for non-Pupil Premium.
- Students with persistent absence (above 10% of all sessions missed) was 23.18% for pupil premium students compared to 12.6 % for non-Pupil Premium students.

Basic Information

Date: 15.09.2017

School Population					
Year	Girls	Boys	PP	PP % of Cohort	Total
R	4	5	4	44%	9
1	20	31	15	29%	51
2	12	15	11	41%	27
4	9	13	12	55%	22
Primary	45	64	42	39%	109

7	54	65	81	68%	119
8	71	77	104	70%	148
9	48	74	81	66%	122
10	66	94	95	59%	160
11	72	64	55	40%	136
Secondary	311	374	416	61%	685

ALL	356	438	458	58%	794
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	ACTIONS			MONITORING AND EVALUATION		
Objective	Action(s)	Who is responsible for the action(s)?	Deadline for action(s)	Success Criteria	Who is responsible for measuring the success?	Deadline for evaluation
Launch vision and AUT non-negotiables strategy for Pupil Premium students Barrier to Learning focus - ALL	Outline Vision and non-negotiables for PP students in CPD to all Leaders of Learning. (AAHT's, Middle Leaders, Lead Practitioners and related post holders)	SJ	Tuesday 5 th September 2017.	<ul style="list-style-type: none"> Session delivered successfully. Clear messages delivered with queries answered. 	SJ	Monday 21 st September 2017.
Implementation and monitoring of Pupil Premium Non-Negotiables as part of the Teaching for Excellence model Barrier to Learning focus – B, C, D, E, F	<p>SJ to meet fortnightly with each AAHT to discuss and support non-negotiable implementation and share good practice.</p> <p>Identification of future developments concerning non-negotiables in AUT 2.</p> <p>Discussion of potential additional strategies appropriate for each faculty.</p>	SJ	<p>First meeting cycle completed by end of W/C 21st October 2017.</p> <p>On-going</p>	<ul style="list-style-type: none"> Some or all elements of the non-negotiable strategy are implemented in lessons. Clear progress and development shown over time. Learning walk completed with each AAHT. (W/C 16th October 2017) 	SJ (I/C AAHT's)	30 th October 2017.

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<p>Implementation of pastoral practices for disadvantaged students and parental engagement</p> <p>Barrier to Learning focus – C, G, H</p>	<p>SJ to meet with HOH fortnightly to develop pastoral support systems and parental engagement.</p> <p>Strategies to improve in target areas identified and implementation commenced.</p> <p>Clear future strategies and direction agreed</p>	<p>SJ HOH</p>	<p>First meeting cycle completed by end of W/C 21st October 2017.</p> <p>On-going</p>	<ul style="list-style-type: none"> HOH and pastoral staff responsibilities to improve pastoral practice for disadvantaged students identified. HOH and pastoral staff will support the implementation of Teaching for Excellence non-negotiables. Support for parental engagement provided under an agreed framework to support vision 	<p>SJ (I/C HOH's)</p>	<p>30th October 2017.</p>
<p>Update of Statutory information for the school website</p> <p>Barrier to Learning focus – N/A</p>	<ul style="list-style-type: none"> Pupil Premium Plan 2017 – 2018 Pupil Premium Statement 2016 – 2017 Year 7 Catch-up Premium 2016 – 17 Pupil Premium data (Progress 8 and other headline figures when all data available) 	<p>SJ (I/C Dan Wilkes, JC)</p>	<p>6th October 2017</p>	<ul style="list-style-type: none"> Documents meet statutory requirements. Documents reflect accurately the past performance and the impact of expenditure concerning Pupil Premium funding. School progress data and headline figures accurate and appropriate for all relevant stakeholders. (Associates, SLT, OFSTED, Leaders, Teaching staff and parents) 	<p>JC (To moderate and QA documents)</p>	<p>13th October 2017</p>
<p>Careers Fair to target Pupil Premium students (as well and Non-PP where appropriate) to raise aspirations and provide clearer understanding of future pathways and entry requirements.</p>	<ul style="list-style-type: none"> HP, RXF and VXM to organise and deliver Careers Day. Feedback and analysis to be 	<p>HP, RXF, VXM</p>	<p>10th October 2017</p>	<ul style="list-style-type: none"> Careers fair well attended by students as required and by invitation as appropriate. Student feedback positive on impact of event. 	<p>HP (I/C RXF and VXM)</p>	<p>20th October 2017</p>

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Barrier to Learning focus – J	considered for Pupil Premium students					
Proactive recruitment of PP students to extra-curricular and enrichment opportunities Barrier to Learning focus – I	<ul style="list-style-type: none"> Recruitment to PP students in Year 7 for peripatetic music lessons. Recruitment of PP students as part of enrichment activities. 	SJ (I/C DT and relevant AAHTs and enrichment activity leaders)	6 th November 2017	<ul style="list-style-type: none"> Proportion of Year 7 PP students undertaking peripatetic music lessons in Year 7 will be at least in proportion with PP students in Year 7 cohort. Significant proportion of PP students in recorded attendance at enrichment activities 	DT	13 th November 2017
Data analysis Pupil Premium students with comparisons against non-disadvantaged peers. Milestone 1 Barrier to Learning focus – C, D, E, F	<ul style="list-style-type: none"> Analysis of PP data with reference to KPI's and in comparison to non-disadvantaged peers. Year 7, 8 core and all efforts. Year 11 Current and PAG all subjects. Brief report completed for dissemination. 	SJ (I/C MR)	6 th November 2017	<ul style="list-style-type: none"> Accurate data report to inform future actions and focus areas. 	SJ (I/C MR)	13 th November 2017
Formulate AUT 2 strategy for Pupil Premium at Bournville School Barrier to Learning focus – ALL	<ul style="list-style-type: none"> Consider school evidence to formulate future strategies to improve outcomes for PP students. Research wider academic and school based evidence to identify appropriate additional strategies(including OFSTED, Educ Endow 	SJ JC SXY	23 rd October 2017	<ul style="list-style-type: none"> Clear and justified strategies for progression of PP at Bournville School. Simple strategies that allow for focus and effective implementation. 	SJ JC SXY	30 th October 2017

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	Foundation, Award winning schools, successful similar)					
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