

## 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 21<sup>st</sup> 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 2017/8 / 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-mark assessments.
B	Literacy skills on entry at KS 3 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 contributes to disadvantaged students making 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**

	<b>To ensure the progress of disadvantaged students at Bournville School improves to be in line with national averages.</b>	
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.

LEAD:	DATE:	FOCUS:	ACCOUNTABLE TO:
Mr SIMON JAMES	September 2017	Pupil Premium outcomes	Head of Academy

## 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)

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium outcomes

ACCOUNTABLE TO:

Head of Academy

- 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
-----	-----	-----	-----	-----	-----

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium outcomes

ACCOUNTABLE TO:

Head of Academy

	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
Restate vision and introduce next steps in Pupil Premium strategy delivery  <b>Barrier to Learning focus - ALL</b>	Restate vision. Briefing to restate and then introduce brief outline of focus for SPR 1.	SJ	Monday 15 <sup>th</sup> January 2018	<ul style="list-style-type: none"><li>Session/briefing delivered successfully.</li><li>Clear messages delivered with queries answered.</li></ul>	SJ	Monday 22 <sup>nd</sup> January 2018.
Direct and personal contact with the parents of all Year 10 PP students.	Assigned member of SLT / HOH to call parent and introduce PP and strategy. (working with parents, effective use of funding etc)  Letter sent directly to parents as a follow-up to this initial contact to reinforce and set lines of communication for parents.  Key information collected from parents and stored centrally for dissemination and use by	SLT / HOH assigned to call each parent under agreed parameters. (e.g. number of calls required each week)	Friday 7 <sup>th</sup> February 2018	<ul style="list-style-type: none"><li>Direct contact with parents of all available and contactable Year 10 students.</li><li>Letters sent to all parents directly to home address.</li><li>Key information recorded in agreed and sharable format.</li><li>SIMS updated effectively.</li></ul>	SJ	Friday 16 <sup>th</sup> February 2018

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium outcomes

ACCOUNTABLE TO:

Head of Academy

	<p>leaders and teachers at all levels as appropriate.</p> <p>Communication logged in SIMS under communications and interventions</p>					
<p>Increase consistency and challenge for Pupil Premium students in lessons.</p> <p><b>CONTINUED FROM AUT 2</b></p> <p><b>Barrier to Learning focus – B, C, D, E, F</b></p>	<p>SJ to lead faculty focus on “Challenging PP to improve progress” through AAHT meetings.</p> <p>Faculties discuss and agree methods that are most effective in their areas.</p> <p>Implementation led by AAHT. Monitoring and evaluation to be undertaken as part of AAHT role and supported by relevant SLT member.</p> <p>Share good practice through briefings and other CPD opportunities.</p>	<p>SJ</p> <p>i/c AAHTS</p>	<p>First meeting cycle completed by end of W/C 22<sup>nd</sup> January 2018.</p> <p>On-going</p>	<ul style="list-style-type: none"> <li>Greater challenge in lessons evident and overt for PP students.</li> <li>Learning walk completed with each AAHT. (W/C 5<sup>th</sup> February 2018 – 2 week cycle)</li> <li>Performance Management lesson observations evidence challenge for PP in lessons.</li> </ul>	<p>SJ</p> <p>(I/C AAHT's)</p>	<p>Friday 16<sup>th</sup> February 2018.</p>
<p>Improve the effectiveness of provision for Pupil premium students at Subject level.</p>	<p>Curriculum Leaders develop a one page Action Plan focusing on each of the following areas.</p> <ul style="list-style-type: none"> <li>Improvement in an aspect of Teaching and Learning</li> <li>Progress (all years)</li> <li>Attainment (to focus on one key group in Year 10 and 11)</li> </ul>	<p>SJ</p> <p>CL's i/c AAHT</p>	<p>Friday 7<sup>th</sup> February 2018</p>	<ul style="list-style-type: none"> <li>Effective Action Plans in place with clear actions, success criteria and monitoring and evaluation timescales.</li> </ul>	<p>SJ</p> <p>(to review Action Plans with AAHT's and CL where practicable)</p>	<p>Friday 16<sup>th</sup> February 2018</p>

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium outcomes

ACCOUNTABLE TO:

Head of Academy

PP Core subject Mentoring Programme delivered to Year 8 students.  "PP FOCUS STUDENTS"  <b>Barrier to Learning focus – C, G, H</b>	<ul style="list-style-type: none"> <li>• Launch assembly with focus students</li> <li>• Letter to parents to launch programme and provide / open additional lines of communication</li> <li>• 3 week mentoring programme cycle completed with support of form tutors, HOH, PD</li> <li>• Recognition of successful completion of the mentoring programme</li> <li>• Review</li> </ul>	SJ / PD	Friday 12 <sup>th</sup> January 2018  Friday 12 <sup>th</sup> January 2018  End W/C 29 <sup>th</sup> January 2018	<ul style="list-style-type: none"> <li>• Focus students successfully complete mentoring programme.</li> <li>• Parents contacted</li> <li>• Successful students receive appropriate rewards</li> <li>• Student voice (questionnaires and focus groups) used to support effective review</li> <li>• Staff voice used to support effective review and identify improvements prior to next cohort.</li> </ul>	SJ  (I/C Year 8 form tutor /HOH's/PD)	Friday 16 <sup>th</sup> February 2018
Dine Masterclass revision sessions for English, Maths and Science weekly for Pupil Premium More Able in Year 11. (focus on elements of the curriculum for Most able only)  Friday Masterclasses for foundation subjects on a rotation basis. Pupil Premium More Able  <b>Barrier to Learning focus – C, D, F, I</b>	Identify target students who are PP More Able and suitable for Masterclass interventions. (Only students who are highly unlikely to respond to such intervention to be discounted and included in the next cohort in SPR 2)  Parental contact to emphasise importance and value of the sessions.  Launch assembly with focus students. (From SJ Erdington Academy HPA programme)  Targeted students attend sessions  Review programme	SJ  Led by AAHTS English. Maths and Science  CL's in Foundation subjects i/c AAHTs (HP and DT)	From W/C 22 <sup>nd</sup> January 2017 – Friday 9 <sup>th</sup> March 2018	<ul style="list-style-type: none"> <li>• Positive feedback from sessions</li> <li>• Attendance more than 80% of invitees</li> <li>• Linked to improved performance in subjects attended</li> </ul>	AAHTS	Friday 16 <sup>th</sup> March 2018.

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium outcomes

ACCOUNTABLE TO:

Head of Academy

<p>Every year 11 PP student has an academic mentor</p> <p><b>Barrier to Learning focus – C, D, E, G, I, J</b></p>	<p>Assign students to groups of leaders and form tutors.</p> <p>CPD for mentors on principals of coaching / mentoring</p> <p>Complete barriers to learning questionnaire to inform process</p> <p>Weekly meetings with mentees with</p>	SJ / I/C SXY	In place by 10 <sup>th</sup> November 2018	<ul style="list-style-type: none"> <li>Positive student feedback</li> <li>Improvement in effort grades</li> <li>Improvement in Current and PAG grades</li> </ul>	SJ SXY	Friday 16 <sup>th</sup> February 2018
<p>Year 11 students receive appropriate CIAG and support to make successful applications to the most appropriate courses linked to their aspirations, ability and needs.</p> <p><b>Barrier to Learning focus – J</b></p>	<p>Careers advisor to review progress of applications for PP students in Year 11. (brief discussion with students if necessary)</p>	HP (Careers advisor GM)	W/C Friday 16 <sup>th</sup> February 2018	<ul style="list-style-type: none"> <li>All Pupil Premium Students have had a follow-up contact with GM</li> <li>Additional support provided when appropriate.</li> <li>Relevant staff aware of potential NEEETS following these interviews.</li> </ul>	HP (Careers advisor GM)	Friday 16 <sup>th</sup> February 2018
<p>Proactive recruitment of PP students to extra-curricular and enrichment opportunities.</p> <p>ADDITIONAL FOCUS ON YEAR 9 PP STUDENTS</p> <p><b>Barrier to Learning focus – G, I</b></p>	<p>Recruitment of PP students as part of enrichment activities.</p> <p>Widen opportunities beyond Performing Arts, Technology and PE.</p> <p>English trip to Theatre.</p> <p>University of Birmingham Masterclasses.</p>	DT (I/C relevant AAHTs and enrichment activity leaders)	Friday 7 <sup>th</sup> February 2018	<ul style="list-style-type: none"> <li>Increase in Year 9 PP students attending enrichment activities.</li> <li>Greater range of enrichment activities available across the school.</li> <li>Increase in the proportion of PP students attending enrichment activities in all years.</li> </ul>	DT (Whole School Enrichment) JET (DofE)	Friday 16 <sup>th</sup> February 2018
<p>Data analysis</p> <p>Pupil Premium students with comparisons against non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>Analysis of PP data with reference to KPI's and in comparison to non-disadvantaged peers.</li> </ul>	SJ (I/C MR)	6 <sup>th</sup> November 2017	<ul style="list-style-type: none"> <li>Accurate data report to inform future actions and focus areas.</li> </ul>	SJ (I/C MR)	13 <sup>th</sup> November 2017

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium outcomes

ACCOUNTABLE TO:

Head of Academy



Milestone 1  <b>Barrier to Learning focus – C, D, E, F</b>	<p>Year 7, 8 core and all efforts. Year 11 Current and PAG all subjects.</p> <ul style="list-style-type: none"> <li>Brief report completed for dissemination.</li> </ul>					
Formulate SPR 1 strategy for Pupil Premium at Bournville School  <b>Barrier to Learning focus – ALL</b>	<ul style="list-style-type: none"> <li>Consider school evidence to formulate future strategies to improve outcomes for PP students.</li> <li>Research wider academic and school based evidence to identify appropriate additional strategies(including OFSTED, Educ Endow Foundation, Award winning schools, succesfull similar)</li> </ul>	<p>SJ JC SXY</p>	<p>23<sup>rd</sup> October 2017</p>	<ul style="list-style-type: none"> <li>Clear and justified strategies for progression of PP at Bournville School.</li> <li>Simple strategies that allow for focus and effective implementation.</li> </ul>	<p>SJ JC SXY</p>	<p>30<sup>th</sup> October 2017</p>

LEAD:

Mr SIMON JAMES

DATE:

September 2017

FOCUS:

Pupil Premium outcomes

ACCOUNTABLE TO:

Head of Academy