

## DEVELOPMENT PLAN

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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.

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## **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.

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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: 28/02/2018

School Population					
Year	Girls	Boys	PP	PP % of Cohort	Total
R	8	7	6	40%	15
1	19	32	13	26%	51
2	14	13	10	37%	27
4	10	11	12	57%	21
Primary	51	63	41	36%	114

7	54	68	81	66%	122
8	65	71	91	67%	136
9	46	71	78	67%	117
10	65	90	89	57%	155
11	71	60	51	39%	131
Secondary	301	360	390	59	661

ALL	352	423	431	56%	775
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Objective	ACTIONS			MONITORING AND EVALUATION		
	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. Link to Year 11 P6 programme as part of TLA meeting.	SJ	Monday 5 <sup>th</sup> March 2018	<ul style="list-style-type: none"> <li>Session/briefing delivered successfully.</li> <li>Clear messages delivered with queries answered.</li> </ul>	SJ	Friday 9 <sup>th</sup> March 2018.
Increase consistency and challenge for Pupil Premium students in lessons.  <b>CONTINUED FROM AUT 2 / SPR 1</b>  <b>Barrier to Learning focus – B, C, D, E, F</b>	<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>	SJ  i/c AAHTS	<p>First meeting cycle completed by W/E 9<sup>th</sup> March 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 walks completed by SJ periodically. Feedback given to AAHT and individual staff member.</li> <li>Performance Management lesson observations evidence challenge for PP in lessons.</li> </ul>	SJ  (I/C AAHT's)	Friday 30 <sup>th</sup> March 2018.

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	Share good practice through briefings and other CPD opportunities.					
Improve the effectiveness of provision for Pupil premium students at Subject level.	<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>	SJ CL's i/c AAHT	First meeting cycle completed by W/E 9 <sup>th</sup> March 2018.	<ul style="list-style-type: none"> <li>Effective Action Plans in place with clear actions, success criteria and monitoring and evaluation timescales.</li> </ul>	SJ (to review Action Plans with AAHT's and CL where practicable)	Friday 30 <sup>th</sup> March 2018.
<p>PP Core subject Mentoring Programme delivered to Year 9 students.</p> <p>"PP FOCUS STUDENTS"</p> <p><b>Barrier to Learning focus – C, G, H</b></p>	<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	<p>Launch assembly W/E 16<sup>th</sup> March</p> <p>Commence 19<sup>th</sup> March End 20<sup>th</sup> April 2018. (SUM1 week 1)</p>	<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 9 form tutor /HOH's/PD)	Friday 27 <sup>th</sup> April 2018.
<p>Year 11 – Period 6 programme.</p> <p>Period 6 lessons for all Year 11 students. Will be more beneficial for PP students relatively but all</p>	<p>Plan P 6 programme. (Liaison with staff for preferred times and cohorts)</p> <p>Launch assembly</p>	SJ I/C SLT and extended SLT	<p>Wednesday 1<sup>st</sup> February 2018</p> <p>Friday 9<sup>th</sup> March 2018</p>	<ul style="list-style-type: none"> <li>Comprehensive and clearly structured plan for all students</li> <li>Assembly completed and well received</li> </ul>	SJ I?C SLT and extended SLT	End of Summer 1 term.

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<p>students should make progress and attainment gains.</p> <p><b>Barrier to Learning focus – C, D, F, I</b></p>	<p>Letter to parents to launch and set expectations</p> <p>Student timetables set.</p> <p>Operations management requirements</p> <p>Commence programme</p> <p>Evaluate programme.</p>		<p>Friday 9<sup>th</sup> March 2018</p> <p>Monday 18<sup>th</sup> March 2018.</p>	<ul style="list-style-type: none"> <li>Parental feedback positive and issues raised dealt with</li> <li>Attendance the same or very similar to that of each day as per AM and PM registration.</li> <li>Student feedback positive</li> <li>Staff feedback positive</li> <li>Expected improvements in progress and attainment gained.</li> </ul>		
<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>Positive staff feedback</li> <li>Improvement in effort grades</li> <li>Improvement in Current and PAG grades</li> </ul>	SXY i/c LW	Friday 30 <sup>th</sup> March 2018
<p>Year 11 students receive appropriate CIAG and support to make successful applications to the most appropriate courses</p>	<p>Careers advisor to review progress of applications for PP students in Year 11. (brief</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> </ul>	HP (Careers advisor GM)	Friday 30 <sup>th</sup> March 2018

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linked to their aspirations, ability and needs.  <b>Barrier to Learning focus – J</b>	discussion with students if necessary)			<ul style="list-style-type: none"> <li>Additional support provided when appropriate.</li> <li>Relevant staff aware of potential NEEETS following these interviews.</li> </ul>		
Proactive recruitment of PP students to extra-curricular and enrichment opportunities.  ADDITIONAL FOCUS ON YEAR 9 PP STUDENTS  <b>Barrier to Learning focus – G, I</b>	Recruitment of PP students as part of enrichment activities.  Widen opportunities beyond Performing Arts, Technology and PE.  English trip to Theatre.  University of Birmingham Masterclasses.  Complete student focus group (Year 9) to	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 30 <sup>th</sup> March 2018
Data analysis  Pupil Premium students with comparisons against non-disadvantaged peers.  Milestone 1  <b>Barrier to Learning focus – C, D, E, F</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Brief report completed for dissemination.</li> </ul>	SJ  (I/C MR)	Friday 30 <sup>th</sup> March 2018	<ul style="list-style-type: none"> <li>Accurate data report to inform future actions and focus areas.</li> </ul>	SJ  (I/C MR)	Friday 20 <sup>th</sup> April 2018
Formulate SUM1 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> </ul>	SJ  JC	Friday 23 <sup>rd</sup> March 2018	<ul style="list-style-type: none"> <li>Clear and justified strategies for progression of PP at Bournville School.</li> </ul>	SJ  JC	Monday 16 <sup>th</sup> April 2018

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	<ul style="list-style-type: none"> <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>	SXY		<ul style="list-style-type: none"> <li>Simple strategies that allow for focus and effective implementation.</li> </ul>	SXY	
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