

## Pupil Premium Statement 2016/17

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools are free to spend the PPG as they see fit. However, they are accountable for how they have used the additional funding to support students from low-income families. New measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged pupils covered by the PPG.

In 2016-17 Bournville School was allocated a Pupil Premium Grant (PPG) of £358,017.92

Overview of PPG spending 2016 / 17		
<b>Development plan objectives:</b>		
<ul style="list-style-type: none"> <li>• Improve basics in PP students at KS4 in English and Maths</li> <li>• Improve attainment and Progress 8 for PP students in Year 11. (particularly most able and those with middle prior attainment)</li> <li>• Embed literacy strategies via quality teaching to support outcomes in writing and reading for disadvantaged learners</li> <li>• Minimise the level of Permanent Exclusions for disadvantaged learners</li> <li>• Reduced Fixed Term Exclusions for disadvantaged students</li> <li>• Alternative Provision destinations provide improved life chances as an alternative to Permanent Exclusion.</li> <li>• Remove financial barriers for disadvantaged students (equipment, transport, uniform)</li> <li>• Enable disadvantaged students to complete and access homework and provide nourishment for their well-being each morning</li> <li>• Raise attendance of disadvantaged students closer to 95%</li> <li>• Reduce persistent absence of disadvantaged students to be broadly in line with the National Average</li> <li>• Eradicate NEETs by raising ambition and providing all Year 11 and 7 disadvantaged students with a careers pathway via interview and actions</li> <li>• Develop a broad range of extra-curricular activities attended by disadvantaged students in all years</li> </ul>		
<b>Summary of spending and actions taken:</b>		
Action Plan Strand	Summary of spending	Spending (%)
Achievement	*Support for English and Maths teaching. *Support for non-English and Maths teaching.	42.17 %

	<ul style="list-style-type: none"> <li>*Progress group to raise attainment of Lower Ability Year 7 and 8 students.</li> <li>*Teaching Assistant support for Pupil Premium students.</li> <li>*Accelerated Reader intervention Y7, 8, 10, 11</li> <li>*Support for Curriculum Trips and Visits for PP students.</li> <li>*Leadership time to support raising achievement of PP students.</li> </ul>	
Attitudes and Actions	<ul style="list-style-type: none"> <li>*Counselling to support vulnerable PP students.</li> <li>*Financial support for uniform, equipment and kit.</li> <li>*Rewards programme</li> <li>*External CPD (Vulnerable students)</li> <li>*Student Support Officers</li> <li>*Internal exclusion staffing as an alternative to FTE</li> <li>* Support for Alternative Education provision to reduce PEX</li> <li>*Leadership time to support improvements in attitudes and actions of students.</li> </ul>	39.85%
Attendance	<ul style="list-style-type: none"> <li>*Leadership time to focus on improving attendance</li> </ul>	5.92%
Ambition	<ul style="list-style-type: none"> <li>*Peripatetic music lessons</li> <li>*Careers consultancy</li> <li>*Transport costs to remove this as a barrier to extra-curricular and other visits in school time</li> <li>*Leadership time to support raising the ambition of PP students.</li> </ul>	12.10%
<b>Total spending</b>	<b>£358, 017</b>	<b>100%</b>

This is not an exhaustive list of interventions that take place within the school, but it includes those that can clearly be identified as being funded in part from Pupil Premium as well as the school's delegated budget. For example, the FMAT Leadership Academy programme focuses leadership projects on PP students – these specific interventions are based in subject areas and focus on student outcomes and are in addition to that listed above.

**Narrowing differences – Impact 2016 / 2017**

GCSE Attainment	2014		2015		2016		2017 (awaiting confirmation)	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students
Number of students	74	124	62	121	75	94	64	102
% of students	37	63	34	66	44	56	39	61
% achieving grades A* - C in English and Maths	27	60	37	64	39	66		
% achieving grade 4-9 in English and Maths							48	78
???????% achieving 5+ A*-C (4-9) grades	32	67	45	73	37	56	45	72

GCSE PROGRESS	2014 EXPECTED PROGRESS		2015 EXPECTED PROGRESS		2016 EXPECTED PROGRESS			2017 PROGRESS 8	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students		Disadvantaged Students	Other Students
% Achieving expected progress in English	62	92	64 ↑	89	50 ↓	73			
% Achieving more than expected progress in English	23	49	15 ↓	53	22 ↑	27			
PROGRESS 8 ENGLISH ELEMENT							-0.31 SIG -	-0.08	
% Achieving expected progress in Maths	34	57	41 ↑	76	45 ↑	70			

% Achieving more than expected progress in Maths	10	27	14 ↑	26	14=	29			
PROGRESS 8 MATHS ELEMENT								-026	0.00
% of High Ability Students Achieving expected progress in English	71	98	79 ↑	89	56 ↓	88			
PROGRESS 8 HIGH ABILITY ENGLISH									
% of High Ability Students Achieving expected progress in Maths	57	68	50 ↓	81	65 ↑	91			
PROGRESS 8 HIGH ABILITY MATHS									
% of High Ability Students Achieving more than expected progress in English	29	54	21 ↓	37	33 ↑	46			
% of High Ability Students Achieving more than expected progress in Maths	43	40	14 ↓	34	35 ↑	51			

GCSE Value Added	2014		2015		2016 PROGRESS 8		2017 (based on initial DFE PROGRESS 8)	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students

Number of Students	928.9	982.4	973.8 (P8 – 0.24)	998.6	P8 – 0.21	+0.05	-0.55	-0.35
Significance	SIG -	SIG -	SIG -				SIG -	SIG -

#### Evaluation of impact in 2016 – 2017:

- 9% increase in disadvantaged students gaining a grade 4-9 in English and Maths.
- Progress 8 for Pupil Premium students fell – most significantly for the More Able disadvantaged.
- 0% NEET PP students. (also 0% in non-disadvantaged students)
- PP students supported with equipment, transport and uniform.
- Removed financial barriers for disadvantaged students (equipment, transport, uniform).
- Attendance of disadvantaged students stayed broadly stable compared to 2015-16. PP attendance strategy did not have the positive impact as hoped.
- Persistent absence of disadvantaged students rose slightly.
- The number of Fixed Term Exclusions rose in 2016-17.
- There were 4 Permanent Exclusions in 2016-17 (3 secondary, 1 primary) of which 50% were disadvantaged.
- Literacy support has increased in lessons to support written communication and oracy of disadvantaged students in lessons.

#### Priorities for 2017 – 2018:

- **WIG: To achieve 2018 Progress 8 score of at least 0 for disadvantaged students**
- To improve the attainment of disadvantaged students so that it is in-line with or significantly improved compared to national figures.
- To narrow the attainment gap for disadvantaged students in English and Maths.
- To narrow the gap for progress of disadvantaged students compared to their non-disadvantaged peers nationally. Progress 8 should be in-line with or significantly improving towards national figures.
- 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%.
- Parents are to become more active and valued participants in the learning and development of their children. (focus on parents of disadvantaged students)