

Pupil Premium

Statement 2019-20 for Bournville School

Secondary Phase

V1 September 2019

1.0 The Pupil Premium

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 students 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 students covered by the PPG.

As an "all-through" school, at Bournville School we receive the PPG for both our primary phase and secondary phase students. This document outlines the use of the PPG in the secondary phase only, and an equivalent document details this for the primary phase. This statement was written in September 2019, and while we will continually assess and improve our strategy, the next scheduled comprehensive review will be in September 2020.

In 2019-20 we expect to receive a Pupil Premium Grant (PPG) of £430,000 for secondary phase students.

In 2018-19 Bournville School was allocated a Pupil Premium Grant (PPG) of £460,903 for secondary phase students.

2.0 Barriers to Learning:

Students for whom we receive the PPG are, like any other group of children, all individual with individual strengths and areas where they need support. No group of children is homogenous. However children in this group are *more likely* than others to face certain barriers to learning. A summary of the main barriers to educational achievement faced by eligible students at the school is given here:

- Greater difficulties in accessing the school curriculum.
- Lower attendance.
- Lower levels of literacy on entering the secondary phase.
- Greater levels of exclusion from school.
- Financial barriers e.g. difficulties in providing uniform, PE kit, stationery etc.

- Social barriers – students for whom we received the PPG are more likely to come from households where support is required.
- Lower levels of ambition.
- Less “cultural capital” e.g. experience of live theatre.

3.0 Use of the PPG in the current academic year (2019-20):

This section details how we intend to spend the pupil premium to overcome the barriers to learning identified above, and the reasons for that approach. Section 3.1 outlines our overall aims, and sections 3.2-3.9 outlines how we use the PPG to achieve these aims.

3.1 Overall Aims:

- Improve basics in PP students at KS4 in English and Maths.
- Improve attainment and Progress 8 for PP students in Year 11 (particularly high and middle prior attaining students), narrowing the gap when compared to non-disadvantaged peers nationally.
- Improve attainment for students in all year groups, narrowing the gap when compared to non-disadvantaged peers nationally.
- Embed literacy strategies via quality teaching to support outcomes in writing and reading for disadvantaged students.
- Minimise the level of Permanent Exclusions for disadvantaged students.
- Reduced Fixed Term Exclusions for disadvantaged students.
- Use Alternative Provision to improve life chances by providing an alternative to Permanent Exclusion.
- Remove financial barriers for disadvantaged students (equipment, transport, uniform).
- Enable disadvantaged students to complete and access homework and provide nourishment for their well-being each morning.
- Raise attendance of disadvantaged students closer to 95%.
- Reduce persistent absence of disadvantaged students to be broadly in line with the national average.
- Eradicate NEETs by raising ambition and providing all Year 11 and 7 disadvantaged students with a careers pathway via interview and actions.
- Develop a broad range of extra-curricular activities attended by disadvantaged students in all years.

3.2 Teaching and Achievement:

- We ensure that all PP students receive excellent teaching, through our “Teaching for Excellence model” which was selected for its potential to best teach disadvantaged students.
- All PP students will receive excellent teaching through employment of suitably trained and experienced teaching staff, for which the PPG will provide support.
- We provide key materials such as revision guides for PP students.
- Rewards, awards and recognition for hard work and excellence, as part of our reward system.
- All teachers will be required to identify their PP students on their seating plans and to undertake strategies to better support PP students that they teach.
- The Progress Group utilises small-group teaching to accelerate the learning of students in years 7 and 8 who most need this support.
- The PPG will be used to support the provision of teaching assistants for PP students.

- Dedicated spaces will be made available after school to enable students to complete homework on site.

3.3 Attendance:

- We utilise the services of an Educational Welfare service in order to work with families and students who are not attending school regularly.
- We use PPG towards employing a dedicated full-time Attendance Officer to monitor attendance and take appropriate actions with families and students who are not attending school regularly.
- We provide bus passes for a small number of students whose financial and / or family circumstances mean that they have difficulty getting to school.

3.4 Literacy:

We use a range of strategies to improve the literacy of pupil premium students, including:

- the progress group;
- accelerated reader;
- a dedicated literacy strategy, which this year is concentrating on tier two vocabulary to close the vocabulary gap;
- silent reading at the start of most lessons in years 7 and 8;
- guided reading during library lessons;
- literacy form time activities;
- educational visits and extra-curricular activities such as magazine club and the debating society;
- training on literacy for teachers.

3.5. Exclusions:

- We employ a range of strategies and resources in order to reduce the likelihood of disadvantaged students being excluded. These include MW Health and Fitness (coaching and mentoring), an external mental health worker, our internal Social, Emotional and Mental Health worker, and our Student Support Officers.
- The PPG is also used to allow us to place some children with a suitable Alternative Provision school, which allows students at risk of permanent exclusion to access education.
- The PPG supports the staffing of our internal Refocus Room, to act as a more positive alternative to exclusion.
- PPG is used to fund staff training on mediation, behaviour management and restorative approaches to poor behaviour.
- We are part of the Oaks Collegiate group of schools through whom we access managed moves and "passports" as an alternative to permanent exclusion.

3.6 Financial barriers:

- We provide all classrooms with stationery so that students are not disadvantaged by not being able to afford basic equipment.
- Uniform and PE kit are provided, either permanently or on a short-term basis, to children who require it.
- We have applied to a national charity with the aim of providing PP students with free breakfasts each morning.
- We provide free sanitary protection to avoid "period poverty".
- We use the PPG to provide revision guides for all PP students.

3.7 Social barriers:

- We employ a number of agencies and employees to work with children and / or families or to provide Early Help, in order to remove the social barriers that may impair success in school.
- We encourage parental engagement with school, for example by telephoning the parents of PP students prior to parents' evenings.
- PPG is used to employ our Safeguarding and Wellbeing Officer who works with students and families to ensure children's' safety and wellbeing and to help them succeed in school.

3.8 Ambition:

- We are taking part in the AimHigher programme, to encourage PP students to have ambitions towards higher education.
- We also take part in the NCOP programme, which entails an external member of staff mentoring disadvantaged students in years 9 and 10; coaching by graduate; and events such as campus visit days, a "CSI" science event, a media day and a day with the Speakers Trust.
- Year 11 PP students have been invited to two activities designed to improve their enthusiasm and ambition.
- We use PPG to support providing a careers advisor, who prioritises PP students for independent one to one careers advice and is also available to all year groups for "drop in" sessions.
- Our careers education curriculum is designed to encourage ambition in PP students in all year groups. For Y10 it includes a careers fair, mock interview day and work experience for Year 10 students; for Y11s it includes assemblies by local post 16 providers, a post-16 information event, visits to colleges and CV guidance.

3.9 Cultural capital:

- We endeavour to encourage PP students to take part in cultural activities (including educational visits) by increasing the range of activities we run and promoting / targeting these towards PP students.
- Where possible we reduce the cost of educational visits for PP students using the PPG.
- All PP students in Year 7 are entitled to peripatetic music lessons at no cost, funded from the PPG.

4.0 Measuring Impact in the current academic year (2019-20):

The impact of our use of the PPG in 2019-20 will be measured through the following performance indicators:

1. GCSE and equivalent attainment.
2. Attendance.
3. The number and length of fixed term and permanent exclusions.
4. Attainment in internal assessments.
5. Participation in cultural events for example theatre trips.
6. The percentage of leaving students who are NEET.

In measuring items 1 to 3 above we will look closely at both the "gap" in school and between pupil premium students at Bournville and non-pupil premium students nationally.

5.0 How we spent the PPG in the previous academic year (2018-19):

Area of Use	Amount (£)
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Learning Support Staffing	110,458
Progress Group Staffing	47,441
Leadership Staffing	107,100
Pastoral Care Staffing	121,799
Ambition and Cultural Capital (e.g. music teaching, careers guidance)	34,845
Rewards	3,217
Removing financial barriers (e.g. PE kits, educational visits)	19,342
Alternative Provision	16,657
	460,858

Figures above awaiting final confirmation.

6.0 The impact of PPG spending in the previous academic year (2018-19):

6.1 Impact 2018-2019: Attendance:

Academic Year	Attendance		Persistent Absence	
	PP	Non-PP	PP	Non-PP
2016-17	92.9	95.4	22.2	11.9
2017-18	92.6	95.9	23	11.5
2018-19	89.4	95.7	31.2	11.2

As can be seen, attendance of PP students fell while persistent absence increased. Attendance and persistent absence of non-PP students stayed broadly static.

6.2 Impact 2018-2019: Exclusions:

Academic Year	Number of secondary students permanently excluded		Number of days FTE (secondary only)	
	PP	Non-PP	PP	Non-PP
2016-17	2	1	217.5	100
2017-18	3	0	212	18
2018-19	7	0	346	26

6.3 Impact 2018-2019: GCSE and equivalent attainment:

Please note that we are awaiting finalised Progress 8 data, and this section will be updated as soon as this data is available.

GCSE Attainment	2017		2018		2019 (awaiting confirmation)	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students
Number of students	64	102	47	83	86	66
% of students	39	61	36	64	57	43
Average Attainment 8	3.8	4.7	3.9	4.6	3.3	4.7
Average Progress 8	-0.59	-0.38	-0.41	-0.17	-0.66	-0.12
% achieving grade 4-9 in English and Maths	48	80	40	54	27	67
% achieving grade 5-9 in English and Maths	27	51	17	41	15	41

GCSE PROGRESS	2017 PROGRESS 8		2018 Progress 8		2019 Progress 8 (TBC)	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students
PROGRESS 8 ENGLISH	-0.33	-0.08	-0.27	0.03	-0.78	0.01
PROGRESS 8 MATHS	-0.29	-0.05	-0.47	-0.33	-0.74	-0.26
PROGRESS 8 EBACC	-0.72	-0.33	-0.40	-0.21	-0.67	-0.26
PROGRESS 8 OPEN	-0.82	-0.84	-0.63	-0.16	-0.71	0.04