

## **Pupil Premium Report: Students and Their Progress (2017-18)**

### **What is the Pupil Premium?**

The Pupil Premium grant to schools refers to additional funding given to schools to support the students on its roll who come from a services family, are in care and those who receive, or have received in the last six years (Ever 6), free school meals (FSM). Schools are expected to use the Pupil Premium to support the progress of these students and are required to publish information on how the Pupil Premium is being spent, together with an evaluation of the impact it is having on the progress and achievement of Pupil Premium students.

### **How is Pupil Premium funding being used to increase progress?**

The Pupil Premium is spent in a number of ways, the impact of which is clearly evaluated. As well as looking at the overall impact of the funding on Pupil Premium students, we also measure the effectiveness of provisions and interventions put in place to support individual students. The impact of each provision funded by the Pupil Premium is evaluated by analysing the achievement and engagement in learning of the students receiving the provision. This evaluation takes place each half term after a new data entry. This enables both the short and longer term tracking of the impact of each provision.

### **How are we measuring the impact of the Pupil Premium?**

We are using several different methods of measuring the impact of the Pupil Premium funding.

These include:

- Analysing progress and attainment data
  - Average progress from KS2 baseline
  - Percentage of pupils hitting target grades
  - Pupil Premium results compared to non-Pupil Premium in each year group
- Attendance data – Average attendance percentage and persistent absence percentage.
- Reading ages – Regularly tested to measure improvement.
- Attitudinal Surveys – To show improved engagement due to involvement in enrichment activities.
- Effort Scores/League Tables – Taken from data entry reports showing engagement in learning/effort.

### **Who can I talk to about Pupil Premium?**

We always encourage that the first point of contact for parents with the school is through the Mini School Office or Form Tutor.

If there are any further questions then please contact the Assistant Headteacher, Key Stage 4/Pupil Premium Coordinator – Mr John Twigg, would be pleased to talk to you.

## Pupil Premium Objectives:

- To close the gap in achievement and progress between Pupil Premium students and non-Pupil Premium students on all measures.
- To improve the identification and analysis of individual needs so that quality support can impact on progress.
- To increase curriculum engagement and achievement of Pupil Premium students.

## Pupil Premium Profile at Great Barr School:

- Proportion of students eligible for the pupil premium is well above the national average.
- Pupils eligible for pupil premium = 708
- Pupil Premium funding 2017-18 = **£661,980**

## Pupil Premium pupils in each year group for the year 2017/18:

<b>Number on roll</b>	1507	
<b>% disadvantaged</b>	48%	
<b>Year</b>	<b>number on roll</b>	<b>% PP</b>
<b>7</b>	303	44%
<b>8</b>	314	43%
<b>9</b>	305	55%
<b>10</b>	299	49%
<b>11</b>	286	49%

Pupil Premium Costs analysis - Academic Year September 2018 to August 2018

<u>Income</u>	2017/2018		
Total Funding for 2018/2018 Academic Year	£	718,080	
<u>Enriching Learning</u>			
Specific PP Departmental Projects	£	25,000	Budget Heading
PP Progress	£	20,000	Budget Heading
Attendance and Uniform Support	£	1,000	Budget Heading
Progress Leaders (50% DPP)	£	132,322.00	J Garvey, K Twigg, E Painter, C Hill (4 x UPS3 + TLR 1a + on costs = £6616
KS3/KS4 Progress Capitation (50% DPP)	£	2,500	55%
Maths TA small group work (50% DPP)	£	16,448	GMc 50% (NJC Pt 31 TTO + on costs)
Revision Support (50%DPP)	£	1,000	Revision Budget
Total KS3/KS4 Strategy	£	198,270	
<u>Literacy Strategy</u>			
<u>Accelerated Reader</u>			
Software Costs	£	-	In PP Dept Projects
Librarian time (45% of time)	£	24,071	J Weighall, C Whitlock (NJC Pt 37 + Pt 14 both TTO + on costs)
Aspire Strategy (50% pupils 1/5 teaching time)			50% pupils * 20% C Hill (Salary already in Progress Leaders)
Yr 7 SATS retests (55% DPP)	£	-	0
Total Literacy Strateg	£	24,071	
<u>Inclusive Education</u>			
Behaviour Support Assistants (50% DPP)	£	46,910	M Edwards, H Harvey, P Smith, G Williams, G Allen, D Hipkins
Behaviour Support Capitation	£	400	Isolation Room
Student Welfare (50% DPP)	£	36,889	S Cowley, A Martin, D Billiard
EAL Provision Staffing	£	95,628	Hollie O, 2 x Edu, H Lagood
EAL Capitation	£	8,000	100%
Head of Inclusion + FLT Staff (80% DPP)	£	164,791	C Randle, A Hough, B Hunt, H Bryant, T Henry
Work Related Learning Department (80% DPP)	£	28,638	L Hackett, N Illife, A West
FLT Capitation (80% DPP)	£	1,400	80%
Educational Psychologist/Mentoring	£	4,400	Paul Mawer
Inclusion Support Staff (80% DPP)	£	76,683	R Davies, J Price, A Simpson, S Clayton
ISU Capitation (80% DPP)	£	3,000	80%
Primary Curriculum (80% DPP)	£	30,953	J Morgan
Total of Inclusive Education	£	497,692	
TOTAL EXPENDITUR	£	720,052	
Allocation Spent?	All Spent		

**Pupil Premium Costs analysis - Academic Year September 2016 to August 2017**

<u>Income</u>	<u>2016/2017</u>	
7/12 of 2016/2017 Financial Year Funding	£	438,162
5/12 of 2017/2018 Financial Year Funding	£	299,979
<b>Total Funding for 2016/2017 Academic Year</b>	<b>£</b>	<b>738,141</b>
<u>Enriching Learning</u>		
Specific PP Departmental Projects	£	28,206
PP Progress	£	15,402
Attendance and Uniform Support	£	670
Progress Leaders (55% DPP)	£	144,135.00
KS3/KS4 Progress Capitation (55% DPP)	£	6,283
Maths TA small group work (50% DPP)	£	32,867
Revision Support (50% Ma 33% Eng Average 41% DPP)	£	2,119
<b>Total KS3/KS4 Strategy</b>	<b>£</b>	<b>229,682</b>
<u>Literacy Strategy</u>		
<u>Accelerated Reader</u>		
Software Costs	£	-
Librarian time (45% of time)	£	24,850
Aspire Strategy (50% pupils 1/5 teaching time)		
Yr 7 SATS retests (55% DPP)	£	2,035
<b>Total Literacy Strategy</b>	<b>£</b>	<b>26,885</b>
<u>Inclusive Education</u>		
Behaviour Support Assistants (45% DPP)	£	37,480
Behaviour Support Capitation	£	503
Student Welfare (50% DPP)	£	38,587
EAL Provision Staffing	£	142,448
EAL Capitation	£	4,206
Head of Inclusion + FLT Staff (80% DPP)	£	175,481
Work Related Learning Department (80% DPP)	£	27,961
FLT Capitation (80% DPP)	£	1,610
Educational Psychologist/Mentoring	£	10,800
Inclusion Support Staff (80% DPP)	£	69,879
ISU Capitation (80% DPP)	£	4,114
<b>Total of Inclusive Education</b>	<b>£</b>	<b>513,069</b>
<b>TOTAL EXPENDITURE</b>	<b>£</b>	<b>769,636</b>

## How the Funding Was Spent and What Was the Impact (2017-18)?

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
2017-18	<p>£144,135</p> <p>£32,867</p> <p>£2119</p> <p>£28,206</p>	<p><b>KS3/KS4 Strategy;</b></p> <p><b>Progress Leaders:</b></p> <ul style="list-style-type: none"> <li>• Lead on the work ethic and progress of pupils within each mini school.</li> <li>• Responsible for the progress and attainment of all PP pupils within the mini school.</li> </ul> <p><b>Maths TA:</b></p> <ul style="list-style-type: none"> <li>• Working in small groups with Yr10 and 11 pupils PP pupils during Maths lessons.</li> </ul> <p><b>Revision Support:</b></p> <ul style="list-style-type: none"> <li>• Revision guides and revision planners for planned parent workshop</li> <li>• Resources for Yr11 parent workshop.</li> </ul> <p><b>Specific department pupil premium projects</b></p> <ul style="list-style-type: none"> <li>• Departments bid for money to carry out interventions to help PP pupils to show progress and engage in their education.</li> </ul>	<ul style="list-style-type: none"> <li>• PP pupils specifically targeted for 1-1 mentoring from Progress Leaders. <ul style="list-style-type: none"> <li>○ Impact to be measured in Year 11 GCSE exams.</li> </ul> </li> <li>• PP pupils used as target group in Year 10 for a series of after school team building, revision skills and determination to succeed workshops. <ul style="list-style-type: none"> <li>○ Impact to be measured through Year 10 exam results and effort scores.</li> <li>○ Revision workshops and materials were provided for all year 11 students</li> <li>○ Workshop for parents and students to focus on revision techniques and supporting learning in the home environment: 55 parents + students invited and 50 attended. Feedback was positive – active learning strategies employed.</li> </ul> </li> </ul> <p>Student voice noted positive impact in smaller groups and students engaged with the process. Improvements from Autumn to Spring mock grades (raw score for 12/15 students)</p> <p>Students issued with revision guides in all subjects. These supported independent home learning and were used in the Progress Leader workshops.</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Quantum theatre will deliver a workshop and performance for Year 10 and y11 students on the novel 'A Christmas Carol'.</li> <li>• Young Shakespeare Company (YSC) to come in to deliver two performances of 'Romeo and Juliet', one to students in year 10, and one to students in year 11.</li> <li>• This has been done in the past for students in year 11 and has been very successful in</li> </ul>

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
	£6283	<p><b>PP Progress:</b></p> <ul style="list-style-type: none"> <li>• Large group interventions whole</li> </ul>	<p>supporting students' cultural understanding of the text.</p> <ul style="list-style-type: none"> <li>○ Impact measured in GCSE English Literature exam results.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Blood Brothers Trip</li> <li>• School Of Rock - Theatre Visit and Workshop</li> <li>• Warhorse Theatre Visit</li> <li>• Wicked - Theatre Visit to London</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Badwater Trip</li> </ul> <p><b>MFL</b></p> <ul style="list-style-type: none"> <li>• Success at speaking GCSE French , GCSE German, GCSE Spanish (downloadable resources from teachit) <ul style="list-style-type: none"> <li>○ Impact measured in Year 11 GCSE MFL exam results. GCSE results show improved outcomes with 100% of students achieving grade 4 or above in the 2018 GCSE outcomes; 71% in Spanish</li> </ul> </li> <li>• Linguascope website</li> <li>• Pixl MFL student conference <ul style="list-style-type: none"> <li>○ 100% of PP pupils that went to the MFL conference student voice was positive with student gaining revision tips.</li> <li>○ Pupils commented on the excellent resources that they had received.</li> </ul> </li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• 'Justmaths' online resource – student feedback show increased engagement and online usage has improved over the course of the academic year.</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>• Ingredients for PP practical work <ul style="list-style-type: none"> <li>○ Pupils provided with ingredients for GCSE practical work</li> <li>○ Enables all PP pupils to achieve at least target grades for their coursework</li> <li>○ GCSE 2018 outcomes were 63% of students achieving grade 4 or above)</li> </ul> </li> </ul> <p><b>History</b></p>

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
		<p>school or individual year groups.</p> <p><b>Pastoral Support Budget</b> HoH can apply for financial support for PP pupils that are not attending school because of transport and/or uniform costs.</p>	<ul style="list-style-type: none"> <li>• Targeted revision resources and holiday revision sessions for PP pupils. <ul style="list-style-type: none"> <li>○ Impact measured through attendance at sessions.</li> <li>○ Further evidence from the GCSE results.</li> </ul> </li> <li>• Pixl 'Strive for 5' Conferences in English and Maths. <ul style="list-style-type: none"> <li>○ Pupil feedback – 85% of pupils found the English conference extremely useful</li> <li>○ Pupils commented on how useful the free English resources are.</li> <li>○ 75% found the Maths conference useful.</li> <li>○ Pupils commented on the pace of the Maths conference – too fast to embed understanding.</li> <li>○ Impact measured in final GCSE results</li> </ul> </li> <li>• Revision resources for revision hub and form groups. <ul style="list-style-type: none"> <li>○ Feedback from form tutors – 'pupils showing improved engagement in revision'</li> <li>○ Impact measured through end of Year 11 results</li> </ul> </li> <li>• Parental Guides given out at parents evening <ul style="list-style-type: none"> <li>○ 55% attendance at parents evening</li> </ul> </li> <li>• Year 9 Theatre Trip. <ul style="list-style-type: none"> <li>○ Summer term visit</li> <li>○ Impact: holiday tasks completed – independent learning and pupil voice</li> </ul> </li> <li>• Funded PD Day visits for PP pupils (July 2018). <ul style="list-style-type: none"> <li>○ Impact measured through pupil voice – positive uptake</li> </ul> </li> <li>• Pupils had financial assistance for uniform or travel expenses. This enabled the pupils to attend school for a period of time that they would otherwise have been absent for. <ul style="list-style-type: none"> <li>○ Case studies to will be added soon.</li> </ul> </li> </ul>
		<b>Literacy Strategy: £26885</b>	

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
		Accelerated Reader, software costs, Librarian time and Year 7 PP testing for baseline data.	<ul style="list-style-type: none"> <li>• Accelerated reader has shown improvements in student outcomes for year 7 with</li> <li>• 81% improved their reading age from term 1 to term 3</li> <li>• 555 made accelerated progress of 9 months or above</li> </ul>
	£36,480	<p><b>Inclusive strategy:</b> Behaviour support assistants, INEX room.</p>	<ul style="list-style-type: none"> <li>• Through all different descriptors of behaviour is no significant difference between the behaviour of Pupil Premium pupils and those pupils who are not Pupil Premium.</li> <li>• The one exception to this in lateness to school, where there is a significant difference between Pupil Premium pupils and those who are not Pupil Premium. Pupil Premium pupils rate of lateness to school is higher.</li> <li>• GBA continues to support families who are receiving Pupil Premium for this measure by arranging individual travel arrangements for some pupils by the use of a taxi service and funding bus passes. Further work is centred around regularly meeting with National Express Bus company to ensure that the bus service is adequate from Perry Barr One Stop. This 997 route is where the most significant issues are around lateness to school for pupils receiving pupil premium.</li> <li>• Mentor sessions for targeted students with G Brown: year 8 and year 9 students who are repeat INEX students. Students worked on motivation and self esteem along with ensuring that studies were complete. Feedback from students and parents was positive.</li> </ul>
		<p><b>Alternative Curriculum Entitlement:</b> ACE staff, half week of work related learning staff, capitation</p> <ul style="list-style-type: none"> <li>• ACE is a specialist course designed for pupils that struggle to access the curriculum in main school due to social difficulties.</li> <li>• They receive a mixture of academic and vocational courses including GCSE Maths,</li> </ul>	<ul style="list-style-type: none"> <li>• Tami McCrone (Research Manager- Nfer) confirmed that in all of her research into schools and similar programmes within England, Great Barr ACE was currently 'the most complete and coherent programme of its kind' and cited staffing, 'acute acquired experience and aptitude for deploying flexible pedagogical practices', as being evidently key in the success of participants.</li> <li>• Impact to be measured through end of Year 11 results and pupil attitudinal survey.</li> <li>• Visit to Jaguar Car Plant <ul style="list-style-type: none"> <li>○ Improved engagement for PP pupils.</li> <li>○ Improved aspirations of PP boys on the ACE pathway</li> </ul> </li> </ul>



Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
		GCSE English, GCSE Science, BTEC Health & Social Care, History and Retail Business. <ul style="list-style-type: none"> <li>• As part of the course the pupils also spend time out of school on work placements.</li> </ul>	<ul style="list-style-type: none"> <li>○ 75% of pupils found the trip ‘ good or better’</li> <li>○ 80% of boys commented that they would like to work for a company like Jaguar.</li> </ul>
	£175,481	<b>Inclusion Support Unit:</b> ISU staff, capitation, EAL and Educational Psychologist <ul style="list-style-type: none"> <li>• Inclusion support unit is a supportive and nurturing unit, where students can feel safe and cared for.</li> <li>• Pupils in the unit can achieve their full potential not only emotionally and socially but also in their learning.</li> <li>• The aim is to develop young people who can be happy and successful when they leave GSU.</li> </ul>	Interventions that have demonstrated a positive impact with student outcomes: Power of 2 Accelerated reader Nurture Group (JM) – primary curriculum to ensure that those students who need additional support make a positive learning transition from primary phase. Cornerstones was a model used and proved effective with a thematic approach. Mentoring: JP mentoring session and involving outside mentoring agencies e.g. Michelles to work with vulnerable students. Positive student voice.
	£27,961	<b>Work related learning team</b> <ul style="list-style-type: none"> <li>○ Widening horizons: university visits for PP students (focus Year 9,10, 11)</li> <li>○ Events involved with AHWM to include the regional English and maths conferences</li> <li>○ NEET prevention workshops</li> <li>○ Social workshops e.g. knife crime workshop (Longbridge)</li> <li>○ Employer engagement talks e.g. network rail, PWC</li> </ul>	Positive student voice demonstrated that students actively engaged with the activities Increased uptake with careers appointments and guidance offered towards apprenticeships and other pathways for students. The NEET prevention lunchtime workshop was a particular success with 100% attendance over an 8 week period with different speakers from colleges, apprenticeship providers.

## Year 11 PP Analysis:

### Year 11 GCSE 2018 outcomes (provisional)

#### Overall

Subject	EOC Targets	Aut Mock%	Spr Mock%	Exams Aug18%
English & Maths 4- or above	72.2	25.35	38.89	45.49
English 4- or above (Lang or Lit)	76.4	36.27	53.85	63.89
Maths 4- or above	81.3	39.79	48.89	50.00
English & Maths 5- or above	45.8	11.62	20.74	26.74
English 5- or above (Lang or Lit)	52.4	26.06	40.29	48.96
Maths 5- or above	58.0	22.18	27.41	28.47

#### Pupil Premium

Subject	EOC Targets	Aut Mock%	Spr Mock%	Exams Aug18%
English & Maths 4- or above	70.7	15.60	26.92	34.96
English 4- or above (Lang or Lit)	76.4	28.37	47.33	56.91
Maths 4- or above	81.3	28.37	38.46	40.65
English & Maths 5- or above	41.5	4.96	10.77	17.89
English 5- or above (Lang or Lit)	51.2	21.99	31.30	39.02
Maths 5- or above	54.5	11.35	16.15	19.51

#### Non-Pupil Premium

Subject	EOC Targets	Aut Mock%	Spr Mock%	Exams Aug18%
English & Maths 4- or above	73.3	34.97	50.00	53.33
English 4- or above (Lang or Lit)	76.4	44.06	59.86	69.09
Maths 4- or above	81.2	51.05	58.57	56.97
English & Maths 5- or above	49.1	18.18	30.00	33.33
English 5- or above (Lang or Lit)	53.3	30.07	48.59	56.36
Maths 5- or above	60.6	32.87	37.86	35.15

Pupil premium students have improved over the academic year with for example the grade 4 or above English and mathematics improving from the Autumn mock examinations at 15.6% to 34.9% in the GCSE 2018 examinations (provisional outcomes). This is a 19.3% improvement. The gap, however, remains when comparing attainment outcomes for the non-pupil premium students where this figure is at 53.3% with similar targets for the PP and non-PP cohorts.

