

Pupil Premium Report: Students and Their Progress (2016-17)

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/persistent absence percentage/ percentage of pupils hitting their attendance target each half-term.
- 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 House 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 = **656**
- Pupil Premium funding 2016-17 = **£769,636**

Pupil Premium pupils in each year group:

Year 7	Year 8	Year 9	Year 10	Year 11	Total
106	154	115	119	162	656
35%	51%	37%	42%	50%	43%

Pupil Premium Costs analysis - Academic Year September 2016 to August 2017	
Income	2016/2017
7/12 of 2016/2017 Financial Year Funding	£ 438,162
5/12 of 2017/2018 Financial Year Funding	£ 299,979
Total Funding for 2016/2017 Academic Year	£ 738,141
Enriching Learning	
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
Total KS3/KS4 Strategy	£ 229,682
Literacy Strategy	
Accelerated Reader	
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
Total Literacy Strategy	£ 26,885
Inclusive Education	
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
Total of Inclusive Education	£ 513,069
TOTAL EXPENDITURE	£ 769,636

Pupil Premium Costs analysis - Academic Year September 2015 to August 2016

Income	£	£
7/12 of 2015/2016 Financial Year Funding	440,872	
5/12 of 2016/2017 Financial Year Funding (based on 2015/2016 actuals)	314,908	
Total Funding for 2014/2015 Academic Year		£755,780
KS3 Strategy		
KS3 Directors (55% DPP)	76,315	
KS3 Progress Capitation (55% DPP)	1,650	
Jigsaw/Nurture Curriculum		
Salaries of Jigsaw teachers (55% DPP 3/5 teaching time)	29,854	
Jigsaw Capitation (55% DPP)	825	
Total KS3 Strategy		108,644
Literacy Strategy		
Accelerated Reader		
Software Costs	2,607	
Librarian time (45% of time)	21,223	
Aspire Strategy (50% pupils 1/5 teaching time)	-	
Reading Strategy (36 sessions x 39 weeks x 10 per session)	14,040	
NGRT Tests + marking (55% DPP)	1,962	
Edustaff TA (45% DPP)	8,123	
Total Literacy Strategy		47,955
Inclusive Education		
Behaviour Support Assistants (45% DPP)	87,544	
Behaviour Support Capitation	1,000	
EAL Provision	93,016	
EAL Capitation	8,000	
ESOL Exams	700	
Head of Inclusion + FLT Staff (80% DPP)	157,674	
Teaching Support (80% DPP 55 periods per fortnight)	47,122	
1/2 working week of Work Related Learning Department (80% DPP)	48,477	
FLT Capitation (80% DPP)	1,600	
Educational Psychologist	16,000	
Guidance Support Staff (80% DPP)	69,358	
GSU Capitation (80% DPP)	2,400	
Total of Inclusive Education		532,891
KS4 Support		
KS4 Directors (45% DPP)	96,986	
KS4 Progress Budget (45% DPP)	2,700	
Maths TA small group work (50% DPP)	15,674	
Revision Support (50% Ma 33% Eng Average 41% DPP)	2,993	
Revision guides (Geog/English/BTEC Sport/Maths) (45% DPP)	2,610	
Learning Mentors (Salaries) (50% DPP)	45,467	
Total KS4 Support		166,429
Enriching Learning		
Specific PP Departmental Projects	15,000	
Extended Learning Visit Support	1,500	
Attendance and Uniform Support	1,500	
Total Enriching Learning		18,000
TOTAL EXPENDITURE		£873,920

How the Funding Was Spent and What Was the Impact (2016-17)?

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
2016-17	£229,682	<p>KS3/KS4 Strategy;</p> <p>Progress Leaders:</p> <ul style="list-style-type: none"> • Lead on the work ethic and progress of pupils within each mini school. • Responsible for the progress and attainment of all PP pupils within the mini school. <p>Maths TA:</p> <ul style="list-style-type: none"> • Working in small groups with Yr10 and 11 pupils PP pupils during Maths lessons. <p>Revision Support:</p> <ul style="list-style-type: none"> • Revision guides and revision planners for planned parent workshop • Resources for Yr11 parent workshop. <p>Specific department pupil premium projects</p> <ul style="list-style-type: none"> • Departments bid for money to carry out interventions to help PP pupils to show progress and engage in their education. 	<ul style="list-style-type: none"> • On average 60% of Progress Leaders target groups are made up of PP pupils across all year groups. • The Progress Leaders intervention had a positive effect on 70% of the PP pupils they worked with. This was either an improvement in their academic progress/attainment, attendance or effort levels in class. • See latest progress/attainment data from the end of year results. (End of report). <ul style="list-style-type: none"> • Analysis of target groups to follow. • See latest progress information at end of the report for overall figures. <ul style="list-style-type: none"> • See latest progress/attainment data from the end of year results. (End of report). <p>PE Department</p> <ul style="list-style-type: none"> • Climbing Trip for GCSE PE pupil premium pupils. 13 pupil premium pupils attended the course and all achieved an 8, 9 or 10/10 for the climbing in one of their practical elements of the course. Of the 13 pupil's 11 met or exceeded their target grade in the summer series of exams. <p>Religious Studies</p> <ul style="list-style-type: none"> • Purchased new resource books to use with the pupil premium pupils. Impact to be seen improvement in attainment and progress data. Resources purchased late in academic year so impact to be measured in 2017-18 academic year.

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
			<p>Food Science</p> <ul style="list-style-type: none"> Ingredients were purchased for pupil premium pupils so that they could access their practical tasks, tasting and food analysis. 19 out of 24 pupil premium pupils achieved a grade C or above in their GCSE exams. <p>English</p> <ul style="list-style-type: none"> PP Project – use of NQT for 3 weeks at the end of last academic year to move on progress for the lowest performing students in English (E Stenhouse) <p>Year 7</p> <ul style="list-style-type: none"> Miss Stenhouse worked with 13 of the lowest performing Year 7 students through extraction groups. All students had been given ‘less than expected’ in Spring 2, with all performing well below target grades (at least one grade below). All 13 students made progress of 1 sub-grade, with 3 students making 2sub-grades progress over the time. Effort scores improved for 12 of the students. <p>Year 8</p> <ul style="list-style-type: none"> 14 students were worked with, but this time the target was those underachieving at the top end. Focus for these students was aspirational use of English to take them beyond the ‘ordinary’ use of English and consider flair and style. Again, all students improved grades by one-subgrade or more, but more importantly, they all showed evidence in their work of a more considered and fluent approach to writing. These marginal gains are important for attainment at the top end. <p>Year 9</p> <ul style="list-style-type: none"> 9 students in the V band – all underperforming and less than expected. 7 students improved on grades by one sub-grade and all students improved on effort scores. Students work was noticeably improved through staff voice and engagement in lessons. <p>Year 10</p> <ul style="list-style-type: none"> 9 students worked with to catch up on missed content from the Literature teaching. The remaining 8 were assessed by a cold and hot comprehension quiz on the given topic. All students scored less than 10 initially, with all 8 then performing above 25 out of 40 at the end.

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		<p>PP Progress:</p> <ul style="list-style-type: none"> Large group interventions whole school or individual year groups. 	<p>This will assist them enormously when it comes to revision for this exam.</p> <p>English</p> <ul style="list-style-type: none"> Funding for the Young Shakespeare Company (RSC) to come in to school and deliver a workshop and performance for Year 11 PP students. <p>Music</p> <ul style="list-style-type: none"> Funding to give GCSE/BTEC Music students instrumental lessons helping them achieve a better practical grade. Funding to give selected KS3 students instrumental lessons hoping to attract talented pupils to take music as an option in KS4. Improved uptake and attainment in Music at GCSE in the coming years. <p>Resistant Materials</p> <ul style="list-style-type: none"> Folders purchased for PP pupils coursework allowing better organisation of coursework. No impact seen in 2016-17 results. <p>Dance</p> <ul style="list-style-type: none"> Breaking Convention trip to London This is a highly beneficial trip for pupils in every year to inspire them in various forms of dance. Pupils who attended the trip were able to achieve or exceed their target grades. All 7 PP pupils achieved a Level 2 Merit or Distinction. <ul style="list-style-type: none"> 40 pupils taken to the Pixl Maths and English Pupil Conferences. This was a revision seminar to help the pupils achieve a grade 4/5 in their Maths and English GCSE exams. Refreshments provided at core subject masterclasses. Masterclasses ran from 3.30pm until 5.00pm. It was important to give the pupils food to enable them to concentrate for the extended day. This helped us achieve large numbers of attendance. On average 120 pupils attended the masterclasses and over 50% of those were PP pupils.

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		<p>Pastoral Support Budget 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"> • 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.
	£26,885	<p>Literacy Strategy: Accelerated Reader, software costs, Librarian time and Year 7 PP testing for baseline data.</p>	<ul style="list-style-type: none"> • 52% of PP pupils showed 9+ months progress (accelerated progress) in their reading age. • 65% of PP pupils were actively engaged in the Accelerated Reader program (5+ book quizzes passed). • 61% of PP pupils were exceeding their book level target.
	£513,069	<p>Inclusive strategy: Behaviour support assistants, INEX room.</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. 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.
		<p>Alternative Curriculum Entitlement: ACE staff, half week of work related learning staff, capitation</p> <ul style="list-style-type: none"> • ACE is a specialist course designed for pupils that struggle to access the curriculum in main school due to social difficulties. 	<ul style="list-style-type: none"> • 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.

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
		<ul style="list-style-type: none"> • They receive a mixture of academic and vocational courses including GCSE Maths, GCSE English, GCSE Science, BTEC Health & Social Care, Creative Digital Media and Retail Business. • As part of the course the pupils also spend time out of school on work placements. 	<ul style="list-style-type: none"> • 25% of the cohort left with 5 GCSE including ENMA (C or 4 and above). • 100% of the cohort passed Health & Social Care and Retail Business with a Pass or above. • 69% of the cohort achieved a Merit or Distinction in Retail Business. • The average attendance of this cohort of pupils improved by 2.7% during their 2 years in ACE. • 68% of students explained the Foundation Learning Tier as a 'chance or second chance' for success. • 100% of students feel that their outcomes improved as a result of participation in the Foundation Learning Tier programme.
		<p>Inclusion Support Unit: ISU staff, capitation, EAL and Educational Psychologist</p> <ul style="list-style-type: none"> • Inclusion support unit is a supportive and nurturing unit, where students can feel safe and cared for. • Pupils in the unit can achieve their full potential not only emotionally and socially but also in their learning. • The aim is to develop young people who can be happy and successful when they leave GSU. 	<ul style="list-style-type: none"> • True mentoring for pupils that have experienced trauma. Five PP pupils based in ISU have received this mentoring. • Funded 5 pupils to attend an outdoor educational week at Ogwen Cottage. Focus was on helping attendance, self-esteem and social/emotional wellbeing. All 5 pupils showed an improved attendance in school after attending the trip. In a pupil voice survey 4 out the 5 pupils said that they now had the confidence to try new activities. • Pupil A moved into a hostel and was homeless. The school provided her with a hot meal every day as Mum had no cooking facilities. Pupil A even though Autistic struggled at first with being homeless, has managed because of the nurturing support from the staff in the unit and the meals as food is very important to her. This has minimised the impact on her attainment/progress levels and attendance in school. • Pupil B was provided with a taxi so that they could continue to improve their attendance in school. They were also provided with Art materials to make sure they could access their GCSE studies. This enabled the pupil to gain the confidence to attend and achieve in several other GCSE subjects. This pupil was a non-attender back in Year 7 and 8.

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
Planned changes/interventions for next academic year:			
2017-18		<p>PP Revision Hub</p> <ul style="list-style-type: none"> • Staffing and resourcing a revision hub for PP pupils. • Running at lunch times, after school and Saturday mornings. • All the resources needed for quality revision would be available in the hub. 	<ul style="list-style-type: none"> • Impact measured by numbers attending the hub. • Also in the 2017-18 academic results for Year 11.
		<p>General Revision Guides</p> <ul style="list-style-type: none"> • Guides purchased and distributed to PP pupils when their parents attend an after school workshop. • These are for Year 10 and 11 parents. 	<ul style="list-style-type: none"> • Impact measured by improved parental attendance at the parental workshop. • Also in the 2017-18 academic results for Year 11.
	£200	<p>Parent Support Guides</p> <ul style="list-style-type: none"> • Parental guide for supporting children through their exams. • Purchased and distributed when parents attended the academic parents evening. 	<ul style="list-style-type: none"> • Impact measured by improved parental attendance at parents evening. • Also in the 2017-18 academic results for Year 11.

Year 11 PP Analysis:

Number of disadvantaged pupils in the Progress 8 score **147**

Progress 8 score for disadvantaged pupils **-0.55**

Progress 8 score for disadvantaged pupils - English **-0.44**

Progress 8 score for disadvantaged pupils - Maths **-1.00**

Progress 8 score for disadvantaged pupils - English Bacallaureate slots **-0.65**

Progress 8 score for disadvantaged pupils - Open slots **-0.22**

% of disadvantaged pupils entering the English Bacallaureate **10%**

% of disadvantaged pupils achieving a strong pass in English and maths (grade 5 or above) **21.25%**

% of disadvantaged pupils achieving a standard pass in English and maths (grade 4 or above) **41%**