

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:

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

Pupil Premium Costs analysis - Academic Year September 2017 to August 2018	
Income	2017/2018 Actuals
7/12 of 2017/2018 Financial Year Funding (718080)	£ 418,880
5/12 of 2018/2019 Financial Year Funding (685822.50)	£ 285,759
Total Funding for 2018/2018 Academic Year	£ 704,639
Enriching Learning	
Specific PP Departmental Projects	£ 16,860
PP Progress	£ 13,331
Attendance and Uniform Support	£ 1,196
Progress Leaders (50% DPP)	£ 131,584
KS3/KS4 Progress Capitation (50% DPP)	£ 4,793
Maths TA small group work (50% DPP)	£ 18,402
Revision Support (50%DPP)	£ 1,180
Total KS3/KS4 Strateg	£ 187,346
Literacy Strateg	
Accelerated Reader	
Software Costs	
Librarian time (45% of time)	£ 22,336
Aspire Strategy (50% pupils 1/5 teaching time)	
Yr 7 SATS retests (55% DPP)	
Total Literacy Strateg	£ 22,336
Inclusive Education	
Behaviour Support Assistants (50% DPP)	£ 48,492
Behaviour Support Capitation	£ 163
Student Welfare (50% DPP)	£ 36,633
EAL Provision Staffing	£ 95,223
EAL Capitation	£ 8,406
Head of Inclusion + FLT Staff (80% DPP)	£ 161,860
Work Related Learning Department (80% DPP)	£ 29,368
FLT Capitation (80% DPP)	£ 1,313
Educational Psychologist/Mentoring	£ 4,000
Inclusion Support Staff (80% DPP)	£ 79,267
ISU Capitation (80% DPP)	£ 2,609
Primary Curriculum (80% DPP)	£ 31,051
Total of Inclusive Education	£ 498,384
TOTAL EXPENDITURE	£ 708,066

Pupil Premium Costs analysis - Academic Year September 2016 to August 2017	
<u>Income</u>	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

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

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
2017-18	Refer to detailed budget above	<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"> • PP pupils specifically targeted for 1-1 mentoring from Progress Leaders. <ul style="list-style-type: none"> ○ Impact to be measured in Year 11 GCSE exams. • 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"> ○ Impact to be measured through Year 10 exam results and effort scores. <p>English</p> <ul style="list-style-type: none"> • Quantum theatre will deliver a workshop and performance for Year 10 and y11 students on the novel 'A Christmas Carol'. • 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. • This has been done in the past for students in year 11 and has been very successful in supporting students' cultural understanding of the text. <ul style="list-style-type: none"> ○ Impact measured in GCSE English Literature exam results. <p>Drama</p> <ul style="list-style-type: none"> • Blood Brothers Trip • School Of Rock - Theatre Visit and Workshop • Warhorse Theatre Visit • Wicked - Theatre Visit to London

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
		<p>PP Progress:</p> <ul style="list-style-type: none"> • Large group interventions whole school or individual year groups. 	<p>Dance</p> <ul style="list-style-type: none"> • Badwater Trip <p>MFL</p> <ul style="list-style-type: none"> • Success at speaking GCSE French , GCSE German, GCSE Spanish (downloadable resources from teachit) <ul style="list-style-type: none"> ○ 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 • Linguascope website • Pixl MFL student conference <ul style="list-style-type: none"> ○ 100% of PP pupils that went to the MFL conference student voice was positive with student gaining revision tips. ○ Pupils commented on the excellent resources that they had received. <p>Maths</p> <ul style="list-style-type: none"> • ‘Justmaths’ online resource – student feedback show increased engagement and online usage has improved over the course of the academic year. <p>Food Science</p> <ul style="list-style-type: none"> • Ingredients for PP practical work <ul style="list-style-type: none"> ○ Pupils provided with ingredients for GCSE practical work ○ Enables all PP pupils to achieve at least target grades for their coursework ○ GCSE 2018 outcomes were 63% of students achieving grade 4 or above) <p>History</p> <ul style="list-style-type: none"> • Targeted revision resources and holiday revision sessions for PP pupils. <ul style="list-style-type: none"> ○ Impact measured through attendance at sessions. ○ Further evidence from the GCSE results. • Pixl ‘Strive for 5’ Conferences in English and Maths.

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
		<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"> ○ Pupil feedback – 85% of pupils found the English conference extremely useful ○ Pupils commented on how useful the free English resources are. ○ 75% found the Maths conference useful. ○ Pupils commented on the pace of the Maths conference – too fast to embed understanding. ○ Impact measured in final GCSE results ● Revision resources for revision hub and form groups. <ul style="list-style-type: none"> ○ Feedback from form tutors – ‘pupils showing improved engagement in revision’ ○ Impact measured through end of Year 11 results ● Parental Guides given out at parents evening <ul style="list-style-type: none"> ○ 55% attendance at parents evening ● Year 9 Theatre Trip. <ul style="list-style-type: none"> ○ Summer term visit ○ Impact to be measured through holiday tasks and pupil voice ● Funded PD Day visits for PP pupils (July 2018). <ul style="list-style-type: none"> ○ Impact measured through pupil voice ● 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"> ○ Case studies to will be added soon.
		<p>Literacy Strategy: Accelerated Reader, software costs, Librarian time and Year 7 PP testing for baseline data.</p>	<ul style="list-style-type: none"> ● Accelerated reader has shown improvements in student outcomes for year 7 with ● 81% improved their reading age from term 1 to term 3 ● 555 made accelerated progress of 9 months or above
		<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

Year	Pupil Premium Allocation	Interventions/Planned Interventions	Evidence of Impact
			<p>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.</p>
		<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. • They receive a mixture of academic and vocational courses including GCSE Maths, GCSE English, GCSE Science, BTEC Health & Social Care, History 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"> • TC (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. • Impact to be measured through end of Year 11 results and pupil attitudinal survey. • Visit to Jaguar Car Plant <ul style="list-style-type: none"> ○ Improved engagement for PP pupils. ○ Improved aspirations of PP boys on the ACE pathway ○ 75% of pupils found the trip ‘ good or better’ ○ 80% of boys commented that they would like to work for a company like Jaguar.
		<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. 	

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.

