

## **James Brindley School**

### **Pupil Premium Review Statement September 2016 to 31<sup>st</sup> August 2017**

#### **Introduction;**

The Pupil Premium was introduced to provide additional funding for disadvantaged pupils. This funding is linked to individual pupils i.e. those that are eligible for free school meals (FSM, or have been at any time in the last 6 years), looked after children (LAC) and those from families with parents in the armed forces.

The aim of the Pupil Premium is to raise the achievement of these pupils and diminish the difference between Pupil Premium pupils and non-Pupil Premium pupils.

The amount of funding granted to James Brindley are;

- £1320 per primary pupil in 2016/2017
- £935 per secondary pupil 2016/2017
- £1,900 per pupil who has been in care but now adopted
- £300 per pupil to support emotional wellbeing of service children

#### **Where are our Priorities?**

Our data suggests, Pupil Premium pupils have lower school attendance, missing large periods of education, that many of our pupils need significant interventions with English and maths

- Involve all HOCs and CLs in resource planning at sector level for targeted interventions
- Progress mentors to work on specific targeted interventions. Training and conversion of Teaching Assistants to Progress Mentors
- 1-1 tuition and pre tutoring, peer to peer tutoring schemes for pupils
- Improving feedback between teachers and pupils
- Early intervention schemes
- Improving parental involvement across the school

**Pupil Premium Review 2016-17;**

Income;	*Income from the DFE	£ 111,831.75
	*Income from the Local Authority	£ 8,700.00
	<b>TOTAL PUPIL PREMIUM INCOME</b>	<b>£ 120,531.75</b>

Pupil Premium Group	January 2017
Deprivation Premium	129
LAC Eligible	5
Service Children	0
Adopted From Care	0
<b>TOTAL</b>	<b>134</b>

Summary Expenditure;

Pupil Premium Use	Brief summary of the intervention or action including details of year groups and pupils involved, and timescale	Specific intended outcome: how will the intervention or Action improve achievement for PP pupils? What will it achieve if successful?	How the activity was monitored	Actual impact: What did the action or activity actually achieve?	Cost
<b>Progress Mentors (Numeracy)</b>	To provide targeted intervention in Maths to PP pupils at Parkway and Northfield through regular 1:1 sessions	Increased progress in Maths where pupil is struggling	-Progress data -PM records -Activity records -Appraisal	Improved progress in maths for some PP pupils at Northfield and Parkway	£36,996
<b>Progress Mentors (Literacy)</b>	To provide targeted intervention in English to PP pupils at Northfield and Parkway, through regular 1:1 sessions	Increased progress in English where pupil is struggling	-Progress data -PM records -Activity records -Appraisal	Improved progress in English for some PP pupils at Northfield and Parkway	£36,996
<b>Higher Level Teaching Assistant</b>	To provide targeted intervention in English and Maths to PP pupils at Dovedale, through regular 1:1 sessions	Increased progress in Maths and English where pupil is struggling	-Progress data -PM records -Activity records -Appraisal	Increased progress in English and Maths for some PP at Dovedale	£26,363
<b>Music Lessons &amp; Equipment</b>	Individual music lessons through Services for Education to promote positive engagement and increased school attendance	Encourage pupils to attend school by improving engagement in school activities	Head of Sector will ensure sessions are allocated	Increased confidence and attendance	£1,121

<b>Extracurricular Activities</b>	Access to extracurricular activities to improve attendance and engagement	Improve pupil attendance and engagement by targeting key areas of interest. Activities: Karate, horse riding and school prom	Head of Sector to identify appropriate pupils and coordinate arrangements	Improved attendance and engagement	£3,455
<b>Tuition</b>	Access to private tuition out of school hours to support pupil catch up	To support pupil with catch up work due to period out of school, prior to attending JBS	Head of Sector allocations	Increased progress	£400
<b>Social &amp; Emotional</b>	Sessions to improve social and emotional resilience and understanding	Provide social and emotional skills/awareness to pupils e.g. workshops on sex and relationships education, anti-bullying etc. Counselling sessions for pupil suffering bereavement	Head of PHSCE, Lead DSL and LGBT Lead to identify and coordinate session booking and attendance	Increased awareness of social and emotional issues supporting resilience	£1,030
<b>Technology</b>	Technology to support individual pupil needs	To support pupils to engage with learning through different platforms enhancing accessibility	Head of Sector, SENCo and tutors to identify and arrange purchase	Increased accessibility to curriculum through different platforms	£9,589
<b>Transport</b>	Access to education without waiting for BCC Travel Assist to arrange	Immediate access to JBS educational provision – reducing pupil out of education by 3 weeks	Individual applications made and reviewed by SDM	Pupil was able to access education 3 weeks earlier	£704
<b>Other Materials</b>	Other reading materials tailored to pupil	Journals/magazines to encourage pupil engagement in reading – specific to pupils area of interest	Head of Sector allocations	Increased engagement in literacy	£325
<b>Remaining Balance</b>	Carried over to next academic year				£3,553

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Gap of 9pts is reduced in English by at least 2pts during the academic year	Progress mentor to provide tailored interventions for PP pupils at Dovedale in literacy	80% of year 7 Dovedale PP pupils are working 9 pts below non-PP pupils in English	<ul style="list-style-type: none"> <li>*Scheduled sessions to be timetabled by Dovedale Leadership with progress mentor</li> <li>*Attendance of pupils captured for sessions</li> <li>*Supervision of progress mentor to scrutinise work</li> <li>*Progress to be analysed every half-term through progress dashboard and WAG analysis</li> </ul>	Assistant Principal, Director of English and progress mentor Dovedale	The progress mentor delivered 41 sessions of English interventions to PP pupils in 2016/17. Progress data shows a decrease in median difference between PP and nPP pupils in year 7 during the academic year of -9 to -6 in English WAG
Gap of 5pts is reduced in English by at least 2pts during the academic year	Progress mentor to provide tailored interventions for PP pupils at Northfield in literacy	Year 9 PP pupils at Northfield are working an average of 5pts below the average of non-PP pupils in English	<ul style="list-style-type: none"> <li>*Scheduled sessions to be timetabled by KS3 Leadership with progress mentor</li> <li>*Attendance of pupils captured for sessions</li> <li>*Supervision of progress mentor to scrutinise work</li> <li>*Progress to be analysed every half-term through progress dashboard and WAG analysis</li> </ul>	KS3 Leadership, Director of English and progress mentor	<p>The progress mentor delivered 66 sessions of English interventions to PP pupils in 2016/17. Progress data shows a decrease in median difference between PP and nPP pupils in year 9 during the academic year of -5 to -2 in English WAG.</p> <p>All 5 PP pupils receiving interventions at Northfield made above expected progress.</p>
Gap of 21pts is reduced in English by at least 2pts during the academic year	Additional English sessions to be provided for PP pupils in STP	Year 9 PP pupils within STP are working an average at an average of 21pts below the average of non-PP pupils in English	*PP pupil timetables to accommodate addition 1 hour English teaching a week	STP Leadership and Director of English	Impact unavailable due to the following: Out of 7 pupils in year 9 STP, 3 pupils transitioned to a JBS centre, 2 returned to mainstream school and 2 remained in STP. The only remaining PP pupil in STP made above expected progress in English.

Gap of 10pts is reduced in maths by at least 2pts during the academic year	Progress mentor to provide tailored interventions for PP pupils at Dovedale in numeracy	Year 9 Dovedale PP pupils are working at an average of 10pts below the average of non-PP in maths	*Scheduled sessions to be timetabled by KS3 Leadership with progress mentor *Attendance of pupils captured for sessions *Supervision of progress mentor to scrutinise work *Progress to be analysed every half-term through progress dashboard and WAG analysis	KS3 Leadership, Director of Maths and progress mentor	The progress mentor delivered 33 sessions of Maths interventions to PP pupils in 2016/17. Progress data shows a decrease in median difference between PP and nPP pupils in year 9 during the academic year of -17 to -14 in Maths WAG.
% of PP pupils achieving grade 5 or below to reduce by a minimum of 20%	Progress mentor to provide tailored interventions for PP pupils at Parkway in literacy  After school English sessions to be provided	86% of year 11 Parkway PP pupils are predicted to achieve below grade 6 in English compared to 63% of non-PP pupils	*Transport for PP pupils who travel by taxi to be arranged so that pupils can attend after school sessions *Scheduled sessions to be timetabled by KS4 Leadership with Director of English *Attendance of pupils captured for sessions *Progress to be analysed every half-term through progress dashboard and WAG analysis	Director of English and KS4 Leadership	14 sessions of English intervention were delivered at Parkway to year 11 PP pupils.  18% of PP pupils at Parkway achieved grade 5 or above in English GCSE compared to 10% of nPP pupils.

#### i. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Attendance of PP pupils to be the same or above that of non PP pupils	Pastoral Manager to focus on attendance	Attendance of PP pupils at Dovedale is 11.4% lower than non-PP pupils [currently 84.0% Vs 95.4%] Year (PP / nPP): 7 (95.4% / 99.0%) 8 (72.9% / 97.0%), 9 (78.1% / 97.0%) and 11 (80.3% / 82.2%)	*Weekly attendance reports *SAFEs sheet analysis	Dovedale Leadership (Pastoral Manager)	Attendance of PP pupils at DD for end of year is 9.6% lower than non-PP pupils [81.8% Vs 91.4%]  Year (PP / nPP) 7 (95.3% / 91.1%) PP remained stable whilst nPP dropped 8 (73.2% / 90.4%) PP remained stable whilst nPP dropped 9 (75.4% / 96.4%) both fairly stable 11 (74.3% / 82.1%) PP decreased whilst nPP remained fairly stable

PP pupils are able to travel independently	<p>Source independent travel training</p> <p>Train staff to deliver independent travel training</p> <p>Use public transport for local enrichment trips or educational visits</p> <p>Work with parents to encourage them to make trips using public transport (possible public transport pass purchase to support this?)</p>	86.8% PP pupils currently travel by taxi to school and are therefore not independent travellers, this can be a barrier to accessing post-16 provision and is reflected in the NEET figures for last year (83% of PP pupils who were NEET travelled to school in a taxi).	<p>*Register of PP pupils who have completed training</p> <p>*Number of EVs where public transport was used when previously private transport would have been sourced</p> <p>*Parents evening &amp; correspondence sent home</p>	Centre Leadership, SENCo	3 members of staff received this training, however they did not roll out to any pupils within the academic year Therefore there has been no impact on PP pupils during this period.
--	---	--	--	--------------------------	--

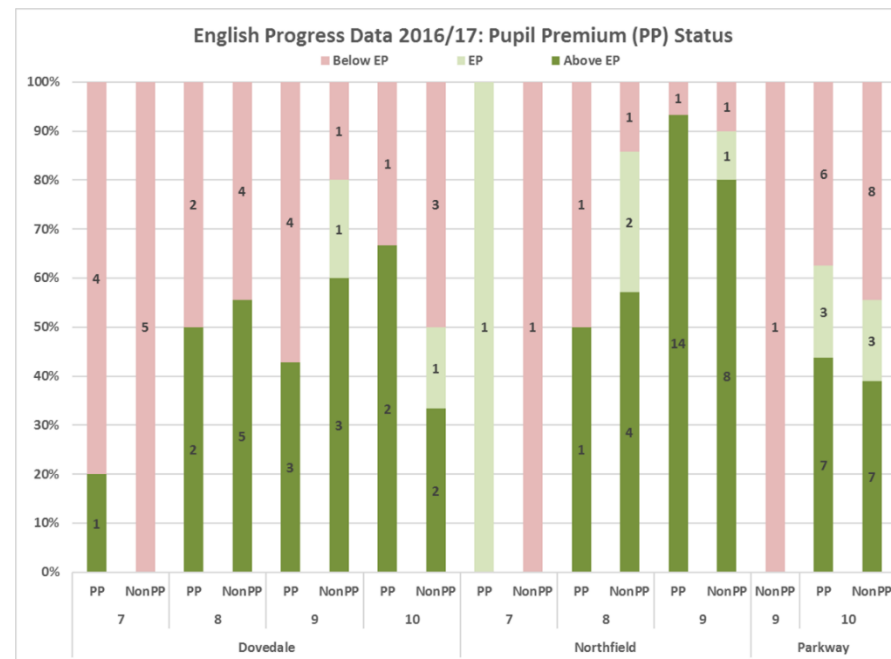
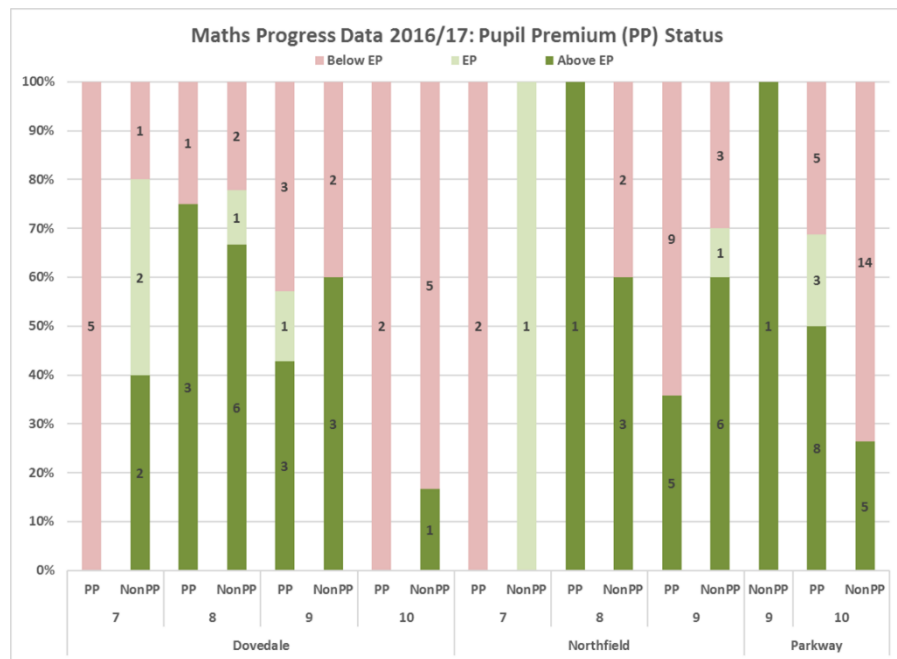
**Table 1: Post-16 Destinations**

There are a higher number of pupil premium pupils who were identified as NEET compared to non-pupil premium pupils.

Interventions need to be considered and identified for 2017/18 to support pupil premium pupils in accessing/preparing for post-16.

Post-16 Destination	Pupil Premium				Total	
	No		Yes			
NEET	2	6.5%	5	17.2%	7	11.7%
Mainstream College	22	71.0%	21	72.4%	43	71.7%
Special	0	0.0%	1	3.4%	1	1.7%
Specialist	4	12.9%	0	0.0%	4	6.7%
Traineeship/Apprenticeship	3	11.1%	1	2.5%	4	6.0%
Other (Online learning)	0	0.0%	1	3.4%	1	1.7%
<b>Grand Total</b>	<b>31</b>	<b>51.7%</b>	<b>29</b>	<b>48.3%</b>	<b>60</b>	<b>100.0%</b>

**Table 2: In Year Progress 2016/17**



Where are the gaps now?

**Maths:** Dovedale year groups all have gaps between PP and nPP, a whole centre strategy would be preferential rather than targeting individual pupils.

#### Maths In Year 2016-17 Progress EP+

	Year	Pupil Premium			Non Pupil Premium			Median Difference
		Number	Expected Progress +	Median WAG	Number	Expected Progress +	Median WAG	
Dovedale	7	5	0 (0%)	14	5	4 (80%)	22	● -8.0
	8	4	3 (75%)	22	9	7 (78%)	25	● -3.0
	9	7	4 (57%)	22	5	3 (60%)	36	● -14.0
	10	2	0 (0%)	23.5	6	1 (17%)	28	● -4.5
Northfield	7	2	0 (0%)	13	1	1 (100%)	16	● -3.0
	8	1	1 (100%)	15.5	5	3 (60%)	22	● -6.5
	9	14	5 (36%)	22	10	7 (70%)	22	● 0.0
Parkway	10	16	11 (89%)	35	19	5 (26%)	28	● 7.0

- Year 7 (2016/17) Dovedale, median gap of 8 between PP and nPP
- Year 9 (2016/17) Dovedale, median gap of 14 between PP and nPP

- Year 8 (2016/17) Northfield, median gap of 6.5 between PP and nPP

Dovedale timetable dedicates 1 hour less per week to English and Maths in comparison to other centres – consideration needs to be given to whether this is appropriate given the significant gaps in attainment.

**English:** All but one of Dovedale year groups all have gaps between PP and nPP, a whole centre strategy would be preferential rather than targeting individual pupils.

**English 2016-17 Progress EP+**

	Year	Pupil Premium			Non Pupil Premium			Median Difference
		Number	Expected Progress +	Median WAG	Number	Expected Progress +	Median WAG	
Dovedale	7	5	1 (20%)	19	5	0 (0%)	25	● -6.0
	8	4	2 (50%)	31	9	5 (56%)	34	● -3.0
	9	7	3 (43%)	22	5	4 (80%)	31	● -9.0
	10	3	2 (67%)	31	6	3 (50%)	31	● 0.0
Northfield	7	1	1 (100%)	36	1	0 (0%)	34	● 2.0
	8	2	1 (50%)	30	7	6 (86%)	31	● -1.0
	9	15	14 (93%)	36	10	9 (90%)	38	● -2.0
Parkway	10	16	10 (63%)	40	18	10 (56%)	38	● 2.0

Dovedale timetable dedicates 1 hour less per week to English and Maths in comparison to other centres – consideration needs to be given to whether this is appropriate given the significant gaps in attainment.

Please note that these figures represent in year progress for 2016/17 for the point at which they entered if they were not there from the start of the academic year.



**Attendance:** Difference between PP and nPP pupils associated with attendance is highly likely to lead to sustained if not increasing gaps in attainment. A key area for centres to address is the attendance of PP pupils.

**Additional comments**

Removing barriers to learning;

- We are working towards raising the quality of teaching and learning across the school
- Low literacy and numeracy levels are being targeted more effectively
- Curriculum review has identified the need for further development of independent life skills
- The school is working closely with parents to increase engagement
- Poor attendance is being addressed with new systems and personnel
- Providing access to school through funded transport to bridge the delay due to local authority provision timeframes
- Addressing narrow experience of life outside school with enrichment opportunities

