

Bebington High Sports College Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Bebington High Sports College				
Academic Year	2017/18	Total PP budget	£502,930	Date of most recent PP Review	07/17
Total number of pupils	1038	Number of pupils eligible for PP	532	Date for next internal review of this strategy	11/17

2. School Performance 2015-2016				
	%Pupils eligible for PP at BHSC	%All pupils at BHSC	Pupils not eligible for PP (national average)	All pupils (national average)
% achieving Grade 9-4 in English and Maths	51.9	51.1 (awaiting remarks)		
% achieving Grade 9-4 in English	60.5	63.3 (awaiting remarks)		
% achieving 9-4 in Maths	60.5	67		
% achieving Ebacc with standard pass in English and maths	19.8	21.6	tbc	tbc
Progress 8 score average	tbc	tbc	tbc	tbc
Attainment 8 score average	38.2	39.4		
Absence: overall % sessions missed (NB: data is for FSM cohort)	45	12.76		
Absence: % Persistent Absentees (missing 10% or more sessions)	19	25		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A	Curriculum: High attaining pupils who are eligible for PP are making less progress compared to national 'other' pupils in some subject areas
B	Teaching and Learning: Literacy levels for some pupils eligible for PP are lower than for non-disadvantaged pupils

C	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils	
D	Behaviour: to further embed strategies for engagement to secure effective behaviour for learning as well as further reduce exclusion data	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E	Attendance: to further embed and secure the attendance and home/school engagement of disadvantaged cohort	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improvement in the attainment of higher ability children in receipt of the Pupil Premium.	The attainment of higher ability students in receipt of the Pupil Premium is in line with the attainment of non-disadvantaged students in school and there is less than 10% gap between PP students at BHSC and all students nationally
B.	Improvement in the progress and attainment of middle and high ability disadvantaged pupils in all subjects	The indicator data for progress and attainment of middle and high ability disadvantaged pupils shows a 5% improvement on average across all subjects
C.	Increased participation in the engagement of disadvantaged children in learning opportunities beyond the classroom	Improvement in participation rates in additional teaching sessions and extra curricular activities
D.	Maintenance and improvement of engagement levels	Reduction in fixed term exclusions of PP students
E.	Maintenance and improvement of the attendance figures for pupils	Indicator data shows improvement

5. Planned expenditure						Costs
Academic year		£Becky?				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Increased time of individualised in-class support to facilitate feedback and collaborative learning	Re-alignment of Teaching Assistants to specific departments to secure excellent subject expertise and targeted CPD so TAs are better able to support SEND and PP students	EEF –Teaching Assistant Deployment Toolkit rated as+5 on impact review EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Through a scheduled programme of formal lesson observations and snapshot observations of teaching and TA support. Use of Progress Leaders to monitor and target PP students who are underachieving	DHT-Quality and Standards, Progress Leaders	Half termly SLT Meetings for focus on under achieving students	£34,000
Improvement in outcomes for all and PP students across all departments	Implement and embed new Assessment policy and procedure Implement new Teacher and CC RAP processes Introduce Progress Leader Monitoring, evaluation and intervention Introduce new approach to fortnightly monitoring of all subjects with CC and SLT	Outcomes, although much improved, still need greater improvement –Ofsted, new Raise will show this The impact of the new approaches that were trialled in 2016/17 had impact in summer outcomes 2017	Through regular (weekly) line management meetings using the in-school accountability structures This will include half termly progress reviews for all pupils through data collection and fortnightly reviews	DHT Teaching and Learning	Half termly	£25,000

<p>Improved provision for learning through further focus on differentiation via use of Office 365, various subject on-line resources, Class Charts, more access to Library and after school homework clubs</p>	<p>Renewal and expansion of provision for pupils to work before & after school</p>	<p>EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Enhanced quality of classroom provision EEF – Homework Secondary (rated as +5)</p>	<p>Whole school approach to T & L developments through team of Lead Practitioners and projects being undertaken collaboratively Quality review of existing resources and thorough research of additional Monitoring of participation and engagement</p>	<p>DHT Teaching and Learning</p>	<p>Spring and Summer terms 2018</p>	<p>£10,000</p>
<p>Improve outcomes for all and PP students -65% of the school population is in receipt of PP so therefore, whatever we do, must have a focus on improving outcomes for all students with targeted tracking and intervention for the most disadvantaged</p>	<p>Appointment of additional teaching staff to address increased student numbers</p> <p>Additional TLR posts to include a focus on PP students in English, Maths and Science</p> <p>Continue to employ Doug and Steve for small group intervention in Maths</p> <p>Specific additional support for subjects where students did not perform well in 2017 GCSE outcomes: DT, some Science subjects – Biology and Chemistry, Psychology, some MFL</p>	<p>EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p>	<p>Whole school approach to T & L developments through team of Lead Practitioners and projects being undertaken collaboratively Quality review of existing resources and thorough research of additional Monitoring of participation and engagement</p>	<p>DHT Teaching and Learning</p> <p>DHT Quality and Standards</p>	<p>Spring and Summer terms 2018</p>	<p>£200,000</p>

ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Improved engagement with learning and corresponding progress	Appointment of 2 x More Able Co-ordinators to include a specific focus on PP students who are more able	<p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Meta-cognition and Self-Regulation (+8 rating)</p> <p>EEF – Social and Emotional Learning (rated as +4 in Teaching and Learning Toolkit research review)</p>	<p>Through regular (weekly) line management meetings using the inschool accountability structures for pastoral systems</p> <p>This will include half termly progress reviews for all pupils through data collection sessions</p>	DHT Quality and Standards	Half termly (schedule of totem pole meetings, AIM meetings)	£17,000
	Targeted support from better deployed TAs who will have more subject specific knowledge and expertise and a focus on SEND and PP					£30,000
	Appointment of a PP Intervention TA for the English Department to focus on small group work with PP students					£30,000
	Remove ad hoc counselling support and appoint school own counsellor with specific remit for supporting the T&L of PP students					
	Investigate a whole school 'growth mindset' approach using the More Able Coordinators					
Improved literacy levels	Introduce Year 7 Drop Down Curriculum from either October or Jan for 6 weeks –specific targeted intervention for different groups focus: Better Reading Partnership, Toe by Toe, Phonics, Talk for Writing, Financial Literacy, Numeracy Intervention	EEF – Reading Comprehension Strategies (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) as well as Phonics (+4 rating) and Small Group Tuition (+4 rating)	<p>Schedule of formal and snapshot lesson observations</p> <p>Review of cohort selection for intervention</p> <p>This will include half termly progress reviews for all pupils through data collection</p>	Head of English	Half termly (SLT meetings)	£15,000

	<p>Provision of small class sizes in English, for targeted PP students</p> <p>Provision of specialist literacy additional sessions -some withdrawn support</p> <p>whole-school literacy focus</p>					
Improved progress and attainment	<p>Introduction of 'flightpaths' model of progression Y7-11 and into Sixth Form and appointment of Progress Leaders</p> <p>Targeted programme of additional support and intervention with timely identification (Assertive Mentoring)</p>	<p>PP students identified as specific group for analysis and tracking by Progress Leaders. SLT focus on all students but particular focus on vulnerable groups' tracking.</p> <p>PP students supported via joint approach both in class and in pastoral support to achieve good and outstanding progress on flightpaths</p> <p>Proven track record of success with identified pupils based on diagnostic approach. Pupil feedback identifies helpfulness of sessions and culture of aspiration and improvement</p>	<p>Through regular (weekly) line management meetings using the in school accountability structures for curriculum and pastoral systems</p> <p>This will include half termly progress reviews for all pupils through data collection</p>	DHT, AHT, CCs	Half termly	
iii. 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	When will you review implementation?	
Improved attendance	<p>Appoint additional 2 staff to support attendance strategy</p> <p>Increase SLA with ESW Service</p>	Experience of the school shows the impact of the work of the attendance officer is good but limited due to capacity issues	Attendance focus in weekly pastoral review (HOL, AHT, DHT meetings)	DHT Pupils Achievement and Inclusion	Weekly reports produced Termly AIM Half termly team meetings (curriculum & pastoral leaders)	£30,000

Improved access to enrichment activities to support learning exploration and develop cultural capital	A range of further projects and initiatives funded through the PP, including support for a systematic programme of extracurricular learning incorporating a school-wide commitment to Outdoor Adventure Learning (primarily DofE Award programme), Peer Tutoring. Further activities linked to Social & Emotional Learning & use of Digital Technology , music lessons, school trips	Experience of the school shows the positive impact of learning outside the regular curriculum in terms of engagement and, consequently, academic outcomes which also reflect the character development involved. EFA - Outdoor Adventure Learning (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review); Peer Tutoring (+6 rating); Social & Emotional Learning (+4 rating); the use of Digital Technology (+4 rating);	Planning and review of quality and participation from SBM responsible for Trips and Visits working alongside CCs with overview of extended learning opportunities Staff given time in allocation to ensure high quality provision	SBM	Annual review of extra curricular and extended learning (Summer term)	£66,000
Relentless Focus on PP Students will result in no gap between PP and all students at KS 4 in 2018 and no more than a 10% gap between BHSC students and all national students	Commission Kath Harris to undertake reviews and re-visit all curriculum areas with a focus on PP student tracking and outcomes and gender imbalance	+5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Kath Harris reports to IEB/Governing Body Teaching and Learning lesson observations feedback –School Ip	CK-Head Teacher	Termly	£43,000
Total Spend:£500,000						Contingency : £2930

Please see additional document ‘Pupil Premium Summary 2016-17’ for last year’s information (website)