

Bebington High School Pupil premium strategy statement

1. Summary information					
School	Bebington High School				
Academic Year	16/17	Total PP budget	514 840	Date of most recent PP Review	May 2017
Total number of pupils	954	Number of pupils eligible for PP	557	Date for next internal review of this strategy	Sept. 2017

Current attainment				
	Pupils eligible for PP	All pupil	Pupils not eligible for PP (national average)	All pupil (national average)
% achieving 5A* - C incl. EM (2015-16 only)	42%	47%	64.7%	62%
Progress 8 score average	-0.76	-0.62	0.12	0
Attainment 8 score average	37.69	40.62	52	49.34%
Absence: overall % sessions missed (NB: data is for FSM cohort)	8.8%	7.4%	3.5% (4.1% nat)	4.6% (5% nat)
Absence: % Persistent Absentees (missing 10% or more sessions)	27.1%	22%	5.9% (8.3% nat)	10% (12.4% nat)
Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
A.	Low levels of literacy and numeracy result in some disadvantaged pupils having limited access to the curriculum.			
B.	Improve attainment for high ability disadvantaged pupils.			
C.	Low level disruption having detrimental effect on the academic progress of some disadvantaged pupils.			
D.	Additional care, support and guidance provided for some disadvantaged pupils.			

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental engagement / raising aspirations	
F.	Attendance: to embed and secure the attendance of disadvantaged pupils	
2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Increased attainment for disadvantaged pupils in English, maths and science	Higher progress 8 scores for English, maths and science for disadvantaged pupils than 2015/16. Narrow the gap between progress 8 scores in English maths and science for disadvantaged pupils at BHS and other pupils nationally.
B.	Increased attainment overall for disadvantaged pupils	Higher overall progress 8 score than in 2015/16. Narrow the gap between overall progress 8 for disadvantaged pupils at BHS and other pupils nationally.
C.	Increased attendance rates for pupils eligible for disadvantaged pupils.	Higher % attendance for disadvantaged pupils than in 2015/6. Narrow % of persistent absentees who are disadvantaged than in 2015/16. Overall rates of attendance and persistent absenteeism for disadvantaged pupils in line with other BHS pupils.
D.	Increased progress and attainment for disadvantaged pupils in identified subjects Geography.	Higher overall progress 8 score than in 2015/16. Narrow the gap between overall progress 8 for disadvantaged pupils at BHS and other pupils nationally.

E.	Improvement in the attainment of higher ability disadvantaged pupils.	A reduction in the gap between overall progress and attainment for disadvantaged higher ability pupils at BHS and other pupils nationally.
F.	Additional care, support and guidance provided for some disadvantaged pupils enabling them to improve their focus, motivation and behaviour.	Progress and attainment data shows narrowing of gaps in all year groups. Reduction in the number of disadvantaged pupils in the isolation room, exclusions and detentions.

3. Planned expenditure

Academic year **2016/17**

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 and impact?
Increased attainment for disadvantaged pupils in English, maths and science.	<p>The Mastery program used in years 7 and 8.</p> <p>Employment of additional staff in English and maths departments.</p> <p>Additional Teaching assistants deployed to work 1:1 with English and Math departments.</p>	<p>EEF - (rated as+5 in Sutton Trust/EEF Teaching and Learning Toolkit research review).</p> <p>EEF - (rated as+5 in Sutton Trust/EEF Teaching and Learning Toolkit research review).</p> <p>1:1 or small group work carried out by additional staff for identified pupils. EEF - (rated as+5 in Sutton Trust/EEF Teaching and Learning Toolkit research review).</p>	<p>Observation of teaching through focused lesson observations and learning walks.</p> <p>Review of departmental data on a rolling programme.</p>	Curriculum co-ordinators (CC)	Termly

Improved literacy levels and numeracy	<p>Whole school literacy and numeracy focus.</p> <p>Literacy co-ordinator appointed, all staff trained to deliver strategies during form time.</p>	<p>EEF – Reading Comprehension Strategies (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Phonics rated as +4 in the EEF research review</p>	Review of departmental data for identified cohorts.	Literacy and numeracy co-ordinators	Termly
Progress and attainment data shows narrowing of gaps in all year groups.	<p>A whole schools CPD focus on quality first teaching with inset provided on :</p> <p>high quality feedback, questioning, differentiation</p> <p>AFL strategies</p> <p>RAP process</p> <p>Planning for challenge</p>	<p>High quality feedback is rated as one of the most effective ways of improving attainment</p> <p>EEF - (rated as+8 in Sutton Trust/EEF Teaching and Learning Toolkit research review).</p> <p>Research suggests that it should be specific, accurate and clear. It should provide specific guidance on how to improve and not just tell pupils when they are wrong.</p>	The quality of feedback monitored by CC and SLT during Learning walks, book reviews and lesson observations. SLT observations linked to PM cycle.	CCs	End of year

<p>Increased attainment overall for disadvantaged pupils</p>	<p>Introduction of class charts to support parental and student engagement. Staff training in the use of class charts. Homework monitored through class charts.</p> <p>English and maths Summer school programs for years 7 and 8.</p> <p>Transition camp for pupils in year 6 into year 7</p>	<p>EEF-There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to +8 months positive impact on attainment. To maximise impact, it is also appears to be important that pupils are provided with high quality feedback on their work.</p> <p>Parental engagement EEF - (rated as+3 in Sutton Trust/EEF Teaching and Learning Toolkit research review).</p>	<p>Monitoring of homework by CC and SLT. A variety of tasks with different levels of challenge Quantity and quality planned and monitored.</p> <p>Monitoring of the attendance of disadvantaged pupils at Summer school and transition camp.</p>	<p>CC and SLT through book reviews, parent and pupil feedback.</p> <p>C Hodges</p> <p>K Byrne</p>	<p>Termly</p>
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<p>Increased progress and attainment for disadvantaged pupils in identified subject Geography.</p>	<p>Restructure of department. Appointment of KS3 and 4 co-ordinators.</p> <p>Coaching programmes in place to support development of behaviour or teaching and learning strategies.</p>	<p>RAISE data indicates that this is an area requiring improvement. Recruitment of additional experienced staff to provide informed support. INSET training for departments from subject examiners.</p>	<p>Through regular (weekly) line management meetings. Including termly progress reviews for all pupils through data collection.</p> <p>Schedule of formal observations in addition to learning walk and book scrutiny.</p> <p>Regular meetings with coaching mentor.</p>	<p>SLT line manager and CC</p>	<p>Termly</p>
<p>Improvement in the attainment of higher ability disadvantaged pupils.</p>	<p>Staffing in maths to provide. English and maths summer camp for year 7 and 8 pupils.</p> <p>Sixth form taster sessions.</p> <p>G&T maths program.</p>	<p>Small group interventions with highly qualified staff are known to be effective.</p>	<p>Mentoring of pupils. Meetings with SLT to discuss progress and attainment at key points in the year e.g. post mock exams for year 11.</p>	<p>K Byrne</p>	<p>Termly</p>
Total budgeted cost					<p>£331,400.81</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 ?
<p>Attendance for disadvantaged pupils in line with other pupils nationally</p>	<p>Attendance policy reviewed and updated and shared with all staff.</p> <p>An attendance team including an attendance officer employed to monitor pupils and follow up on truancies.</p> <p>A tiered approach involving ESW, achievement managers and tutors.</p>	<p>In order to improve attendance pupils must attend school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>DFE report that the higher the percentage of sessions missed across a key stage the lower the level of attainment at key stage 4.</p>	<p>Appointment of support for attendance clerk.</p> <p>Raising the profile of attendance across the school through the reward system, and publicity around the school, on the school website, newsletter, and posters. Linked to the rewards system and access to end of year trips.</p> <p>Letters re; attendance to parents and guardians.</p>	<p>Attendance officer.</p>	<p>Attendance and progress discussed weekly with SLT lead.</p>

<p>A reduction in persistent absenteeism for disadvantaged pupils in line with other pupils nationally</p>	<p>Commissioned full day ESW service.</p> <p>An increase in parent panel interviews and fixed penalty notices.</p>	<p>Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons</p>	<p>Reduced timetables and reintegration programme to ensure pupils attend on a regular basis.</p> <p>Personalised support for identified pupils. Increased number of FPNs issued.</p>	<p>SLT</p>	<p>Pupils identified half termly.</p>
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Improved engagement with learning leading to increased attainment for disadvantaged pupils	Behaviour for Learning strategies consistent across the school. The behaviour strategy introduced after staff and pupil consultation. Key student data available to staff through class charts. Year system restructured.	Meta-cognition and Self-Regulation (+8 rating) EEF – Social and Emotional Learning (rated as +4 in Teaching and Learning Toolkit research review)	Classroom expectations clearly displayed. Systems in place to reward good behaviour. Behaviour reports and lesson attendance patterns monitored. Pastoral and Head teacher panels meet with identified pupils and parents. Better communication with parents Number of incidents, exclusions and detentions monitored by achievement managers.	SLT	Weekly
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Total budgeted cost					£48,675.12
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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 engagement with learning leading to	Enrichment activities to widen horizons and raise expectations.	EEF research shows that having positive experiences of school and access to wider opportunities, involving team building, co-operation,	Co-ordinator to monitor PP access to a range of curricula linked activities	G&T coordinator	Annually

increased attainment for all disadvantaged pupils	<p>For pupils to develop resilience and skills through accessing a range of activities including: Silver and Gold Duke of Edinburgh</p> <p>Leadership club</p> <p>PGL activities</p> <p>English and maths summer camp for year 7 pupils.</p> <p>Sixth form taster sessions.</p> <p>G&T program in maths</p>	the arts and wider challenges enhances and improves learning. It also develops community, social and leadership skills.	<p>including: theatre trips, maths G&T programme</p> <p>Provide financial support when necessary to ensure access.</p>		
Improved engagement with learning	<p>Increased access to counselling</p> <p>Increased staffing at support centre for vulnerable pupils</p>	<p>EEF shows that targeting emotional and social barriers has a moderate but important impact on the outcomes for learners.</p> <p>To provide emotional and social support for pupils so they can be happy and successful learners.</p> <p>Allowing pupils to function in the classroom and improve attendance.</p>	A referral system in place co-ordinated by achievement managers with an entrance and exit strategy and support.	CC	Termly
Raising pupil aspirations and increased attainment for disadvantaged pupils	A range of Careers support and guidance provided through PSHE, careers fair event, individual interviews with members of SLT.	National evidence suggests that some pupil premium pupils have low aspirations about post 16 education and lack clear goals. This can be a factor in underperformance. Specialist careers guidance ensures the needs of our pupils are being	<p>Destination data monitored.</p> <p>No NEET.</p> <p>Pupil feedback.</p>	SLT	Tracking of the student data would be done on a half termly basis

	<p>Enrichment days: University visits and motivational speakers.</p> <p>Post 16 interviews. Work experience in years 10 and 12.</p> <p>Setting aspirational and expected targets for all pupils.</p>	<p>met. This provision allows us to provide additional support with post 14 & 16 pathways, course / college applications and interview skills.</p> <p>Raising aspirations about a pupil's future so they understand what they need to do in order to achieve their goals.</p>	Rigorous tracking of pupil progress		through data meetings.
	Disadvantage fund	To be able to reduce the financial barriers to learning, so that all pupils can access opportunities and resources to enhance their learning.	Achievement managers monitor to ensure that when there is a need support is provided		
Total budgeted cost					£167,762.12

