

Pupil premium grant expenditure report to parents: 2014/15

Overview of the school	
Total number of pupils on roll Years 7 to 11	576
Total number of Free School Meal (FSM) pupils	50
Amount of funding received per FSM pupils	$50 \times 935 = 46,750$
Total number of Looked After Children (LAC) Total number of previously Looked After Children (PLAC)	4 11
Amount of funding received per LAC/PLAC pupils	$4 \times 1,900 = 28,500$
Catch Up Premium for Year 7 pupils below Level 3a in Maths or English	$11 \times 500 = 5,500$
Total number of Service family pupils	0
Amount of funding received per Service family pupil	0
Total amount of funding received	106,600.00

Nature of support 2013/14

Curriculum support:

- House Leader for Vulnerable students/Student support appointed responsible for monitoring of academic progress. HL met with weekly other HL's each week to monitor and review progress of Pupil Premium students and fortnightly with Subject leaders of English and Maths to discuss progress and review impact of interventions. He also met with the SENCO on a weekly basis to assess impact of interventions/additional interventions e.g. Ed. Psych visits and interviews
- Additional weekly Maths and English classes for those entitled to *Catch up Premium*.
- 1:1 tuition for all LAC pupils in Maths and English in addition to PLAC pupils in year 7.
- Mid-term and Easter revision sessions for Year 11 and Year 10 (for those with early exam entries) were held. Teachers were paid for these sessions and refreshments were provided for students.
- One-to-one tuition engaged in English, Maths and Science to support pupil premium students.
- Revision guides were provided for all PP students in all subjects.
- One to one tuition at Homework Club and revision sessions.
- Support for educational trips - Universities to raise aspirations and curriculum focussed trips.
- Support for meeting costs of additional music lessons.
- Y10 and Y11 Academic Board Meeting with House Leaders, parents, student and senior leader to promote attainment.
- Year 11 progress interviews focussed purely on support and interventions in term 1 and term 4 with HL Student Support.
- GCSE POD Audio Learning Revision Guides link <http://www.gcsepod.co.uk/home/>

Careers advice and guidance for Y9, 10, 11:

An external careers advisor has been employed for 1 day per week to work with Y9, Y10 and Y11 students. Presently, all Y11 students have received an individual 'interview' to support them with their college applications. Additional consultations have been made available to any student who wishes to receive further support with their post-16 transition routes. Work is taking place with Y9 and Y10 students in particular with those students who are at risk of becoming NEETs. Aspiration events were also held for targeted students. Presentations were given by motivational speakers working in industry for Y11 and there was also an opportunity to visit to an Apprentice careers fair, costs for PP students was met. These events were well received by students.

SEN:

Learning Support Assistants providing support in lessons and one 1 to 1 support in the Learning Support Base and Student Support Centre for pupil premium students with learning difficulties. This includes the SEN Reading Programme Years 7 and 8 and Literacy support for all years. All pupils are screened and any with significant literacy issues are provided with a raft of interventions such as a personalised timetable enabling 1:1 or small group tuition.

Counselling:

External school counsellor (one day per week) worked with 20 pupils, 7 of which were Pupil Premium. All of these pupils had issues successfully engaging in lessons. All 7 spoke positively of this experience and all improved their attendance and engagement in lessons. One pupil was able to take a lead role as a student ambassador in one of the key student led initiatives of 2014.

Student Support Centre SSC

A House Leader responsible for Vulnerable students/Student Support was appointed in September. He has worked closely with 4 Pastoral support Leaders linked with each house. This has enabled the Pastoral team to provide a more strategic system of support, providing regular mentoring sessions, positive behaviour group work, peer relationship sessions and bereavement counselling. In addition the attendance officer regularly met with ant PP students whose attendance was a concern and corresponded with parents. These interventions have all been provided in house by the SSC team. The HL for student support has also set up an equalities group to help promote diversity and cultural awareness and well-being throughout the school. This was welcomed by a significant number of Pupil Premium students who have been keen to be involved in the group and who subsequently presented to governors. This demonstrated the desire and aptitude of some PP students to lead on whole school initiatives.

Aim Students:

HL for student support met with the Lead for AIM students on a bi-weekly basis and ensured that Pupil Premium students not previously identified were added to the AIM list. This is still a focus for HL Student Support, to ensure that the most able Pupil Premium students thrive. This occurs in various ways: liaising with departments to ensure the curriculum is challenging, monitoring the progress of targeted students, interviewing students and working with attainment managers on appropriate interventions to ensure that students meet their targets. Enrichment activities in the form of visits to universities such as Oxford University have also proved very successful. Pupil Premium students identified as AIM have been supported with extra-curricular lessons and additional challenge text books.

Identification of need and allocation of additional support:

Subject Leaders and House Leader bi-weekly meetings standing item on vulnerable students and pupil premium provides the main conduit for discussions on our students with a wide range of Additional Educational Needs including students with safeguarding needs. This meeting is supplemented by an ongoing referral route by any member of staff to follow a range of procedures e.g. concern/incident form, referral to SEN team as well as incidents referred directly to the Senior Team who can respond and refer to an appropriate provision. HL for student support interviews all Pupil Premium Students over the year to make them aware of resources and additional support that they can access.

Duke of Edinburgh Bronze Award:

Pupil Premium students participating in the Duke of Edinburgh award. The award gives young people a chance to develop skills for life and work, and is highly regarded by Universities and employers. It promotes independence, resilience, self-confidence, leadership and teamwork, encouraging young people to be involved in their community through Volunteering, to participate in physical activity to stay fit and healthy, to show commitment in developing a skill, and to be self-sufficient through completing the Expeditions. It is challenging and highly rewarding, fostering positive attributes and attitudes in those who take part, which spills over into their approach towards school and improves their attitude towards education.

Instrumental Music Lessons

Music Lessons including drum, piano and guitar lessons. Research shows that students who learn an instrument and participate in music are more successful academically and socially. Learning an instrument develops a young person's ability to concentrate for extended periods of time and persevere when they find things difficult, developing self-confidence and self-esteem. Participation in music making promotes social inclusion and teamwork, encouraging young people to feel a sense of belonging, and is highly enjoyable.

Activities Week:

Activities Week including Year 7 Camp to promote and facilitate engagement in, and enjoyment of, learning inside/outside school; to broaden students' learning and promote social inclusion

Year 6/7 Transition

There has been a concerted effort to improve the transition from primary to secondary school for our pupils. This began in term 3 with questionnaires sent to all feeder schools in order for us to profile students according to need and ability. This was followed up with a staff visit and a discussion with primary school colleagues and the pupil's themselves. We also provided 2 days of immersion in June for the pupils to experience BCCS school life. Support staff focussed on monitoring any LAC or previously identified PP students to assess need for support or challenge regarding their learning. The Transition initiative has certainly proved successful when comparing current year integration with last year's cohort.

Additional Mentoring:

Students supported to organise their independent study time and improve independent study skills; to build students' self-esteem through mentoring programme. The school used an external consultancy 'Learning Performance'. Feedback was very positive and Pupil Premium students were exempt from any costs.

Year 11 students who were underachieving were allocated a mentor from SLT to coach, mentor and support. SLT met with these students regularly from September.

Cameron McKenna Law Firm mentoring programme and Hargreaves Lansdown mentoring programme. These programmes have been crucial in raising the aspirations of vulnerable students. They have been paired up with professionals from these companies who mentor them during termly sessions on a range of topics including progress and career pathways.

Meetings with Year 11 students to discuss post 16 pathways to enable tracking of pupils. This has enabled the school to track those at risk of NEET,

Parental/carer engagement and support:

HL student support was in regular contact with LAC carers and Social workers through PEP meetings designed to ensure that these pupils were meeting target levels. He also met with parents to discuss specific concerns regarding maximising pupil progress.

Student voice and parent voice indicates that intervention and support impacts positively on students' ability to manage school, especially peer and teacher relationships.

Parent voice is unequivocal in identifying that personal liaison and school/parent mentoring supports them to better support their children.

Middle leaders are actively working to narrow the gap between Pupil Premium students and non-Pupil Premium students as a result of feeling confident and empowered to tackle Pupil Premium underachievement

Enrichment:

Duke of Edinburgh: all students are working towards completing Bronze award, having successfully completed their expedition elements.

Music Lessons: students engaging well and working to complete progressively challenging grades; social inclusion promoted; Pupil Premium students achieve more highly than non-Pupil Premium students in music at KS3.

Raising Aspirations programme: Using speakers to promote subjects ranging from career progression, equalities, faith and diversity.

Assessment of Impact of Pupil Premium

BCCS Pupil Premium students are significantly exceeding national levels of progress and attainment at key stage Three and Four. The value added figures for GCSE results show that the Pupil Premium National average was **977.8** whilst BCCS figures were **1034.5** for our Pupil Premium students. The progress and attainment gap between PP and Non PP within BCCS (pg7) is closing rapidly year on year. To maintain this positive trend and realise the target of closing the gap between PP students and non PP students at BCCS we will continue to focus on the strategies below.

The HL responsible for Pupil Premium is working closely with SLT to ensure rigorous monitoring and intervention for all year 11 students and there will be even greater focus at expected levels of progress in Key stage 3.

Objectives focus for Pupil Premium spending 2014/15

The intended outcomes for all students in receipt of Pupil Premium funding were identified as:

- Pupil Premium students' attainment would be in line with their peers especially in English and Maths
- Pupil Premium students' achievement would be in line with / in excess of their personalised estimations and predictions especially in English and Maths
- Pupil Premium students' achievement and attainment would be supported by their parents'/carers' engagement
- Pupil Premium students' engagement in and enjoyment of learning inside school would be promoted and facilitated
- Pupil Premium students' engagement in and enjoyment of learning outside school would be promoted and facilitated
- Pupil Premium students' ongoing engagement with education, employment and training post 16 would be promoted and facilitated
- Staff are trained and developed to remove barriers to learning and underachievement

Measuring the impact of Pupil Premium spending

Previous performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months)

	Whole School 2014	Pupil Premium 2014	Whole School 2015	Pupil Premium 2015
Total Year 11 Students	110	17	110	16
5A*-C included English and Maths %	79%	69%	91%	69%
5A*-C %	91%	88%	97.9%	87.5%
English – 3 levels progress, KS2-4 %	83%	94%	94.4%	87.5%
English – 4 levels progress, KS2-4 %	48%	56%	58.3%	50%
Maths – 3 levels progress, KS2-4 %	88%	80%	86.2%	56.3 %
Maths – 4 levels progress, KS2-4 %	52%	53%	47.7%	6.3%
Average points score	45.2	43.1	46.69%	41.87
Value added Maths	0.5	0.4	1001.824	998.511
Value added English	0.01	0.0	1003.708	1003.501