

Proposed spend of Pupil Premium and Catch-Up Premium- 2014/15

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002¹ or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

BCCS is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2014/15.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

Pupil Premium 2014 – 2015 £106,800 (existing staffing costs £41,350)

Remainder of funds available 2014/15 - £65,450

The four key objectives:

1. Transition: to improve transition and attainment outcomes for PP* students to ensure attainment is in line with or exceeding expected levels of progress
2. Literacy and Numeracy: to maintain the reading scheme intervention to improve the reading age of students whose reading age is below national average and to maintain the numeracy intervention for students whose are performing below their expected target level/grade
3. Engagement: to improve curriculum engagement and academic achievement for PP students
4. Attendance: to implement strategies addressing the attendance gap between for PP non PP students

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)

Key Objective 1: Transition: to improve transition and attainment outcomes for PP* students to ensure attainment is in line with or exceeding expected levels of progress

Action : Deployment of LSAs / additional intervention teacher

LSA contracted to work additional hours to support intervention.
Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for Eng./ma.

Rational : Sutton document 'One-to-one tutoring+5 months moderate impact'
'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'
Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184.
PricewaterhouseCoopers (PwC) LLP.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2014	HL PP HOD of En/Ma	Tracking and monitoring data of PP cohort via data collection, student feedback, exit data, data analysis within SIMs. Lesson obs schedule of intervention lessons.	Per hr rate for LSAs & House Leader Pupil Premium P Callaghan – 7% FTE salary 1.5 fulltime equivalent LSAs focused on PP = £24,750	A reduction in the attainment gap of PP and non PP students in years 7 from Sept 2014 – June 2015 in mathematics and English levels

Action: Summer School Y6

PP summer school funding stream £150 per student attending for approx. 20 students £3,000
Identified cohort of PP students invited to attend
Summer school - A focus on developing the confidence of the students, safety, learning skills and provide a foundation for Year 7.

Rational: Govt initiative to help disadvantaged students make a successful transition from primary to secondary school.
Sutton Trust document - Summer schools, moderate impact for moderate cost.
Reduce the traditional attainment dip between year 6 and year 7.

'Summer schools boost the self esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell. 2012

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
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August 2015	PMC/RM	Data analysis KS2 – first Y6 data entry	£3,000	Students who attend summer school maintain/improve KS2 level in maths and English. Gap narrowed in year 7 between PP and NPP students and between PP that attended the SS and peers (see impact of Summer School analysis)
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Action: Interventions Maths, English and science

Interventions to run with targeted cohorts in Year 7 to 11. Students would be identified as those underachieving in Ma & Eng & Sc and would be run withdrawal lessons focusing on skills needed.

Rational: To address any attainment dip

To support underachieving students

'... schools boost the self esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell. 2012

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Y11 Autumn 2014 and Spring 2015	RM	Data analysis Year 11 term 1 Mocks CA attainment Post intervention school analysis	English Staffing 3 periods a week =£3,500 Maths Staffing 2 periods a week = £2,450 Science 2 periods a week = £2,450 £8,400	75% of cohort achieve 3LoP in GCSEs in core 75% of cohort achieve above or expected LoP at end of year 8
Y7-10 Autumn 2014 and Spring 2015	SENCo, PC and RM	SENCo, PC and RM Nurture group Y7 Support groups for Y8, 9 and 10		PP gap continues to narrow in Eng at KS3

Action: Easter revision school Y11 and Y10

Easter GCSE revision school for English, maths and science

Rational: Sutton document are lessons during the Easter holidays, and are often designed as catch-up programmes.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Easter Holiday	RM/IG/ Subject Leaders KLT, RBW and IJB	Data analysis Spring Attainment	16 Y11 students £225 per student = £3,600	Compare predicted grades spring analysis versus final GCSE grades.

			21 Y10 students £50 per students = £1,050 £4,650	
Action: Revision Guides Eng/Ma/Science Y10 and 11				
GCSE revision guides for English, maths and science				
Rational: Provide PP students with course specific revision guides.				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Autumn/ Spring 2014/15	RM/KLT/ RBW/IRB	Provision of revision guides and use within in lessons/homework	16 Y11 students £15 per guide per student = £720 21 Y10 students £15 per guide = £630 £1,350	Final attainment grades versus FTTD
Action: Stretch and Challenge				
English and maths higher level LSA in class working with with able PP students to stretch and challenge				
Rational: Provide able PP students with stretch and challenge.				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Autumn/ Spring 2014/15	RM/KLT/ RBW/IRB	Provision of revision guides and use within in lessons/homework	5 Y11 students 2 periods a week = £1,080	Final attainment grades versus FTTD

Key Objective 2: Embed the reading scheme to improve the reading age of year 7 and year 8 students whose reading age is below national average.

Action: Y7 Learning to Learn Skills based Curriculum All students whose attainment falls below the national expectations for reading and functional literacy to access Year 7 Literacy/numeracy skills Curriculum. Cohort identified from year 6 scores and from Term 1 RA data.

Rational: Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Starting Sept 2014	PMC/TK	Reading level assessment at start of Y7 to identify cohort. Teacher led assessment upon exit from the scheme	Cost Dedicated teacher and HTLA or LSA 1 period a week = £540	Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA – minimum expected progress after at least 6 months progress in reading.

Action : Numeracy and literacy support during holidays and after school.

Rational : Combined Teacher HLTA additional support for PP in years 9-11 through twilight and holiday work. The development of numeracy and Literacy skills is a whole school focus. Assessment scores are collected for every pupil in every year. Interventions are tracked by PMC. IJB and RBW to appoint dedicated staff to set ambitious targets 3 sub levels per year and implement appropriate interventions and liaise termly with PMC

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2015	PMC Faculty Heads	Reading and numeracy level assessment to identify cohort. Tracked until 3 sub levels of progress is made. Assessment upon exit from the scheme.	Extra Math and English teacher for holiday and twilight. HLTA specialist used. Dedicated Maths English Teacher to track TBD	3 sub levels of progress to be made by PP cohort

Extra level of marking and scrutiny and interviews
PP cohort books reviewed by dedicated teacher combined with 1:1 interview termly. Interviews termly with House PSL's focussed on inhibitors to progress and SMART targets

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2015	PMC, Subject Leaders and	PMC	TBD	4 sub levels of progress in the year

	House Leaders			
Action: Early interventions KS3&KS4				
<p>Rational: Sutton document stresses that improving literacy and numeracy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP. Data system to highlight year KS4 PP who are not on track to make 4 sub-levels of progress and dedicated teacher and HOF to make intervention. Targeted mentoring by PSL's and Dedicated teacher. This will include SLT for year 11.</p>				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2014	PMC/Subject Leaders	Assessment of year 9 and 10 data to track and intervene	TBD	Pupils to be on track to make 4 fine grades of progress.
Start of Term 3	PMC, Subject Leaders and House Leaders	Meetings with parents and flagged up at ACBO's, department meetings and pastoral team meetings		
Action : Reading champions students identified as Reading Champions, trained (by SENDCO) to provide reading support to the under achieving students.				
<p>Rational : Sutton Trust Peer Tutoring evidence of impact is relatively high (typically equating to about a GCSE grade). The benefits are apparent for both tutor and tutee (particularly in cross-age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. There is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.</p>				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
March 2015	PMC, IJB and TK	Reading assessment at to identify cohort. Assessment upon exit from the scheme.	Training of Peer Tutors, support for Peer Tutors £200 per student	Improvement of minimum 6 months in reading age

Key Objective 3: to improve curriculum engagement and academic achievement for Pupil Premium Students.

Action: Implement wider pastoral support to enable PP students to fully access the curriculum and reduce attainment gap.

Rational: Ensure an overlap between Academic reviews and pastoral reviews for all Pupil premium students

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2015	PMC & PSL's	<p>PSL's to meet with all pupil Premium students in their house termly to review progress. PMC SLT to liaise with Year 11.</p> <p>Pupil Premium Students to have a clear post 16 pathway.</p> <p>All PP students to complete questionnaire on their learning experience with RM or PMC.</p> <p>All PP students to have taken part in at least one extracurricular club or work shop</p>	TBD	<p>Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.</p> <p>100% of pupils to be in employment FE or training</p> <p>PMC and RM to suggest interventions where there are none based on the need highlighted. This gives pupils a greater involvement in the school and ensure a more rounded educational experience.</p>

Action: Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap, support those students who do not have breakfast and support students with home-based learning by supporting staff to enable after school access.

Rational: National College Research cites effective embedded support as being a contributory factor to improving attainment and engagement.

Sept 2015	PMC	<p>Attendance register of Homework and Extra curriculum</p> <p>Breakfast club</p>	<p>PP attendance of extended curriculum and Homework club in addition to revision and additional support/challenge books</p>	<p>Attendance of extracurricular and extended curriculum activities not inhibited by financial constraints</p>
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		<p>Counsellor</p> <p>Termly meetings with PSL</p> <p>ASDAN programme for PP students who experience difficulties engaging</p>	<p>Ensure breakfast available for any CLA/PP in need to ensure an effective start to the school day</p> <p>To support Pupil Premium students</p> <p>Costs TBD</p>	
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Action: USE CPD on Attachment disorder and work with SARI and the equalities group to broaden access to the Curriculum

Rational:

Term 4 2015 onwards	RM PMC	INSET Data for cohort selected Trail of initiative with key groups	TBD	Greater staff awareness of attachment disorder and ability of BME students to access the Curriculum. Both these groups are over represented on PP roll.
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Action: Careers Advice Y11

One to one careers meeting with careers advisor

Rational: Provide PP students detailed post-16 information and applications.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Autumn/ Spring 2014/15	RM/House Leaders	Provision and completion summary of advice and guidance action plan	16 Y11 students £15 per meeting = £720 £240	All PP secure post-16 training or education

Action: Raising Aspirations Years 7, 8, 9 and 10

Individual mentoring of PP students

Rational: Provide PP students detailed post-16 information.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
			TBD	

Spring /Summer 2014/15	RM/House Leaders	Provision and completion summary of advice and guidance action plan. Detailed action plan for post 16 education, further education, higher education and apprenticeships		All PP secure post-16 training or education
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Key Objective 4: Attendance: to implement strategies to improve attendance for Pupil Premium students

Action: Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students

Rational: EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Intervention for targeting attendance
 LM – to help target hard to reach parents
 During registration weekly target of PP attendance cohort.
 LM to give termly update to PMC on gap between PP and wider school cohort.

Rewards – for cohort for improved attendance, extended to.
 Two tiers approach alongside Non PP rewards and incentives for att.
 Rewards to maintain PP att.
 Incentives to address poor pp att.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Term 3 2015	LM PMC and HL's	LM to brief PMC weekly on PP attendance	TBD	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% att average
	LM PMC and HL's	HL's to monitor rewards for all attendance with specific focus on PP students	TBD	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% att average

Autumn Term 2014	PMC PSL	PSL (redeploy member of staff) to work alongside parents. School and outside agencies to remove barriers to attendance.	TBD	
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Other Pupil Premium spend includes:

- **Educational visits**
- **Duke of Edinburgh award**
- **Year 7 Camp**
- **Breakfast club**
- **Visits to higher education**
- **Music tuition**
- **Homework club**
- **Coursework catch-up**

