

## Pupil premium grant expenditure report to parents: 2015/16

<b>Overview of the school</b>	
Total number of pupils on roll Years 7 to 11	588
Total number of Free School Meal (FSM) pupils	46
Amount of funding received per FSM pupils	$46 \times 935 = 43,010$
Total number of Looked After Children (LAC) Total number of previously Looked After Children (PLAC)	4 13
Amount of funding received per LAC/PLAC pupils	$17 \times 1,900 = 32,300$
Catch Up Premium for Year 7 pupils below Level 3a in Maths or English	$9 \times 500 = 4,500$
Total number of Service family pupils	0
Amount of funding received per Service family pupil	0
<b>Total amount of funding received</b>	<b>79,810</b>

## Nature of support 2013/14

### Curriculum support:

- There are weekly meetings with House Leaders to monitor and review progress of Pupil Premium students and fortnightly with Subject leaders of English and Maths and Science to monitor progress and review impact of interventions. PMC (House Leader Student Support) and ERM (SENCO) now share an office and review and monitor vulnerable students on a daily basis to assess impact of interventions e.g. Ed. Psych. visits and interviews, Dyslexic assessments and support from the Behaviour improvement team.
- The core subjects of English, Maths and Science all offered personalised learning sessions for Pupil Premium Students. Initially there were some non-attendees to the after school sessions this improved over time and the sessions have become integral to the progress of these students.
- Additional weekly Maths and English classes for those entitled to *Catch up Premium*.
- 1:1 tuition for all LAC pupils in Maths, English and Science 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.
- Revision guides were provided for all PP students in all subjects, there has been a substantive take up year on year on Text books and resources requested by departments.
- 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/>
- Funding for Educational Psychologists, behaviour improvement sessions to support staff with challenging students.

### Careers advice and guidance for Key stage 4:

An external careers advisor has been employed for 1 day per week to work with Key stage 4 students. Pupils in Year 11 were interviewed to support them with their college applications. Additional consultations were made available to any student who wished to receive further support with their post-16 transition routes. Sarah Heaton Jones (Senior Pastoral Leader) works 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 FE Colleges, and Apprentice and careers fairs. Costs for PP students were met. These events were well received by students. The Senior Pastoral Leader also visited houses of vulnerable students with the careers advisor to support pupils and families.

### SEN:

The merging of the SSC with the LSU has been very successful and allowed the SENCO SPL and HLSS to liaise regularly about the needs and strategies for our more vulnerable cohort. This has resulted in a more thorough approach to implementing and monitoring interventions. There have for example been more referrals made to Educational psychologists, Counselling and the Behavioural Improvement team. This resulted has in a reduction in Behaviour points in KS3.

**Counselling:**

Due to an increase in referrals and greater demand from 6<sup>th</sup> form the External school counsellors increased their weekly visits to twice weekly and their caseload increased from 20 to 26 pupils, of these 10 were Pupil Premium. All of these pupils had issues that were impacting negatively on their learning. All spoke positively about the help that was provided and all improved their attendance and engagement in lessons with the exception of one Year 9 pupil who has not attended school since December 2015 and is to be taken off role.

**Student Support Services**

The structure of student support has changed as the LSU and SSC have merged under the Student Support Services umbrella. A new Attendance Officer was appointed to replace James Adams, and Heather Hurrey who worked as a House Leader with no teaching responsibilities left in December for personal reasons. Sarah Heaton Jones was promoted to the role of Senior Pastoral Leader and as part of her greater responsibilities she has built up a range of contacts with agencies that now work closely with BCCS. These include stronger links with CAMHS, Bristol Drugs Project/Young Person Substance Misuse Service, Early Help and Learning Partnership West. There has also been greater emphasis on building the resilience of vulnerable pupils and finding appropriate pathways such as vocational courses for Year 11 pupils at City of Bristol College. HLSS has also been evaluating vocational courses that are appropriate for pupils who wish to pursue pathways other than University.

John Sibley has taken on a more proactive role in dealing with behaviour. The Behavioural Support unit was established to deal exclusively with incidents of ill-discipline and poor conduct. 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 has regularly met with any PP students whose attendance was a concern and corresponded accordingly with parents.

**Aim Students:**

HL for student support meets regularly with HL's to discuss the progress of Aim students that are entitled to Pupil Premium. This is a key focus 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 focussing 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. ACBO's in Year 11 also now ensure that Pupil Premium Students appointments are a priority.

**Identification of need and allocation of additional support:**

Subject Leaders and House Leader bi-weekly meeting agendas have a standing item on vulnerable students and pupil premium. This and weekly pastoral meetings continue to be the main forum for discussions on our students. These discussions involve students with a wide range of Additional Educational Needs including students with safeguarding concerns. 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 Leadership Team who can respond and refer to an appropriate provision. HLSS for student support interviews all Pupil Premium Students over the year to make them aware of resources and additional support that they can access. Year 11 pupils are interviewed twice over the year.

**Duke of Edinburgh Bronze 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. Will Davies who manages the award commended particularly the input of Pupil Premium Students this year.

**Instrumental Music Lessons**

50% of Music Lessons costs including drum, piano and guitar lessons are met by the Pupil Premium for our Year 7 cohort. 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. The Pupil Premium continues to support students as and when deemed appropriate with additional costs toward their musical interests.

**Activities Week:**

The Pupil Premium is used to meet at least 50% of the cost of 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 again been a concerted effort to build on the success of last years transition from primary to secondary school for our pupils. Questionnaires were completed enabling 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 pupils themselves, in addition to an analysis of the work in their class books. We again provided 2 days of immersion in June for the pupils to experience BCCS school life. Support staff focussed on monitoring any CiC (Child in Care) or identified PP students to assess need for support or challenge regarding their learning. The Transition initiative enabled us to highlight additional pupils with specific needs and be proactive in making the child feel as secure as possible and enjoy their introduction to BCCS. As last year the cohort have settled in well as evidenced by the high number of House points awarded and the low number of sanctions.

**Additional Mentoring:**

There were some concerns over the behaviour of a group of year 11 boys three of whom were Pupil Premium. These boys were provided with extensive mentoring from the pastoral team and also met with Governors to discuss their behaviour and how best to move forward. None of the cohort were permanently excluded despite some very poor behaviour. Some of them thanked members of the Pastoral team for the chances that they had been given, which was perhaps some recognition of the extent to which our pastoral support stretched.

Year 11 Pupil Premium students who were underachieving were allocated a mentor from SLT to coach, mentor and support. SLT met with these students regularly from September. There were also regular discussions by tutors with Year 11 students to discuss post 16 pathways to enable effective tracking of pupils. This has enabled the school to track those at risk of NEET,

**Parental/carer engagement and support:**

HL student support attended two CPD sessions to develop the role he holds of Designated Teacher for CiC. He also met regularly with representatives from the Hope School to develop PEPs and more effective communication with carers of CiC. The Hope School recognised the Outstanding work the School is doing with CiC and asked for copies of resources so that they could be offered to other Bristol schools as models of good practice. HLSS continues to liaise regularly with parents of Pupil Premium Students regarding pupil progress and the acquisition of resources.

There is greater emphasis on tutor involvement with their Pupil Premium tutees. HLSS emailed all tutors a dialogue sheet that focuses on greater progress and attainment. This also gave the tutor a deeper understanding of the students needs. The long term strategy is for tutors to engage explicitly in narrowing the gap between Pupil Premium students and non-Pupil Premium students. This will be augmented through continued CPD during TD time.

**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.

**After School clubs:**

There is a strong emphasis on Pupil Premium Students joining one of the schools many clubs. Statistically pupils who are members of extra-curricular clubs show a markedly higher rate of progress than those who do not. The Pupil Premium questionnaire has an expectation that Pupil Premium Students must join a club

**Assessment of Impact of Pupil Premium**

BCCS Pupil Premium results continue to significantly exceed national levels of progress and attainment at key stage Three and Four. The figures for the last academic year compare very favourably with local and national figures.

Headline figures for 5 \*A-C Maths and English are as follows

BCCS - 54%

Bristol - 30%

England - 36%

The value added figures for GCSE results for 2016 are currently unavailable on SISRA but all indicators are that once again the figures will be positive. The HLSS responsible is working closely with SLT to ensure rigorous monitoring and intervention for all year 11 students and there continues to be greater focus at expected levels of progress in Key stage 3. BCCS is an Outstanding School that is fully committed to inclusivity. In the spirit of this HLSS has rewritten advice helping parents and carers to have greater ease in applying for Pupil Premium, this is also in line with the current Bristol Local Authority strategy.

The absolute focus is on closing the gap between Pupil Premium and Non Pupil Premium Students. All members of staff are now fully aware of the need to increase the attainment of Pupil Premium Students. There is also greater awareness by form tutors of the importance in supporting and challenging pupils and colleagues alike to do so.

## **Objectives focus for Pupil Premium spending 2016/17**

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 and Science.
- 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 through a focus on vocational pathways.
- Form tutors are trained and developed support Pupil Premium Students with resources and advice to enable progress.
- All pupil Premium students will be supported in joining an extra-curricular club of their choosing



## 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 2015	Pupil Premium 2015	Whole School 2016	Pupil Premium 2016
Total Year 11 Students	110	17	110	20
5A*-C included English and Maths %	91%	69%	83%	55%
5A*-C %	98%	88%	84%	55%
English – 3 levels progress, KS2-4 %	94%	94%	98%	92%
English – 4 levels progress, KS2-4 %	55%	56%	57%	50%
Maths – 3 levels progress, KS2-4 %	86%	80%	97%	89 %
Maths – 4 levels progress, KS2-4 %	48%	53%	66%	44%
Average points score	46.69	43.1	44.45%	37.42
Value added Maths	1001.824	0.4	-	-
Value added English	1003.708	0.0	-	-