

Pupil premium grant expenditure report to parents: 2016/17

Overview of the school	
Total number of pupils on roll Years 7 to 11	600
Total number of PPI	100
Amount of funding received per FSM pupils	$100 \times 935 = 93,000$
Total number of Looked After Children (CiC) Total number of previously Looked After Children (CiC)	6 13
Amount of funding received per CiC	$7 \times 1900 = 7,630$
Catch Up Premium for Year 7 pupils below Level 3a in Maths or English	$10 \times 500 = 5,000$
Total number of Service family pupils	1
Amount of funding received per Service family pupil	1×300.00
Total amount of funding received	106,740

Nature of support 2013/14

Curriculum support:

- There are weekly meetings with House Leaders to monitor and review progress of Pupil Premium students and regular meetings with Subject leaders of English and Maths and Science to monitor progress and review impact of interventions. PMC (House Leader Student Support) and SHJ Senior Pastoral Leader in conjunction with the SENDCO 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, in addition to reviewing academic targets.
- The core subjects of English, Maths and Science all offered personalised learning sessions for Pupil Premium Students. Non attendance has been a concern and PMC attended inter school conferences with 4 other Bristol schools that have similar cohorts to discuss solutions. Sanctions were not thought to be appropriate and incentives were decided upon as a preferred option. PMC also liaised with WB from the English department to develop greater capacity to deliver effective interventions. This included research on a package called successmaker that could be developed for September 2017
- 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 has continued.
- 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 including Art and DT.
- 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.
- Signing up to the 'Brilliant Club' which engages able pupils from disadvantaged backgrounds by working with Russell group Universities.

Careers advice and guidance.

We continue to employ an external careers advisor who was employed for 1 day per week to work with Pupils in Year 11 this involved 1:1 interviews 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. House Leaders, and Pastoral support leaders also met with those students who were at risk of becoming NEET. A careers work fair– *Raising aspirations* was also organised for year 9 and PP pupils were supported with costs. There continues to be opportunities to visit FE Colleges, through work skills and Pastoral leaders two Year 11 pupils took up part time vocational courses, one of which was a pupil Premium student. This cost was met from PP budget.

SEND:

A new SENDCO was appointed in January and he has continued to build on the success of the previous title holder. SENDCO attended regular meetings with the Pastoral team and SLT to discuss vulnerable students and monitor interventions. There is thorough approach to implementing and monitoring interventions such as regular updating of the TISS (Teacher information SEND Sheet). There is also a focus on early interventions and referrals to Educational psychologists, Counselling and the Behavioural Improvement team. This led to reduction in Behaviour points in KS3 and KS4 on last year.

Counselling:

Due to an increase in referrals and greater demand from 6th form the External school counsellors increased their weekly visits to twice weekly and their caseload increased. Unfortunately one of the counsellors was absent for the last 3 months due to poor health. One Counsellor will now meet the requirements instead of two next year. Two of the pupils seen were Pupil Premium the greater access anticipated next year should see that number rise. All of these pupils had issues that were impacting negatively on their learning. Feedback from pupils regarding counselling was very positive.

Student Support Services

It was a very challenging year with regard to logistics for student support Services, primarily regarding the flood damage that occurred in the Deanery and the subsequent relocation. The Pastoral team rose to the challenge with diligence, professionalism and customary good humour. EM our Attendance Officer has settled into her role well and is instrumental in running attendance reports and chairing meetings with poor attenders. She has also helped develop a new system of sanctions for late comers which has seen a marked improvement in punctuality. EM has regularly met with any PP students whose attendance was a concern and corresponded accordingly with parents.

Sarah Heaton Jones who was promoted to the role of Senior Pastoral Leader deputised for PMC in the role of Designated Teacher, due to his poor health. She was responsible for LAC and dealing with the Hope School. She managed this very successfully. The CPD and courses that she attended at the start of the year were instrumental in this success. The SSS continues to work closely with external agencies. These include stronger links with Off the Record, CAMHS, Bristol Drugs Project/Young Person Substance Misuse Service, Early Help and Learning Partnership West. 'Kooth' an on line mental health and well being course was also introduced, as well as assemblies from off the Record.

There has also been greater emphasis on building the resilience of vulnerable pupils. Off the record offered drop in sessions to discuss well being but there was limited take up from pupils. John Sibley managed the BSU and also monitored disciplinary interventions and their impact. He also with the support of PMC produced personalised resources for mentoring sessions, positive behaviour group work, peer relationship sessions and bereavement counselling. These were particularly useful in supporting a group of year 7 boys with positive behaviour. All four of the group reduced the number of Behaviour Points.

Aim Students:

PMC met with HL's and SL's to discuss the progress of Aim students that are entitled to Pupil Premium to ensure that the most able Pupil Premium students are being engaged and challenged in all class activities. This entails meeting with departments to ensure that SoL have a range and breadth of activities that are challenging and stretch the most able. The new BRAG system has helped to identify those that are making the most progress and allows teachers to adapt targets and strategies that enable the greatest progress. Enrichment such as visits to universities like 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:

Throughout the year SLT, Pastoral leaders and House Leaders met regularly to focus on vulnerable pupils. The primary focus was how the pupils were progressing academically and how they were best supported in this process. The learning dialogue sheets that tutors used for Pupil Premium students proved valuable in spotting needs and areas requiring development, for example a lack of PP students involved in extra curricular activities. Safeguarding concerns were also highlighted in these sessions. PMC continued to meet with underachieving PP students and he met with all Year 11 pupils prior to taking time off through illness. This involved a comprehensive review of their performance in subjects and an audit of interventions and additional books that were required for the student. The first review took place in September and a mid point one in January. Progress was evaluated by PMC and fed back to class teachers who adapted interventions accordingly.

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. Of the 61 Year 10 Pupils involved in the Award only four were Pupil Premium Students which is a concern and PMC is liaising with staff about possible additional funding as this is such a valuable experience for disadvantaged pupils to be involved in. The four that were involved all enjoyed the expeditions immensely and took part in additional activities that included Russian ballet, Keep fit and Kick boxing. They also volunteered in a nursery, a moggery and served at St. Mary Redcliffe Cathedral. I feel the current year 10 would benefit immensely from these experiences.

Instrumental Music Lessons ED SHELLARD

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. All Year 7 pupil Premium students took up the additional funding for Steel pans and they played in the Next Generation Concert and Pop and Jazz, both in the summer term. A number of other Pupil Premium students were also involved in these productions and continue to contribute to Music as a specialism at BCCS and 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

Extra staff have been involved in gathering and collating the data of our new intake. 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. A particular focus were CiC and SEND pupils. Strategies to ensure that pupils felt happy and ready to engage in lessons were discussed. We provided 2 days of immersion in June for the pupils to experience BCCS school life and an additional half day in September. Support staff focused on monitoring any CiC (Child in Care) or identified PP students to assess need for support or challenge regarding their learning during this period. To enable a smooth transition of our Year 7 CiC SHJ met with all pupils and their class teachers and Social workers to establish effective strategies and ensure a happy and productive start to their learning at BCCS

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:

SHJ attended two CPD sessions to develop the role he holds of Designated Teacher for CiC. she also met regularly with representatives from the Hope School to develop PEPs and more effective communication with carers of CiC. PMC and SHJ continues to liaise regularly with parents of Pupil Premium Students and carers of CiC 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 and teachers to engage explicitly in narrowing the gap between Pupil Premium students and non-Pupil Premium students.

Enrichment and After School Clubs

There were a huge range of After school clubs ran by teachers, Support staff, parents and 6th formers ranging from French Drama Club to First Aid to the Equalities Group. Tutors were proactive in encouraging Pupil Premium students to sign up, this was particularly effective in the equalities group who went on to lead assemblies on Equality issues with some outstanding contributions from Pupil Premium Students. 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

Brilliant Club

The Brilliant Club is an education charity which runs a Scholars' programme, the aim of which is to support disadvantaged pupils to develop knowledge, skills and ambition required to progress into higher education. Eight of our pupil premium students graduated from the Scholars' Programme. The programme involved these students working with a PhD researcher over 6 weeks, and conducting a piece of research alongside them, in their field of expertise. The programme also involved trips to Oxford and Bristol University, in school tutorials and challenging independent assignments. The in school tutorials ran up until the final week of term, and the students submitted their assignments over the summer holidays. Their PhD researcher assessed these assignments. All our students achieved 2.1 or firsts. The 8 students attended their graduation ceremony at Bristol University. Parents and carers joined us for a day of tours, lunch, study skills sessions and information on supporting your children into higher education. The parents in particular found these sessions to be highly informative and very useful. They were very pleased that their children had been chosen to take part.

Exam results analysis August 2017

There were 15 pupils in total from the 2016/16 cohort who were PPI. 9 (60 %) attained a grade C (4 or above including Maths and English) In 5 subjects. Girls were for 47% whilst Boys were 53%. 47% of the PPI cohort are BME of these pupils 33% achieved 5 A-C grades including Maths and English. Although the headline figure is up on last year regarding 5 A-C grades, the actual progress made when contrasted with FFT target grades is concerning. 75% of pupils in Maths failed to reach their FFT target with a corresponding figure of 53% failing to do so in English. PM was absent due to illness from February. He has returned full time and is working closely with SLT to ensure rigorous monitoring and intervention for all PP students with a particular focus on Year 11 and Year 7. Analysis of Summer data 2017 indicates that across all year groups a significant number of Pupil Premium students are underachieving. A whole raft of strategies building on last years initiative to drive progress through class room teaching and ensuring Pupil Premium students are high profile in the class room and engaged and challenged accordingly is being monitored by PMC and ERM. The focus remains on closing the gap between Pupil Premium and Non Pupil Premium Students. PMC led whole School inset and highlighted those currently underachieving in 5 or more subjects in Year 11 and has organised a mentor for each pupil who will over monitor and evaluate progress as a matter of urgency.

Objectives focus for Pupil Premium spending 2017/18

- Every teacher to take responsibility for the progress of Pupil Premium students as a matter of priority.
- Pupil Premium students' attainment would be in line with their peers especially in English and Maths and Science this remains a target.
- All Pupil Premium students' achievement would be in line with / in excess of their personalised estimations and predictions.
- 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 such as Duke of Edinburgh Award will be more accessible.
- Pupil Premium students' ongoing engagement with education, employment and training post 16 would be promoted and facilitated through a focus on vocational pathways.
- All Pupil Premium Students to have joined an extra-curricular club or sports team.

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 2016	Pupil Premium 2016	Whole School 2017	Pupil Premium 2017
Total Year 11 Students	110	17	115	15
5A*-C included English and Maths %	83%	55%	58%	27%
Students with 5A*-C % 2016 only*	84%	55%	*	*
Students achieving 9-4 incl. Eng. and Maths 2016/17*	*	*	84%	73%
Average total capped 8 Incl Eng & Maths	355.78	276.2	339.81	276.53
Average grade per student	B-	C-	B-	C-
Average points per grade per student	44.45	37.42	43.64	37.93
Average grade per student capped at best 8	B-	D	C+	D
Students entered for Ebacc	38 (34.5%)	4	44 (38.3%)	5 (33.3%)
Students entered achieving Ebacc	34 (31%)	2	32 (28%)	3 (13.3%)
Value added Maths	1001.824	0.4	0.00	-0.16
Value added English	1003.708	0.0	0.51	0.53
Average Total Attainment 8	61.06	44.2	55.28	40.33
Average Attainment 8 Grade	6.11	4.42	5.53	4.03
Attendance	93.4%	89.4%	93.8%	92%