

## **Proposed spend of Pupil Premium and Catch-Up Premium- 2017/18**

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 2002<sup>1</sup> 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 2017/18.

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

Funds available 2017/18 - £113,000 including Catch up Premium for Ma & Eng (details of spend for Catch-Up Premium at the end of the plan)

### **The three 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. Engagement: to improve curriculum engagement and academic achievement for PP students
3. 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**

PSL and 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/Maths.

**Rationale :** 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.'*

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
Sept 2017	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.  PMC RJW IJB	<b>House Leader Pupil Premium/ student support</b> <b>Senior PSL:</b> <b>PSL</b> <b>Staffing costs approximately (£37,000)</b> 2 fulltime equivalent LSAs focused on PP hourly interventions  <b>= £10,000</b>	A reduction in the attainment gap of PP and non PP students in years 7 from Sept 2017 – June 2018 in mathematics and English levels

**Action: Summer transition Y6**

PP summer transition funding stream £50 per student attending for approximately 40 students 3 days and staffing

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.

**Rationale:** To help disadvantaged students make a successful transition from primary to secondary school.

Sutton Trust document - Summer transition, moderate impact for moderate cost.

Reduce the traditional attainment dip between year 6 and year 7.

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

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
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July 2016 - Sept17	P Callaghan	Data analysis KS2 – first Y6 data entry	<b>£2,000</b>	Students who attend summer transition maintain/improve KS2 level in maths and English. Gap narrowed in year 7 between PP and NPP students and between PP that attended the transition.
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**Action: Interventions Maths, English and science**

Set 5 to run with targeted cohorts in Year 7. Students would be identified as those underachieving in Ma & Eng & Sc and would run as intensive workshops, focusing on skills needed.

**Rationale:** 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. 2016

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Y11 Autumn 2017 and Spring 2018	PMC SL's Core subjects	Data analysis Year 11 term 1 Mocks CA attainment Post intervention school analysis	English Staffing 3 sessions a week =£3,500  Maths Staffing 3 sessions a week = £3,500  Science staffing 3 sessions  <b>£10,500</b>	75% of cohort achieve FFT minimum grade
Y7 Autumn 2017 and Spring 2018	SENDCo PMC	SENDCo, PMC		PP gap continues to narrow in Eng at KS3

**Action: Easter revision school Y11**

Easter GCSE revision school for English, maths and science

**Rationale:** 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	ERM	Data analysis Spring Attainment	22 Y11 students £225 per student = £4,950  11 pupils coached by Bristol tutors	Compare predicted grades spring analysis versus final GCSE grades.

			<b>£8,250</b>	
<b>Action:</b> Revision Guides Eng/Ma/Science Y10 and 11				
GCSE revision guides for English, maths and science				
<b>Rationale:</b> Provide PP students with course specific revision guides.				
<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
Autumn/ Spring 2017/18	PMC/ SL's all subjects	Provision of revision guides and use within in lessons/homework	22 Y11 students £8.00 per guide per student = £1500 31 Y10 students £8.00 per guide = 2,200  <b>£3,700</b>	Final attainment grades versus FTTD

<b>Action:</b> Careers Advice Y11				
One to one careers meeting with careers advisor				
<b>Rationale:</b> Provide PP students detailed post-16 information and applications.				
<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
Autumn/ Spring 2017/18	PMC/House Leaders	Provision and completion summary of advice and guidance action plan	22 Y11 students £15 per meeting = £720  <b>£330.00</b>	All PP secure post-16 training or education


**Key Objective 2: to improve curriculum engagement and academic achievement for Pupil Premium students**

**Action:** Implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap.

**Rationale:** Sutton document ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’

All framework holders may make a bid for this fund .Examples of spending may include revision guides, resources for technology, staffing for PP workshops etc, all of which must have a direct impact curriculum attainment.

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
<b>Sept 2017</b>	<b>HN, HOF/HOD</b>	Progress of students provided with support to be monitored to ensure value for money. Departments to justify spend in academic terms. I&O termly review and impact forms	(incl training support) <b>(£5,000)</b>	Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.

**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 reward policies as being a contributory factor to improving attainment and engagement. It is envisaged that students will use VIVOs for subsidising their own enrichment activities, e.g. prom and termly rewards day.

<b>Sept 2017</b>	<b>PMC SLT</b>	Attendance register of Successmaker and Extra curricular work	PP attendance of extended curriculum and enrichment activities, activities day support.	E6 cohort attendance of extracurricular and extended curriculum activities not inhibited by financial constraints
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		<b>Breakfast club</b>	Ensure breakfast available for any CLA/PP in need to ensure an effective start to the school day  <b>(approx £1k).</b>	
		<b>Peri lessons</b>	Support PP students in peripatetic lessons trailblazers <b>(£10,000)</b>	
		<b>Prom and awards day</b>	<b>(£2,000)</b>	
		<b>Duke of Edinburgh Award Scheme</b>	<b>(£2,000)</b>	
		<b>Academic trips eg MFL</b>	<b>(£2,000)</b>	
		<b>Summer camp Year 7</b>	<b>(£4,000)</b>	

**Key Objective 3: Attendance: to implement strategies addressing the attendance gap between PP and non PP students**

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

**Rationale:** 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  
 AFA – to help target hard to reach parents  
 During PSHE and registration weekly target of PP attendance cohort

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

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
<b>Sept 2017</b>	<b>PMC Attendance officer</b>	Performance management of A.O Tracking and monitoring of progress in Eng/ma of students receiving academic mentoring. PC/APC intervention to promote attendance	<b>£1,500 x 6 = £9,000</b>	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% attendance average
		Hls to monitor rewards for all attendance with specific focus on PP students	<b>£500 x 6= £3000</b>	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% attendance average
<b>Autumn Term 2014</b>	<b>JJA/HN</b>			

**Proposed Total Spend of: £113,000**

**Out of : £113,000**

<b>Catch- Up Premium 2017 – 2018 (29 x £500) = £5,500</b>					
<b>Objective</b>	<b>Intervention</b>	<b>Monitoring &amp; Evaluation</b>		<b>Cost</b>	<b>Success Criteria</b>
<b>Literacy</b>	<b>Set 5 Ma &amp; Eng</b>	<b>Feedback from Students/parents Increased use of library for cohort</b>	<b>£135 per student</b>	<b>£3915</b>	<b>Improvement in reading levels – 75% cohort to demonstrate progress of 1 grade by October 2018</b>
	<b>Set 5 Maths and English</b>	<b>Data Reassessment of levels</b>	<b>£100</b>	<b>£1000</b>	<b>75% of cohort access secure L3</b>
<b>Numeracy &amp; Literacy</b>	<b>1:1 support– targeting those students for support within lessons who are working below L4</b>	<b>Data reassessment SFL and intervention resources Lesson observation</b>	<b>Resource £250</b>	<b>£250</b>	<b>Make progress in line with their peers and reduce the attainment gap</b>
<b>Alternative curric</b>	<b>For those with a reading age below functional literacy 9.6 Increase range of RA appropriate readers</b>	<b>Data collection RA data on at 2 further key points in the year.</b>	<b>£500 – inc range of readers to utilise with the groups</b>	<b>£750</b>	<b>Make rapid gains to being above the level of functional literacy</b>
<b>Rewards</b>	<b>Purchase of suitable rewards to maintain motivation and to reward attainment and progress – letters home to parents, badges, motivational stickers, Break reward</b>	<b>HN Data</b>		<b>£250</b>	
<b>Total</b>				<b>£5,400</b>	