

Pupil premium grant expenditure report to parents: 2017/18

Overview of the school	
Total number of pupils on roll Years 7 to 11	641
Total number of PPI Amount of funding per child £900	129 $129 \times 900 = 116,100$
Total number of Looked After Children (LAC)	7
Total number of previously Looked After Children (LAC)	20
Amount of funding received per Looked After Child Amount of funding received per Previously Looked after Child	$7 \times 1900 = 13,300$ $20 \times 900 = 18,000$
Catch Up Premium for Year 7 (Based on Bristol LA calculations)	£4,983
Total number of Service family pupils	1
Amount of funding received per Service family pupil	1×300.00
Total amount of funding received	134,683

Nature of support 2013/14

There were Three key aims that drove the Pupil Premium rationale for progress.

- To raise the classroom profile of PP students, using a range of strategies including targeted questioning, greater challenge, support tracking and expectations of PP students.
- To secure live marking in every classroom as an effective form of feedback.
- Use Student Voice as a means of evaluation of our rationale.

Curriculum support:

- Esther Messinger AP T&L took over Line management of Pupil Premium, this was to tie in Pupil Premium progress even more securely within a bespoke T&L framework that incorporated Live Marking and Student Voice to raise the profile of PP students in the classroom and ensure that they benefited from the best possible Teaching and Learning strategies.
- There are weekly meetings with House Leaders to monitor and review progress of Pupil Premium students and regular meetings with Subject leaders of English, 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 weekly basis to assess impact of interventions e.g. Ed. Psych. visits and interviews, Dyslexic assessments and support from various outside agencies, in addition to reviewing academic targets.
- The core subjects of English, Maths and Science all offered personalised learning sessions for Pupil Premium Students. PMC also liaised with WB from the English department to develop greater capacity to deliver effective interventions. This included the use of a software package 'successmaker' which had mixed results and it was decided not to continue with the package for logistical reasons.
- 1:1 tuition for all LAC pupils in Maths and English, as well as Science to PLAC pupils in year 7 has continued.
- Revision guides were provided for all Key stage Four PP students in all subjects, there has been a significant take up year on year on Textbooks 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. There was a particular focus on LAC and PLAC Pupils as part of our focus on broadening Cultural capital.
- Support for meeting costs of additional music lessons.
- Year 11 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. PP students were prioritised for ACBO's.
- GCSE POD Audio Learning Revision Guides link <http://www.gcsepod.co.uk/home/>
- Funding for behaviour improvement sessions to support staff with challenging students.
- House leaders MJG and the SENCO each took two underachieving pupils to mentor throughout the academic year meeting with them on a fortnightly basis to monitor progress.
- TIPPS – Teacher Interventions Pupil Premium Students were introduced for Year 11 Pupils. These focussed on what strategies most supported their learning in the classroom.
- Student voice was used to evaluate the impact of classroom strategies. These occurred three times over the course of the year and involved a cross section of all pupils. There was detailed

feedback from pupils and specific discussion on classroom strategies. This involved the pupils ranking the most effective strategies that enable progress. This was fed back to staff by PMC during Whole School Inset. The key findings are noted below.

- Give students lead roles in class.
- Use seating plans to help pupils learn.
- Use more past exam papers and assessments.
- Teachers should ask other teachers who successfully engage classes and make learning enjoyable how they do it.
- Encourage students to attend intervention sessions.
- Have 1: 1 tutorials in class.
- Support students more with Homework by being clear on the VLE and providing high quality resources.
- Challenge poor behaviour – We all want to learn.

Student voice is now an established and valuable evaluation tool with regard to Teaching and learning and additional interventions in both Key stages.

Careers advice and guidance.

An external careers advisor was employed 1 day per week to work with Pupils in Year 11 this involved 1:1 interviews to support them with their college applications. PP students were prioritised. 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. There continues to be opportunities to visit FE Colleges, through work skills and direction from the Pastoral team. Two Year 11 PP students took advantage of a weeks Summer School at Oxford University. This was a hugely beneficial experience, which will be repeated in 2019/19. Another exciting opportunity to experience the world of work was provided by Foote Anstey and West of England mentoring. This allowed 14 PP students to spend a series of afternoons at accountants Foote Anstey and be mentored. The pupils and mentors held a celebratory afternoon in BCCS and were presented with awards for their commitment and enthusiasm.

Counselling:

Due to an increase in referrals and greater demand from 6th form, the External school counsellors increased their weekly visits to three times a week and their caseload increased significantly. The Counsellor works very closely with the pastoral team and liaises closely with SHJ. This service is integral to the welfare of our pupils. There has also been a take up of the online counselling service Kooth.

Attendance

Emily Macgregor Attendance Officer has developed her role well and has adapted more efficient methods of attendance reporting and chairing meetings with poor attenders. She has continued to attend CPD on attendance at Trading in School cluster meetings. The sessions on legislative procedures were particularly useful. Emily has also broadened her role and worked specifically with two vulnerable students who have issues with attendance.

Group	Authorised Absences	Unauthorised Absences	Possible	% Attend	Male	Female	BME	PP	LAC
7	1970	148	44193	95.2	94.4	95.9	95.8	93.13	95.86
8	1509	153	35500	95.3	95.9	94.8	96.7	94.69	95.67
9	1824	119	35035	94.5	94.3	94.6	96.4	94.96	N/A
10	2209	120	34742	93.3	94.5	91.5	94	92.53	86.06
11	1620	135	34299	94.9	95	94.8	95	92.88	N/A
Totals	9132	675	183769	94.7	94.8	94.5	95.6	93.6	92.5

Pastoral Support

Senior pastoral Support leader, Sarah Heaton Jones worked closely with House Leaders and the SENCo to support a variety of vulnerable pupils. There were two particularly vulnerable pupils in Year Eight and Ten respectively, who had experienced multiple domestic placements and demonstrated high levels of risk taking behaviour. To manage these specific needs the pastoral team again worked very closely with Off the Record, CAMHS, Bristol Drugs Project/Young Person Substance Misuse Service, Early Help and Learning Partnership West. There was also considerable time spent liaising with Bristol Hospital Education Services and St Matthias Pupil Referral Unit. The Hope led LAC Review that took place in Term 4 stated *'The designated teacher and senior pastoral leader were seen as a particular area of strength in terms of supporting key relationships.'*

Travis Lawrence was appointed as a Pastoral Lead responsible for behaviour. He focused on developing the resilience of vulnerable pupils. He set up several positive behaviour groups and there was a marked decrease in negative behaviour sanctions amongst Year 8 boys. Travis also managed the BSU and monitored disciplinary interventions and their impact. He brought with him several very effective engagement programmes such as *Going for gold* to galvanise Year 10 BME Pupils and it was subsequently adapted to also include a wider cohort.

Aim Students:

Mia Helmich was appointed Lead for AIM students and has worked closely with PMC to encourage Pupil Premium Students. Initiatives that she has introduced for AIM and PP students include a lecture at BCCS by 'Russell Group Guru' Peter Rawlings on how to gain a place at the top Universities. There was also an AIM conference for Keystage Three pupils. *Twenty ways to challenge AIM students* was also disseminated to staff and a focus on book looks particularly AIM PP 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. 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.

Interventions for disadvantaged pupils

PMC continued to meet with underachieving PP students and met with all Year 11 pupils. This involved a comprehensive review of their performance in subjects using learning dialogue sheets that formed the basis of the TIPPS. He also conducted an audit of interventions and additional book 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. All PP Pupils were provided with additional interventions during tutor time in Maths and English.

PMC invited in the Hope School to assess the BCCS interventions the review stated the following *'Maths and English tutoring (interventions) are delivered through a mixture of computer based programs and 1:1. The students were very clear in their voice that the impact on their progress was greater when they were with a teacher 'there is more understanding with a teacher and they explain it', 'I feel I make better progress with a teacher it is like having your own personal teaching'.*

PMC visited other schools in Bristol to meet with PP Leads and identify effective strategies that enable progress. These included Fairfield, BBA and Bridge Learning Campus.

Duke of Edinburgh Bronze Award:

Pupil Premium students develop the following skills. independence, resilience, self-confidence, leadership and teamwork. 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. Pupil Premium students again excelled. Activities PP students undertook as part of the D.O.E included - Volunteering at Woodside Family Centre, assisting disabled children, through play and social interactions. One pupil took up cycling (learnt to ride a bike for the first time!) and studied Arabic and Islam. Another pupil- helped in a Charity Shop, worked with Dance, and learned guitar. A third pupil worked in a charity shop, took up swimming, and continued playing Violin. Another volunteered at Bristol Family Cycle Centre and the Climbing Club, and learnt Bike Maintenance. All five have fully completed the award. They did brilliantly on the expeditions and really challenged themselves.

Music

50 % of Music Lessons costs including drum, piano and guitar lessons are met by the Pupil Premium for our Year 7 cohort. All Year 7 pupil Premium students took up the additional funding for Steel pans. One particular highlight was the Pop and Jazz concert which saw a significant number of Pupil Premium students involved especially in the steel pans performance. An increasing number of Pupil Premium students were involved in various Music productions throughout the year and continue to contribute to Music as a specialism at BCCS. Trail blazers continues to be supported by the Pupil Premium and when deemed appropriate further additional costs toward pupils musical interests are also met.

Year 7 CAMP

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. Several of the LAC pupils excelled themselves at Year 7 camp last year and their achievements were recognised with awards for amongst others – Outstanding leadership and responsibility, which was awarded to two LAC pupils and also another pupil who received recognition for her fellowship by helping staff to organise pupils in helping with daily chores and organising pupils.

Year 6/7 Transition

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 LAC and SEND pupils. PMC and SHJ visited all Year 6 LAC pupils. There were 2 days of immersion in June for the pupils to experience BCCS school life and an additional half day in September. Support staff focussed on monitoring LAC pupils during these days and identified PP students to assess need for support or challenge regarding their learning during this period. Several vulnerable pupils were invited in on their own with carers or teachers during activities week so that they could tour the school in a more tranquil setting. To enable a smooth transition of our Year 7 LAC pupils SHJ and PMC attended primary school PEPs and met with I pupils, their class teachers, carers and Social workers to establish effective strategies and ensure a happy and safe start to their education at BCCS. Particular attention was also paid to tracking PLAC during their transition, of which there were four pupils.

Parental/carer engagement and support:

PMC continued to oversee PEPS and progress of Five LAC Pupils SHJ took responsibility for two others. The School was again praised by the Hope School for its diligence and professionalism in developing the skills of LAC pupils. All PEPs were again graded at Good or Outstanding

There is greater emphasis on tutor involvement with their Pupil Premium tutees. PMC 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 continues to be 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

In the absence of Elodie Hadaad, Travis Lawrence led the Equalities group. Travis introduced a number of speakers and directed pupils to lead some memorable assemblies involving the Equalities Group. Tutors were proactive in encouraging Pupil Premium students to join the Equalities Group. There were 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 Learning dialogue questionnaire has an expectation that Pupil Premium Students must join a club. Tutors are proactive in encouraging pupils to do so.

Outcomes

There were 21 pupils in total from the 2017/18 cohort who were PPI – 11 girls and 10 boys. 14 pupils (67 %) attained a 4 or above including Maths and English) In 5 subjects. 39% of the PPI cohort are BME. Pupil Premium Progress 8 is -0.3 which is up from last years -0.7. 86 % of students achieved a grade 4 or above in English and a corresponding 67% in Maths.

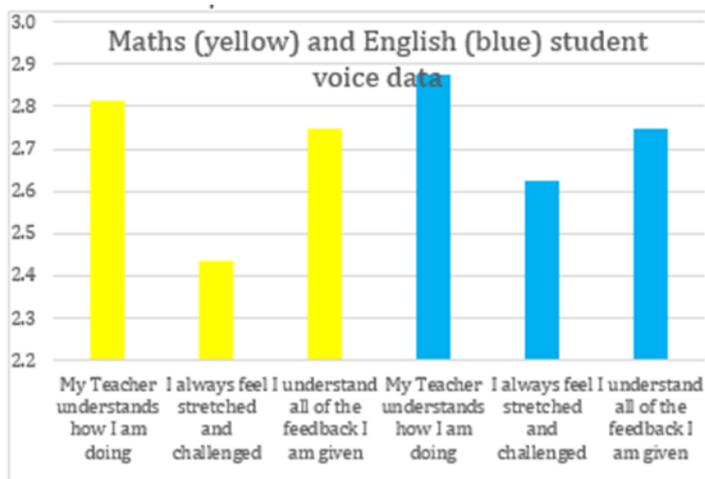
In June North Avon Teaching Alliance reviewed Pupil Premium Provision at BCCS and offered the following comments on Live marking and raising the profile of PP students.

Q: How does teaching enable PP students to progress in a normal 1 hour lesson? Does Live Marking provide effective feedback for PP students?

The reviewers were pleased to see targeted questioning was clearly evident in music, RS, mathematics and German highlighting that staff knew students and were targeting PP pupils. This was most evident in MFL and RS. Pupils behaved well and this suggested that they were largely engaged. Pupils were challenged in RS lessons using high level questioning and good use of key terminology. There was also evidence of differentiated questioning within RS lessons.

When identified PP students were spoken to in class, they spoke positively about their experiences both with the activity at hand but also their general experience of learning within the subject. Students discussed how their teacher would look to support them in class if required and many suggested that they were visited regularly throughout the lesson.

They offered the following comments on Student Voice.



16 students were surveyed and asked to RAG rate the statements shown for English, maths and science lessons. All scores were then numerically converted. Numeric values = Green 3, Amber 2, Red 1. The data shown is the mean value.

Objectives focus for Pupil Premium spending 2017/18

- 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.
- Attainment 8 target 5.30
- Pupil Premium attendance Years 7-11 to be 95%.
- All PP pupils to reach MTG FFT by Year 11.
- Increased exposure to cultural capital.
- All PP pupils to have joined an extra curricular club or if appropriate D.O.E Award.

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 2018	Pupil Premium 2018	Whole School 2017	Pupil Premium 2017
Total Year 11 Students	119	21	115	15
Average Attainment 8 grade	5.89	4.63	58%	27%
Average Total Attainment 8	58.95	46.25	0.00	-0.16
Average Points Score English	6.68	5.62	339.81	276.53
Average Points Score Maths	5.36	4.14	B-	C-
Average English Attainment 8	13.39	11.42	43.64	37.93
Average Maths Attainment 8	10.72	8.29	C+	D
Average English progress 8	1.015	0.356	44 (38.3%)	5 (33.3%)
Average Maths Progress 8	-0.026	-0.741	32 (28%)	3 (13.3%)
Average total progress 8	0.465	-0.356	*	*
Attendance	93.5%	90.13%	93.8%	92%