



Disadvantaged Students Report Academic Year 2017-18

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List of abbreviations

PPG	Pupil Premium Grant
FSM	Free School Meals
LAC	Looked After Children
Post-LAC	Post – Looked After Children

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1. What is the context for disadvantaged students, nationally and at the Bishops' Blue Coat Church of England High School?

1.1 Defining disadvantage

Disadvantage, in educational terms is identified as students who are or have been eligible for Free School Meals (FSM) within the last six years. It extends to:

- Students who have been in local authority care for at least one day
- Students who have left local authority care due to adoption, a special guardianship order or a child arrangements order
- Students who are recorded as a Service Child or in receipt of a child pension from the Ministry of Defence

The gap in performance between students from poor and rich backgrounds is relatively large in the UK and there are many regional differences and school variables which further complicate the situation.

The coalition government in 2010 introduced the Pupil Premium Grant which was first implemented in schools in September 2011. The grant awards the following to each of the aforementioned groups:

Ever 6 Free School Meal children	£935
Looked after children (LAC)	£1900
Post-looked after children (post-LAC)	£1900
Ever 6 service children	£300

Table 1 Rates for eligible students

It is up to schools to determine how best to spend the pupil premium grant as they are best placed to understand the education needs of their eligible students.

The allocation of funding is determined from the January census and funding is provided April to March. Funding for Looked-After Children is under the control of the Virtual Head who will determine allocation. Full or partial payment will vary between Local Authorities. With this in mind, the Virtual School is responsible for measuring impact.

Whilst there is no stereotypical marker for disadvantage there are many educational strategies which can help disadvantaged students catch up to their non-disadvantaged peers.

1.2 Disadvantaged students by cohort 2016-17 and 2017-18

Year in 2016-17	Number disadvantaged	Number non-disadvantaged	Percentage
7	25	180	14%
8	29	182	16%
9	32	181	18%
10	48	173	28%
11	35	179	20%
TOTALS	169	895	
Disadvantaged = 19%			

Table 2 Disadvantaged students by cohort 2016-17

Year in 2017-18	Number disadvantaged	Number non-disadvantaged	Percentage
7	35	124	22
8	28	152	16
9	26	154	14
10	32	146	18
11	49	124	28
TOTALS	170	700	
Disadvantaged = 20%			

Table 3 Disadvantaged students by cohort 2017-18

1.3 Pupil Premium Grant (PPG) income

The allocation of funding is determined from the January census and funding runs from April to March. Year on year allocation is as below:

2014-15	2015-16	2016-17	2017-18
£156,104	£151,470	£154,314	

Table 4 Pupil Premium Grant from 2013 to now

1.4 PPG expenditure 2015-16

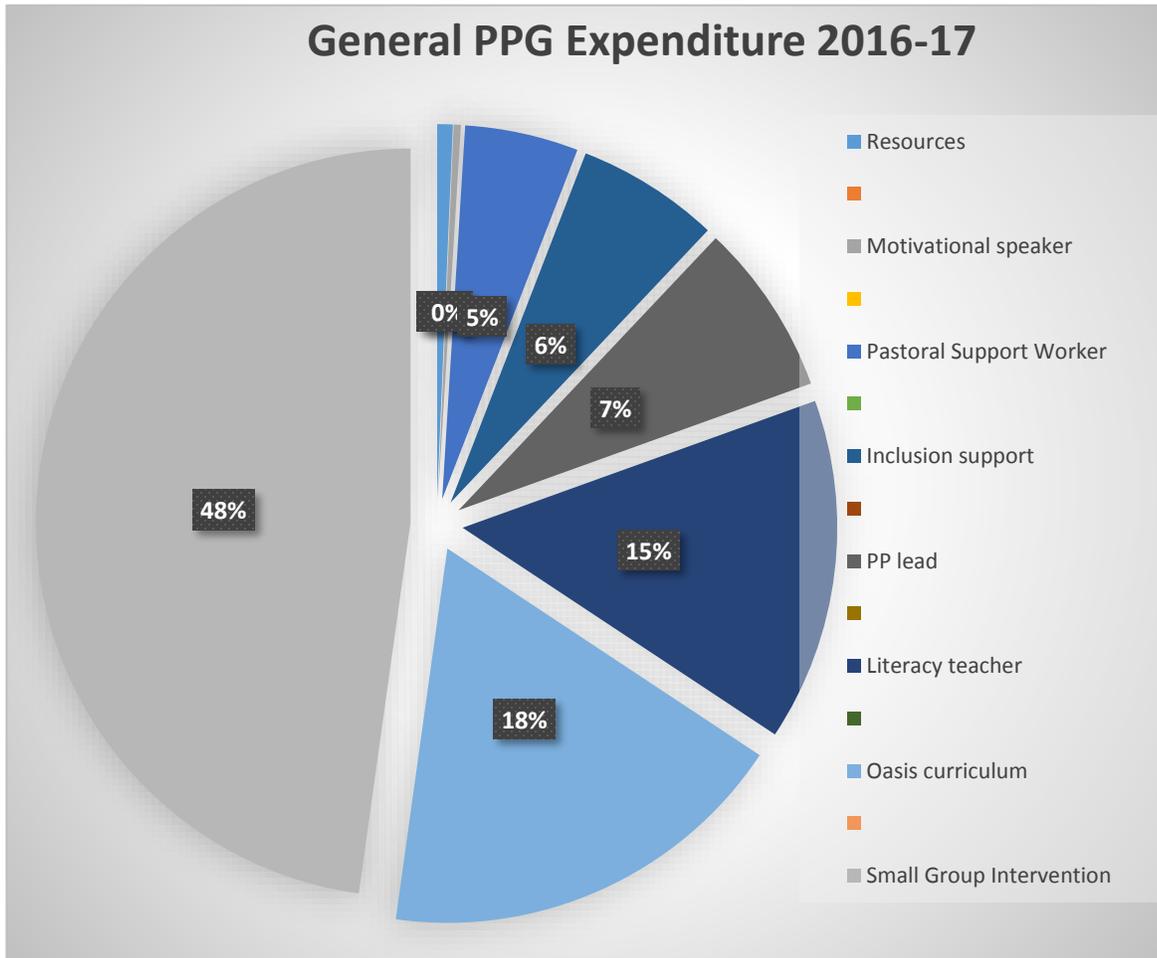


Figure 1 Pupil Premium Expenditure 2016-17

2. What are the attainment gaps between our disadvantaged students and their non-disadvantaged counterparts?

2.1 Attainment gaps by cohort

Year	% 5+A*-C including English and Mathematics	
	2016-17 gap	2017-18 gap (projected)
7	-29%	-
8	-24%	-29%
9	-18%	-30%
10	-19 %	-18%
11	-19 %	-20 %

Table 5 Attainment gaps by cohort

Year	Progress 8	
	2016-17 gap	2017-18 gap (projected)
7	-0.18	-
8	-0.41	-0.18
9	-0.04	-0.45
10	-0.26	-0.04
11	-0.35 (DFE preliminary)	-0.47

Table 6 Progress 8 gaps by cohort

2.2 Distribution of PPG by cohort

Year	£ PPG	% PPG
7	£47726	29%
8	£35726	22%
9	£21475	13%
10	£30092	18%
11	£30092	18%

Table 7 Distribution of PPG by cohort 2016-17

3. To what extent have the strategies to close the gap been effective in 2016-17?

3.1 Measuring the impact of the objectives

Objective 1: Y7 transition for disadvantaged students is supportive, both academically and pastorally <i>Linked to section 2.1 of SDP</i>				
Strategy	Cost	Year group	Impact	Evaluation
1.1 Peer Mentoring Programme – Year 12 and 10	£	7, 8	Reading Buddies successfully continued throughout the academic year. Contributes both to Y12 enrichment and advances in reading age. 74 % of the students’ reading ages improved over the year and by an average of 10 months.	Very successful program – to continue. Second teacher being trained up to run the program.
1.2 Year 7 one to one tuition in English and Maths to address areas of underachievement and progress, particularly in disadvantaged groups.	£££	7	1. Primary colleague covering English and Maths Catch up for those below standard. Of those who were disadvantaged, 100% reached the expected standard in their re-test data and improved by a wide margin. Secondary colleague covering English intervention has seen all Y7 students for English intervention (except the 6 seen by abiver colleague). Average English A8 score +0.21	Use of this member of staff in phonics program for disadvantaged students in Y8 and Y9 in 2017-18. Classroom assistance by trained English teacher in lessons can have <i>more</i> impact than removing for small group work.
1.3 Academic and pastoral data collected as part of primary transition meetings	£	7	Academic data used for: <ul style="list-style-type: none"> - Pre-determined sets - Early Y7 intervention - Showcase of best work for English - Teacher now have benchmark against which to measure progress 	Roll this out to Maths and Science through intervention team.
1.4 Form tutor pass and “kit” (planner, pens etc) in Y7	££	7	Small group mentoring – PP students prioritized in form mentoring for first term. Difficult to measure.	Roll out for 2017-18, gauge student voice
1.5 Revision Club – Y7 and Y8	£	7, 8	Extension of HW Club so that students can revise in the weeks before their assessment. % disadvantaged attending = 76% Student voice shows that revision support for assessments is necessary (gauged through an assembly)	Needs continued monitoring and follow up for disadvantaged students – use SMHW Y7 YL to train Y8 and Y9
Objective 2: Disadvantaged students are becoming independent learners who can influence their own improvement <i>Linked to section 2.3 of SDP</i>				
Strategy	Cost	Year group	Impact	Evaluation

2.1 Wider use of SAM Learning and GCSE Pod across the subjects and key stages	£	7-11	Students have tools for independent learning. SAM Learning used for all students in Science, Geography. On average, PP uptake was 100% once home-school communication embedded	SMHW package will help with embedding IL and monitoring it for sub-groups																					
Objective 3: RWCM used as a tool to close the gap across the school <i>Linked to section 4.3 of SDP</i>																									
Strategy	Cost	Year group	Impact	Evaluation																					
3.1 Literacy specialist used to train English dept. for use of phonics in lessons	£££	7, 8, 9	Year 7 – all met expected standard in English Year 8 – for 2017-18 Year 9 - for 2017-18	Ki to be trained by Sound Training to utilize more methods for Year 8+9																					
3.2 Use of literacy suite in SAM Learning for independent HW at KS3	£	7, 8., 9	<i>Reviewed and decided that only useful for Maths intervention.</i>	Use as part of SMHW package for 2017-18 – Maths only.																					
3.3 Ebacc group formed to develop literacy in lessons at KS3: English, Humanities.	£	7-11	EBacc group met once per term Literacy strategies shared and developed across subjects. Common language of SPAG and some writing protocols e.g. PEAD. Sample of 10 Y8 students can articulate common methods across these lessons.	To be continued and develop shared strategies for RWC across M to be audited by Maths dept.																					
3.4 Literacy embedded in lessons: glossaries, opportunities for reading, use of reading, writing and speaking strategies	£	7-11	RWCM training session carried out as whole staff meeting. Many opportunities for speaking, writing, keywords seen in lesson observations and book reviews. Reading needs to be developed outside of English.	Audit RWCM as part of lesson observations. LKi and JMy to lead on this.																					
3.5 Intervention teacher works in small groups and in class intervention to close gap.			% meeting expected standard (Grade 4 or above) Usual school gap approx. -25% <table border="1" data-bbox="690 1528 1130 1787"> <thead> <tr> <th></th> <th>English</th> <th>Mathematics</th> </tr> <tr> <th></th> <th>Gap</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>-18%</td> <td>-26%</td> </tr> <tr> <td>8</td> <td>-34%</td> <td>-16%</td> </tr> <tr> <td>9</td> <td>-10%</td> <td>-13%</td> </tr> <tr> <td>10</td> <td>-15%</td> <td>-18%</td> </tr> <tr> <td>11*</td> <td>-9%</td> <td>-24%</td> </tr> </tbody> </table> <i>*externally validated data</i> Gap closing in most year groups over both subjects due to intervention, QFT.		English	Mathematics		Gap	Gap	7	-18%	-26%	8	-34%	-16%	9	-10%	-13%	10	-15%	-18%	11*	-9%	-24%	Key focus on English needed in Y9 and Maths in Y11. QFT is working but English at an advantage – new intervention team to be used for this.
	English	Mathematics																							
	Gap	Gap																							
7	-18%	-26%																							
8	-34%	-16%																							
9	-10%	-13%																							
10	-15%	-18%																							
11*	-9%	-24%																							

3.6 Mathematics intervention in form time and in class through QFT			Mathematics	Disadvantaged students gap wider by KS4 compared to English.	Focus on Y8 Maths PP intervention for 2017-18
			Gap		
			-26%		
			-16%		
			-13%		
			-18%		
			-24%		

Objective 4: Classroom teachers know their groups and how to bring about improvement so the attainment gap is lowered

Linked to section 4.2 of SDP

Strategy	Cost	Year group	Impact	Evaluation
4.1 Develop a central record of Pupil Premium spending and intended/actual outcomes to allow impact to be monitored and evaluated as well as PP register for interventions at KS4.	££	7-11	SLT link to oversee a central pupil premium record – facilitated through departmental audits. 100% of Y11 students tracked and received a personalized package of support: KS4 Mentoring Senior Staff Interview Revision kit Revision conference QFT and data-led intervention EM threshold tracking and intervention Gap closed from -23% to -19% over KS4 course	Register to be used by all YLs and staff working on interventions (organized by objective).
4.2 Data response added to ARR calendar – staff receive ‘class to view’ analysis sheet	£	7-11	Groups were analysed as well as individuals, interventions recorded, actioned and monitored. PP known, nurtured and inspired. Teachers aware of their own class gaps to contribute to overall school gap closure.	Gaps to be identified at subject leader level through new proforma.
4.3 Soft data collected on students’ barriers to learning	£	7, 8, 10	Whole school strategies developed to reduce barriers – questionnaires used to inform PPG expenditure 2017-18	
4.4 INSET on closing the gap through QFT	££	7-11	Staff continued to develop skills to close the gap within their classroom – both pastoral and academic.	IRIS to be a lead on PP parental communication and improvement in learning and outcomes
4.5 Pupil Premium KS4 review	£	7-11	Assessment of implementation of strategies from INSET, data collected for disadvantaged students as part of internal evaluation: <u>Areas of strength</u> Class of 2017	Internal review as part of QAA to be rolled over to 2017-18. KS3 need their own review – to be done in Autumn term.

		<p>+ Gap closing in Y11 from -19% in Y10 Autumn term to -11% in Spring term and a year later, set to increase to -21% %5+A*-CEM (which is the smallest gap in 4 years)</p> <p>+ Gap much smaller which is excellent considering there are 34 PP students in Y11; comparable with previous cohort's 30.</p> <p>+ P8 gap set to -0.41 (more than half of 2016)</p> <p>+ HA PP students doing as well as their HA non PP peers</p> <p>Class of 2018</p> <p>+ Highly Able students are excelling. This year group in particular has been the focus of much HA enrichment, parental involvement and it has translated into results. P8 = 0.46</p> <p>+ High ability similarly, progressing much more than their 2017 counterparts P8 = -0.14 v -0.32. Contextually, most HA boys are from supportive and progressive families whereas 2017 boys are a different type of group socially altogether</p> <p><u>Areas for development</u></p> <p><u>Class of 2017</u></p> <p>T HA+ boys are -0.31 and HA boys are -0.55 – over half a grade below their female HA counterparts</p> <p>T Below floor standard for P8 (-0.51) in Y10 and with careful tracking of data, this has risen to -0.3 however – progress of almost ¾ of a grade was made over similar time period with previous cohort (lower ability)</p> <p>T SEND w/ statement progressing better the SEN Support - -0.25 v -0.6 respectively – particular lack of progress in EBACC but half of these students (10) have an empty EBACC slot and of these, only 4 are LA / on the blue curriculum route – should we QA-ing Y9 Options against P8 buckets?</p> <p>T Tighten up on access arrangements, differentiation, ensuring teachers track data and use to plan lessons</p> <p><u>Class of 2018</u></p> <p>T Middle Ability are largest ability group and underachieving by -0.58</p> <p>T Males 2/5 of a grade below girls</p> <p>T Competition, relationships, phone calls home, holding to account, feedback and praise</p> <p>T Literacy across the curriculum, AfL, parental support and conferences, use of GBs from 2017 to guide EM</p>	
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			<p>T Must develop enrichment program to boost confidence, aspirations and independence of HA. Brilliant Club? Trips? STEM?</p> <p>T Use HA as a resource</p> <p>T Stretch and challenge policies by department</p> <p>T Identify friendship groups from KS3 and target achievement collectively – shared ownership of progress</p>	
<p>Objective 5: The parent partnership is further developed among our disadvantaged students Linked to section 5.1 of SDP</p>				
Strategy	Cost	Year group	Impact	Evaluation
5.1 Develop a 'pupil premium' section on the website to include; policy, action plan and advice to parents on what pupil support is available.	£	7-11	PP report, policy on website. FROG developed further across departments in terms of independent learning. Support for parents on PP area of website (light touch).	Add parent support guide and signpost to FROG. Develop parent kit 2017-18
5.2 Embed strong careers, information, advice and guidance – careers education.	££	9, 10, 11	<p>Successful careers conference held in March – turnout of many students.</p> <p>STEM careers pathways identifying PP students for apprenticeships and future careers.</p> <p>PP in KS4 prioritised for Careers interview.</p>	Evaluate specifically, PP as a sub-group
5.3 Support mornings and evening introduced for parents	££	7, 9, 11	<p><i>Rolled over to 2017-18</i></p> <p>Year 11 Success Means Choices events (1 already carried out).</p>	Parent Partnership events to be mapped across all year groups and some new sessions delivered at KS3

Table 8 Evaluation of strategies to close the gap

4. What are the identified areas that would close the gap for 2017-18?

4.1 Objectives

As the DfE's research report of November 2015 suggests, no one strategy will led to a closing gap. For the academic year 2016-17, the focus is on the following objectives:

1. PP students are monitored, tracked and have a **provision map** throughout the key stages (4.1)
2. Teachers are equipped with a full toolkit, to close the gap in the classroom (1.2, 2.2)
3. RWCM is used as a strategy for targeted individuals (4.2)
4. Disadvantaged students are encouraged to become independent learners at **KS3 and KS4** (Show My Homework, showcasing of best work, rewards, parental communication) (1.4, 2.2)
5. The **parent partnership** is further developed among our disadvantaged students (2.3)

TBC – consultation (see separate table)

SLT

Year Leaders

Cluster group

Table 9	Key objectives for 2017-18 to close the attainment gap
Table 10	Distribution of PPG by cohort 2017-18

4.2 The closing the gap journey

Whilst these objectives are integral to closing the attainment gap, there are some basics that continue to be adhered to and improved:

- 1) Ethos of high expectations
- 2) Addressing attendance and behaviour
- 3) Establishing high quality teaching
- 4) Use of research-based evidence
- 5) Supporting students’ social and emotional needs alongside their academic needs
- 6) Providing additional catch up learning throughout the day.

illustration of schools’ pathways to success in raising the attainment of disadvantaged pupils

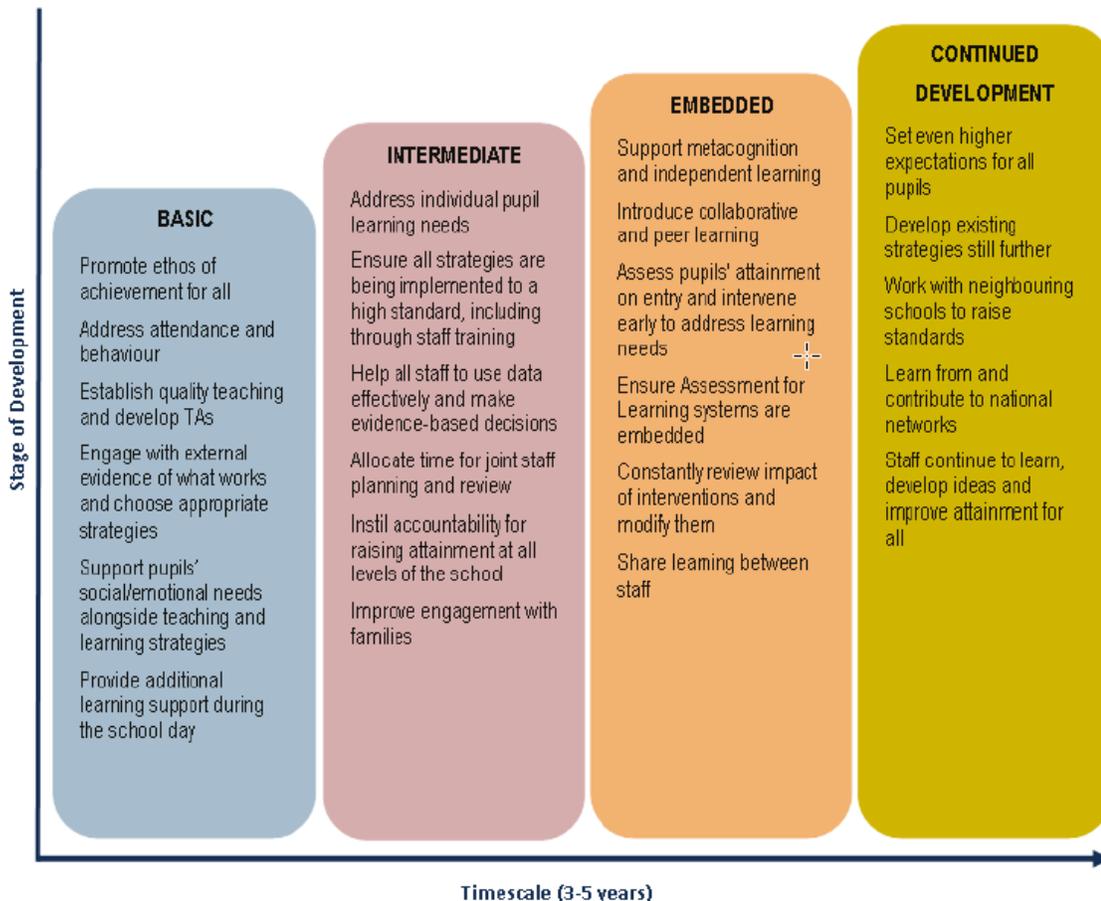


Figure 2 An illustration of a schools’ pathways to success in raising the attainment of disadvantaged pupils