

Pupil Premium Statement 2015-16

Pupil Premium Context

Pupil premium is additional funding, available to all schools in order to raise achievement of disadvantaged pupils and narrow the gap between them and their peers. The criterion for eligibility is primarily based on any child who has received free school meals within the last 6 years (Ever 6). Funding per capita is differentiated as follows:

	Primary	Secondary
Pupil Premium	£1,320	£935
Pupil Premium Plus (Looked After Children) including: Children looked after for 1+ day Adopted children from care Special guardianship order Residence order	£1,900	£1,900

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.

The percentage of pupil premium students at Bishops' is 19%. Broken down into cohorts reveals the following variations:

Year	Males	Females	Total	PP	% PP	LAC	% LAC
Year 7	86	96	182	25	14%	1	0
Year 8	95	85	180	33	18%	0	0
Year 9	97	77	174	47	26%	3	0
Year 10	90	89	179	34	19%	0	0
Year 11	74	90	164	31	19%	1	0
Totals	442	437	879	170	19%	5	0.6%

Funding allocation:

2013-14	£138,300
2014-15	£156,104
2015-16	approx. £151, 470

All students eligible for PP funding are monitored over the course of the academic year in terms of academic progress, behavior, attendance and punctuality. The Raising Achievement Assistant Head Teacher works closely with Learning and Achievement managers, Heads of Subject as well as Pastoral Support Officers to close the gap between Pupil Premium and non-Pupil Premium students.

Pupil Premium expenditure for KS3 and KS4: 2014-15

Since the introduction of Pupil Premium, the school has undertaken to implement a variety of initiatives.

KS3

Specialist curriculum: Oasis

The greatest expenditure goes towards the school's Oasis Curriculum which is designed to facilitate more rapid progress for our lowest ability students; approximately 42% of which are pupil premium. Students are taught in small classes of 12 students and half this size for core subjects. Our most experienced and successful teachers are used to staff this. This offer is for students in Y7 and Y8. From Y9 onwards, these students are integrated back into the mainstream curriculum in preparation for their GCSE courses.

NUMBER OF STUDENTS COST IMPACT EVALUATION
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Accelerated Reader and Reading Buddies

All students in Y7 and Y8 as well as a targeted group in Y9 follow the online Accelerated Reader program, which records their reading 'ZPD' and assigns related books to each individual student. To support this, students on the Catch Up Program in Y7 receive Reading Buddy support where Y12 students read with these students in order to accelerate their reading abilities. This builds on research which suggests that paired reading advances students more quickly.

NUMBER OF STUDENTS COST IMPACT EVALUATION
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Sum Buddies

Similar to the Reading Buddies program, a specialist Maths teacher works with underachieving Y7 and Y8 students.

NUMBER OF STUDENTS COST IMPACT EVALUATION
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Specialist primary literacy teacher

A primary trained teacher was appointed in May 2015 to work with students with low literacy; primarily in Y7 but also in Y8 and Y9. It is anticipated that whole school literacy will be influenced by a more expert knowledge of language development in primary schools so that low literacy secondary students can benefit from this approach.

NUMBER OF STUDENTS COST IMPACT EVALUATION
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KS4

Chester University Mentoring scheme

Our Y11 Learning and Achievement Manager (LAM) facilitates a program between undergraduates at Chester University and a core of PP Y11 students who would benefit the greatest from one on one mentoring. Mentors are matched to their mentees on a subject and interest basis and the LAM outlines the focus for mentoring whether subject-specific or a broader study skills focus.

Senior Staff interviews

Both the KS4 Senior Learning and Achievement Manager and Assistant Head for Raising Achievement work with PP students after each monitoring series to identify areas for development and how each student can be supported. This feeds into existing support, sometimes on a referral basis. More importantly, it provides guidance and accountability. This represents significant 'man hours'.

GCSE Pod

A subscription for GCSE Pod; a wide ranging video and podcast tool which is customized to the courses and specifications our GCSE students are studying. It allows students to learn through technology, create playlists and revise on the go. A large proportion of our students used this resource.

Support Evening

All pupil premium students and their parents are invited to a motivational support evening in March where a motivational speaker engages students and parents to focus on the 'last leg' of their GCSE journey. Revision techniques, how to help students study, wise words from past GCSE students as well as a kit bag of resources from revision guides to stationery are provided. Each student receives a 1:1 appointment with a member of the SLT.

KS3 + KS4

Intervention teachers

Three intervention teachers have been employed for English and Maths, comprising a .8 timetable for each subject, providing small group, paired or one on one tuition on a needs basis. A diagnosis-therapy-testing approach is adopted so that tuition is needs-focused and monitored in the short term as well as medium term. These teachers

Diagnosis		Therapy			Testing			
Session 1	Session 2	Session 3	Session 4	Session 4	Session 5	Session 6	Session 7	Session 8
Diagnosis session -Past assessments, PCL chart - Student and teacher have ownership of highlighting targeted areas for improvement	Therapy	Therapy	Therapy	Testing: Walking, talking mock approach Short, snappy exam 1 st half-mock 2 nd half-test	Therapy Results, refine, mastery 1. Move onto new material if test score meets target 2. Master material if test score doesn't meet target	Therapy	Therapy	1 st half - Quick test (no mock this time) 2 nd half - celebration of success

Additionally we employ a specialist teacher who works with students who are disengaged or finding difficulty in accessing aspects of the curriculum at KS4. Such students will follow a course in Key Skills (Work Skills and Basic Skills). 60% of the students following this course are pupil premium. ¼ of this teacher's time is specific to pupil premium and closing the gap.

Pastoral Support Officers (PSOs)

We have a team of PSOs, one for Y7, one for Y8 and Y9 and one for Y10 and Y11 to work alongside our Learning and Achievement Managers. This team concentrate on pupil behavior, attendance, pastoral needs, educational welfare and serve an important role with our PP group.

Inclusion budget

In the summer, we have a collapsed timetable Enrichment week, for which a set amount is ring fenced to support PP students financially for trips, resources etc. Additionally, on a case by case basis support is provided for equipment, materials and resources in order to access the curriculum. Practical subjects such as PE and Home Economics have capitation set aside to support this group. £10,000 is allocated for this.

Late Bus

A fixed percentage of the late bus budget comes from the PP allocation to support students who stay late after school and would not otherwise be able to get home. This service supports their learning, particularly in the run up to exams.

Learning Mentor

In the summer term of 2014-15 a Learning Mentor was appointed to work with some of our underachieving students. This role is a fluid one and whilst not all PP students will necessarily meet with the Learning Mentor, those significantly underachieving will. In Y11, from the March PPE onwards, form time will be devoted to meeting with PP students to ensure they are on track. Communication between the Learning Mentor and class teachers occurs to ensure subject-specific help is maximized.

Overall impact of PP funding 2014-15 on KS4 outcomes

KS4

Overall at KS4, the gap between our PP students and non PP students had closed year on year for all subjects as well as English and Maths. Despite this trend, the gap widened slightly in 2014-15 by 3% for 5A*-C from 25% to 28%. Foundation subjects need to continue bridging the gap. The focus on those students gaining both English and Maths is

where the gap widened significantly; from -25% to -33%. The gaps in both English and Maths closed by an impressive 2% and 3% respectively but PP students gaining Cs in *both* subjects is where we must focus our attention in 2015-16.

Threshold	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
English Baccalaureate		%	%	%		%	%	%		%	%	%
Disadvantaged pupils	38	5	27	-22	30	13	28	-15	25	4	28	-24
Other pupils	141	23		-4	149	28		0	152	28		0
Within school gap		-18				-15				-24		
5 A* - C including English and mathematics												
Disadvantaged pupils	38	39	67	-28	30	47	62	-15	25	24	63	-39
Other pupils	141	72		5	149	72		10	152	62		-1
Within school gap		-33				-25				-38		
Basics												
Disadvantaged pupils	38	39	67	-28	30	47	64	-17	25	36	65	-29
Other pupils	141	72		5	149	72		8	152	64		-1
Within school gap		-33				-25				-28		
English A* - C												
Disadvantaged pupils	38	45	74	-29	30	53	73	-20	25	48	74	-26
Other pupils	141	73		-1	149	77		4	152	70		-4
Within school gap		-28				-24				-22		
Mathematics A* - C												
Disadvantaged pupils	38	50	77	-27	30	57	74	-17	25	56	74	-18
Other pupils	141	89		12	149	81		7	152	77		3
Within school gap		-39				-24				-21		
5 A* - G												
Disadvantaged pupils	38	95	96	-1	30	90	95	-5	25	100	96	4
Other pupils	141	100		4	149	99		4	152	100		4
Within school gap		-5				-9				0		

Pupil Premium expenditure going forward: 2015-16

Much work has been done to lay the foundations for closing the gap between disadvantaged and non-disadvantaged students since the funding was introduced and the gap is certainly closing. However, this has been focused on low ability PP students as well as PP in the core subjects. The best practice of the core needs to be harnessed and applied to the Foundation subjects. Additionally, a more holistic strategy needs to be embedded. Quality First Teaching is imperative to work beyond the limited scopes of the funding; from ensuring all staff know their students to providing training and shared practice on what works for each underachieving individual, to ensure the learning gap continues to close.

With this in mind, plans for this academic year are as follows:

1. Continue with the excellent work undertaken so far
2. CPD for key staff; 4Matrix and data analysis
3. Sharing of best practice
4. Form time mentoring (6th form)
5. Investigation of Bluehills Software
6. Pet-XI (Core external student training)
7. Greater focus on flow and use of data at transition stages (KS2 to KS3 specifically) – Y7 LAM, Y9 LAM
8. Tracking of efficacy of provision across year groups
9. Analysis of PP by ability
10. Careers and e-learning package (Learner Verse) – specialised support with Record of Achievement prep.
11. Targetted Career guidance for Y9 cohort
12. PP classroom strategy training
13. Targetted intervention groups for GCSE foundation subjects
14. Pupil Support Centre, revamped
15. Pathways to Success program for Y9 students