

# Blacon High School Pupil premium strategy statement

1. Summary information					
School	Blacon High School				
Academic Year	2017 - 2018	Total PP budget	£217,383	Date of most recent PP Review	Sept 2016
Total number of pupils	452	Number of pupils eligible for PP	248	Date for next internal review of this strategy	March 2018

2. Current attainment Year 11 leavers 2016 - 2017		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	0.23	0.11
Attainment 8 score average	43.01	49.76
% 9 – 5 in English and maths	24	49
% Ebacc (achieved)	11	26

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Literacy and numeracy skills at KS3 for PP students
B.	MA students who are also PP are making less progress at KS4 than those non PP MA students.
C.	Low aspirations for PP students.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for PP students

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Higher levels of literacy and numeracy skills at KS3	<ul style="list-style-type: none"> <li>Improved literacy skills for PP students at KS3 can enable students to be more secure and</li> </ul>

		<p>confident in their subject choices for KS4, enable them to access subject content more successfully and therefore can ensure that they make progress in line with or above the progress of 'other' students in the school and also in line with PP students nationally.</p> <ul style="list-style-type: none"> <li>• PP students will need to evidence improved literacy and reading levels by the end of KS3 for interventions to have an impact (Accelerated Reader, targeted group support, 1:1 support). This can be evidenced through the NGRT reading tests, English (and other curriculum subjects) assessments and through the AR quizzes.</li> <li>• Numeracy skills are supported in the main by the Maths and Science departments with numeracy strategies running through tutor time.</li> </ul>
<b>B.</b>	Improved rates of progress for PP MA students at KS3	<ul style="list-style-type: none"> <li>• PP students identified as MA from KS2 data and, in addition, those identified from individual subject baseline testing in Year 7 will be meeting their targets for KS3 and will therefore be on track to make expected or above progress at KS4.</li> <li>• Where they are not meeting their targets at KS3, departments will be</li> </ul>

		implementing purposeful interventions which target these students.
<b>C.</b>	Focused aspirations for PP students through quality CEIAG, targeted group and 1:1 mentoring and an outstanding SEND provision.	<ul style="list-style-type: none"> <li>• Quality CEIAG, targeted group and 1:1 mentoring and outstanding SEND provision from transition and KS3 onwards can hopefully begin to raise the aspirations of PP students and give them targets to aim for and guidance towards aspirational, appropriate (and realistic) goals.</li> </ul>
<b>D.</b>	Improved attendance for PP students	<ul style="list-style-type: none"> <li>• A reduction in the number of PA amongst PP students</li> <li>• An improvement in the attendance of PP students</li> </ul> <p>...will improve progress and outcomes within this identified cohort.</p>

## 5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Higher levels of literacy skills at KS3	Accelerated Reader	All students in Years 7 and 8 and a target group in Year 9 follow the AR course. This scheme has clear and tested impact evidence for the improvement of reading ages amongst students and also for the improvement in attitudes towards reading. From the analysis of results, you can select individuals and groups for targeted intervention.	A designated member of the English staff oversees this (MCZ) and this is also line managed by the Head of English (APK).	MCZ	Sep 2018
A. Higher levels of literacy skills at KS3	Lexia	Students work independently and at their own pace to develop fundamental reading skills in a structured and sequential manner.	A designated member of the English staff oversees this (MCZ) and this is also line managed by the Head of English (APK).	MCZ	Sep 2018

<p>A. Higher levels of literacy skills at KS3</p>	<p>Ongoing high standards of literacy integral to Teaching and Learning in all lessons across the curriculum and high quality written feedback evidenced. New CPD to be provided as, and when, this is appropriate. Part of SLT post is dedicated to Literacy across the Curriculum and Pupil Premium.</p>	<p>Literacy is firmly embedded across the curriculum  <u>Ofsted January 2016</u>          “The impact of this funding is evident in the quality of pupils’ extended writing seen during the inspection”          “The impact of the school’s work to improve pupils’ writing is evident in the increasingly sophisticated language and structures that pupil can use as they move up the school”          “Work in books at Key Stage 4 shows the impact, across subjects, of the school’s strong focus on literacy. Teachers pay particularly close attention to developing pupils’ literacy skills as well as their understanding”</p>	<p>THR is responsible for leading on Literacy across the Curriculum with regards to updating staff with new strategies but, as a whole, each department has the responsibility of ensuring high standards of literacy across their subject through Line Management, lessons obs and book scrutiny.          SLT also hold book scrutiny sessions throughout the year which have to be quality assured by HOFs beforehand.</p>	<p>THR.          All staff</p>	<p>Sep 2018</p>
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<p>B. Improved rates of progress for PP MA students at KS3</p>	<p>Part of SLT post is dedicated to improving outcomes for MA students. (STO)</p> <p>Departments are responsible for identifying PP MA students and for planning appropriate interventions if students are not reaching their milestones and targets.</p>	<p>Having a dedicated member of SLT to collate all MA information allows this information to be monitored fully</p> <p>Interventions and group work support progress for specific students and allow them to focus on areas which may be barriers to their learning and achievement.</p> <p>Differentiated lesson planning and Teaching and Learning for the MA.</p>	<p>STO to ensure lists are kept up to date and departments are responsible for this.</p> <p>MA interventions are delivered by designated TAs with subject specific knowledge and monitored and evaluated at each data catch</p> <p>MA students are reaching for higher targets and differentiation within all lessons will expose the students to appropriate and challenging work.</p>	<p>SLT Line Management.</p> <p>All HOFs and line managed by SLT.</p> <p>All teaching staff. Line managed by HOF/SLT</p>	<p>Sep 2018</p> <p>Sep 2018</p> <p>Sep 2018</p>
<p>B. Improved rates of progress for PP MA students at KS3</p>	<p>Additional hours before and after school for a Maths teacher who is focused on improving outcomes for the Most able</p>	<p>Improving Maths outcomes for those MA students, therefore enabling them to aim higher with their aspirations for post – 16 routes</p>	<p>Lessons are well planned and designed to stretch MA students.</p>	<p>Head of Maths LER. Line managed by the school Deputy SCN</p>	<p>Sep 2018</p>

<p>B. Improved rates of progress for PP MA students at KS3</p>	<p>The Nurture Base</p>	<p>The Nurture Base is fully staffed with TAs and it has been developed to support students in Year 7 and cohorts from other year groups. The Base tailors the curriculum to meet the needs of all students from other year groups who are identified with gaps in learning.</p>	<p>The Base allows identified students to feel safe and secure at school where otherwise, in full classes, they may not have engaged or attended school. The students work with the member of staff there on a range of activities from across the curriculum with the aim to secure outcomes and to work on motivation and aspirations amongst these students.</p>	<p>This is monitored and line managed by the SENDCO - CAA</p>	<p>Sep 2018</p>
<p>B. Improved rates of progress for PP MA students at KS3.</p>	<p>Departmental Enrichment activities aimed at all students but with a focus on encouraging MA PP students to attend and engage.</p>	<p>Enrichment activities benefit students in a variety of ways depending on the activity. They allow students to experience life after school if it is a college or uni activity, they allow students to gain an insight into HE/FE, they can allow students to further engage with subjects and understand their relevance in the workplace if the enrichment is subject specific, they can allow students to make informed decisions about what career path they want to follow and they can also allow students to enjoy and appreciate and new life experience to engage them and possibly even open up a whole new area of study which they had previously not thought of.</p>	<p>All enrichment activities will be recorded under 'Interventions' on SIMS and all activities will focus on a rationale behind the trip, a target the students need to aim for and how the impact of the trip will be evaluated. SLT will then be able to analyse and feedback on whether the enrichment activity has been successful and purposeful.</p>	<p>THR All staff</p>	<p>Sep 2018</p>

<p>B. Improved rates of progress for PP MA students at KS3</p>	<p>Curriculum workshops during holidays to ensure students achieve target grades</p>	<p>Extra lessons for students to improve their progress, catch up on any work missed due to attendance issues, engage further with the subject or to refine their skills in a specific area/subject.</p>	<p>All HOFs take registers for these sessions which are planned in the same way as lessons during term time, with a specific focus and SC. There is also a timetable of lessons so there are no clashes with subjects and all students have the opportunity to attend every subject.</p>	<p>SCN/ all HOFs</p>	<p>Evaluated after each holiday session</p>
<p>C. Low aspirations for PP students</p>	<p>The Nurture Base</p>	<p>The Nurture Base is fully staffed with TAs and it has been developed to support students in Year 7 and cohorts from other year groups. The Base tailors the curriculum to meet the needs of all students from other year groups who are identified with gaps in learning.</p>	<p>The Base allows identified students to feel safe and secure at school where otherwise, in full classes, they may not have engaged or attended school. The students work with the member of staff there on a range of activities from across the curriculum with the aim to secure outcomes and to work on motivation and aspirations amongst these students.</p>	<p>This is monitored and line managed by the SENDCO – CAA</p>	<p>Sep 2018</p>
<p>C. Low aspirations for PP students</p>	<p>1:1 and group mentoring.</p>	<p>Identified students are able to meet regularly with our 2 Learning Mentors who offer guidance, advice and support. These mentors form part of the school SENDCO team (Excellent systems are in place to offer help and support to vulnerable pupils, sometimes involving external agencies when appropriate Ofsted Jan 2016)</p>	<p>As referenced in our Ofsted report from January 2016, these students evidence improved attendance, progress and motivation through the involvement of the mentoring team.</p>	<p>This is monitored and line managed by the SENDCO – CAA</p>	<p>Sep 2018</p>

C. Low aspirations for PP students	CEIAG for Years 9,10 and 11	Quality CEIAG for students will provide students with up-to-date information regarding the pathways open to them and will improve motivation towards reaching a goal they have researched, chosen themselves and are interested in pursuing.	This is monitored by the Careers lead and regular meetings are held with all concerned parties with quality records kept for all students.	Line managed by the Careers SLT (THR)	March 2018 June 2018
D. Improved attendance for PP students	A dedicated leadership post has been developed to improve attendance with the PP students as an identified cohort	A designated member of staff focusing on improving attendance and working closely with the EWO, students and parents/carers to bring attendance in line with national figures.	Regular meetings with the EWO and attendance officer at school to discuss and monitor students	Line managed by SLT. (SAB)	Sep 2018
D. Improved attendance for PP students	A minibus is driven each morning to collect students who are persistently late or absent	This has had a positive effect on both the attendance and late figures in school of a specific group of students	The attendance officer works with the attendance lead to decide on students to be collected by the minibus and the impact.	Line managed by SLT	Sep 2018

<b><u>Total budgeted cost for Quality of teaching for all.</u></b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A. Higher levels of literacy skills at KS3	The Nurture Base	The Nurture Base is fully staffed with TAs and it has been developed to support students in Year 7 and cohorts from other year groups. The Base tailors the curriculum to meet the needs of all students from other year groups who are identified with gaps in learning.	This is monitored and line managed by the SENDCO	CAA	Sep 2018
A. Higher levels of literacy skills at KS3	1:1 and group support from TAs for identified students not meeting milestone targets.	Support for students struggling to access the curriculum due to literacy needs is an intervention supported by excellent outcomes and progress for the students.	Line Management through SLT	CAA (SENDCO) HOFs for specific TAs	Sep 2018
B. Higher level of numeracy skills at KS3	1:1 and group support from Maths TA and also the Science TA	Improved Maths outcomes at KS3 should pave the way for students to further achieve at KS4.	Line Management – LER (Head of Maths), COR (Head of Science)	LER COR Overall Line Management SCN	Sep 2018
<b><u>Total budgeted cost for Targeted Support</u></b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Low aspirations	Music Peripatetic lessons	Providing students with a focus and an interest which they may not have otherwise engaged with.	Ensuring students attend every peri lesson is a condition of being involved and also aiming for graded	The Head of Music is responsible for	Sep 2018

for PP students			exams to provide evidence of positive impact.	the managing and evaluation of this.	

### Headline Measures

#### Progress 8 (P8) and Attainment 8 (A8)

	2015-16		2016-17	
	School	National	Sch	Nat
P8 - All pupils	0.13	0	0.27	-0.03
P8 - Disadvantaged pupils	0.14	-0.38	0.23	-0.40
P8 - Other pupils	0.11	0.12	0.33	0.11
A8 - All pupils	49.0	49.5	45.8	46.3
A8 - Disadvantaged pupils	46.4	41.1	43.0	37.0
A8 - Other pupils	53.5	52.7	49.6	49.8

#### BASICS and Ebacc

%9-5 (A*-C) in English and Maths - All pupils	63	62	35	43
%9-5 (A*-C) in English and Maths - Disadvantaged pupils	55	43	24	25
%9-5 (A*-C) in English and Maths - Other pupils	77	71	50	49
% Ebacc (achieved) - All pupils	9	24	22	21
% Ebacc (achieved) - Disadvantaged pupils	2	12	11	10
% Ebacc (achieved) - Other pupils	20	30	38	26

#### Notes

The DfE expects schools to compare their disadvantaged against national others.

Data sourced from DfE Analyse School Performance website except the Disadvantaged national figures which were sourced from the relevant DfE statistical first releases.

National data for 2017-18 not available yet.

The DfE will publish revised figures, accounting for amendments made after September 2018, in January 2019.

### Progress 8 Disadvantaged Blacon High School vs Disadvantaged/Other National



