

Pupil Premium –Impact Summary 2019-20

Aim

To raise the achievement of disadvantaged students to above the national average benchmark whilst closing the gap between disadvantaged and non-disadvantaged students.

Academic Year	2019-20	Total PP budget	£364,650
Total number of students	668	Number of students eligible for PP	442

Barriers to achievement for disadvantaged students	
<ul style="list-style-type: none"> On intake for a proportion of disadvantaged students, Reading Ages are lower than for non disadvantaged students. This hinders their access to the curriculum and attainment, in particular for sub groups, EAL, FSM and SEND. We need to broaden our students' vocabulary to enable them to become word rich. 	
<ul style="list-style-type: none"> Many disadvantaged students do not have as many opportunities to embrace a wider cultural curriculum. Our students have gaps in their knowledge, typically have weak literacy and oracy skills and lack wider cultural opportunities outside of school. 	
<ul style="list-style-type: none"> Students' confidence and self-reliance as learners throughout school can prevent them from building and deepening their knowledge base. Complex home situations and a lack of resources for disadvantaged students can limit learning at home. 	
<ul style="list-style-type: none"> Students' personal expectations and aspirations for their future are often not as high as their peers, or as high as they should be. Furthermore, social, emotional and mental health issues disproportionately affect disadvantaged students. 	
Desired outcomes	Success criteria
<p>Overarching Success Criteria:</p> <p>PP P8 shows a rapid closing of gap towards 0. 3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 Score. The gap between the progress made by students supported by the PP funding and non-PP students nationally continues to reduce.</p>	

A.	<p>Reading Ages for pupil premium students are at least at their chronological age, measured by NFER 'C' reading test, which is given to students entering Year 7 in the first few weeks. This is supported by the Literacy strategy to develop fluent writing, reading and orators within our newly designed curriculum intent and curriculum model, which supports reading across all year groups and all subject areas. In addition the use of Accelerated Reader across Year 7- 10 further supports students with their reading.</p>	<p>Measurable increase in reading fluency and closing the gap between students reading age and chronological age. Students demonstrate engagement with reading over a period of time through Accelerated Reader. They can apply their new knowledge, range of experiences and vocabulary into their written work.</p>
B.	<p>Pupil premium students' cultural capital deepens and use of spoken language including high level rich vocabulary, increases. Wider cultural participation is tracked termly including monitoring of buy in to extracurricular clubs.</p>	<p>Measurable increase in attendance of disadvantaged pupils experiencing wider curriculum opportunities over time. They can apply their learning and use of vocabulary in a wide range of contexts. PP attainment and progress improves.</p>
C.	<p>Improved the quality of Teaching and Learning through an effective CPD programme based on the Science of Learning. Improved progress for PP students. PP students, monitored at each assessment point perform in line with national averages for P8 measure and the Basics</p>	<p>Students demonstrate that they can learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally. Projected P8 scores for all year groups demonstrate closing of the gap towards 0.</p>

D.	The School is able to demonstrate impact on attendance compared to both last year's figures and national average percentages in relation to both attendance and PA. Students' feedback relating to their barriers to school is systematically analysed to improve provision	Attendance for PP students improves. PA for PP students decreases. Number of FTE reduces by 50%. Student voice articulates that PP students feel supported by school and articulate improved lifestyle and learning habits in and out of school.
E.	Students are fully aware of the full range of career opportunities open to them. They take full advantage of all opportunities, information, and outside agency career advice in order to make informed decisions and take advantage of all opportunities post-16. Follow up is targeted at "missing" students e.g. phone calls home or to the destination that students reported as their intention. Additional help and support is directed to vulnerable students to reduce the risk of failed transition and prevent NEET status.	<ul style="list-style-type: none"> • Students secure places at their first choice post 16 destination. There are zero PP NEET students.

Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	Impact/Lessons Learned
<p>A: Improved reading ages</p>	<p>Literacy Strategy across the school to include a calendared programme for:</p> <ul style="list-style-type: none"> • Implement expanded Reading Buddy programme for identified Y7 students using Y12 and Y10 buddies. • Implementation of a whole school reading policy across all subjects and year groups. • Reading competitions launched. • Guided library lessons for all Key stage 3 students. • Drama specialised to link to English to further explore English texts through speech at KS3 • HOFs produce subject curriculum plans that explicitly support the development of reading and writing, as required. • Knowledge organisers to include key vocabulary for each subject. Printed and supplied for students 7-11. • Specific staff to receive bespoke training on chosen interventions • All staff to receive training on decoding, approaches to teach vocabulary and approaches to reading • Literacy strategy group formed/SENCO/Director of English/Head of English • Implement Accelerated Reader for all KS3 students, led by English faculty, to monitor and respond to students' progress in reading. • All staff to use KS2 & current data to inform planning. • Tracking of reading ages refined to ensure timely assessment leads to continued refinement of support. • Implement a programme of frequent reading for students, as part of a whole school approach. • Subjects to review texts to ensure accessibility. • 'Reading Dog' programme established in school three days 	<ul style="list-style-type: none"> • Students should have regular planned opportunities to read a wide range of challenging literacy texts at the correct level, including students with strong starting points. • We recognise that in order to succeed in school, in examination and in real life contexts, students need to be fluent readers, have skills in language and grammar in order to compete amongst their non-disadvantaged peers across the country in the modern literate world. • We are committed to students catching up and keeping up, with bespoke programmes of catch up and language support throughout school, not just in year 7. 	<ul style="list-style-type: none"> • Progress made in implementing strategies but school closure in March 2020 impacted on this. Data collection and measuring impact of chosen activities not fully possible. • Support for improving reading skills remains an issue in KS3 and will be a key priority in 2020-21 – see whole-school Improvement Plan for planned strategies/actions

	<p>per week to encourage reluctant readers.</p> <ul style="list-style-type: none"> • Introduce book themed nights for Y7 and Y8 to engage and inspire a love of reading. • Implement a system of monitoring COPS to ensure high standards of students' written work • Implement 'writing challenges' each month for students in Y7-10. • School led process to develop a high quality consistent approach to reading a text across curriculum subjects • Return to Learn to have literacy based focus using Pobble365 resources 		
<p>B: Widening cultural participation in order that more PP have strong communication skills and embrace the wider world of literacy and literature through experiences in context</p>	<p>Review the curriculum across Key Stage 3, ensuring that all subjects are able to demonstrate their approach to enriching the curriculum and students are confident learners.</p> <ul style="list-style-type: none"> • HOFs establish and share curriculum intent and rationale for all subjects. • HOFs produce 5 year curriculum plan for all subjects based on agreed intent with agreed success end points for end of Y7, KS3 and KS4 • HOFs establish implementation plan for the production of new schemes of work and associated resources. <p>Ensure that the wider curricular offer enriches students' culture capital to equip them with skills and experiences to succeed in line with all students nationally.</p> <ul style="list-style-type: none"> • Immersion in news, arts, theatre and literature including visiting writers, poets and external visits to libraries, Family lunch. • Extra-Curricular programme to continue and expand. • Curriculum enrichment opportunities for PP students. • Implement a system for mapping extra-curricular provision • across the school, including documenting attendance. 	<p>All disadvantaged students should fully access an ambitious curriculum which meets their needs.</p> <p>We want every child to</p> <ul style="list-style-type: none"> • Attend an educational visit • Visit a museum or art Gallery by the end of Yr 9. • Be a part of whole school performance. • Take part in Family lunch. • Experience each academic subject in a real life setting. • Meet a poet or writer. • Take part in a weekly extra-curricular activity throughout their school journey. • Know what they can truly be through a rich dedicated careers pathway and first hand work experience. <p>Students should be articulate and confident with good life skills by the</p>	<ul style="list-style-type: none"> • Progress made in implementing strategies but school closure in March 2020 impacted on this. Data collection and measuring impact of chosen activities not fully possible. • Some enrichment activities offered during school closure. • Developing cultural capital and enrichment remain an area for development and will be a key priority in 2020-21 – see whole-school Improvement Plan for planned strategies/actions

	<ul style="list-style-type: none"> • Ensure that extra-curricular provision is extensive, well promoted, and that attendance at extra-curricular provision increases, particularly from disadvantaged students. • Extra-curricular programme further developed via appointment of SLT lead and RQT to provide full programme of activities, market this to students and parents, track participation and impacts. <p>Resourcing and enriching the curriculum:</p> <ul style="list-style-type: none"> • Year 7 – 11 Trips • Theatre visits • Library visits • All cooking materials • Knowledge organisers/revision guides • PE kit • Arts/DT • Family Lunch • Stonewall club • All receive new school bag, pencil case and lunch card at the start of the new school year <p>Implement successful Character programme in Key Stage 3.</p> <ul style="list-style-type: none"> • Implement new Character programme of lessons in Y7 and Y8 based on Pixl LORIC to support school values. 	<p>time they leave school. We recognise that disadvantaged students deserve to have strong communication skills in order to become equal candidates for any application for further, higher education, apprenticeship, or job opportunity of their choice.</p> <p>There should be <i>no surprises</i> for our disadvantaged students as they enter into assessments. We intend that they will have increased their real life experiences and vocabulary base in order to be fully prepared for the demands and rigour of language in examinations.</p>	
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<p>C: Improve the quality of Teaching and Learning so that it is at least good across all subjects, Pupil Premium students perform in line with P8 and the Basics.</p>	<p>Implement a programme to ensure all Stakeholders use evidence based research ‘Science of learning’ to inform curriculum planning, high quality teaching and specific student support.</p> <p>Utilise a range of strategies to deepen knowledge, build of prior knowledge and make greater connections in learning. Staff to utilise retrieval and retention strategies to strengthen memory.</p> <p>Staff CPD 2 Year Ambition Institute programme focusing on:</p> <ul style="list-style-type: none"> • Planning and preparation – effective planning • Teacher explanation and quality of questioning • Responsive teaching – checking for understanding • Vocabulary – whole school teaching priority – explicit in all areas of classroom practice • Calendared CPD across 2019-120- including Extended leadership & Heads of Faculty meetings, Collaborative coaching with teacher educators. • Teacher educators support RQTs and other identified staff through a 4-week coaching cycle. • Hold weekly feedback briefing with HoFs focusing on improving the quality of teaching <p>Knowledge organisers: Yr 11 provided for every subject</p> <ul style="list-style-type: none"> • Year 11 Parents’ Information Evening September 2019 • Revision guides issued to all students to supplement KO. <p>Knowledge organisers/Yr7-10</p> <ul style="list-style-type: none"> • All students to receive hard copy for each learning programme • Student voice calendared termly to monitor PP buy in and impacts. <p>Curriculum mapping/Learning journals</p> <ul style="list-style-type: none"> • All faculties to implement new curriculum and share learning programmes with students and parents - to 	<ul style="list-style-type: none"> • We want all students to make progress in line with ambitious targets and their capability. • Based upon evidence based research and ‘The science of Learning’ we believe that learning is defined as an ‘alteration in long term memory. If nothing has altered in long term memory, then nothing has been learned’. This is informing all the school’s work in curriculum and lesson planning. • PP Students will demonstrate that they can learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally. • We want all students to be fully equipped with the tools to learn and the resources, including online, to help them to deepen their knowledge base. It is our intention to revisit and embed knowledge with a backward planned approach form Year 11-7. This includes optimum opportunities for students to revisit and practice skills and knowledge as well as well-planned low stakes quizzes in order to gain practice and self-correct. • This approach to pre learning particularly key vocabulary is proven also as effective in developing knowledge acquisition of students will EAL. 	<ul style="list-style-type: none"> • Progress made in implementing strategies but school closure in March 2020 impacted on this. Data collection and measuring impact of chosen activities not fully possible. • Implementation of new curriculum continued and was recognised positively by OFSTED Nov 2019 • Improving the quality of teaching remains a priority and will be a key objective in 2020-21 – see whole-school Improvement Plan for planned strategies/actions
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	<p>include: Content covered/Assessment plans/Work to be deep marked/low stakes quizzes/ homework.</p>	<ul style="list-style-type: none">• We also recognise that parental buy in and communication is key to the success of this strategy. We will celebrate student participation and achievement through social media.	
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D: Attendance of PP students improves and is in line with national average for attendance.

Extend the links between curriculum/ T&L teams and pastoral teams to implement in depth analysis of barriers to students' learning and attendance gathered by a strategic approach to student voice. Use evidence gained including those relating to lifestyle barriers to provide targeted support and intervention.

Student Views and Student Data

- The views of PP students with regard their current provision are systematically sought, evaluated and responded to.
- The views of PP students will be sought in the following areas: teaching learning and assessment, attendance, punctuality and behaviour, lifestyles and the wider curriculum, aspirations and destinations. Further breakdown to include
 - Preparation for exams/revision
 - How they learn best and progress well
 - Impact of marking and feedback
 - Aspirations for the future
 - Views of behaviour systems
 - Knowledge retention
 - School support
 - Homework
 - Other barriers to learning/self-image
 - Impact of Ready to Learn checks each morning
 - Impact of Breakfast club
- Underperforming PP students to be interviewed on 1-1 basis to allow more in depth discussion
- Analyse to be focus of SLT/PL/HoF in order to inform school support and provision.
- Commission Career Connect and prioritise aspirations interviews for PP students.
- Targeted communication with PP parents re support networks.
School bag, lanyard provided for all year 7 - 11 PP students

- To date there has been a significant improvement to student's attitudes to learning and behaviour due to a strategic systematic approach in this area.
- Restorative practice is a successful strategy used to support the current pastoral system and promote positive attitudes within PP students towards their schooling, themselves, their peers and their staff.
- We feel now is an opportune time to raise expectations further in order that students' regulate their own behaviours in order to reach the limits of their capability.
- We intend that all PP students will achieve in line with their capability and we want to address all aspects of disadvantaged students' barriers to learning by listening, responding and amending strategies based upon their views and any unmet needs.
- We are committed to ensuring the attendance and punctuality of PP students is as good as it possibly can be and identifying, based on intelligence collated from student voice, the strategies which will have the most impact both short and long term.

- Progress made in implementing strategies but school closure in March 2020 impacted on this. Data collection and measuring impact of chosen activities not fully possible.
- Support for improving attendance remains an issue and will be a key priority in 2020-21 – see whole-school Improvement Plan for planned strategies/actions

	<ul style="list-style-type: none"> • Targeted communication with PP parents re support networks. School bag, lanyard provided for all year 7 - 11 PP students <p>Attendance and Behaviour action plan implemented</p> <ul style="list-style-type: none"> • Appropriate pastoral staffing to ensure that all students are ready to learn and that potential barriers to learning are removed. Significant funding is directed to the Pastoral team given the school's unique context. • Continuous, rigorous review of systems in place to increase PP attendance • Raise expectations in terms of behavioural routines which are focused on the development becoming more self-motivated and inspired to learn. • Maintain provision of breakfast club • Implement blended approach to Alternative Provision to maximise PP student achievement and minimise potential incidents of poor behaviour. • Hold fortnightly meetings with Pastoral Leaders to ensure that monitoring and evaluation are consistently robust and that actions taken to improve climate for learning are implemented 		
E: CEIAG and Post-16 destinations	<p>Implement a comprehensive careers programme which actively seeks to challenge stereotypical thinking and raise aspirations of PP students. Strategy to be informed by the guidance provided by the 8 Gatsby Benchmarks.</p> <p>Year 11 Maximising Outcomes & Careers Programme Dedicated Team to meet regularly to identify ways in which to continually provide CEIAG advice, maintain and increase the</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with a post 16 provider/employer. • Students should have access to systematic records of the individual advice given to them and subsequent agreed decisions. 	<ul style="list-style-type: none"> • Progress made in implementing strategies but school closure in March 2020 impacted on this. Data collection and measuring impact of chosen activities not fully possible. • Support Y11 CEIAG was a priority to ensure post-16 plans were secure

motivation and aspiration of PP students. This includes AHT /Achievement Mentor/Career Connect Advisor.

- Strategic action plan for transition to post 16 destinations. Support from BePart Trust and The Sixth Form College, Birkenhead.
- Opportunities and targeted support in the following initiatives
 - Maximise your potential
 - Shaping Futures programme
 - All PP students receive 'what next' interview in Autumn Term
- All year 11 PP students receive regular one to one career guidance with Achievement Mentor and Career Connect Advisor.
- All PP students given priority opportunity to visit Post 16 destinations and experience attend seminar with visiting speakers from a range of practicing careers including across the STEM industry.
- Set up bespoke area of website to promote a range of careers.
- Audit of STEM Subjects in relation to discreet guidance and learning opportunities for careers provision within the curriculum:
- Link to The Sixth Form College to create display for Hub which clearly signposts a range of course available and successful former BPS students.

Teaching and learning

- Continue to Identify research based teaching and learning principles which meet the needs of PP students in collaboration with The Institute for Teachers and BPS Teacher Educators.
- Staff use the teaching and learning strategies form CPD programme.
- Instill school ethos around values of Positivity, Ambition, Resilience and thoughtfulness.

All PP students provided with equipment and resources to help them flourish.

- By the age of 16, every students should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
- By the time students leave BPS, we want them to have self-belief in themselves, have high aspirations based upon informed curriculum opportunities and a wide range of opportunities to experience high quality CEIAG and the full support of all stakeholders to achieve.

