

Statutory Statement on Pupil Premium Impact Review for 2013-14 and Planning for 2014-15

Context

Pupil Premium is a funding initiative introduced by the coalition government to ensure that students from the most socio-economically deprived backgrounds, i.e. those students who are currently eligible for Free School Meals and those who have been eligible for FSM at any point over the last 6 years, receive additional funding to help with their education. Students who have been looked after continuously for more than six months, children adopted from care and service children are eligible for funding under Pupil Premium.

Birchwood High School received total of £180,621 Pupil Premium funding for the academic year 2013-2014.

Our Pupil Premium students are monitored and tracked by a team of staff, overseen by an Assistant Headteacher. The spending and the impact that this has on student outcomes is also monitored. The amount that each student has spent on them for Pupil Premium is recorded in detail and some students have had considerably more money spent on them than the Pupil Premium allocation. Many of the strategies we have instigated at Birchwood have been researched by the Education Endowment Foundation (EEF). This research has calculated the impact that these strategies have on the number of month's progress that could be gained by students and, where appropriate, we have referenced this research in this report.

Attainment

In 2014, 47% of FSM students achieved 5 A*-C EM, an increase of 10% since 2012. The school is pleased with this upward trend including a decrease in residual values (-6.3 points 2012 / -1.4points 2014) and is setting a target of 0.0points difference between target and actual GCSE grade.

Investment in teaching staff - Pathway 2

The Pupil Premium supports high staffing levels to reduce class sizes and create an extra group in each half-year in years 7 and 8. Students who have free school meals are not specifically targeted, but a high proportion of those in the pathway group are eligible or are looked after children. All borderline vulnerable students are considered for the group, even if they do not meet the criteria.

In addition to this there we have been able to reduce the size of some classes in the core subjects at Key Stage 4, such as in English in Year 10 (11 students), Maths (6 students), Science (9 students) and in Year 11 English (10 students), Maths (9 students) and Science (6 students). The impact of this is to enable greater contact time between the student and the teacher to ensure progress is made.

Impact – In the Pathway group reading fluency, spelling and oral skills have all improved as has their mathematical ability. Students feel safe, happy and more socially competent. They are proud to have been members of the group. The research shows that this strategy of smaller class sizes had a gain of +3 months (EEF) and the increased feedback had a gain of +8 months (EEF).

Intervention Manager The Pupil Premium funding has been vital in maintaining a high number of staff, to give the high level of support that students need. The Intervention Manager continues to oversee all the intervention which is taking place across faculties.

Detailed knowledge of every student means that interventions are matched to students' needs. This member of staff oversees the learning mentor's intervention with students which used to take place in year 11, but can now start in year 10 and even year 9, thanks to the Pupil Premium funding.

Impact - Intervention is now a coordinated exercise, with staff such as HOYs and the SENCO having access to the overview, thereby being able to make informed decisions regarding next steps for students.

Feedback

Staff have received training on how to give appropriate feedback to students, both written and oral, and on how to train students to respond to this information from their teacher. It should produce an improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal. It can be about the learning activity itself, about the process of activity or about the student's management of their learning.

The research shows that this form of feedback to have had a gain of +8 months (EEF).

TLC Online Tuition

This tuition has been extended and is now used for students from Year 8 to 11 who were identified by their teachers of English and/or Maths as needing some extra support. 'TLC was a fun, exciting experience, the teachers were clear and really helped me progress to a higher stage in Maths'. Teacher feedback: 'It was great for these students to access some extra support and they all said they quite enjoyed it and found it useful'.

Impact - Nine of the 13 students who took part saw their grades increase. The students' confidence also increased in some cases. The research shows that this form of individualised instruction to have had a gain of +2 months (EEF).

Learning mentor

Many of our students benefited from timely intervention and regular sessions with our learning mentor. Support is given with organisation (both of learning and equipment), and preparation for revision and examinations.

Impact – this form of mentoring is shown to have had a gain of + 1 months (EEF)

One to One Tuition

The school won't accept under-performance and has high expectations for all students. Support is given to students who need it most, and those who receive free school meals are identified and monitored on the school's tracking system. Frequent tracking means that literacy and numeracy interventions are put in place quickly. Teaching Assistants provide in-class support, so that students can apply what they have learnt in mainstream lessons and some students are withdrawn for a limited period of one to one tuition. Some of the Pupil Premium is used for this tuition, which is usually one-to-one, but also one-to-two and one-to-three, depending on the focus. School feedback suggests that tuition in writing works well when children are working with one or two others, and can share ideas. Most tuition takes place in Years 7 and 8. In addition to the English tutor, this year an additional teacher has been specifically employed to carry out Maths tuition and work closely with the class teacher. The experience and expertise of both tutors is important in understanding the barriers to individual students' learning - taking the time to trace back to early misunderstandings. The tuition model is used flexibly – depending on the child, the topic and the subject. One hour sessions typically run over a half term or a single block of time might be used.

Impact - Tuition has had particular benefit for students who have gaps in their learning, either as a result of absence or who have been identified as having specific challenges linked to deprivation. The research shows that this strategy of One to One Tutoring had a gain of +5 months (EEF)

Class teachers have noted the improvement in students' confidence and enjoyment of a subject as well as higher attainment. The intervention has led to students considering taking a subject for A level and improved assessment results.

Trips and Extra-Curricular Activities

The school has a 'no charge' policy for trips, activities and visits for students eligible for pupil premium funding so that all children have experiences and topics to talk or write about in their lessons. Take up of extra-curricular trips and activities are monitored to make sure that students on FSM don't miss out on these opportunities.

Impact - This year 93% of FSM students participated in some form of extra-curricular activity or offsite visit. Last year this figure was 67%.

One student said: 'I feel privileged. Going to France was my first time abroad. The contrast between Bishop's Stortford and Camiers was really big'. Another said of the Rome trip: 'I was really happy to go to Italy because I had always wanted to go out of England. I wanted to see the Coliseum as my grandparents had seen it years ago. And I saw a real live lizard.'

Counselling – CIS, Jepeca, KYSS, Protective Behaviours

A trained Mental Health Counsellor is employed to provide deeper support over a longer period of time. Empowerment coaching is also used to help vulnerable students who have low self-esteem, lack confidence and are in need of strategies to help them through certain situations. The success of this has led us to increase the amount of empowerment coaching we provide to our students. In addition we have made use of projects such as KYSS (Keep Yourself Safe) for targeted students.

Impact - Impact is often intangible but still apparent. The school has seen students' confidence increase as a result of their involvement in these sessions. Heads of Year have made these comments about students: 'a quiet boy who needed to build his confidence and ways to deal with stressful situations. He has 100% attendance currently, is progressing well in class and has openly talked about how much better he feels about things.'

'since his Jepeca course, there have been no reported incidents of anti-social behaviour with his peers or any on-calls.'

Students view the sessions as positive and supportive. There is no stigma attached to being identified and they enjoy the additional interaction with the teachers that the small group sessions provide. Many exceed their expected levels of progress and achieve more challenging targets. Other outcomes include increased student confidence, attendance and higher aspirations.

The research shows that this strategy of Social and Emotional learning had a gain of +4 months (EEF).

Breakfast Club

Breakfast was always available in the school café at a cost, but the pupil premium funding has meant we can provide this for our FSM students without charge. Our Catering Manager can top up the FSM Smartcards each morning with money specifically aimed at buying breakfast. There is no stigma involved as no student knows what is on another's card. Parents and students are extremely pleased with this and on average 30% of FSM students per day have taken up the offer. 'Wow – that's alright!' said one student. Parents commented: 'What a great idea, he often won't eat breakfast before coming to school as it's too early and I can't pay for him to have lunch and breakfast. Now he's says he has toast and a hot drink every day'. 'Thank you for the breakfast money, we can't have free school meals anymore but money is still tight. This really helps.'

Attendance

The attendance of all students is monitored closely and one particular example of how a student was helped with the pupil premium funding this year is that we were able to purchase his bus pass. As a result his attendance rose 20%. In September 2013 we appointed a part-time Attendance Officer with the specific aim of improving the attendance of our FSM students and those from other vulnerable groups. 19 of these students' attendance improved (76%) compared to 83% of the non-pupil premium PA students. We were pleased with the similarity in improvement between these two sub-groups and continue to work to reduce this gap.

Home-Learning Club

An after school Home-Learning club was set up in the library to enable students to have a quiet place to work. We ensured they have access to computers, both on networked ones and iPads as well as free printing of documents. Our Learning Mentor supervises the club and so is on hand to help and to advise students with their tasks if needed. The research shows that this strategy of home learning had a gain of +5 months (EEF)

Other

Pupil premium funding has also been spent on items of school uniform and kit as well as on Food Technology ingredients, textbooks, revision guides, music lessons and the year 11 Yearbook. Portable netbooks were bought for two students which has enabled them to access the curriculum more easily and to produce work more confidently.

Pupil Premium Plans for 14/15

Across the year, we will continue much of the best practice that we completed in 2013/2014. However, we will also be looking to develop further parental engagement of our Pupil Premium Students. Finally, we will continue to drive forward our work on raising aspirations for our students.

Pupil Premium income and expenditure Sept 2013 to August 2014

2013-14 final out turn	
Item	Amount £
Pupil premium b/fwd from previous years	-53828
GAG - Pupil Premium	-180621
Pupil Premium Yr 7 Catch-up	-20000
Total PP Inc	-254449

Leaning Mentors	24954
One to One tuition	39317
Pathway 2	20514
Intervention	3828
Attendance Project	4389
Aspects (paid in the previous financial year)	0
Jepeca	18480
Alternative education provision	8772
Educational Visits	23848
Breakfast club	5712
Resources (student laptops, revision guides, calculators, uniform etc.)	6839
Music Fees	4007
TLC	21225
Student Transport	2024
total PP expenditure	183907
Carry forward	-70541

Pupil Premium plans for 2014-15

The funding has risen considerably due to a push by the school to encourage parents and carers to register their entitlement for Free School Meals

In 2014-15 we will receive:

- An allocation of £935 per student eligible for free school meals (including Ever 6s);
- A grant of £1900 for children who have been looked after continuously for more than six months and children adopted from care;
- A Service Child Premium of £300 for children whose parents are in the armed forces;
- An additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2.

This will give us a total allocation for 2014-15 in the region of £202,000.

We are proposing to spend our allocation as follows:

Pupil Premium projected income and expenditure Sept 2014 to August 2015

2014-15 budget	
Item	Amount £
Pupil premium b/fwd from previous years	-70541
GAG - Pupil Premium	-182000
Pupil Premium Yr 7 Catch-up	-20000
Total PP Income	-272541

Leaning Mentor	25200
One to One tuition	61700
Pathway 2	27500
Intervention	4600
Attendance Officer	12600
Aspects	9100
Jepeca	21000
Alternative education provision	8000
Parental Engagement	2000
Educational Visits	25000
Breakfast club	6000
Resources (student laptops, revision guides, calculators, uniform etc.)	9000
Music Fees	4000
TLC	21000
Student Transport	2000
Contingency	2000
Total PP expenditure	240700
Carry forward	-31841