

Statutory Statement on Pupil Premium Impact Review 2012-13 and Planning for 2013-14

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 eligible for Free School Meals and children who have been looked after (CLAs) continuously for more than six months, receive additional funding to help with their education.

Birchwood High School is an 11 to 18 school with 1350 pupils. Its pupils come mainly from professional middle class families. Birchwood has about 80 pupils currently on Free School Meals (FSM) and 180 pupils on the Ever 6 list. Ever 6 students are those who have been eligible for FSM at any point over the last 6 years although they may no longer be eligible. This is because children who have been eligible for FSM at any point in the past generally have weaker academic results nationally than those who have never been eligible for FSM. The school received £138516 Pupil Premium funding in 2012 to 13 plus £27500 of funding for students entering year 7 having not achieved level 4 in English or Maths .

The school has worked to reduce the attainment gap which exists between the Ever 6/FSM students and the rest of their cohort. Last year they were, on average, just over 6 average points score (APS) points below target, but this year the gap was reduced to an average of 4 APS points. Predictions for 2014 show an expected APS of about 1.4 points below target.

2012 GCSE Ever 6/FSM		2013 GCSE Ever 6/FSM		Forecast 2014 GCSE Ever 6/FSM	
Average Points Score	Point score difference to target	Average Points Score	Point score difference to target	Average Points Score	Point score difference to target
32.7	-6.3	38.1	-4.3	36.9	-1.4

Pathway 2

The Pupil Premium supports high staffing levels to reduce class sizes and create an extra group in each half-year in year 7 and 8. Pupils are identified before transition as working below or at Level 3 in English. These students follow a more personalised curriculum, studying more English, Maths and ICT. They are monitored closely and the objective is to help pupils develop independence and to integrate into the mainstream by the end of Year 8. Pupils 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 pupils are considered for the group, even if they do not meet the criteria. A parallel tutor group has been set up in the Personalised Learning Centre (PLC) for students in this group who need more emotional support from a dedicated teaching assistant.

Impact

Reading fluency, spelling and oral skills have all improved as has their mathematical ability. Pupils feel safe, happy and more socially competent. They are proud to have been members of the group.

Last year 93% of FSM students in year 7 were shown to be making Good Progress in English. The FSM students in Pathway made 2 pts of progress on average. FSM students in Maths on average made 2.02 points of progress over 1 year, equating to 1 sub levels.

Year 8 PLC tutor group

An intervention tutor group was set up in PLC for 3 students who were identified as needing support with serious social issues. This enabled us to offer them a calmer start to the day and prompt 1:1 intervention at times of difficulty. The two registration periods were ideal de-brief opportunities which were held with a named adult. This person aimed to provide positive attention and responsive support daily. The students were to benefit from respite from high level relationship issues with some of their peers. They would also receive social communication input twice a day and this positive relationship with an adult in a safe environment offered an outlet for unusually mature vocabulary without negative attention from peers.

Impact

Social issues leading to serious distress on a daily basis have reduced to 1 or 2 over half term period. There were no aggressive outbursts during the intervention. The students developed strategies to deal with social situations and improved social communication with their peers. There was a noticeable lowering of anxiety levels.

The named adult was able to liaise on a daily basis, when necessary, with teachers, communication with parents improved as did the student's organisation.

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. A part-time intervention manager has been employed to oversee all the intervention which is taking place across faculties.

Detailed knowledge of every pupil means that interventions are matched to pupils' 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.

TLC Online Tuition

This tuition has been introduced for students in year 9 and 10 who were identified by their teachers of English and / or maths as needing some extra support. Student feedback has been very positive e.g. '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

9 of the 13 students who took part saw their grades increase. The students' confidence also increased in some cases.

One to one tuition

The school won't accept under-performance and has high expectations for all pupils.

Support is given to pupils 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 pupils 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. A teacher has been specifically employed to carry out this role and works closely with the class teacher. Her experience and expertise have been important in understanding the barriers to individual pupils' 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 pupils who have gaps in their learning, either as a result of absence or who have been identified as having specific challenges linked to deprivation. Class teachers have noted the improvement in pupils' 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 is monitored to make sure that pupils on FSM don't miss out on these opportunities.

Impact

This year 92% 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 Colosseum as my grandparents had seen it years ago. And I saw a real live lizard.'

Counselling

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.

Impact

Impact is often intangible but still apparent. The school has seen pupils' confidence increase as a result of their involvement in these sessions. A Head of Year commented that a student was calmer, and that another was able to communicate more effectively.

Pupils 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 pupil confidence, attendance and higher aspirations.

Paired reading

Funding was used to pay a member of staff to set up this scheme. Year 7 students were selected for the scheme on the basis of their KS2 scores for reading, with checks against writing scores and against performance in the first English assessment. Year 10 mentors were recruited from tutor groups. Year 7 students and their mentors attended two twenty minute sessions per week in the library where they read aloud to their assigned mentor. Y7 students were tested for reading age using sentence completion tests at the beginning and at the end of the scheme.

Impact

The average progress made by the year 7 students was 10.9 months, with 6 students making more than double that level of progress.

Breakfast club

Breakfast was always available in the school canteen at a cost, but the pupil premium funding has meant we can provide this for our FSM students without charge. After investing in some new software 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 were extremely pleased with this and on average 40 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%.

For 2013 14 we are planning to employ a part-time Attendance Officer with the specific aim of improving the attendance of our FSM students and those from other vulnerable groups.

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 numbers have risen, with some regular attenders and some who just drop in on occasion.

Peer Mentoring

During the year staff and students were trained in peer mentoring, and a group of students have now begun working as peer mentors. They aim to provide a listening and support service to other youngsters at the school. The impact of this programme will be evaluated during the next academic year.

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 income and expenditure Sept 2012 to August 2013

Pupil Premium actual expenditure Sept 12 to Aug 13	
Education Funding Agency income:	£138,516
Brought forward at 01/09/12	£31,429
Year 7 catch-up funding	£27,500
Total income to Aug 13	£197,445

Expenditure:	
Learning Mentor	£24,945
One to one tuition	£17,978
Additional tuition (yr 7 catch-up)	£27,500
Pathway 2	£28,000
Intervention	£4,510
Jepeca Empowerment Coaching	£1,680
Trips support	£6,394
Breakfast Club	£658
Resources (revision guides, calculators, uniform etc.)	£6,642
Music fees	£1,549
TLC learning support	£4,990
Netbooks/ipads	£9,703
Transport/travel	£376
Total expenditure:	£134,925

Balance to carry forward	£62,520
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Pupil Premium plans for 2013-14

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 2013-14 we will receive an allocation of £900 per student eligible for free school meals (including Ever 6s) and children who have been looked after (CLAs) continuously for more than six months plus there is a Service Child Premium of £250 for children whose parents are in the armed forces.

This will give us a total allocation for 2013-14 of £162300.

The strategy for expenditure will be similar to 2012-13 but the significant increase will enable us to target the funds more specifically.

We are proposing to spend our allocation as follows:

Pupil Premium projected income and expenditure Sept 2013 to August 2014

Pupil Premium projected expenditure Sept 13 to Aug 14	
Education Funding Agency income:	£162,300
Brought forward at 01/09/13 to be allocated	£62,520
Year 7 catch-up funding (estimated)	£20,000
Total income to Aug 14	£224,820

Expenditure:	
Learning Mentor	£25,157
One to one tuition	£27,646
Additional one to one tuition (incl. yr 7 catch-up)	£35,000
Pathway 2	£20,500
Intervention	£4,507
Attendance officer (shared)	£4,947
Aspects (Bishop's Stortford Consortium)	£9,101
Jepeca Empowerment Coaching	£24,000
Alternative Education Provision	£8,000
Parental Engagement	£2,000
Trips support	£10,000
Breakfast Club	£5,000
Resources (revision guides, calculators, uniform etc.)	£5,000
Music fees	£2,000
TLC learning support	£7,000
Netbooks	£1,000
Transport/travel	£1,000
Contingency	£2,000
Total expenditure:	£193,858

Balance to carry forward	£30,962
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