



Birchwood High School

Pupil Premium Report for the academic year 2014-15

Context:

Birchwood High School is proud of its comprehensive ethos. We enrol 240 students each year from the local area of Bishop's Stortford and the surrounding villages regardless of ability or socio-economic background. Around 16% of our intake are Pupil Premium students which is lower than the national average of 28.5% but this figure represents 190 students. Research shows that students from Disadvantaged backgrounds do less well in terms of examination success, going to university or obtaining full-time employment than their non-Disadvantaged counterparts. Therefore, there is a moral imperative in seeking to provide additional support and resources to help 'narrow the gap'.

Pupil Premium (PP) is a funding initiative introduced by the government in 2011 to ensure that schools receive additional funding for students from more deprived backgrounds

Pupil Premium is a generic term for the following 5 types of children:

1. Students eligible for Free School Meals (FSM) because they live in households claiming benefits
2. Students whose parents have claimed benefits at some point in the last 6 years (Ever6)
3. Children who have been looked after continuously for more than 6 months – referred to as Children in Care (CIC) – this replaces the term Children Looked After (CLA)
4. Children who have been adopted from care
5. Children whose parents(s) are in the services – known as Ever4.

FSM and Ever6 students attract additional funding of £935 for the school and Ever4 students attract funding of £300 with CICs and Adopted Children £1900. Expenditure for the academic year 2014-15 was as follows:

Number of Pupils and Pupil Premium Grant (PPG) funding Received for 2014-15	
Total number of pupils on roll aged 11-16 (January 2014)	1182
Total number of FSM and Ever 6 pupils eligible for PPG (January 2014) *	190
% of cohort eligible for PPG	16.07%
Total amount of PPG received 2014-15	£185,873
PPG unspent in previous years brought forward	£70,541
Total PPG grant received	£256,414
Total expenditure 2014-15	£249,567
Balance to carry forward to 2015-16	£6,847
<i>*Note – additional looked after children and service children are include in the funding cohort but the numbers are not included here</i>	

In order to improve the academic progress of Pupil Premium Students, At Birchwood we monitor progress in a number of ways:

1. Academic attainment and progress of PP students compared to Non-PP students at both GCSE and A-Level
2. Measures taken to improve the Quality of Teaching for PP students inside the classroom.
3. Measures taken to improve the Quality of Teaching for PP students outside the classroom including additional provision in terms of extra-curricular activities, trips and visits, uniform

and essential equipment. The school also monitors and evaluates the level of expenditure for each of these strategies to ensure financial effectiveness and efficiency

1. Academic attainment and progress of PP students compared to Non-PP students at both GCSE and A-Level

GCSE Attainment:

In 2014, we achieved 69% 5*-C EM with 237 students and a KS2 APS of 28.4. The ratio of PP to non-PP students was 13% to 87%. In terms of Pupil Premium, 45% achieved 5A*-C EM (gap of 24%) compared to national average of 35% so the gap was 24% (The gap nationally in attainment at 5A*-C EM was 20%).

The EEF analysis for 2014 shows positive Best 8 APS however, indicating that whilst the 5A*-C EM measure was 4% greater than the national, PP students performed well against target across the curriculum compared to Non-PP.



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The summary table provides an overview of the school's attainment in 2014

PUPILS ON ROLL (2014) 1182 <small>Total number of pupils on roll</small>		PUPIL PREMIUM (2014) 15% <small>% of Pupil Premium pupils on roll</small>		PUPIL PREMIUM ALLOCATION £173,910 <small>2014/15 Allocation</small>	
5 A* - C GCSE (EM) (2014) 70% <small>GAP 24%</small> 45% <small>Non PP Pupils</small> <small>Pupil Premium Pupils</small>		BEST 8 GCSE (2014) 42.5 <small>GAP 13.0</small> 29.5 <small>Non PP Pupils</small> <small>Pupil Premium Pupils</small>		VALUE ADDED BEST 8 GCSE (2014) 3.6 ▲ <small>GAP 7.7</small> -4.1 ▼ <small>Non PP Pupils</small> <small>Pupil Premium Pupils</small>	

Therefore one can conclude that in 2014 the school did well for PP students in terms of attainment but less well in terms of progress from KS2. Whilst 78% of non-PP students in English made 3 levels of progress, 55% of PP students made 3 levels of progress (Gap of 23%). In Maths, 88% of non-PP students made 3 levels of progress, whereas only 40% of PP students made 3 levels of progress (Gap of 40%), exacerbated by the extremely high performance of the 87% who were non-PP.

In 2015, we achieved 64% 5A*-C EM with 239 students and KS2 APS of 28.3.

In terms of pupil premium students, 14% were PP and 86% were non-PP

Ability	Number	No. Achieving 5A*-C EM
High	7	6
Average	18	6
Low	11	1
Total	36	13

On attainment, this was a weaker cohort of PP students compared to 2014 and they achieved 5A*-C EM = 13/36 = 36.1% 5A*-C EM Gap = 27.9% which was 3.9% more than 2014.

Progress measures were an improvement on 2014 however. Whilst 69% of non-PP students in English made 3 levels of progress, 55% of PP students made 3 levels of progress (Gap of 14%). In Maths, the high 86% of non-PP students made 3 levels of progress, whereas 49% of PP students made 3 levels of progress (Gap of 37%).

Therefore progress improved whilst attainment did not, the opposite to 2014 results.

2016 Forecasts: Main Cohort 219 students KS2 APS 27.8 (National Average). There is a relatively much larger PP cohort in our current Year 11 (19% PP to 81% non PP). The whole cohort is currently working at 66% 5A*-C EM with target of 70%. The Pupil Premium student cohort are tracking as follows:

Ability	Number	No Forecast 5A*-C EM
High	14	11
Average	19	14
Low	11	1
Total	42	26

In terms of attainment, current tracking 5A*-C EM = $26/42 = 47.6\%$ 5A*-C EM Gap = 18.4%

Progress forecasts show significant improvements. In English, 88% of non-PP students are tracking at 3 levels of progress, whereas 73% of PP students are tracking at 3 levels of progress (Gap of 15%%). In Maths, 84% of non-PP students are tracking to achieve 3 levels of progress, whereas 60% of PP students are tracking at 3 levels of progress (Gap of 24%).

CIC performance

For the GCSE results in 2015 there was one CIC student who arrived at the beginning of Year 11. For data protection reasons, the student's performance will not be described in this public document.

For 2016, there is one CIC student who is on target to achieve 5A*-C

Sixth Form Bursary Students:

In 2015, there were four bursary students in Year 13. All four took three A-levels. Two students achieved a grade above target in all three subjects and two students achieved a grade below target in all three subjects.

2. Measures taken to improve the Quality of Teaching for PP students inside the classroom

Teachers are given class lists that identify who is a PP student and whether they are FSM or Ever 6. This list also includes some basic contextual information on each child to help the teacher personalise and support them as individuals. Teaching PP students in a classroom context needs to be done sensitively around supporting them in terms of academic ability. Additional equipment such as stationery, calculators and resource booklets are provided. Lesson Observations, Work Sampling and Learning Walks by senior staff specifically focus on the progress of PP students in order to feedback to the subject teacher and Head of Faculty.

Form tutors are also aware of who in their form is a PP student. Form tutors form positive working relationships with all parents through meetings (Parental Engagement Days) and email / telephone. Form tutors stay with their form as they progress through the school and are able to work with families in terms of changes of circumstance or concerns across the curriculum. Form tutors are supported effectively by Heads of Year who are able to oversee PP attendance / behaviour and attitudes to learning.

3. Measures taken to improve the Quality of Teaching for PP students outside the classroom

The school employs a raft of measures to help PP students outside the classroom from extra revision classes to 1:1 support including bespoke IAG guidance. The table below summarises the main strategies, the cost of provision and evaluation comments:

Support and intervention	Cost	Task description	Outcomes plus impact indicator Low impact <input type="checkbox"/> Medium impact <input type="checkbox"/> <input type="checkbox"/> High impact <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student support mentor	£22,000	A programme of support each week for groups and individuals for a teacher to support them with mainstream subjects, planning, organisation and study skills.	IAG and specific organisational skills for PP students –those students who fully engaged – 84% achieved their target grades <input type="checkbox"/> <input type="checkbox"/>
One to one tuition (maths and English)	£61,300	A programme of support each week for groups and individuals where a specialist teacher targeted areas recognised as needing additional input.	Maths: Students made good progress, achieving and exceeding their target grades in all cases. <input type="checkbox"/> <input type="checkbox"/> English: Tracks programme has been used to raise reading levels of year 7s who joined with very low levels - see Year 7 catch-up report <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Attendance support	£10,000	Attendance officer who works with families who find it difficult to get their children into school or on time. Intervention raises attendance levels.	Students were given focused systematic support. The %15 Persistent Absences fell from 4.8% to 3.2% (National average 5.1%) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Targeted intervention	£3,800	This was additional funding allocated to English / Maths and Science to help provide additional classes after school and included PP students who were underachieving.	The effect was positive in Maths but less so in English and Science. The school has revised its approach to offer more blocked time and Saturday classes for English, Maths and Science 2015 16 <input type="checkbox"/> <input type="checkbox"/>
Pathway 2	£20,000	Small group literacy and ICT provision for year 7 and 8 students who enter the school with low literacy levels.	Students in PW2 continue to make good progress from Year 7-8 all acquiring Level 4 by the time they reach Year 9 and GCSEs. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Music fees	£4,000	Tuition fees for instrumental and singing lessons were met in full	Students were able to participate in learning an instrument or singing which provided them with the same opportunities as all other students. There was limited uptake by PP students

			however <input type="checkbox"/>
Student basic needs funding	£8,400	To support students with basic needs such as uniform, travel.	Students were provided with travel, uniform, memberships/subs, stationery, planners, equipment, revision guides etc. This is a low cost option per student but made a big difference to student morale and well-being supported through 1:1 qualitative interviews with senior staff. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Aspects	£5,000	TAF meetings attended, meetings with parents, bridging the gap between school and home, supporting parents and students.	Family support worker effective in providing holistic support which resulted in improved attendance and family relationships plus counselling for those with mental health issues <input type="checkbox"/> <input type="checkbox"/>
Empowerment coaching	£20,160	Offered to students facing a range of emotional and social problems	31 students took part in Jepeca Coaching. 27/31 showed evidence of improved self-esteem at the end of the programme. Qualitative data evidences that these students have continued to engage in school life. Many have made significant progress. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Revision cracked	£1,480	Specific training on revision and study skills.	This is an external company that provides support to Year 11 with revision techniques and study skills – qualitative feedback from students is very positive <input type="checkbox"/> <input type="checkbox"/>
Exam stress therapy	£600	Sessions on how to cope with and avoid stress for specific students <input type="checkbox"/>	Qualitative data evidences that these students were better equipped to study and take their exams calmly. <input type="checkbox"/> <input type="checkbox"/>
Resilience coaching	£250	Mentors offered to KS3 students facing a range of emotional and social problems	Qualitative data evidences that these students have continued to engage in school life with improved attendance. Many have positive outcomes in attainment. <input type="checkbox"/> <input type="checkbox"/>
Drama therapy	£5,000	YCT – to improve the self-esteem and body image of year 10 girls and boys	Qualitative data shows that the students involved have improved relationships with peers and staff <input type="checkbox"/> <input type="checkbox"/>
Targeted ICT support	£4,000	Provision of ICT equipment such as laptops where it was clear that students were not having the same school	Students were provided with ICT equipment for home where the need was identified. Parents, students and teachers all reported on the positive impact

		experience as peers who had this.	this had on the students' attitude to completing work. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Online tutoring	£49,000	To close the gap at GCSE, ensuring that PPG eligible students achieve as well as their peers in GCSE Maths and English.	14 PP students took part in this tuition last year along with some other non PP students. At the end of the tuition all students took part in an assessment that showed that they had made progress but had come out of other lessons to do the on-line tutoring. The focus on in class support for 2015-16 will see a reduction in On-line tutoring but it is an effective measure for some PP students <input type="checkbox"/>
Educational visits	£29,200	To support students to access trips of a curricular nature.	Students went on day trips in England, as well as on residential trips to Sheringham, Paris, Madrid, Ahrweiler. This provided students with opportunities which they had never had before. Both FSM and Ever6 students were supported but full support will now be directed to FSM students only <input type="checkbox"/> <input type="checkbox"/>
Breakfast club	£5,300	£1 provided every morning for PPG eligible students	Students and parents received this positively and said it made a difference to their start to the day. This was a relatively low cost and popular option that ensured PP students were fed and ready for the school day. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Recommendations for 2015/16

Following this report and evaluation of strategies, the following measures will be taken:

- Ensure that the school continues to monitor both attainment and progress of PP and non-PP students
- Rationalisation of some external intervention programmes in order to provide greater focus and support within the classroom, involving general and bespoke CPD for teachers and TAs around personalisation
- Interim analysis focuses on the progress of PP and non PP students for every year group and this is followed by Key Personnel meeting to look at a student-by-student approach
- The school should ensure that all teaching staff are fully equipped with high quality information to support their teaching of disadvantaged students. This might include:
- Formal recording and distribution of the outcomes from these conversations, so that the whole school might benefit from the expertise
- Whilst attendance is good at Birchwood, an attendance panel system will be broadened in which key staff, including senior leaders, meet formally with parents to address concerns about attendance and agree an action plan for PP students falling below 90%. This will

build on the work already being done by HOYs and the Attendance Officer. Action plan should then be recorded and communicated to parents with a date for review agreed.

- Further qualitative interviews with PP students by Pastoral Leaders and SLT to evaluate provision and ascertain gaps
- The school will look to introduce a summer school for incoming Year 7 disadvantaged students

Projected Spend for 2015-16

Number of Pupils and Pupil Premium Grant (PPG) funding Received	
Total number of pupils on roll aged 11-16 (January 2015)	1170
Total number of FSM and Ever 6 pupils eligible for PPG (January 2015) *	186
% of cohort eligible for PPG	15.89%
Total amount of PPG received 2015-16	£175,410
PPG unspent in previous years brought forward	£6,847
Total PPG grant received	£182,257
Total expenditure 2014-15	£192,005
Balance to carry forward to 2015-16 (deficit supported by school budget)	-£9,748
<i>*Note – additional looked after children and service children are include in the funding cohort but the numbers are not included here</i>	

Support and intervention	Cost	Success criteria
Student support mentors	£22,400	Improve students' ability to prepare for day to day schooling and ultimately their achievement
One to one tuition (maths and English)	£60,180	Improved levels / grades
Attendance support	£10,500	Attendance of PP student cohort improves from ...
Targeted intervention	£5,000	Improved levels, grades, attendance,
Pathway 2	£21,000	Improved English levels
Music fees	£2,000	Students have the opportunity to acquire new skills
Student basic needs funding	£4,700	Students do not feel disadvantaged with regard to other students
Aspects	£5,725	Families, students receive support and are able to attend school / achieve better
Empowerment coaching	£15,000	Students engage better with their learning as they are better equipped emotionally to do so
Natural Flair	£5,000	Students engage better with their learning as they are better equipped emotionally to do so
Revision cracked	£1,500	Students achieve better in exams, feel more confident in their ability to prepare for them
Exam stress therapy	£500	Students cope better with the stresses of year 11, attend more lessons, achieve the best they can.
Resilience coaching	£1,000	Peer and adult relationships, self-esteem improve as does engagement with learning
Drama therapy	£4,000	Peer and adult relationships, self-esteem improve as does engagement with learning.
Targeted ICT support	£2,000	

Online tutoring	£17,000	Attainment improves ...
Educational visits	£12,000	Students access out of classroom opportunities
Breakfast club	£2,500	Students' health, concentration and behaviour improve.