

Pupil premium strategy statement – Bennett Memorial School

1. Summary information					
School	Bennett Memorial Diocesan School				
Academic Year	2017-2018	Total PP budget	£137,925	Date of most recent PP Review	Sept 17
Total number of pupils	1235 (yr7-11)	Number of pupils eligible for PP	130	Date for next internal review of this strategy	Jan 18

2. Current attainment			
	Pupils eligible for PP (Bennett)	Pupils not eligible for PP (Bennett)	Pupils not eligible for PP (national average)
% achieving grade 9-4 in both English and mathematics	74%	88%	64.7%
Progress 8 score average	+0.97	+0.74*	Available Oct 17
Attainment 8 score average	55.73	56.56*	Available Oct 17

*Data for non-PP students not yet available, data shown is for all students

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy standards on entry to KS3 are lower for disadvantaged students than for non-disadvantaged students.
B.	Attainment in maths and English for disadvantaged students is lower than non-disadvantaged with 74% of PP students achieving or exceeding a standard pass compared to 88% of non-PP students so a small within school attainment gap remains in this indicator
C.	Disadvantaged students made less progress in the open element subjects despite making greater progress overall. In the open element P8 for non-disadvantaged students was 0.46 and for disadvantaged students was 0.38.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for disadvantaged students improved this year, from 94.8% in 2015-16 to 95.40% in 2016-17. However, this is less than attendance rates for all students, which was 96.12%. A considerable amount of evidence points to a clear correlation between attendance and achievement so we will continue to seek improvement here.

E.	Self-efficacy, emotional and psychological factors impact on disadvantaged students' levels of motivation and aspiration, which ultimately can impact negatively on attainment, attendance and retention into 6 th form.				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria		
A.	Standards of literacy in KS3 are the same for disadvantaged and non-disadvantaged students.		The accelerated reader programme will show the same levels of progress being made by PP and non-PP students.		
B.	Attainment levels for PP students in maths and English further improve.		Disadvantaged students attain the same A8 score as non-disadvantaged in maths and English and meet or exceed the school's A8 target of 58+		
C.	PP students make greater progress in open element subjects.		Disadvantaged students to make the same progress as all students in open element subjects.		
D.	Attendance rates for PP students improve further.		Attendance for PP students to meet or exceed the school's target of 96.5% for all students		
E.	Greater levels of aspiration with more Y11 students staying on at Bennett to study in the 6 th form.		Retention of Y11 PP students into 6 th form is the same as non-PP students and meets the school's target of at least 82%		
5. Planned expenditure					
Academic year		2017-18			
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(s)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (overseen by Pupil Premium Support coordinator – Gemma Sharp)	When will you review implementation?
Improved KS3 literacy standards	Accelerated reader programme continued and additional support from all subject areas to increase reading	Where working memory is overloaded by the reading itself, students are much less likely to be able to process the learning material. High standards of literacy will reduce the extraneous load.	The accelerated reader programme will be continued and reading levels monitored for PP students throughout the year. All lessons to start with silent reading.	Tracy Wootton – LRC manager	Jan 18

Greater progress made in open element subjects Higher attainment levels in maths and English	Increased programme of teaching observation by LMT and senior teachers and developmental feedback	Dialogue centred on effective teaching to help root evidence based approaches into practice. Supporting staff to apply cognitive learning theory to the classroom.	Schedule programme of lesson observations, provide face to face feedback and review termly with LMT. Data tracking used by subject team leaders to monitor PP students' progress.	Lee Stoodley – Standards and Teacher Performance	Jan 18
Greater progress made in open element subjects	CPD programme to centre on integrating the principles of cognitive science	Consolidate culture of rooting teaching in the substantial evidence base for approaches such as explicit instruction, effective questioning and other cognitive science principles.	Review minutes of subject team meetings along with evidence recorded in lesson observations. Data tracking used by subject team leaders to monitor PP students' progress.	Richard Tyson – Director of Teaching School	Jan 18

Total budgeted cost £40,000

ii. Targeted support

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?
Improved KS3 literacy standards	Supported reading with 6 th form students in LRC at lunchtimes	One to one reading proven to be effective in improving literacy when regularly undertaken.	Keep record of attendance and cross reference with individual student reading progress data.	Tracy Wootton – LRC manager	Jan 18
Higher attainment in maths and English	Weekly additional quality first teaching for small group of PP students	Greater opportunities for students to access subject expertise and pedagogical content knowledge has been effective in driving up standards.	Keep record of attendance and cross reference with individual student progress data.	Pete Town – Head of English Lisa Billin – Head of Maths	Jan 18
Higher attainment in maths and English	Additional support from trainee teachers and A level students at relevant lunchtime clubs	Greater opportunities to practice numeracy and literacy skills is proven to strengthen retention and secure domain knowledge.	Keep record of attendance and cross reference with individual student progress data.	Chris Woollett – Curriculum and Communication	Jan 18

Total budgeted cost £35,000

iii. Other approaches

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?
All desired outcomes	Direct support for students and families regarding emotional difficulties	The impact of low levels of motivation and self-efficacy is well documented. Establish growth mind-sets and a culture of high aspiration for all requires students and families have full access to this kind of support. Specific strategies to include CXK support worker sessions, specialised counselling services, parenting courses, career support and Y6 summer school for transition PP students.	Attendance will be closely monitored and immediate action plans formed to address any concerns that arise. Student and staff surveys will provide an insight into the effectiveness of the support programme being provided.	Karen Brookes – Deputy Head teacher Nicola Santaana – Head of Student Support Vicki Woosey – Student Welfare Manager	Jan 18
All desired outcomes	Full and equal access to the curriculum	It is vital to ensure that all students have access to text books, educational visits and subject specific equipment for them to sustain strong progress.	Data tracking by subject team leaders to monitor progress of PP students.	Chris Woollett – Curriculum and Communication	Jan 18
Greater levels of aspiration and retention into 6 th form	Equal opportunities and access to co-curricular provision	Students can feel isolated and not part of the school community if they are unable to participate in things such as inter school competitions and optional trips or visits. This can frequently result in leaving school at the end of Y11.	Data tracking of co-curricular attendance data.	Chris Woollett – Curriculum and Communication	Jan 18
Total budgeted cost					£75,000

6. Review of expenditure

Previous Academic Year	2016-17	Actual spend	£136,335	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (actual spend)

Improved attainment and progress at GCSE	<p>Weekly one to one and small group tutoring in maths and English.</p> <p>Easter revision classes and provision.</p> <p>Lower thresholds for PP students to access interventions.</p>	<p>Undoubtedly a huge impact as PP students made better progress than their peers and A8 attainment gap is 2 points. This was a very successful strategy.</p>	<p>This will be continued but will be refined.</p> <p>We recognise the importance of early intervention and in identifying the core group of most disadvantaged as outlined by Treadaway's research on long-term disadvantaged students. This means greater resources and more time spent supporting students who have been on FSM the longest.</p>	£59,000
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (actual spend)
Improved attendance rates for PP students	<p>Additional support from Welfare to follow up on attendance and work with families to improve attendance rates.</p> <p>Administration team time to monitor attendance, contact home and follow up medical evidence collection.</p> <p>Referrals for counselling services if required.</p> <p>Focus on attendance at transition and data collection from feeder primary schools</p>	<p>Attendance has improved considerably.</p> <p>The key figures are PP attendance for the year was 95.4% compared to 96.12% for the whole of years 7 to 11. This compares to PP attendance of 94.8% the previous year. An increase of 0.6% has meant PP students are receiving more quality, first time teaching.</p>	<p>This will be continued.</p> <p>A number of case studies have shown quality, first time teaching has been demonstrated to be the key factor in driving up standards and improving attainment for PP students.</p> <p>Whilst PP attendance increased last year, so it did for all students in years 7-11. This means the gap between PP attendance and all school attendance has increased by roughly 0.4%. It will be important this year to remain tightly focused on improving PP attendance whilst maintaining our work to improve attendance for all students.</p>	£22,700

Full and equal access to the curriculum for PP students	Financial assistance for books, educational visits, uniform and bus passes if needed.	This allocation of funds has had a significant impact at PP students have not been denied vital learning opportunities and it has allowed immediate solutions for students who have had issues accessing books, bus passes and so on.	This will be continued on the same 'as and when' basis.	£4,700
Full and equal access to the co-curriculum for PP students	Music bursaries Assistance for D of E and necessary equipment	This is vital for PP students' confidence and self-efficacy. 40% of PP students in Y11 signed up for the silver award, slightly more than non-PP students. In Y10, 62% of PP students (10 of 16) signed up for the bronze award.	To be continued but with closer monitoring to prevent any PP students dropping out of D of E award schemes due to financial constraints. 2 of 9 Y10 students who withdrew from the course were PP.	£6,400
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (actual spend)
High levels of aspiration, motivation and welfare support for PP students and families	<p>Role of pupil premium coordinator to monitor all strategies</p> <p>Full access to various external support agencies such as CXK sessions and counselling</p> <p>Y6 summer school for PP students and other transition events</p> <p>'Aim Higher' project for Y8 and 9 students</p> <p>PP coordinator and Welfare to visit feeder primaries and identify possible issues</p>	<p>The improvement in PP and non-PP attendance was partially due to these strategies boosting students' confidence levels and motivation to do well in school.</p> <p>Just under 50% of PP students received regular support from members of the welfare team or from external support agencies.</p> <p>All feeder primary schools received visits in term 6 from members of the welfare team. This allowed the PP coordinator to identify a number of PP students who would require additional support to help with a smooth transition into secondary school. This included bringing PP students into school in term 6 in order to familiarise at a time when they could be supported more closely and individually.</p>	These strategies will be continued and there will be more direct support for parents. A series of information evenings have been organised throughout terms 1 and 2 in order to help parents gain a clearer understanding of fundamental elements of their child's education; assessment, curriculum, etc. We believe helping parents become more knowledgeable about their children's schooling will increase buy-in and students will receive more support at home.	£51,000

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

We have budgeted £150,000 to help ensure disadvantaged students are able to make the same progress and attainment levels as non-disadvantaged. Committing significantly more than the PP funding we receive is a statement of how seriously we take the holistic development of disadvantaged students and how determined we are to not allow socio-economic issues to be a barrier to children's achievements.

