

Pupil premium strategy statement – Bennett Memorial School

1. Summary information					
School	Bennett Memorial Diocesan School				
Academic Year	2018 - 2019	Total PP budget	£103,785	Date of most recent PP Review	Sept 18
Total number of pupils	1230 (yr7-11)	Number of pupils eligible for PP	111	Date for next internal review of this strategy	Sept 19

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	81	88	71
Progress 8 score average	0.97	1.00	0.11
Attainment 8 score average	51.31	58.74	49.8

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy standards on entry to KS3 are lower for disadvantaged students than for non-disadvantaged students.
B.	Threshold attainment in maths and English for disadvantaged students is lower than non-disadvantaged with 81% of PP students achieving or exceeding a standard pass compared to 88% of non-PP students. Last year these figures were 76% and 88% respectively so a small gap remains but the figure for PP students has increased by 5% whilst the figure for non-PP has remained the same.

External barriers *(issues which also require action outside school, such as low attendance rates)*

C.	Attendance rates for disadvantaged students dropped marginally this year, from 95.40% in 2016-17 to 94.30% in 2017-18. This remains less than attendance rate for all students, which was 95.80%. A considerable amount of evidence points to a clear correlation between attendance and achievement so we will continue to prioritise improvement here, using text nudges as a new strategy.
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D.	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.	GCSE attainment levels for PP students continue to improve.		PP students' performance in the Ebacc is in line with non-PP students and meets the school's target of 45% attaining grade 5 or higher in these GCSEs.		
C.	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		
D.	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 at least the same as non-PP students and meets the school's target of at least 80%		
5. Planned expenditure					
Academic year		2018-19			
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 – Letty Neil)	When will you review implementation?
B & D	Early GCSE intervention by subject	Increased GCSE APS will allow more Y11 students to access facilitating subjects at A level.	Use of subject team development plans and performance management objectives to define roles within each subject team that ensure all students' attainment in GCSE courses is closely monitored and support given more precisely when needed.	Lee Stoodley – Assistant Head teacher	Sept 19

A	Accelerated Reader Programme	Direct instruction is required if students are to go beyond simply decoding text. Focused reading is required and students need to be explicitly taught so all can comprehend vocabulary as well as decode it.	Use of AR reading test results to be monitored and used for future decisions about targeted interventions.	Tracy Wootton – LRC manager	Sep 19
A, B, D	Homework club	The opportunity to practise and consolidate learning is vital if learning is to be secured and transferred to the long term memory. Expert support will be provided to students who have barriers to this being achieved at home.	Identification of those students who are most at risk and careful monitoring of attendance. Proactive approaches to getting students to attend where they elect not to.	Karen Brookes – Deputy Head teacher	Sep 19

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?
A	Supported reading for PP students with 6 th form students in LRC during tutor times	Application of Alex Quigley's guidance in 'Closing the Vocab Gap'.	Ensure that the 6 th form reader are trained so that they can support the reader more effectively.	Tracy Wootton – LRC manager	Sept 19
B & D	Early GCSE intervention by subject for PP students	Increased GCSE APS will allow more Y11 PP students to access facilitating subjects at A level.	Subject leads to ensure that all PP students included in the monitoring strategy outlined in 'Quality of teaching for all'	Letty Neil – PP director (supported by STLs)	Sept 19

B	Intensive teaching programme during Easter holidays	The impact of this in science, maths and English was very positive last year. Teachers were able to provide support that really enhanced the students' ability to revise effectively for their exams.	Teachers involved to carefully plan and resource these workshops having reviewed PP progress data. Early notification provided and direct contact with home to ensure students' attendance.	Letty Neil – PP director (supported by STLs)	Sept 19
Total budgeted cost					£60,000

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?
C	Direct support for students and families regarding emotional difficulties	The impact of this work by the Welfare team	Attendance rates will be closely monitored and additional funding will mean further strategies can be used to affect this. These include text 'nudging' and student mentoring.	Karen Brookes – Deputy Head teacher	Sept 19
C	Enhanced induction for Y6 into 7 PP students	Transition to secondary school is likely to be more challenging for PP families in terms of associated costs and enhanced induction can ensure a smooth start to secondary school, which will be more likely to lead to sustained attendance.	Early identification of Y6 PP students and review of 2018 induction with previous PP director to ensure programme is carefully tailored to meet their needs.	Letty Neil – PP director (supported by STLs)	Sept 19
B, D, C	Aspirational work experience opportunities	PP students often lack to family-friendly networks that can lead to really good work-experience opportunities. These will be established by the school by prioritising support for PP students during the Y10 placements.	The school will use its current contacts and develop additional contacts to reserve placements for PP students.	Letty Neil – PP director (supported by STLs) Chris Perry – Y10 manager	Sept 19
C, D	Increase KS4 attendance to extra-curricular clubs	Internal data shows that PP students' attendance at extra-curricular clubs is low in KS4 compared to KS3. Whilst this is the same for non-PP students, PP	Use of SIMs activities software to monitor attendance and this to be used by year managers to speak	Chris Woollett – Assistant Head teacher	Sept 19

		students are less likely to be able to access clubs and activities outside of school. This means important opportunities to develop positive relationships and self-esteem can be missed.	with PP students directly to limit barriers to participation.		
Total budgeted cost					£30,000

6. Review of expenditure					
Previous Academic Year		2017-18	Actual spend	£150,000	
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) £47,770	
Improved KS3 literacy standards	Accelerated reader programme continued and additional support from all subject areas to increase reading.	In years 7-9 the average reading age for PP students has increased by 0.06. Non-PP average reading age increased by 0.09 but the year on year increase is greater for PP (0.04 compared to 0.03) demonstrating the longer term impact of this strategy.	The accelerated reader programme will be continued and reading levels monitored for PP students throughout the year. However, research on whole-school reading programmes (such as that outlined by Alex Quigley in Closing the Vocab Gap) shows that literacy improves much more when students receive direct instruction for their teachers.		

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	The application of evidence based pedagogies has been demonstrated by the vast increase in teaching observations. The leadership team and subject leaders have used these to evaluate and improve the quality of teaching across the school. Outcomes for PP and non-PP students did not improve in every open element subject but the overall trend was one of improvement despite the implications of exam reform this year.	The same approach will be sustained although a tighter schedule should mean even more observations can take place. Some of the formal aspects of teaching observations (writing-up feedback, for example) have been reduced, which should also contribute to further increases in teaching observations.	
Greater progress made in open element subjects	CPD programme to centre on integrating the principles of cognitive science	Highly effective as many PP students need to have their cognitive load carefully managed. Planning for individual students who lack the prior knowledge needed to access new learning has been a priority for all subject teams.	Continue joined-up approaches to CPD with senior staff identifying areas for development and maintaining a core focus on the quality of teaching, underpinned by evidence based practices.	
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) £65,312
Improved KS3 literacy standards	Supported reading with 6 th form students in LRC at lunchtimes	Allowed for much greater number of PP students to access one-to-one reading. Data for average reading ages supports the impact of this strategy.	Using tutor times instead to increase provision even further and provide 6 th form students with up to date training on effective reading strategies.	

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 have been realised. In English, PP students (0.85) made more progress than non-PP students (0.67). In maths, PP students' progress was almost as good as non-PP students' (0.93/1.05 respectively).	Use of performance management objectives to formalise teachers' roles in monitoring the progress being made. In addition to weekly support, PP students attended an intensive teaching programme over the Easter holidays, the impact of which was very positive.	
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 were realised and attendance at these interventions increased. PP students A8 scores were 10.63 for English and 9.88 for maths.	Continue with this highly effective strategy which has the additional benefit of experienced staff working closely with trainees/NQTs so that their classroom teaching is developed more rapidly.	

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) £36,331
All desired outcomes	Direct support for students and families regarding emotional difficulties	Every PP student has been carefully monitored and appropriately supported by the Welfare team. A meticulous record of all students who received support has been kept, including early intervention support, counselling, home visits, various external reviews as well as family meetings with the Welfare team.	The Welfare team plays an invaluable role in keeping PP students in school, which is vital to close any remaining attainment gaps. Additional financial support for the Welfare team will allow them to have an even greater impact on attendance.	
All desired outcomes	Full and equal access to the curriculum	A well monitored approach ensured that crucial resources were provided to PP students at the very start of the term. A survey of subject leaders revealed that providing resources for PP students was well established. PP students had the £100 D of E Award scheme fee paid for them.	Subject teams to further consider the financial constraints for PP students in terms of accessing trips and co-curricular opportunities. They need to be more aware of the financial support that can be provided by the PP director.	

<p>Greater levels of aspiration and retention into 6th form</p>	<p>Equal opportunities and access to co-curricular provision</p>	<p>Record participation levels in KS3 where approximately 80% of PP students were involved in extra-curricular opportunities. In KS4 this dropped to 17% but this is in line with participation rates for non-PP students and is in part due to attendance at lunchtime subject clinics.</p>	<p>Actual participation is likely to be even higher than the data suggests so maintain and monitoring registers is something to focus on this year. 10 PP students returned for 6th form in September so there is work to do to ensure even greater numbers are retained.</p>	
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7. Additional detail

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

The school recognises the importance of supporting disadvantaged students in every aspect of their school life. All teacher know which of their students is PP and they make a point of monitoring and supporting their progress. To reflect the importance the school places on supporting disadvantaged students, and additional sum of £26,215 has been added to the PP funding of £103,785 so that the overall budget available is £130,000.



