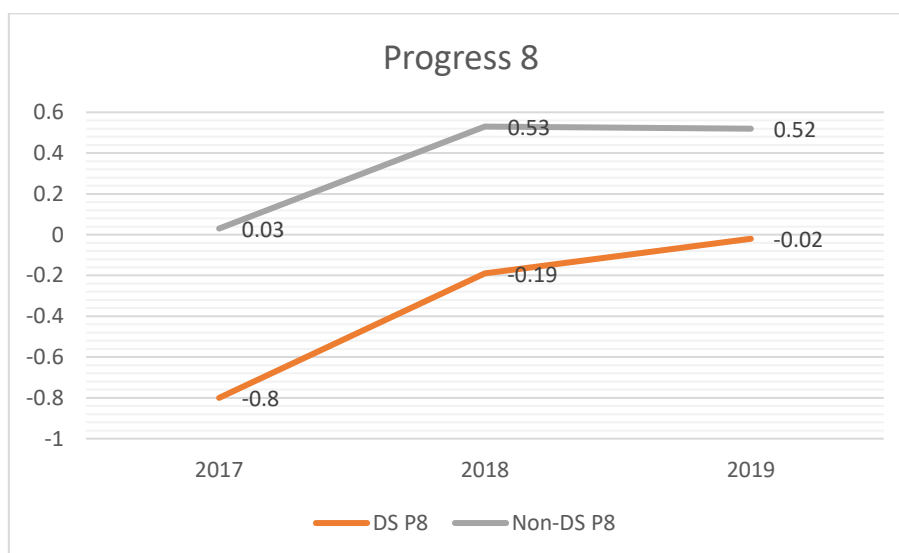


Bramhall High School

Disadvantaged Students Impact Report 2019

Disadvantaged students performed well, with strong outcomes in 2019. Intervention packages were successful and the spend of the pupil premium budget to support this sub-groups was effective.

Progress 8

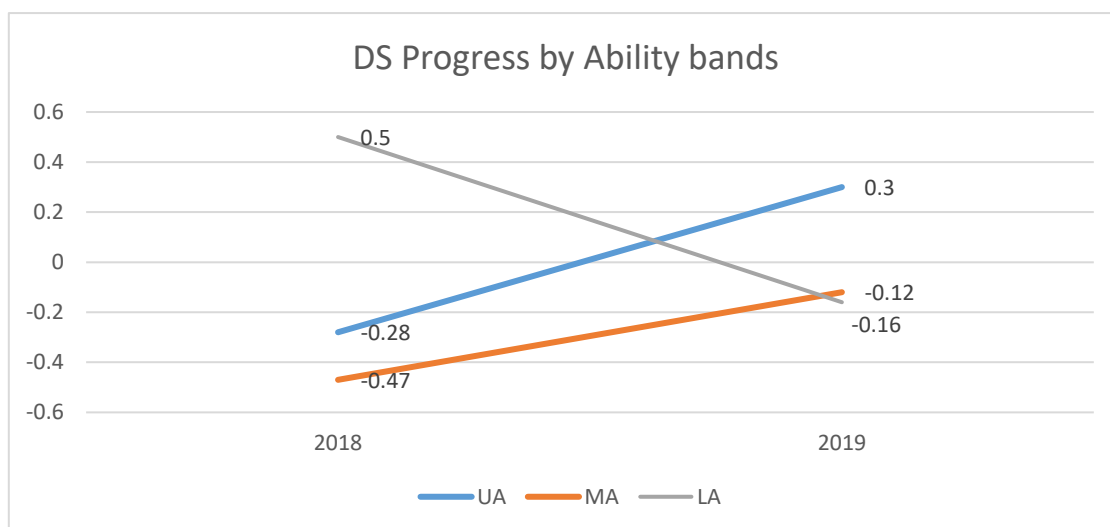


Data accurate September 2019. P8 figures for the 2019 cohort have been generated using the SISRA collaboration data and are reinforced by the FFT early results service.

Progress 8 (P8) shows a significantly improving three-year trend for disadvantaged students (DS). This improvement has not been achieved at the expense of the non-disadvantaged (non-DS), who have held P8 results in line with the outstanding performance of 2018. It is clear that the school is diminishing the differences between these two sub-groups. DS are now in line with the national average for **all** students.

Looking at the progress baskets for the DS cohort it is evident that the main focus for intervention in 2018 in mathematics (+0.086) and English (+0.441) was successful. Both subjects have performed positively when compared with the average for **all** students. English particularly have had strong outcomes with DS attaining almost half a grade better at Bramhall High School when compared with **all** students. Over the last academic year for English, we created an additional Year 11 group on each side of the year for intervention. As a group, this prioritised DS as members, but it also meant that other group class sizes were reduced allowing for more personalised wave 1 intervention. This pupil premium funded intervention ran from February half-term 2019. In mathematics, weekly Saturday sessions were put on and 61% of the DS cohort attended these.

For those students who were 'hard to reach' and in some instances where we had concerns that they may not attend examinations, we created a small focus group who just followed an English/mathematics curriculum to ensure they were as numerate and literate as possible for moving on to post-16. Either an English or a mathematics teacher each lesson and the DS learning mentor supported this group. Four of the six students involved in this group were DS and the school is pleased that all students completed their examinations with us.



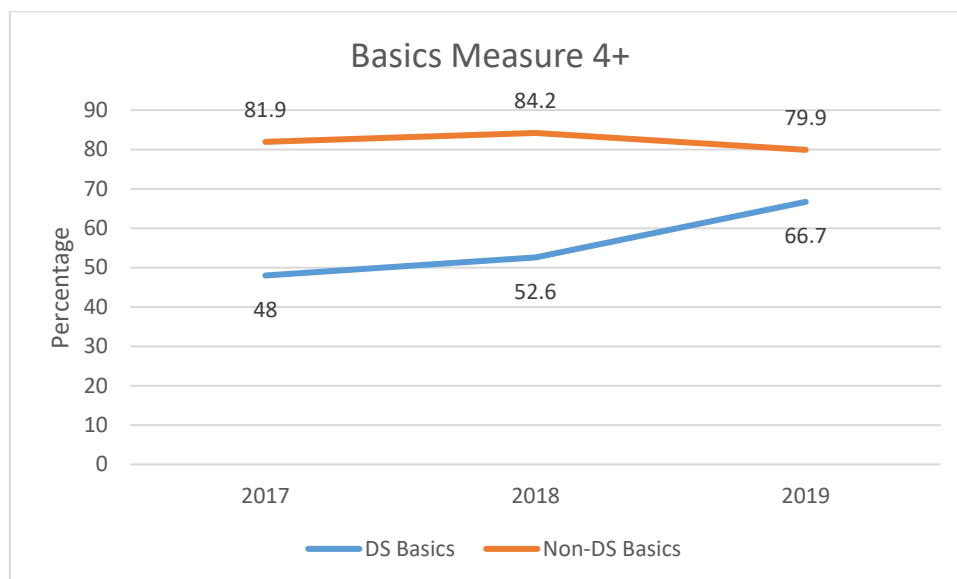
Upper ability DS have performed strongly achieving nearly a third of a grade better in each of their subjects when compared with **all** students. This represents the drive on challenging the most able from the school's development plan. Both middle ability \uparrow and upper ability \uparrow have seen an upward trajectory over the last three years. Although lower ability do not follow the same pattern this sub-group only represents three students compared with nine from the previous year.

Internal data

Internal data shows a sustained trajectory of improvement for the performance of DS youngsters. This demonstrates that the interventions and spend of the pupil premium has been effective over time.

Year Group	P8 (based on 2019 collaboration data)
Leavers 2018	-0.19
Leavers 2019	-0.02
11	+0.03
10	-0.24
9	+0.50
8	+0.42

Basics



Over a three-year trajectory, the gap between DS and non-DS continues to close. We have seen a significant improvement in the percentage of students achieving the standard pass in both English and mathematics, enabling them to be post-16 ready. DS achieving the good pass (5+) in both English and mathematics was 30.3%, which is in line with the FFT 20 target of 30%.

Review of Pupil Premium Spending

The 2018/19 budget for pupil Premium was £194,648 (including £600 LAC)

1) Staffing - £169,700

We have continued to use this financial resource to enable us to focus on quality first teaching to secure improved outcomes. Key staff are identified to work with this key cohort of students to maximise outcomes wherever possible. Resources have been used to support Disadvantaged students within each year group including:

- A greater emphasis on pastoral support for disadvantaged students. A number of individual stories reflect the impact of the Learning Mentor, Core Tutors and Heads of Year who prioritise work with this cohort in each year group.

- Disadvantaged students have had access to their own fully staffed resource zone (Learning Point) and a place to complete homework after school every day.
- Core tutors have part of their time funded from Pupil Premium to allow them to triangulate attendance, academic and behaviour data. This then allows them to have appropriate mentoring conversations with students and contact parents.

For Year 11 a particular emphasis is on:

- IAG: Careers lead and Core Tutors have worked with disadvantaged students regarding their post 16 journey. All disadvantaged students had a place in either work, education or training after leaving us in the summer.

2) Resources – £19,968

All disadvantaged students in key stage 4 (Year 9-11) were provided with revision guides across their curriculum and the impact of this can be measured in the results trends.

Resources were also made available to each of the year groups to proactively support and enhance learning opportunities. Specific examples include:

Funding made available for one-to-one tuition for DS focusing around core subjects. Author visits that had been arranged for our disadvantaged students to support the literacy drive. Support for a variety of activities was funded with the pupil premium money to raise both aspiration and expectations and to ensure that these students have access to the opportunities any student would at our school. This includes, but not exclusively, support for students' payments on trips and foreign visits (107 places on trips were either fully paid for or a significant contribution was made); a variety of music lessons; Yearbooks for Year 11 students and consumables for the design and technology subjects.

The school also used the pupil premium to improve attendance to school and exams. This included funding a regular bus pass for three students in hardship.

Learning Mentors work directly with disadvantaged students in mathematics lessons.

A number of academic interventions were put in place throughout the year:

- All staff identified their 10 key disadvantaged students to work with for the coming year in their appraisal and this was prioritised for staff CPD requirements as part of performance management.
- A mentor programme was set up for Year 11 students, with key individuals being assigned a member of teaching staff (20% DS)
- An additional parents' intervention evening occurred, where parents of key underperforming students were requested to come in. DS were prioritised at this event (23% of all students invited).
- A study skills session to assist parents in supporting revision at home - this was poorly attended and work needs to be carried out next year to ensure greater engagement.

- Additional member of staff brought into the English department for Year 11 for a term to create two additional intervention groups.
- Bespoke two week study programme for four 'hard to reach' DS. This entailed one English teacher and one mathematics teacher, plus the learning mentor delivering a purely maths and English curriculum.
- Saturday mathematic revision sessions – 61% of the DS cohort in attendance.

3) Curriculum - £4,980

All curriculum pathways were available to disadvantaged students and they are not disadvantaged in anyway in terms of option subjects or curriculum pathways. All students (including disadvantaged) were given individual meetings with a member of leadership in Year 8 to assist them in making their option choices. The school operates a broad and balanced curriculum, with courses offered to meet the requirements of individuals including disadvantaged students. 83% of those students entered for the Ebacc. pathway successfully completed this.

The creation of two additional English groups on either side of the year took place to enable the personalisation of learning in this curriculum area for a term.

Key priorities for academic year 2019/20

In conclusion, of this review the key areas of focus for the next academic year are as follows:

- 1) Maintain the interventions outlined above to ensure a continued improvement in outcomes.
- 2) Continue the curriculum review to ensure that both the Ebacc. basket outcomes improve as more students complete the full suite of courses and to ensure that a greater range of students are eligible for the Ebacc. pathway.
- 3) Improve parental engagement with the study skills event.
- 4) Improve DS attendance – 2018/19 attendance was 87.2%. A small number of students have significantly skewed this figure.