

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Bramhall High School				
Academic Year	2018-19	Total PP budget	£189,350 projected	Date of most recent PP Review	09/01/2015
Total number of pupils	999	Number of pupils eligible for PP	190	Date for next internal review of this strategy	Feb. 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average (Unvalidated)			-0.16	0.146 (SISRA collaboration)	
Attainment 8 score average (Unvalidated)			40	46.47 (SISRA collaboration)	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Ensure the continued upward trend for both English and Mathematics attainment and progress.				
B.	Ensure students are competent at revision skills and that parents/carers engage/support the process.				
C.	Engagement with interventions across the curriculum (key focus on English and Mathematics)				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance (with a particular foci on late arrivals)				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
A.	Continued improvement in the English and Mathematics progress baskets for DS. Achieved by additional focus in Year 11: i) Additional member of staff (AQA examiner) brought in at March to create two additional English groups. This will affect the DS in the two groups, as they will be taught in smaller intervention classes, which are structured to provide more			Sustain or improve on the progress basket outcomes for the DS 2018: English P8 -0.011 Maths P8 -0.193	

	<p>one-to one feedback. It will also have an impact with the other groups, as they will be smaller, facilitating more wave one intervention.</p> <p>ii) Paid mathematics interventions on Saturdays where DS will be prioritised with invitations. These will operate for 5 weeks and will take place in both the morning and afternoon. Each group will be targeted at specific ability levels. All DS will be catered for.</p> <p>iii) Two week drop down curriculum for DS late arrivals and DS where we are unsure of them achieving a standard pass. The students will be taught in a small group purely English and Mathematics to ensure they are as literate and numerate as possible going into the final examinations. Style of these sessions will reflect a more 'mature' post 16-style provision.</p> <p>iv) Mapping out of the interventions offered to DS throughout the year from these two faculties.</p>	<p>Continue to diminish the differences within the school between DS and non-DS</p>
<p>B.</p>	<p>School calendared events, which specifically target DS. These will build upon the provision of 2017-18 and include:</p> <p>i) KS4 support evening – Head of Year to contact parents/carers of DS and ensure their attendance.</p> <p>ii) Data conference –outline where students are currently.</p> <p>iii) DS revision skills session for students and parents. (Core tutors and Head of Year to ensure attendance improves at this event)</p> <p>iv) Intervention evening – AHT with responsibility for DS to oversee who staff are inviting in and ensure that DS are well represented and targeted if appropriate.</p> <p>v) Priority for careers advice and time with Core tutor i.e. writing personal statements, revision timetables etc.</p> <p>vi) Mentor programme to positively discriminate DS – this will support revision and other progress initiatives.</p>	<p>Improved attendance at school calendared events for the DS. Student Voice of DS Improved outcomes for DS</p>
<p>C.</p>	<p>DS to be positively discriminated by Subject Leaders when creating intervention groups. Attendance at intervention sessions to be monitored by teaching staff and centralised with AHT responsible for DS Learning Mentor (LM) to liaise with parents and look at how we can pro-actively assist attendance at intervention sessions. – monitored via AHT line management meetings. Unique intervention session for DS in English/Maths with a reward element built in to encourage attendance. LM to map out for Yr. 11 students the opportunities for extra help for each DS.</p>	<p>Intervention sessions to have greater than 19% DS represented (minimum 25% - where numbers within subject allow for it) Attendance at intervention sessions to be 100% Attainment and Achievement of DS to be sustained and improved from 2018 outcomes</p>

		Progress gap between DS and non-DS to close further.
D.	<p>Attendance to be monitored at all levels across all year groups by:</p> <ul style="list-style-type: none"> i) SLT – fixed agenda item at weekly SLT meeting. ii) Head of Year – Monitor across their year group and feedback on their actions to the SLT with responsibility for attendance. iii) Core tutors – to prioritise DS with their attendance conversations and interventions e.g. phone calls home. Time (at cost to the school) will be provided for staff to carry this work out. Core tutors to raise concerns of DS within their core groups to the HOY level. iv) Learning Mentor and AHT with responsibility for DS to support where possible e.g. bus passes/taxi costs etc. <p>The late arrival sub-group continue to be a concern for both attendance and academic progress within the school. This is because they have not received the full five years of quality first teaching that other DS have. The AHT with responsibility for DS should continue to monitor this sub-group within a sub-group and ensure teaching staff/core tutors are aware of who the individuals are.</p>	<p>Ultimately improved P8 outcomes as the attendance barrier to learning will have been reduced.</p> <p>Attendance data with like for like comparisons to improve from the 2017-18 academic year.</p>

5. Planned expenditure

Academic year | **2018-19 - £189,350 (projected)**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Whole school roles to improve quality of teaching:</p> <ul style="list-style-type: none"> • Learning Mentor produces and updates pen portraits for DS. Directly supports in mathematics lessons and runs a daily hwk club where DS get first invites. • Leader in learning/Literacy and numeracy co-ordinator/progress trackers and AHT. QA T,L& A across the school and provide targeted support for both staff and students where appropriate. • Core tutors and HOY to improve attendance of DS to ensure they benefit from the QFT being delivered. 	<p>Improved P8 outcomes for DS.</p> <p>Impacts A, B, C and D</p>	<p>These outcomes will only be achieved with a focus on quality first teaching for all. Subject Leads and SLT are best placed to strategically monitor interventions and target groups. Identified staff are tasked with identifying barriers and reviewing progress through our data checkpoints and supplementing with anecdotal observations e.g. Head of Year and Progress Trackers.</p>	<p>Monitor through tracks. Regular agenda item at QA meetings. Ensure all departments have a DS focus (particular emphasis on UA). Ensure individual accountability for all teaching staff – through use of SISRA data. Use of QA to monitor at regular intervals – Key focus of work scrutiny</p>	<p>PWW (AHT with responsibility for DS and T, L & A Subject Leaders – departmental QA. JOL – Progress Trackers and</p>	<p>Following each track – 4 data tracks throughout the year. Each QA grid update (half-termly).</p>

Restart	To support students with gaps in their curriculum e.g. late arrivals or students who have been off school for an extended period of time.	Skills audit of late arrivals and past P8 data.	PLC monitoring	SEND co-ordinator.	After each track.
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Total budgeted cost £152,767

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Creation of additional English group Year 11 Summer term • Saturday mathematics intervention • Cover cost to free up English/Mathematics specialist to work with Year 11 • Curriculum support for individual DS 	<p>Impacts A, B and C</p> <p>Improved P8 outcomes for DS</p>	<p>Continue the success that these interventions delivered in 2017-18 (see overall P8 outcomes and English/Maths basket outcomes)</p>	<p>Rigorous QA and tracking via SISRA.</p>	<p>PWW (AHT with responsibility for DS and T, L & A Subject Leaders – departmental QA. JOL – Progress Trackers and</p>	<p>Actual results 2018-19</p>

Total budgeted cost £20,800

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional learning resources: <ul style="list-style-type: none"> • LRC textbooks • Revision guides for all KS4 DS • Events e.g. author visits. 	Impacts A, B and C Improved P8 outcomes for DS	Student Voice	Finance Office to monitor the purchasing of resources and revision guides.	Finance Manager	January 19
Improve learning experience and provide a 'buy in' to the education via: <ul style="list-style-type: none"> • Funded/part funded trips and visits. • Extra-curricular music lessons • Year 11 Yearbooks • Prom tickets • D of E 	Impacts D DS more likely to attend as they are sharing the full wider experience that BHS provides	DS should not be disadvantaged from taking part in the wider aspects of the school. 'Every student, every subject, every grade'	Finance Office to monitor. Liaise with PWW (AHT with responsibility for DS) to ensure that parity exists.	Finance Manager	January 19
Total budgeted cost					£16,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
Whole school roles to improve quality of teaching for DS	Improved P8 outcomes for DS. Impacts A, B, C and D	The improvement in DS outcomes and the diminishing difference between the DS and non-DS is clearly a result of QFT across the curriculum. Key staff prioritising this sub-group is clearly having a positive impact and this will remain the same for 2019-20. See Impact report for greater detail.	This area of spend will remain for 2019-20. A key focus will remain on attendance as the focus from core tutors has had varied success. Core time QA and data analysis to be used to highlight good practice to share to others.	£169,700
Use of appraisal	Improved P8 outcomes for DS	See Impact report for detail of the improvement to progress across the curriculum. This strategy ensures that all staff are focused on DS and at the heart of their teaching.	This has continued into academic year 2019-20	
ii. Targeted support				
Action	Intended outcome	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
Additional member of staff within English to create a new group on each half of the year.	Improve P8 outcomes in English	P8 +0.44 in English. 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.	This intervention was effective and we will utilise this approach again in 2019-20	£4740

Saturday mathematics intervention.	Improve P8 outcomes in mathematics	P8 +0.09 in mathematics. 61% of the DS cohort attended.	Ensure a greater coverage of DS for next academic year. Utilise strategies to ensure attendance at all sessions e.g. buy in lunch (pizza etc) as an incentive. This strategy will be utilised again in 2019-20	£2275
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iii. Other approaches

Action	Intended outcome	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
LRC two week maths and English intervention.	To ensure that students are as literate and numerate as possible leading up to the final examinations.	4 DS attended this intervention (out of 6 places) All DS completed their examinations with us and left with qualifications. See impact report for a more detailed breakdown.	There is an impact on groups where Eng/maths staff are coming out of to support these students. Although it would be useful to run this again, but for a longer duration this would have to be balanced with the 'knock on' effect it has. Review how we can deliver this better.	£3000
Additional learning resources and funding to improve a 'buy in' to education.	Improved outcomes Improved 'buy in' to school	We have certainly seen an improved set of outcomes across the curriculum – see impact report for more detail. Softer data – e.g. Student voice for those students who have had funded music lessons shows that they enjoy school more because of it. Students attended visits and trips – experiences they would not normally have.	Difficult to prove the direct impact some of these interventions are having. Some are expensive e.g. music tuition, but it is felt that these support the vision of every hope, every dream, every aspiration. We will continue to monitor the affordability of this level of support and ensure that it doesn't impact the quality of the academic interventions we provide.	£14,301

