

# Pupil Premium Impact Report for 2018/19

## PREVIOUS ACADEMIC YEAR

Total amount: £148043 (£142520 PP funding & £5523 Virtual Schools funding received)

### Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Quality First Teaching	Improved progress and attainment data for PP students because 'quality first teaching' approach removes barriers at source rather than leaving for later interventions	<p>Whilst our GCSE results dipped from last year and the gap widened, this is skewed by the previous year having a fantastic set of results and the dynamics of the PP co-hort. Last academic year the co-hort was much more challenging disadvantaged and non-disadvantaged, there was higher than average LAC/PLAC numbers. However a record 14 of the 37 students continued their studies on A Level programmes at BL6.</p> <p>The school introduced the concept of metacognition in this academic year and needs time to be reinforced and embedded in the staff. We had 100% of Y11 students that went on to employment education or training.</p>	<p>We need to focus heavily on QFT over the next 3 academic years and the PP lead needs to work closely with our T&amp;L leads to support the improvement of QFT in all areas of the school in order to prevent the need for intervention.</p> <p>Over the next 3 years the school will be using more of the PP funding on staffing and CPD costs, this is in line with advice on how to spend the PP funding correctly. To continue to undertake scrutiny of setting, teaching staff, groupings, seating plans and level of challenge in the curriculum.</p>	Absorbed through staffing costs

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Alternative curriculum	Improved engagement across the curriculum and improved progress in key curriculum areas because students are accessing a programme that more suits their needs.	Whilst 100% students received the practical qualifications from Reaseheath there was little to no impact on their other subjects. In some cases there was a negative impact. However, the qualifications they received facilitated their next steps into employment and apprenticeships.	This is a very valuable strategy which tailors the curriculum to the needs of the student and better prepares them for transition between KS4 & their next steps. Initial NEET figures show 5%	£6250
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Classroom support/LEC/ Other associated staffing costs to support QFT.	Improved progress and attainment data for vulnerable PP students because they are supported in in the classroom and receive QFT.	There are many students that cannot cope with mainstream lessons all day without support and some students that have an alternative curriculum based on need or placements on alternative courses outside the school who need this provision. Without this attendance would drop and there would be added burden on workload of teaching staff to give them the extra support they need to remain in the classroom. Also QFT is key in narrowing the attainment gap	There are some pockets of teaching that require more focused support to ensure consistency of QFT	£55614

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<p>Accelerated Reading &amp; Associated staffing costs (this includes Think Reading)</p>	<p>Improved performance in all aspects of literacy-based work because students have been supported to work on their reading, writing and oracy skills</p>	<p>The gap is narrower in English and associated subjects such as RE, this is indicative of the success of this initiative. We are also now starting to be able to produce data from our think reading programme results show all students that have participated have seen an increase in reading ages (see additional information)</p> <p>Average attainment 8 4.35 Average progress 8 -0.313</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Think Reading</b></p> <p><b>Year 10 Boy</b> – gained <b>2 years</b> reading age 7 – 9</p> <p><b>Year 10 Girl</b> – gained <b>3 years</b> - reading age 10 to 13 (since tested and a reading age of 15)</p> <p><b>Year 7 Girl</b> – gained <b>3 years</b> reading age 9 to 12</p> <p><b>Year 7 Boy</b> – gained <b>3 years</b> – reading age 9 – 12</p> </div>	<p>Whilst this programme is successful it is currently high costs. Over the next three years we will be looking at how to reduce associated staffing costs and/or a replacement programme. Please note the associated costs to these initiatives are high in the most part due to the introduction of Think Reading and the costs of training the staff to deliver the programme. From next academic year it is only the associated costs of staff time to deliver the programme.</p>	<p>£26357*</p> <p>*This figure is in addition to the expenditure reported in the catch up funding (£10,345)</p>
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Counselling/ Respect & Resilience	Improved resilience and self-awareness leading to improved attendance / behaviour / approach to learning / progress over time.	Whilst harder to measure, the students who have this support in general are happier, better behaved than before the support and attendance improves.	With the ever increasing responsibilities of schools to tackle poor mental health this is an area of PP spending we should not try to reduce.	£14779
1:1 tuition				Funding through Virtual School
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Uniform equipment & Transport (placements/off site activities/to and from school for extenuating circumstances)	No student is denied the same educational opportunities as their peers simply because they are disadvantaged	Providing uniform/equipment & transport in an equity vs equality approach reduces the numbers of students in external exclusion. The transport facilities attendance whether that be at school or extracurricular/alternative provision.	We are balancing the research by the EEF that uniform has no impact, with the social and emotional as well as attendance schools of thought on being ready to learn and have worked hard to reduce the amounts spent on this intervention, but recognize there will always be some PP funding spent in this area. Transport is essential to facilitate many other interventions.	£10158

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Food Tech ingredients	No student is denied the same educational opportunities as their peers simply because they are disadvantaged	Providing food tech ingredients in an equity vs equality approach reduces the numbers of students who cannot access the curriculum and provides them with the opportunity to prepare and cook food which is a valuable life skill, which The Sutton Trust recognize as extremely important part of narrowing the gap.	We are balancing the research by the EEF that uniform has no impact, with the social and emotional as well as attendance schools of thought on being ready to learn and have worked hard to reduce the amounts spent on this intervention, but recognize there will always be some PP funding spent in this area.	£4247
Pastoral Mentoring	Improved resilience and self-awareness leading to improved attendance / behaviour / approach to learning / progress over time.	Whilst harder to measure, the students who have this support in general are happier, better behaved than before the support and attendance improves.	To better measure impact individual mentors need to better record impact of interventions to be passed to the PP lead.	£12949
Music Tuition	No student is denied the same educational opportunities as their peers simply because they are disadvantaged	Supporting the learning of an instrument encourages social and emotional wellbeing, promotes self-esteem and participation in house events. Students enjoy their music lessons and as a result have lower behaviour incidents.	Arts and music experiences according to the EEF Toolkit high impact low cost + 2 months. This intervention will continue over the next 3 years unless research changes	£4693

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<p>Maths intervention (hegarty)</p>	<p>Improved performance in all aspects of numeracy-based work because students have been supported to work on their generic numeracy and mathematical skills.</p>	<p>Average progress 8 is better than English but actual grades are still lower Average attainment 8 3.81 Average progress 8 -0.276</p>	<p>More focused and higher impact strategies are needed within school, over the next three years we will be looking at researching and investing in an intensive math's intervention programme we can trial and run within the school to help improve progress 8 scores.</p>	<p>£1200</p>
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<p>Visits (Cultural curriculum and social inc DofE)</p>	<p>No student is denied the same educational opportunities as their peers simply because they are disadvantaged. It is important to the school and the students that they are supported if they wish to experience International travel through various exchange programmes.</p>	<p>Visits and residential's are crucial to BLS students both academically such as Geography field trips which are essential for the course to the Year 7 residential which facilitates our newest students forming bonds, feeling more an integral part of the BLS 'family' as well as a whole host of experience they get whilst they are there that develop social and emotional, problem solving, leadership and team work. We also encourage and support International Visits.</p>	<p>We are committed as a school to follow the guidance and research and utilize all avenues and resources we have to better the lives and outcomes of our disadvantaged students therefore over the next 3 years we will monitor the research of key bodies such as the EEF and Sutton trust and continue to invest in the SMCE aspects of our students education.</p> <p>We feel we could do more for our most disadvantaged and this in area we are focusing on in the next 3 years such as trips to the Theatre, restaurants and museums.</p> <p>There is scope however to link these experiences more closely to attainment and attendance and we will be looking strategically at this over the next 3 years</p>	<p>£11683</p>
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