



Disadvantaged strategy statement: The Bramcote School

1. Summary information					
School	The Bramcote School				
Academic Year	2016/17	Total PP budget	£153,605	Date of most recent PP Review	Feb 2015
Total number of pupils	479	Number of pupils eligible for PP	167	Date for next internal review of this strategy	June 2017
2. Prior and Current attainment					
		<i>2015/2016 Actual</i>	<i>2016/2017 Predictors</i>	<i>2017/2018 Predictors</i>	
Progress 8 score average (from 2016/17)		-0.99 (All -0.37) Difference: 0.62	- 0.25 (All 0) Difference: -0.25	0.41 (All 0.38) Difference: 0.03	
Attainment 8 score average (from 2016/17)		37.78	Predicted 41	Predicted 46	
Basics		34.6 (All 57.7)	Predicted 65.7 (All 68.3)	Predicted 65	
English 4+		44 (All 69)	80 (All 81)	-	
Maths 4+		44 (All 71)	74 (All 76)	-	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7. Some students in Year 11 are still battling with lower numeracy and literacy skills which is preventing them from accessing new GCSE content.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across year groups. This prevents sustained high achievement throughout KS4.
C.	Behaviour and attitude to learning issues for a group of Year 9,10 and 11 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%.)This reduces their school hours and causes them to fall behind on average.
E.	Low aspiration of some PP students. Lack of parental engagement for some.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at 100% meet aspirational expected targets and other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English teacher assessments on Snapshot days.
B.	Improved rates of progress across KS3 and KS4 for mid and high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 75% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place class interventions and additional support, monitored by heads of departments (HOD) and senior team.
C.	Behavioural and attitude to learning issues of Year 9, 10 and 11 addressed. Increased aspiration and 'belief' of students. Increased parental engagement.	Fewer behaviour incidents recorded for these pupils on the school system. Improved attitudes to learning and engagement in lessons. Improved parental engagement including attendance at parents evenings and academic school events.
D.	Increased attendance rates and engagement with extra-curricular programmes for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93% to 96% in line with 'other' pupils.
E.	Increased parental engagement with school, increased aspirations.	Improve attendance of PP parents at school events. PP participation in University Programmes.

5. Planned expenditure					
Academic year		2016/17			
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, with a priority for disadvantaged students					
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. Improved Year 7 literacy progress	<p>CPD on literacy for all.</p> <p>CPD for English teachers and senior TAs on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.</p> <p>DEAR – 15 minute start to every day. Disadvantaged to read to class teacher and TAs.</p> <p>All KS3 students have a 50 minute library lesson fortnightly with teacher input into reading skills and strategies.</p> <p>Year 10 reading buddies</p>	<p>Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach.</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (Clark 2011; Clark and Douglas 2011) Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status. (OECD, 2002)</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. (Clark and Rumbold, 2006) ...all cited in: <i>Department for Education (2012) Research Evidence on Reading for Pleasure.</i></p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation. Continuing to follow this methodology in Year 9 reading lessons.</p> <p>Evidence that students that read frequently improve their understanding of texts and speed of reading.</p> <p>EEF peer involvement in learning.</p>	<p>HOD to oversee resources and scheme development with KS3 lead for English and SENCO.</p> <p>DEAR lead ensures DEAR takes place every day with spot-checks from SLT as part of learning-walks. Each room is equipped with a book box so all students have access to relevant reading materials.</p> <p>DEAR lead to ensure that DEAR takes place and all students have access to good reading materials.</p> <p>Inclusion Leader – organisation of senior students at Reading Club</p>	<p>Head of English</p> <p>Librarians</p> <p>Deputy Head Inclusion</p>	<p>Jan 17</p> <p>April 17 – Need to follow up with Inclusion leaders</p> <p>April 17 – SENCO review impact</p>

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<p>B. Improved progress for all PP students including PP high attaining pupils</p>	<p>Further embedding smart data analysis, through Go4Schools, to identify the more able disadvantaged pupils who are underachieving.</p> <p>Analyse KS2 data to track where more able disadvantaged pupils at entry are now across both key stages and intensively mentor.</p> <p>Further staff training – high quality feedback delivered by SLT with a specific focus on TTT for disadvantaged pupils and embedding good practice.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>All Year 11 PP students to receive 1:1 or 1:2 additional intervention to address individual needs.</p> <p>Proven methodologies to engage all students - of particular benefit to PP</p>	<p>Use INSET days to deliver training. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.</p> <p>Set up Teaching and Learning group across the schools in the Federation to share best practice and champion PP learning.</p> <p>PixL leads in every core department. Successful implementation of walking talking mocks.</p>	<p>Federation T&L lead, Deputy Head Progress</p> <p>Coordinated by Maths TA/support HOD</p>	
	<ul style="list-style-type: none"> • Disadvantaged pupils TTT to be included as part of QA processes in learning walks. • English, Maths and Science to devote part of intervention and booster sessions to support high attaining disadvantaged pupils in all year groups. For current Year 11s there is Saturday School attended by 80% of HA DA. Other subjects to follow. • Disadvantaged pupils identified as high achievers at KS2 are evaluated each half term and moved up to higher-attaining sets where appropriate. 				

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<p>A. Improved Year 7 numeracy progress</p>	<p>Introduction of weekly Iccams lesson to all Year 7 classes.</p> <p>All Year 7 classes to be taught in mixed ability groups with focus on Mastery mathematics.</p> <p>Times Table Project KS3 & Numeracy ninjas</p>	<p>A 2 year research programme designed to improve algebraic and multiplicative reasoning in Maths.</p> <p>The EEF believes that overall, setting or streaming appears to benefit higher attaining pupils and be detrimental to the learning of mid-range and lower attaining learners. On average, setting or streaming does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower groups.</p> <p>Students who are fluent in their times tables and can multiply and divide with ease are able to access the curriculum more readily. They approach mathematics with more confidence and rates of progress improve. All KS3 classes have</p>	<p>Lead Iccams teachers to receive 6 days CPD throughout '16/'17. Evaluation in conjunction with Durham University.</p> <p>Effective sharing of practice.</p>	<p>Deputy Head</p> <p>Maths team</p>	<p>Jan 17</p>
<p>Total budgeted cost</p>					<p>£31,000</p>

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. Improved Year 7 literacy and Year 7 numeracy progress	121 and small group provision of Lexia (3x weekly) and switch-on (4x weekly) Senior students to mentor PP Maths in Year 7 and 8	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. EEF – effectiveness of peer mentoring and support	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. In order to minimise disruption to students' timetables, some sessions run before school. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and SENCO to liaise with parents. Senior Student to feedback to Maths TA. One to one book used.	SENCO and Senior TA Maths TA and Inclusion leader responsible for Senior Students - further work needed here.	Jun 17
B. Improved progress of all PP students including for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with Senior Teaching maths TA. Particular focus on Year 10 and Year 11. Use PiXL resources and app to engage students in English and Maths. Undertake 'walking-talking' mocks as resourced in PiXL. Assertive mentoring scheme embedded. Language specialist support for literacy – identified PP students across key stages.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. Strongest teachers (With outstanding outcomes) to provide literacy support to English department with interventions – specific focus on Assessment Objectives for new GCSE. Employ use of specialist English teacher to support Disadvantaged students particularly in Year 11.	Maths TA spends 80% of time with PP students including high attainers. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at Snapshot days. HODs to observe sessions and provide feedback / support. HOD English and Deputy Head Progress to facilitate and track progress of students.	Deputy Head Progress	Ongoing from Snapshot days

Total budgeted cost					£59,000
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?
D. Increased attendance rates and reduce impact of absence	<p>Attendance officer to monitor pupils and follow up quickly on truanancies. First day response provision. Work closely with Inclusion leaders – weekly meeting to determine actions and evaluate effectiveness.</p> <p>Daily breakfast club</p> <p>PP Mentor to work with selected students to improve attendance and engagement.</p> <p>Catch up cards to act as deterrent for absence and to mitigate learning losses.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>PP rewards and incentives to encourage improved attendance.</p>	<p>Thorough briefing of support worker about existing absence issues.</p> <p>PP coordinator, Mentors, Inclusion leaders head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.</p> <p>Personalised support and assertive mentor assigned to each PA pupil eligible for PP.</p> <p>Attendance and progress discussed at least fortnightly with PP Coordinator and mentor.</p> <p>Letters about attendance and support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers</p>	Deputy Head – Behaviour and attendance.	Jan 17
Increased attendance at extra curricular clubs and graduation	Music				

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<p>C. Problem and attitude to learning behaviour in Years 9,10 and 11 addressed</p>	<p>Identify a targeted behaviour and attitude to learning intervention for identified students. Parental meetings arranged, individual timetables in place and specific targets for students.</p> <p>Values driven behaviour and attainment.</p> <p>Counselling with trained counsellor for identified students</p> <p>BskyB Programme</p> <p>Alternative Pathways provision for small handful of students – need to ensure students engaging with learning and examinations.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Data analysis every snapshot day to clearly identify PP students that require additional input and support. Data used regularly to review impact of learning and behaviour interventions.</p> <p>Supporting the Attainment of Disadvantaged Pupils (Nov 2015). The introduction of clear school values, INSPIRE and 'A culture of Excellence' is driving our whole-school ethos of attainment for all.</p> <p>Recognise that some behavioural problems are linked to emotional or traumatic events that can only be addressed effectively with trained counsellors.</p> <p>Mentoring for specific students – athlete mentor</p> <p>Evidence that attendance, behaviour and attainment improve if students are on the right courses.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded, following Snapshot days.</p> <p>Use Mentors (PP mentors, lead teachers and SLT) to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment – show the link.</p> <p>INSPIRE to be a focus for all staff through a focus month of positive praise/effort cards from teachers leading to raised INSPIRE points.</p> <p>Celebration assemblies.</p> <p>Through tutor programmes, assemblies and day-to-day behaviours and habits.</p> <p>Early identification – school counsellor lead with referrals to CAHMS if necessary.</p>	<p>Assistant Heads – Attainment</p> <p>Inclusion teams, SLT</p> <p>School counsellor</p> <p>Learning Support Lead</p> <p>Alternative Pathways Lead Teacher</p>	<p>Jun 17</p>
<p>D. Low aspiration and lack of parental engagement</p>	<p>Identify PP group Sutton Scholars/University of Nottingham Programme</p> <p>Higher attaining PP years 7,8 and 9 to raise aspiration and planning for the future</p> <p>Parental Engagement Courses</p> <p>Year 7 Mentoring programme tutors</p>	<p>Evidence – student voice</p> <p>Parenting courses targeted.</p> <p>Cambridge University trip planned</p> <p>Early intervention programmes impact aspiration</p>	<p>Nominated member of staff responsible for parental engagement.</p> <p>Inclusion leaders to be proactive in contacting parents for events.</p> <p>Nominated member of staff – Citizenship lead</p>	<p>Assistant Head – Transition & Partnership, Alternative Pathways Lead, PP parental engagement lead</p>	<p>Jun 17</p>
Total budgeted cost					<p>£37,000</p>

