

Pupil Premium Strategy (2018-2019) and Review (2017-2018)

1. <u>Summary information</u>					
School	The Frances Bardsley Academy for Girls				
Academic Year	2018/19	Total PP budget	£241,230	Date of most recent PP Review	February 2017
Total number of pupils	1111	Number of pupils eligible for PP	258	Date for next internal review of this strategy	Sept 2019

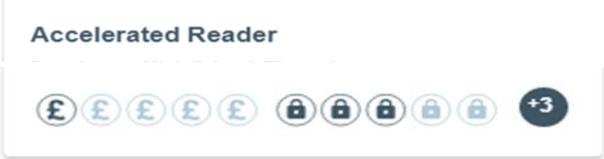
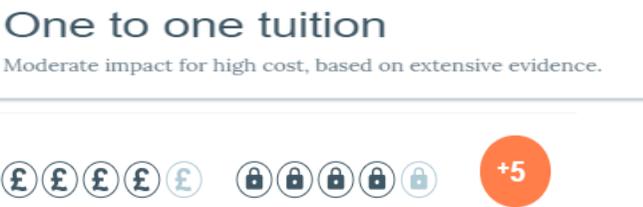
2. <u>Current attainment – GCSE 2017/ 2018</u>		
	Pupils eligible for PP at FBA	Pupils not eligible for PP (national average)
% achieving Grade 5+ in English and Maths	34%	50%
Progress 8 score average	-0.14	0.13
Attainment 8 score average	46.85	50.14

3. Academic year 2018-2019

Planned expenditure

At FBA we recognise that not all students who experience ‘disadvantage’ are eligible or have applied for FSM and that not all those who are eligible for FSM in the last 6 years are ‘disadvantaged’. As a result we target our PP funding to identify and support all those students who have been identified as vulnerable to under-achievement and to ensure high levels of progress for all.

The three headings below show how we are using the Pupil Premium to improve classroom practice, provide targeted support and support whole school strategies to raise achievement.

i. Quality of teaching for all			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact desired?
To improve literacy for eligible students in KS3	Accelerated reader Programme - A web-based programme that encourages students to read for pleasure.	 <p>EEF research indicates that that accelerated reader adds +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – delivery within library lessons is a part</p>	<p>Identified students making expected progress</p> <p>Reading ages improved</p>
Literacy and Numeracy interventions	Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for English/Maths. (Year 7 catch up)	<p>“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p> <p>EEF + 5 Months Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs (diagnostic testing of needs and intervention tailored to meets these needs</p>	<p>Identified students making expected progress</p> <p>Gap in reading ages reduces pupils access and they read outside school</p>
Literacy and Numeracy interventions	Intervention specialist teacher employed to deliver 1 to 1 academic interventions with students who are below national expectation of attainment for English/Maths.	<p>1 to 1 bespoke provision with students who can not access the main curriculum or who need support outside lesson.</p> <p>This is delivered by an external provider</p>  <p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p>	<p>Identified students making expected progress</p> <p>Reduction of the attainment gap of PP and non PP students in year 7</p>

In class support	Part of Teaching Assistants salary funded	<p>Teaching assistants</p> <p>Low impact for high cost, based on limited evidence.</p> 	Identified students being well supported in class.
To provide bespoke curriculum provision for selected students off-site	<p>Service level agreement for Alternative Provision placements.</p> <p>To support vulnerable students at KS4 at risk of exclusion or who cannot access the curriculum.</p> <p>Alternative Education linked with College. Part time or full time courses. One to one for targeted students.</p>	<p>For some of our young people the mainstream education for them requires access to courses and facilities which are not available in school. These young people are supported by our Wise Team to access and achieve in courses which are run outside of school. The Wise Team proactively works with students, their families, local colleges, outside services and the NEET Prevention Officer for Extended Services to make sure these students can achieve their potential both in school and when educated off site.</p> <p>By supporting some of our students to pursue an alternative education programme we are delivering a holistic approach to education and are supporting both the personal and educational needs of our young people, helping them to overcome a wide range of barriers and develop themselves into well rounded young people.</p>	<p>Engaging students who cannot access the main curriculum.</p> <p>Improving attendance</p> <p>Reducing exclusion</p> <p>Ethos of school being inclusive</p> <p>Preparation for adult life</p>
To improve the emotional support and well-being of the eligible students	Part of staff salary : SLT link Co-ordinator, Wise officer	Students vulnerable to under-achievement due to a variety of issues linked to emotional health and well-being will be supported to attend school, learn and achieve.	Students eligible for PP will make as good progress as those who are not eligible.
Total budgeted cost = £85,820			
ii. Targeted support			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact desired?

<p>To support students with emotional needs and behaviour strategies.</p>	<p>ABC behaviour specialist weekly interventions</p>	<p style="text-align: center;">Behaviour interventions</p> <div style="text-align: center;">  </div> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>Improve behaviour outcomes especially for Disadvantaged students</p>
<p>1:1 support for students struggling to make academic progress.</p> <p>Tailored interventions to tackled individual barriers to learning.</p>	<p>The job of Wise officer works with such children on a one-to-one basis to set targets and promote a course of action that means the child may overcome any barriers to learning and fulfil their potential.</p>	<p>EEF : 'Mentoring in education aims to develop young people's strengths by pairing them with an older volunteer, sometimes from a similar background, who can act as a positive role model. It is often characterised as aiming to build confidence, or to develop resilience and character, rather than directly focusing on teaching or tutoring specific skills.'</p> <p>'There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.'</p>	<p>Improve attendance of Disadvantaged students overall</p> <p>Improve general ATL.</p>
<p>To support students with their well being and emotional needs</p> <p>To increase resilience for leaning</p>	<p>Counselling</p> <p>This service accommodates the therapeutic needs of the students and works with them as long as they need support.</p>	<p>'Mental Health problems obstruct many key goals for children and young people. They can disrupt learning, underpin truancy, increase rates of school exclusions, and lead to abuse of alcohol and drugs. See more in report called ' School based counselling why is it and why do we need it'</p> <p>http://www.bacp.co.uk/admin/structure/files/pdf/11791_sbc_may2013.pdf</p>	<p>Improvement in attendance and behaviour data</p>
<p>To provide work experience for all students alleageable in Year 10</p>	<p>Work experience</p>	<p>Our Career advisor to provide interviews and link for all Year 10 students prior their work experience and support them with their applications.</p>	<p>Preparation for adult life</p>

To support students/ parents with hardship fund	Provide support for families and students with uniform, school equipment and locker rentals.	EEF says 'There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore is supportive of discipline and motivation. However, there is no robust evidence that introducing a school uniform will, by itself, improve academic performance, behaviour or attendance. There are studies that have information about these outcomes linked to the introduction of a school uniform policy, but uniform was usually one factor amongst other improvement measures, such as changes in behaviour policy or other teaching and learning developments.'	Ready to learn
To provide students with laptops or internet access	Laptops provided when needed to mainly KS4 students and also internet dongle provided when students do not have access to internet at home	<p>Digital technology</p>  <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	Improvement in Homework on progress reports and GCSE results overall
To overcome barriers to learning	Positive Support for Change	External provider Positive for change mentoring scheme. Bespoke programme for each student to allow them to re-engage with school or with home.	Improve behaviour, attendance and school engagement.
To have all alleageable students having access to revision material needed for their progress KS3 and KS4	Revision guides in core subjects to support students with their progress.	Ofsted refers as good practise ' The money available through the pupil premium for supporting pupils is well-used to provide staffing and other resources, including the development of nurture work. - See more at: http://www.hertsforlearning.co.uk/news/pupil-premium-facts#sthash.71V1V9MX.qCufcY70.dpuf	Improvement in attainment gap and GCSE results
To be exam ready	Inner drive workshops Revision strategies, concentration and memory tips	<p>Metacognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p>  <p>Emotion needs met, skills for life and students exam ready.</p>	Improvement in GCSE year 11 results

		Report of schools with a good Ofsted judgement: ‘ Pupil premium funding is used effectively to accelerate learning for pupils known to be eligible for free school meals. It is used to pay for them to attend Saturday morning club or educational workshops which are held in school. It makes a valuable contribution to the development of pupils’ communication and social skills. - See more at: http://www.hertsforlearning.co.uk/news/pupil-premium-facts#sthash.71V1V9MX.dpuf	
To increase students participation to educational trips and activities such as Big Activities Day (BAD)	School to help parents / carers with trips such as Y8 Normandy and any educational trips. Parents will have to apply for funding and the support will be on a case by case review.	EEF Sutton document explains : ‘ .. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months’ progress. The evidence suggests that the impact is greater for longer courses (more than a week), and those in a ‘wilderness’ setting, though other types of intervention still show some positive impacts.	Increase in students’ engagement views collected via questionnaires. Students will also have developed their Cultural Capital through broad range of opportunities, cultural events and educational trips and visits.
To enhance students experience in Year 7	After school hours club. This part of the fund is also used to provide the ingredients for the after school club attended by PP students. Year 7 creative clubs on Mondays.	EEF Sutton document : ‘ Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as an additional part of the curriculum or as extra-curricular activities. Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.’	Increase in students’ engagement views collected via questionnaires.
To Improve self – confidence, motivation and attendance. To give a place where the most vulnerable students feel comfortable and welcome	The Farm at FBA	‘... the farm has a role as a haven for pupils who need extra support it also has educational relevance across the curriculum from art and technology to maths and science.’ BBC report on school farm, http://www.bbc.co.uk/news/education-22014346 ‘Observing and caring for an animal instils a sense of responsibility and respect for life. <ul style="list-style-type: none"> • A pet brings increased sensitivity and awareness of the feelings and needs of others—both animals and humans. • Kids learn that all living things need more than just food and water for survival. • Students will see directly how their behaviour and actions affect others. 	Increase in students’ engagement views collected via questionnaires.

		<ul style="list-style-type: none"> • Studies show that the presence of animals tends to lessen tension in the classroom.’ http://www.petsintheclassroom.org/teachers/benefits-of-classroom-animals/	
To praise and recognise achievement of allegeable students	Rewards	Motivational tool which might be bespoke to each students and will vary depending on the achievement. Eg: 100% to 98% attendance at Easter all allegeable students will receive an Easter eggs.	Increase motivation and engagement views collected by questionnaires.
Enabling PP to practice outside lessons and developing independence and responsibilities. Improve self – confidence, motivation and attendance in school. increase students ‘opportunity	Pupil Premium has paid for music lessons for pupils who wished to develop their musical talent. Support Disadvantaged students willing to take up music lessons. Paid for instruments cost and maintenance.	Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. “A music-rich experience for children of singing, listening and moving is really bringing a very serious benefit to children as they progress into more formal learning,” says Mary Luehrisen, executive director of the National Association of Music Merchants (NAMM) Foundation, a not-for-profit association that promotes the benefits of making music.	Increase in students’ engagement views collected via questionnaires and progress on school progress report.
To have all allegeable students having access to revision material needed for their progress KS3 and KS4	To give HOD the opportunity to use some part of the funding to purchase resources or put in places interventions to raise attainment within their area.	Ofsted refers as good practise ‘ The money available through the pupil premium for supporting pupils is well-used to provide staffing and other resources, including the development of nurture work. - See more at: http://www.hertsforlearning.co.uk/news/pupil-premium-facts#sthash.71V1V9MX.qCufcY70.dpuf	Improvement in attainment gap internal data and GCSE results
Total budgeted cost = £155,410			

4. Review of expenditure from Previous Academic Year

Previous Academic Year

Impact of the Pupil Premium Funding in 2017-2018

2017-2018: Key priorities:

Improving attendance for all disadvantaged students for attendance to be in lined with their peers.

The overall attendance for Disadvantaged students in 2017/2018 was 93.7%. The Persistent Absence rate for Disadvantaged students was 20.4%

Last year overall attendance for the same period for Disadvantaged students was 92.4% and the Persistent Absence rate was 25.1%. Therefore the intervention plan for the Disadvantaged students has had an impact and their attendance has improved but has not yet improved to be in lined with their peers. (11.2% for Persistent Absentees and 95.48% for the overall attendance)

Next step: Robust attendance action plan in place for September 2018.

Reduce number of exclusions for disadvantaged students compare to previous academic year.

Research shows that students known to be eligible for and claiming free school meals (FSM) were around four times more likely to receive a permanent or fixed term exclusion than those who are not eligible. Nationally the overall rate of fixed term exclusions for students known to be eligible for FSM in 2015-2016 was 23.08 %. The data for 2016 /17 is not yet available at the moment. At FBA, in 2016-2017 number of Disadvantaged students (PP) who received a fixed term exclusions was 24 VS 8 for non-Disadvantaged, it was very clear that this group was disproportionately represented.

To tackle this gap, we have put in place a series of interventions and we are using the pupil premium funding to buy into a behaviour specialist. 2017- 2018 the number of Disadvantaged students who received a fixed term exclusion was 18 (which is 3 times more likely than their peers but still under the national trend) VS 19 non Disadvantaged. We have put in place a very straight forward step by step process and action plan in order to support our Disadvantaged students' behaviour we are seeing a clear impact at the end of the academic year.

Next step: to carry on with supporting the students.

Focus on supporting students with Literacy and Numeracy in KS3.

Year 7 catch up was very effective. The summary can be found on our website

In house data is available in school file.

Diminishing the gap in attainment for disadvantaged students to do equally well and that the difference between the outcomes for disadvantaged. Students and the other students in the academy and nationality continue to close rapid

Progress at Frances Bardsley Academy is better than last year. There has been a decreasing trend for the last 3 years which is very pleasing. However we are still recognising that the gap in the attainment compare to national average non disadvantaged is not close.

FBA's 2018 Progress 8 in a table

	2018 (Cohort)	2017 (Cohort)	2016 (Cohort)
Overall Progress 8	0.19	0.06	-0.1
Overall Rating	Above average	Average	
P8 Low Prior Attainment	0.36 (21)	0.22 (14)	
P8 Middle Prior Attainment	0.35 (90)	-0.02 (95)	
P8 Higher Prior Attainment	-0.03 (86)	0.11 (94)	
P8 Disadvantaged	-0.14 (42)	-0.36 (37)	-0.75

Next step : We continue to monitor and track progress of key groups of students at the school and continue to work hard to diminish any gaps that exist within the school for different groups of students eligible for Pupil Premium

Summer school 2017/2018

Questionnaires were conducted pre summer school and after. Details results are in house file. Latest questionnaires results below:

- The summer school has helped my daughter to make new friends -92% strongly agree/agree
- During the summer school my daughter has gained more confidence -92% strongly agree/agree
- During the summer school my daughter took part in activities she would not have taken part in before -92% strongly agree/agree
- During the summer school my daughter has gained self-esteem - 92% strongly agree/agree

Next step: despite the success of this provision, we wish to have a look at a numeracy and literacy based intervention with our Year 7 next year.

2017/ 2018	
Interventions	Cost
Achievement for All second year of mentoring scheme and CPD for staff	£5,000
Learning Mentor, staffing: Home Support worker, SLT Link, TA, inclusion manager part of salaries	£84,060
Literacy and Numeracy 1 to 1 additional teaching staff	£70,000
Behaviour interventions	£17,000
Normandy residential Trip Year 8 (1/2 cost financed)	£12,942.62
Big Activities Days	£3,374

Counselling services	£4,000
Summer School (£3,900+ £1,440 Staff)	£5,340
Educational trips and visits	£8,242.45
Creative Clubs Year 7	£2,000.02
Music lessons and instruments	£1,000
Alternative provision	£10,775
Revision guides across subjects + Art Packs	£4,938.62
School equipment, uniform, ingredients for food, locker rentals, lost key replacement, revision breakfast food, water bottles for examinations, replacement lost books, laptops	£4,120.89
Work experience fees Year 10	£1,160
Year 11 revision workshops	£1,130
Rewards	£630.73
Farm	£4,000
Total spent	£239,714.33
Total fund	.£239, 990

