



**BIDDULPH HIGH SCHOOL
PUPIL PREMIUM WEB STRATEGY
2016-2017 EVALUATION**

At Biddulph High School we are committed to raising the achievement of all students and as far as we are able to, ensure that students make at least the progress of which they are capable. We are committed to narrowing the attainment gap between disadvantaged and non-disadvantaged students (so that it no longer exists).

We use a number of different interventions to support our disadvantaged and non-disadvantaged students (so that it no longer exists).

We use a number of different interventions to support out disadvantaged students in achieving these aims. These are set out in more detail below.

We take a whole school approach focussed on:

1. Academic support including tuition in various forms.
2. Student welfare, guidance and support programmes including: mentoring, counselling and motivational support. This is especially important for more vulnerable students and those in danger of losing motivation.

Such interventions will undoubtedly benefit Pupil Premium students and will also support non – Pupil Premium students. It is not always possible to target students individually and the school has put in place a number of strategies which deal with selected groups of students.

Biddulph High School currently has 22.7% Pupil Premium Students.

	Year 9 %	Year 10 %	Year 11 %
FSM current	14	10.5	7.8
PP & (adopted children)			0.35
FSM Ever 6	22.1	27.7	19.6
Ever 5 (Service children)	0	0	0.5
LAC	1.5	1.11	1.03

2015/16 funding allocation = £106,255

2016/17 funding allocation = £116,540

CURRENT CO-HORT OF STUDENTS AT BIDDULPH HIGH SCHOOL 2016/17					
	YEAR GROUP	TOTAL NUMBER OF STUDENTS	NON PP	PP	PP %
	9	199	154	45	22.6
	10	180	127	53	29.4
	11	193	149	44	22.8
Students returning to BHS those eligible for FSM	12	111	92	19	17.1
	13	105	87	18	17.1

CO-HORT TRANSITION FROM FEEDER SCHOOLS 2017/18

	Total number of students	Non PP	PP	%PP
Year 8 JMHS	91	60	31	34.4
Year 8 WA	95	72	23	24.2

INTERNAL BARRIERS

Attendance: to continue to implement strategies addressing PA in order to strive for student engagement and success.

Low Prior Attainment: to continue to implement strategies in order for these students to achieve and improve their academic outcomes.

Behaviour: To improve the engagement of those learners by focusing on Teaching and Learning and raising aspirations to support their academic and social achievement.

EXTERNAL BARRIERS

Difficult family circumstances/parental engagement.

Substances misuse/online safety.

BIDDULPH HIGH SCHOOL
PUPIL PREMIUM FUNDING ALLOCATION FOR 2016/17

Pupil Premium used for:	Is this a new or additional intervention activity or action?	Brief summary of the intervention or action	Outcomes	Education and current fund average impact rating	Cost
Feedback	Additional	Through the development of the T+L/assessment and marking policies are embedded across all departments.	Students receive and respond to a 6-week assessment grade with next steps tasks that raise student's attainment (including target setting with progress tutors).	+8 months	No extra cost

Students continue to respond well to regular feedback and know how they are progressing and how to improve. Students tell us they like being asked questions and like being guided on how to improve. Overall internal audits 2016/17 demonstrate that students are receiving differentiation for challenge and they are provided with a broad range of feedback strategies that suit their learning needs. PP External review 2 2017, students told him articulately how the school was helping them to achieve. 'Students explained how aspects of marking and feedback was particularly useful to them, how the school had been proactive in supporting their emerging knowledge, they are very well informed about their progress, potential outcomes and that they have ambition and high expectations for themselves.'

Ofsted 2017 - The quality of teachers' questioning and a focus on challenge have been key features of professional development. Teachers implement the school's marking and feedback policy well.

Support Curriculum (Collaborative Learning)	Additional	Personalised targeted support in all curriculum areas for each student's needs.	Students' progress in subject areas increase as recorded on Bromcom and SISRA. English and Maths 1-9 both at FFT (D) or above for PP students. Staff appraisal targets highlight the need to ensure at least good progress for all students.	+5 months	No extra cost
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28% of the DL cohort achieved 5 standard passes including Maths and English.

39% achieved grade 9-5 English

28% achieved grade 9-5 Maths

53% achieved grade 9-4 English

42% achieved grade 9-4 Maths

<p>2016 – 22% achieved a positive progress 8 score 2017 – 33% achieved a positive progress 8 score An additional 80 minutes per week dedicated to helping students improve performance in exam papers following feedback from the mock clinic. Students told us that this was an area they required more support with and with specialist support from staff they accessed SAM learning daily. The outcome was that 99% of students completed all their examinations and we saw an increase in positive P8 scores.</p>					
Education Welfare Liaison and support	Lesley Hogg	Employed home/school support worker to improve attendance etc.	Attendance absence reduced and improved home/school links.	Maintained good attendance	£6004.80 per year
<p>Term 3 attendance for all eligible students was 96%. There continues to be systems for immediate intervention where absences are seen to be declining. 100% of Eligible male students who attended completed their examinations and also attended subject specialist based revision sessions due to increased confidence whereas previously attendance had been low and sporadic.</p>					
Student progress fund		Support for uniform/trips/buses/educational visits/Music lessons equipment etc.	To ensure no pupil misses out due to financial constraints and support their social development.	No data available	£771 uniform £32 visits and trips £1,057 music Funding ongoing throughout the year.
<p>All students accessed opportunities and their courses confidently to increase engagement and attendance and participation. The faculty bidding system continues to enable all students who required specialist equipment to enjoy and achieve with a greater level of confidence and accessed further opportunities from this. <i>PP external review 2 -2017 Students predominately requested specific equipment to support learning (eg memory sticks) or revision guides. The school has used funding to satisfy all of these requests. The PPC maintains a running summary of responses including free text which gives a very clear indication of both positive feedback and areas that the school would wish to focus on. Students have taken up a wealth of experience beyond the classroom, many of which, including visits to Higher Education institutions are designed to raise expectation and ambition.</i></p>					
GCSE interventions through supportive curriculum	Additional	<ul style="list-style-type: none"> • Half termly assessment reviews across Faculty areas • Review of all interventions and impacts 	Students monitored through student progress meetings and interventions put in place and monitored.	+5 months	No extra cost
<p>All faculties reviewed progress and provided tailored intervention to individuals. • Increased participation and engagement to revision sessions. Morning booster sessions and holiday intervention sessions meant that students successfully completed their GCSE's and received the outcomes required for their chosen Post 16 Pathways. <i>PP review 2 2017 -Although resource is still being made available for some intervention routes, teachers readily articulate the expectation that lessons will be suitable matched to students' abilities and that assessment of learning during the lesson is essential.</i></p>					
LG Mentoring	Continuation	PP students with significant barriers provided with LG mentor.	Students directed and monitored in attending specific additional support in subjects.	+1 month	No extra cost
<p>PPL worked with a cohort of eligible students who completed their education despite extreme circumstances and barriers to learning.</p>					

Exceptionally Able Programme	New	Opportunities for gifted PP learners in all curriculum areas. Programme for Y7 & Y8 students at middle schools.	Raise aspirations Inspire additional learning and engagement.		Visits and opportunities funded throughout the year End of Year cost to be added
Bespoke Curriculum	Continuation	HUB.	Personalised learning for all groups of learners to ensure no one is left behind.		£23,166 HUB Manager £13,139 HUB Assistant
<ul style="list-style-type: none"> • No permanent exclusions <p>Accessing further education and receiving additional outreach support from our CEIAG team to secure placements and courses.</p> <ul style="list-style-type: none"> • Completed their curriculum and pathways successfully. • Bespoke pathway into our Sixth Form (BH6) completing work skills reach BTEC Course. • Significantly enhanced life chances <p><i>PP external review 2 -2017- The school has developed stronger systems for determining the impact of its strategy and is able to say with more precision how student's learning and progress is being advanced. A Hub Impact report documents many characteristics such as attendance, exclusions, behaviour and engagement incidents.</i></p>					
Mentoring	New	Designated and targeted support for individuals who have significant external barriers	To reengage students into school and develop aspirations to work towards in order to remove external barriers and achieve success socially and academically.	+1 month	£9,000
<p>We have an experienced mentor who meets with male eligible learners weekly to support their engagement in school across all key stages. All these students are accessing their curriculum and incidents of removal from lesson have decreased and attendance has increased so 55% of the group are now in the yellow or green category. It has also supported building relationships with parents and increased participation and communication.</p>					
Intervention Teaching Assistant	New	Promoted English Teaching Assistant Specialist to provide additional pre teaching and consolidation for learners who are significantly below national average for literacy and numeracy.	Students confidently access Maths and English and attainment / progress is raised.	+4 months	£2,000
<p>Students who accessed this provision have received specialist intensive support to ensure their levels of confidence in literacy has increased and provided them with the skills to access their curriculum. Students are increasing their ages at each assessment and are working towards their target with increased knowledge and understanding. They are accessing their lessons content and are demonstrating their ability to read and write with growing accuracy.</p>					
Student Academic Mentoring	New	Targeted individual support in lessons for KS3 and KS4 learners from most able sixth form students.	Raise attainment and aspiration across all subjects and improving student engagement.	+6 months	£100 for resources

The facility of academic mentoring has enabled eligible learners within lessons to access their subjects with greater confidence. The mentors have developed working and effective relationships to increase communication between teachers and students providing real time advice and guidance which increases progress and achievement within the lesson. Students tell us that they enjoy having mentors due to their recent experience and understanding of GCSE's.

CEIAG Guidance Mentor	New	To provide CEIAG and to also work with vulnerable learners to raise aspirations.	No NEETS at KS4 and KS5. Expand university experiences and build on employer engagement.		Salary for new post £12,587
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2017 – No NEETS – supported through CEIAG/Nu-futures programme
57% return to BH6 in year 12 2017 (2016 – 50%)
Year 13 all students have proceeded to FE/employment or apprenticeships.
PP external review 2- 2017 - Students have taken up a wealth of experience beyond the classroom, many of which, including visits to Higher Education institutions are designed to raise expectation and ambition.
Other feedback mechanisms, such as the Nufutures group feedback, indicated that the school is making every attempt to gain students' views about initiatives that are on-going.

Mock Clinic	New	Immediate support and intervention following Mock results	<ul style="list-style-type: none"> To ensure Eligible learners gain immediate access to support To ensure Eligible learners have an effective action plan to help support their progress and achievement 		Cost of school counsellor for ½ day ??
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All eligible learners who did not perform as expected during the mocks received effective and same day support and intervention via a range of support – Teaching and Learning, social and emotional and counselling. The action plans created lasted until they sat their GSCE exams in the summer and developed following rigorous review points every two weeks. This then led into a parent and pupil clinic which strengthened and enhanced the support around the pupil. All successfully completed their exams and over 40 % of this group achieved Positive progress 8 scores and all achieved places at Post 16.

Saturday Maths Club	New	To provide addition focus on improving Maths knowledge and understanding for those at risk of falling below their potential.	Increase in Maths attainment and participation/engagement.		£100 per session
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A number of Eligible learners accessed this support and received additional support for their Maths GSCE providing them with increased confidence and strategies to ensure they worked towards their target grade.

**BIDDULPH HIGH SCHOOL: PUPIL PREMIUM STRATEGY
ADDITIONAL STRATEGIES AND INTERVENTION TERM 1
SEPTEMBER 2016 – DECEMBER 2016**

Barriers identified	How funding will support students	Intended Impact/outcomes	Cost
Year 9 Engagement in Science and Mathematics	Maths for Science club each week.	Increase progress and attainment in Maths and Science as well as cross curricular understanding and increasing confidence.	
Year 9 Pupil Voice at Key Stage 3	Teaching and Learning focus group every half term targeting Mathematics and English and Your Views Questionnaire.	Increase understanding of effective Teaching and Learning strategies to support and strengthen the learning where students lack confidence.	N/A
Year 9 low reading age • Literacy	All those with Reading age and Spelling ages below 11 to be WRAT4 tested by SENDCo.	Greater analysis of need identified through testing to provide staff with more detailed information and strategies to support SEND and LPA students.	N/A
Year 9 Aspiration Post-18	X 2 Key Stage 3 University Visits in the first term: • NHS Careers Event • Staffordshire University Art Workshop	To increase Post-18 awareness at KS3.	Free
Year 10 and 11 Pupil Voice	Your Views Questionnaire to establish areas of need.	To identify focused interventions socially and academically.	N/A
Years' 10 and 11 Low Reading Age	All those with Reading age and Spelling ages below 11 to be WRAT4 tested by SENDCo.	Greater analysis of need identified through testing to provide staff with more detailed information and strategies to support SEND and LPA students.	N/A
Years' 10 and 11 Access to area to work and revise	Key Stage 4 Study Café x 4 sessions a week supported by Teaching Assistants and Maths specialist.	To alter mind sets and encourage preparation for examinations. Targeted support 1:1 sessions and small group work to improve progress in English, Maths and Science.	Cost of tea/coffee and biscuits £15 per week
Years' 9, 10 and 11 Careers and Aspirations.	Earlier and focused career and aspiration work. All Pupil Premium students in school interviewed. School is now a member of the Careers Enterprise Company.	Consideration of Post-16 choices much earlier to inform targeted support and explore implementation of bespoke opportunities with Employers and Universities.	N/A

Year 8 Careers Guidance	Providing a shared resource in the pyramid to raise the profile of Careers in Year 8 and increase Post 16/18 aspirations.		
Years' 11 and 13	NU-Futures Careers Programme x 2 sessions a week.	Students at risk of NEET have careers programme as part of their curriculum – L1 Employability City and Guilds. No NEETS aim at Key Stage 4 and Key Stage 5 2017.	N/A
Year 11 Underachievement in Mock Examinations	Mock Clinic following results for those who underperformed due to various barriers.	Clinic to provide continuous support for students through Mock Clinic referral process. LG – Teaching and Learning Support LG – Pastoral Care Support and Teaching and Learning Careers Advisor – Careers guidance mentoring School Counsellor – Coping with examination stress and anxiety.	£25 per hour
Years' 9, 10 and 11	'Punctuation Show'	Theatre interactive production to engage students with literacy.	SAT PP bid £500
Underperformance due to learning barriers	1:1 support x 3 hours a week x 2 students per Teaching Assistant	Sixth form students and Teaching Assistants to support the learning and progress of students who require 1:1 support due to difficulties in grasping and applying examination techniques. Increase exam technique skills and confidence results in increased progress.	£15 per hour
Upcoming events and strategies:			£900
<ul style="list-style-type: none"> Introduction of SAM learning to support those with long term medical needs and absence. 			
<ul style="list-style-type: none"> PiXL approach adopted across the school led by Mr R Briggs. 			Membership fee £3150
<ul style="list-style-type: none"> Examination and Study Skills Enrichment Day – Year 11. 			Study Zone £900 Yoga £50
<ul style="list-style-type: none"> Behaviour for Learning Twilight February 2017. 			£300
<ul style="list-style-type: none"> Dyslexia Action writing for Boys – January 2017. 			£350

