



Blenheim High School - Use of Pupil Premium Y7-11 – 2015-16

What is the Pupil Premium?

The Pupil Premium is funding received by all schools from the Government. The amount given to each school is determined by the number of students who are eligible for Free School Meals (FSM) and/or the number of children who have been Looked After (in care) for 1 day or more. Any student who has been adopted from care or who has left care under a special guardianship order, a residence order or a child arrangement order are also eligible for the Pupil Premium but only where such an arrangement has been declared to the school by the parent / carer.

Why do schools get this extra money?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

How must schools use this money?

Schools are free to spend the Pupil Premium as they see fit and provision supported by this funding may also benefit others (eg enrichment clubs attended by a range of students and not just those on FSM). However, we will be held accountable for how we have used the additional funding to support pupils from 'disadvantaged' backgrounds. As a school we are also required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive. Below you will find a review of the impact of the funding during the 2015-16 academic year followed by an overview of the planned expenditure for 2016-17.

Pupil Premium at Blenheim 2015-16 – Review of Expenditure and Impact on Attainment

Blenheim received £167,365 through Pupil Premium funding during the financial year 2015-16 under the 'ever 6' measure.

189 pupils benefitted from this additional funding in the school year

Yr 7 51 pupils

Yr 8 43 pupils

Yr 9 36 pupils

Yr 10 31 pupils

Yr 11 28 pupils

Activities selected	What this does?	Targeted Pupils	Cost / Pupil Premium Allocation	Impact
Overstaffing in English and Maths	<ul style="list-style-type: none"> • Creation of an 'Access Group' for students in Y7 not secure at L4 English. • Small group withdrawal for students in Y7 and Y8 who made booster sessions in regards to literacy and language acquisition. • Allows for targeted interventions focused upon PP students, regrouping and smaller classes with teaching tailored to group needs, particularly in Key Stage 4. • Spin-off benefits of smaller groups in KS3 meaning higher teacher to student ratios for all students including PP. 	<p>All years</p> <p>Reactive to students not achieving target grades, particularly in English and Maths</p>	£86,000	<p>KS3</p> <p>In Years 7 and 8 pupil premium students made <i>more</i> progress on average than their peers across all their subjects (as measure by sub levels of progress).</p> <ul style="list-style-type: none"> • In Y7 and Y8 PP students made <i>more</i> progress than their peers in English with slightly less progress than peers in Y9. This situation was replicated in the other core subject of Science. • In Maths PP students made slightly less progress than their peers (<1 sub level) in Y7 and 8 with a greater gap in Y9. This will be an area for continued focus in 2016-17 and will be addressed through individualised intervention. <p>KS4</p> <p>By the end of Y11, 67% of PP students had made expected levels of progress against 51% nationally ^(2015 data). 20% of students made more than expected progress in English, a doubling of the percentage on the previous year. However, not enough PP students made expected progress in English in 2016 and the gap in achievement between PP and non PP students is too large. However, it has narrowed considerably since 2015. The % of PP students gaining 5+ A*-C including English in Maths more than doubled between 2015 and 2016 to 48%, 8% below target.</p>
Maths & English intervention	<p>Maths</p> <p>80 students received small group (3-4) withdrawal intervention to work on number skills and numeracy 3 times across a fortnight. A high percentage of the students were PP.</p> <p>English</p> <p>28 students received phonics and word recognition intervention, following a structured programme for an hour each week.</p>	Y7 - 9	£59,200	<p>Maths Wave 1</p> <p>Students were given a Sandwell baseline assessment at the start of the assessment. The average increase in numeracy ages made by PP students was 6.5 months with students informally reporting increased levels of confidence in their maths. Some PP students increased their numeracy age by 11 months.</p> <p>English</p> <p>Assessment show all students made positive progress with their phonological skills and word recognition, although the assessment scores are not standardised and therefore difficult to interpret unless in context. However, PP students in Y7 made slightly more progress than non PP in English throughout Y7 when measured by sub levels of progress and exactly the same progress as peers in Y8.</p>
Accelerated Reader Advantage	A 10 minute online adaptive diagnostic test provides a child's reading age and NC level. They then choose books appropriate to their level, read and complete an online quiz to determine comprehension. Diagnostic testing is repeated to monitor progress.	Y7 & Y8	£5400	<ul style="list-style-type: none"> • Reading ages for pupil premium students in Year 7 increased at a slightly <i>more</i> rapid rate than for their peers whilst in Y8 making on average 8 months progress. Significant increase in engagement from readers with more time spent reading and progressing literacy skills. Accelerated baseline assessment shows

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				PP students on average have almost a year lower reading age than their peers. Anecdotal feedback also indicates that PP students do not join the school as habitual readers for pleasure and library lessons and the star reader quizzes via the iPad make the process more engaging.
Enrichment and Wellbeing Fund	This discretionary allocation provides for a wide range of equipment and activities that may be used when a student would otherwise not be able to participate in a school based or enrichment activity. Examples include provision, curriculum trips, funding for materials for courses and equipment for Duke of Edinburgh's Award Scheme.	All years dependent upon need	£3950	<ul style="list-style-type: none"> • This has allowed students' access to curriculum opportunities that have supported their studies and avoided social exclusion from school based activities. This has included support for educational visits and revision guides for PP students in Y11.
Holiday revision classes and workshops	A programme of revision classes for students in Y11 during the Easter and half term holidays and on a number of Saturdays in the run up to the exams.	Y11	£2800	<ul style="list-style-type: none"> • All staff that were running revision sessions outside of school hours were required to ensure attendance from PP students in order to receive funding for this activity. • Feedback from students attending was very positive. • 85% of students questioned said they may not have attended if there had been a charge for this event.
iPad	iPads are being used to transform approaches to teaching and learning, specifically targeting creativity, motivation, engagement and the understanding of complex ideas and processes. PP money is being used to subsidise the iPad for learning scheme for students in receipt of free school meals.	Students in Year 7-11	£6500	<p>A recent survey of students gave the following feedback from the 619 respondents in Y7-11. Please note as the survey was anonymised, the responses for PP students cannot be separated from the whole school cohort.</p> <ul style="list-style-type: none"> • 95% of students enjoy lessons more (65%) or the same (30%) when iPads are used • Students describe how they can be more creative (73%), more independent (62%) using an iPad and 50% state they find learning easier • 85% of students agree strongly or agree that having an iPad is a good idea • 66% believe an iPad will improve their grades • 63% agree or agree strongly that they are more motivated when using an iPad • 75% agree or agree strongly that learning is easier with an iPad
Well Being Manager for Students and Families	Provides support to students and their families who may be experiencing social or emotional difficulties that are impacting on their learning, wellbeing or safety. Interventions include therapeutic support of individuals or family groups, signposting and liaison with other agencies including safe guarding and	All years dependent upon need	£17000	<ul style="list-style-type: none"> • Over three quarters of PP students make use of the Well Being Manager at one point or another in their schooling. • Feedback from both students and parents is very positive.

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	counselling/mentoring. Works with smaller groups of vulnerable students on topics such as sex education and organises presentations on topics such as cyber-bullying. Liaison with projects such as BEAT whose focus is the re engagement and enhancement of opportunities for students.			<ul style="list-style-type: none"> • 94% of parents surveyed by Ofsted agreed that their children feels safe at school with 93% agreeing they were well looked after.
Individual Careers Advisor	<ul style="list-style-type: none"> • The school employs its own dedicated careers advisor who provides students with KS4 options interviews, work experience preparation, and review meetings and post 16 Careers Interview. 	<ul style="list-style-type: none"> • Y9 - 11 	£12000	<ul style="list-style-type: none"> • Very low rate of students not in employment, education or training (NEET) – 1%.
Valley Trust Counselling Service	<ul style="list-style-type: none"> • Individual counselling for a range of issues, normally for a 6 week period, delivered by a qualified counsellor. 	<ul style="list-style-type: none"> • All years dependent upon need 	£5200	<ul style="list-style-type: none"> • Positive feedback from students. • Improved rates of attendance for target group • 93% of parents agreed or strongly agreed that students were well looked after at Blenheim.
TOTAL	<p>Please note, that other funding was also used to support these activities, although the costs given are in proportion to the size of the target group who were supported</p>		£190,850	