

Pupil premium strategy statement (secondary)

1. Summary information					
School	Blenheim High School				
Academic Year	2016-17	Total PP budget	£174,845	Date of most recent PP Review	ongoing
Total number of pupils	1309	Number of pupils eligible for PP	187	Date for next internal review of this strategy	Half termly

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	48%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	50/67	75.8% / 73.4%
Progress 8 score average	-0.55	0.12
Attainment 8 score average	40.7	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills – pupil premium students have, on average, an 11 month lower reading age on entry than their peers (source: Accelerated Reader computer adaptive testing) which is a barrier to progress in Y7 and beyond if not addressed.
B.	Numeracy skills - basic numeracy skills for a significant number of PP students are a long way from being age appropriate with numeracy ages 4-5 years below chronological age not being uncommon in Key Stage 3 (source – Sandwell testing).
C.	Attainment on entry for Y9 students is significantly below national average in a year group where historically we have seen a divergence between some PP students and peers in terms of progress, engagement and attendance which then continues into KS4.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupil Attitude to Self and School (PASS) surveys reveal that PP students on average, have when less positive perceptions about school and their self-regard as learners when they join Blenheim and this often persists longer term (see section 7 additional detail).
E.	Attendance by PP students was 90.8% compared to 95.4% for non PP students during 2015-16, significant in terms of lost learning.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	PP students in Y7 and 8 to make more progress than their peers in literacy skills, compared to starting points and targets.	PP students to make a greater rate of progress in reading ages (years/months) than their peers as measured by Accelerated Reader assessments at 3 points across the Year. Any gap between targets and outcomes is smaller for PP students than 'other' students as measured by sub levels of progress in Y8 and progress towards targets in Y7.
B.	PP students in Y7 and 8 to make more progress than their peers in Maths, compared to starting points and targets.	PP students to make a greater rate of progress in maths than their peers as measured by Progress Test in Maths. Any gap between targets and outcomes is smaller for PP students than 'other' students as measured by sub levels of progress in Y8 and progress towards targets in Y7.
C.	The gaps that have historically appeared in progress between PP students and 'other' students do not grow between Y8 and Y9.	Codes and demerits issued to students in Y9 shows a decreasing trend on the previous year for students as evidence that learning needs are being met appropriately. Gaps in attitude to learning scores for PP students in Y9 are reduced from those present in Y8.
D.	PP students' perceptions about school and their self-regard as learners improve from starting points, particularly in Y9.	PASS results show a more positive attitude to school from one survey to the next for PP students with PASS scores being used as a trigger for intervention aimed at supporting vulnerable PP students.
E.	Progress gap to be closed between PP students in English and 'other' students in Y11 2016-17.	No significant gap in progress outcomes for PP students and 'others' as measured by P8 English score.

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						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Actual spend	When will you review implementation?
PP students in Y7 and 8 to make more progress than their peers in literacy skills, compared to starting points and targets.	English staff training on accelerated reader, closer scrutiny of guided reading used to support programme and greater focus on the accelerated reader data amongst and between teachers.	Our data suggests that PP students have reading ages approximately 11 months lower than 'other' peers and that habitual reading for pleasure is much less common. Accelerated Reader.	Meeting between HLS and BNN. Termly review of the data with evidence provided of follow-up for PP students (and others) whose assessment data does not show progress.	BNN	£3,700	Termly, following Accelerated Reader assessments. Impact 64% of the students eligible for the literacy catch-up made progress with their reading with 52% of them making more than 6 months progress over the year
Progress gap to be closed between PP students in English and 'other' students in Y11 2016-17.	Review teaching groups to ensure best match of teacher and student. Department wide focus upon this as an issue with close scrutiny of monitoring data and English Extra intervention for vulnerable students.	We know that 'hard to reach' PP students, particularly boys often lack the intrinsic motivation required for extended written pieces and creative analysis of literary texts. Strengths in relationships with staff can go some way for compensating for this.	Review of progress data following each Y11 data drop. Monitoring walk – which are PP students and what additional interventions are being made.	EGK	£21,700	Half termly basis following data drops.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Actual Spend	When will you review implementation?
PP students in Y7 and 8 to make more progress than their peers in literacy/numeracy, compared to starting points and targets.	Overstaffing in English and Maths to allow for group withdrawal for students in Y7 and Y8 who made booster sessions in regards to literacy and numeracy acquisition and the creation of an 'Access Group' for students in Y7 not reaching expected level on entry. In maths the approach is to maintain 10 sets in KS3 in each year group to allow for smaller class sizes in lower sets to help address individual needs.	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.	Review of progress relation to baseline assessments.	HLS EGK MVI	£26,400 Eng. £49,500 Math	Review against end of module progress reports data and end of intervention assessments.
			Total cost			£101,300 Actual

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	Actual Spend	When will you review implementation?
<p>PP students in Y7 and 8 to make more progress than their peers in literacy skills, compared to starting points and targets.</p> <p>PP students in Y7 and 8 to make more progress than their peers in Maths, compared to starting points and targets.</p>	<p>Small group withdrawal for work on Read/Write Inc. programme for students</p> <p>Two maths specialist teachers have been employed to provide small group withdrawal intervention to focus upon number work and numeracy skills.</p>	<p><i>Read Write Inc.</i> Phonics, is now the market leader in teaching children to read and is used by over a quarter of UK primary schools. Our own use of the programme has shown it to successful in helping</p> <p>The numeracy ages for some PP students as tested on Sandwell maths assessments can be as much as five years below chronological age with limited grasp of very basic number work,. These foundation skills cannot be meaningfully addressed through differentiated classroom approaches and require very small group individualized</p>	<p>Half termly meetings of the literacy support group and review of progress data from baseline to endpoint.</p> <p>Regular review of attendance to additional sessions and follow-up where required.</p> <p>Review of progress data both from Progress Reports and specialised baseline assessments (PTM or Sandwell)</p>	EGK MCI	Included in small group costs above £45,060	<p>Half termly</p> <p>The testing provided us with an accurate baseline of individual needs and also highlighted issues not apparent from the KS2 results e.g. average numeracy age of those tested was 8 years. Further analysis of the impact is currently being undertaken</p>
				Total cost		

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	Actual Spend	When will you review implementation?
The gaps that have historically appeared in progress between PP students and 'other' students do not grow between Y8 and Y9.	<p>Whole school informal CPD on this as an issue and strategies used to support.</p> <p>Close monitoring and mentoring of vulnerable students by pastoral team and by teachers who are under-load in</p>	We want to ensure that in amongst all the competing agendas for staff time and focus, this is an issue that sits at the forefront for staff across the school working with these students.	<p>Thursday Teaching and Learning Community meetings.</p> <p>Review of ATL data and progress data, focusing particularly on core subjects.</p> <p>Improving student attitude to school and self (PASS)</p>	HLS	£staff time £46,000	On the completion of Progress Reports for Y9.
Total budgeted cost						Staff time