

Pupil Premium Strategy Statement 2016-17

Pupil Premium Spending Rationale

Total Pupil Premium Budget for 2016-2017 – £556,053

Barrier to Learning	Evidence	Intervention	Cost	Success Criteria
Students struggle to achieve as their behaviour provides a significant barrier to their learning.	<p>Behavioural Interventions (+4 months, estimate cost of £720 per pupil.)</p> <p>BBEC Key Principle = BBEC will provide facilities and staffing resources to reduce challenging behaviour by developing a positive ethos and improving discipline to support greater engagement in learning.</p>	The school will have a clear pastoral system in place which assist in a.) Reducing challenging behaviour in the classroom and b.) Reducing the impact of the challenging behaviour in the classroom on the achievement of others.	<p>£166,971</p> <p>This cost includes:</p> <p>A Deputy Headteacher with responsibility for Behaviour and Attendance.</p> <p>A Director of Pastoral Management</p> <p>5 Pastoral Managers</p> <p>1 Pastoral Welfare Manager</p>	<p>Progress 8 for PP students to be above to be positive.</p> <p>Behaviour thresholds to be established and students to be held accountable to them.</p>

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<p>Attendance is a significant barrier to students learning.</p>	<p>2016 Attendance to Results analysis by AMI.</p> <p>BBEC Key Principle: Attendance must improve, and so quickly, to ensure that students attend frequently and reap the benefits of good attendance when it comes to progress and outcomes.</p>	<p>The school will have a dedicated attendance team which will A.) Monitor and track behaviour across the school. B.) Implement rewards for good attendance. C.) Work with students with poor attendance and D.) Conduct home visits to bring students into school who frequently do not attend.</p>	<p>£49,351</p> <p>This includes:</p> <p>A full time attendance officer.</p> <p>5xTLR's for Assistant Heads of Years with a responsibility for student's attendance.</p> <p>1 Attendance officer to do home visits and collections part time.</p>	<p>Attendance Year to Date to increase on 2015-2016 attendance.</p>
<p>Students who struggle to engage with mainstream education need effective alternative curricula.</p>	<p>Behavioural Interventions (+4 months, estimate cost of £720 per pupil.)</p> <p>BBEC Key Principle = For those students who struggle to engage in their mainstream education, we will provide a strong alternative provision.</p>	<p>The school will provide effective on site and off site alternative provision for students who struggle to engage with mainstream education.</p>	<p>£129,859</p> <p>This cost includes:</p> <p>ICE Centre Manager</p> <p>ICE Centre Pastoral Manager and Welfare Officer</p> <p>Off Site Alternative Provision costs for Pipeline and PRISM.</p>	<p>Progress 8 for Alternative Provision students to be above -0.5.</p>

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<p>Transition from Primary to Secondary school can be challenging for some students which leads to poor performance in Year 7 which impacts on learning throughout their secondary education.</p>		<p>The school will have a dedicated transition manager who will meet all new students to BBEC and act as a focal point for all new students in school. English and Maths will also plan for transition so that secondary expectations are communicated to students and experienced by the students prior to their arrival at BBEC.</p>	<p>£42,903</p> <p>This cost includes:</p> <p>Transition Manager</p> <p>English Transition Lead</p> <p>English Literacy Lead</p> <p>Maths Transition Lead</p>	<p>PP Year 7 students on or above their predicted grade by the end of Year to be at >70%.</p>
<p>Students need further guidance on how to improve upon their learning. Students are good at expressing what they have done, but need more help in explain how they can improve.</p>	<p>Feedback (+8 Months, estimate cost of £170 per pupil per year).</p> <p>BBEC Key principle = to provide specific, clear and accurate feedback and provide specific guidance on how to improve and not just tell them when they are wrong.</p>	<p>Additional free period for all staff to build in time to mark and respond to pupils work in an effective manner.</p>	<p>No additional cost for this intervention is taken directly from the PP budget.</p>	<p>% improvement in outcomes for students to be in line with national expectations.</p>

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<p>Students struggle to with their literacy which has wide ranging effects on their progress.</p>	<p>Reading Comprehension Strategies (+5 months, estimate cost of £170 per pupil)</p> <p>BBEC Key Principle = Strategies will provide carefully selected activities for students according to their reading ability and provide texts that provide an effective but not overwhelming challenge.</p>	<p>The school will invest in 3 literacy intervention strategies (Lexia, Reading Matters and Accelerated Reader) to develop literacy skills at Key Stage 3.</p>	<p>£4,460 on Accelerated Reader.</p> <p>£10,041,96 on Lexia</p> <p>£1,500 on Reading Matters</p>	<p>Average Reading Age of Y7, Y8 and Y9 to align with their numerical age.</p>
<p>Students suffer from external pressures and troubles which provide significant barriers to their learning within school.</p>	<p>Social and Emotional Learning (+4 Months, estimate cost of £80 per pupil)</p> <p>BBEC Key Principle = BBEC will offer students Social, Emotional and Well Being provision which allows them to work alongside their peers, teachers, families and community through specialised programmes</p>	<p>The school will provide space, time and resources to assist pupils who have significant issues with the social and emotional aspects of learning. BBEC will provide 'the Green Room' and the 'Tic Tac' centre to aid in the removal of significant barriers to learning.</p>	<p>£74,646</p> <p>This includes:</p> <p>A Welfare Manager to oversee all Welfare Provision and lead the Green Room.</p> <p>A TIC TAC Manager</p> <p>A LAC/CP and CIN Welfare Officer</p>	<p>Progress 8 for LAC students to be above the floor standard of -0.50.</p>

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	which are targeted at students with behavioural and academic issues.			
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Explanation of Rationale for Pupil Premium Spend

Pupil Premium vs Non Pupil Premium

>95%	PP	Non
5A* to C incl E and M	51.5%	65.7%
5A* to C	78.8%	74.3%
3 Levels of Progress in English	83.9%	80.0%
3 Levels of Progress in Maths	77.4%	68.6%
English BACC	36.4%	34.3%
Progress 8	0.26	0.35

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<u><90%</u>	<u>PP</u>	<u>Non</u>
5A* to C incl E and M	10.9%	26.9%
5A* to C	16.4%	26.9%
3 Levels of Progress in English	35.2%	53.8%
3 Levels of Progress in Maths	16.4%	42.3%
English BACC	3.6%	0%
Progress 8	-1.58	-0.92

<u>91-95%</u>	<u>PP</u>	<u>Non</u>
5A* to C incl E and M	50.0%	60.0%
5A* to C	65.4%	73.3%
3 Levels of Progress in English	73.1%	72.7%
3 Levels of Progress in Maths	46.2%	63.6%
English BACC	30.8%	35.6%
Progress 8	-0.25	-0.11

As can be seen from the figures above, attendance is crucial area of improvement for pupil premium students. When Pupil Premium students attend frequently (more than 95%) they achieve better than their non- Pupil Premium peers. The % of PP students who obtained 5A* to C, 3 Levels of Progress in English, 3 Levels of Progress and the EBACC was higher than Non-PP students in 2016. The school has demonstrated that when students attend, progress can be made above the national expected rates (Progress 8 for PP students with 95% or better is positive). However as students attend less, they achieve less and this is more acute for Pupil Premium students than it is for Pupil Premium students. For those students who attend less than 90% of the time, their achievement is drastically below their non-PP peers and national expectations. Should we improve Pupil Premium attendance, we will improve outcomes for Pupil Premium students, hence the outlay of funds on personnel to improve attendance.

Behaviour

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Total Number of Students with 100 behaviour points or more	30
Combined Progress 8 score of those students	-1.75
Combined Progress 8 score of cohort with those 30 students removed from the calculation	-0.18
Total PP P8 figure	-0.78
Total PP P8 with students with 0 behaviour points	-0.34

As can be seen from the table above, behaviour is a considerable barrier to learning for our students which has a serious impact upon their achievement. If we were to look at PP students who display no behaviour issues at all and attend frequently, their progress is almost exactly the same as the schools total P8 figure. Behaviour has a significant impact on PP student's achievement. The P8 score of students with no behaviour points is almost exactly the same as the P8 score for the whole school.

This has driven our decision to place our resources provided through the Pupil Premium funding into behaviour management as if we can foster positive attitudes and promote positive behaviour amongst our students, they make much better progress. It also shows that for those students who do not display such behaviours, their behaviour is having a significant impact on their progress. Having a strong team in place to keep students making the right decisions and providing good sanctions and rewards for students will help us drive PP improvement even further.

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