

Pupil premium strategy statement (secondary)

1. Summary information					
School	Backwell School				
Academic Year	19/20	Total PP budget	£153,160	Date of most recent PP Review	May 2018
Total number of pupils	1,752	Number of pupils eligible for PP	168	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving 4+ EM	41.2%	50.3%
Progress 8 score average	-0.9	-0.15
Attainment 8	3.54	5.03

3. Barriers to future attainment (for pupils eligible for PP)

Overview:

- Outcomes demonstrate the need for accelerated progress for some disadvantaged students in literacy and numeracy skills.
- Behavioural data typically shows a positive learning environment but there is the need for better accountability and intervention for a small number of students that can affect the learning of others. The new behaviour system will be reviewed to see whether disadvantaged students are affected by this.
- There is real strength within teaching and learning. Students and teachers have very strong relationships but there remains the need for consistent use of home learning and differentiation across the ability range and especially to ensure disadvantaged students are able to benefit the most. Ensuring the curriculum is appropriate to meet the needs of students remains a key focus.
- P8 for disadvantaged is below national average overall (and for middle learners). The Ebacc data has been impacted by underperformance in some subjects and open data compares less favourably across the range of subjects.
- Attendance of disadvantaged students must be improved across all years – overall attendance was just below national average but disadvantaged attendance much lower and compares poorly nationally (FSM persistent absence is double the national average and 3 times higher than non-FSM).

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Transition: A minority of students arrive in Year 7 significantly behind their peers in terms of age related learning and there continue to be a small number of students transitioning with clearly undiagnosed / uncommunicated SEN requirements. In some situations this can mean students are unable to fully access the curriculum. Transition typically captures SEN needs well but is less focussed on the needs of disadvantaged students.
B.	Progress gaps and outcomes for students: GCSE results show a persistent gap in outcomes for disadvantaged students. Progress is typically more equal in En, Ma and some ebacc subjects but typically less equal across the open subjects. There exists a crossover between PP/LPA and boys. The EEF families of schools database indicates that there are schools with broadly similar demographic data that are securing better outcomes for students than Backwell is. Progress has been secured further within English than Maths. Data suggests that low attaining mathematicians may stay as such throughout their career at Backwell and that the setting system may not provide opportunities for success or engagement – particularly in the bottom sets’. Scrutiny has shown that home learning is not yet consistently used to support class based learning.
C.	Parental / Home engagement: There exist very good relationships between School and Home but there are some families of disadvantaged students where the School has failed to engage with successfully. Anecdotally, and from different stakeholders there is a perceived culture at Backwell where most students are relatively affluent and that disadvantaged students ‘stand out’ in some regards, such as literacy/fluency, in their cultural experiences and that these factors sometimes add to an existing perception of stigma.
D.	Behaviour: Qualitative and quantitative data show behaviour is typically good but that there are a number of students, classes and year groups’ where there is the potential for behaviour for learning to undermine the learning of others. Some of these represent disadvantaged students and there is a need to improve the behaviour, work with families and ensure there are no barriers to learning. Some of these individuals are from ‘hard to reach’ families and we need to find ways to address this.
E.	Link with SEN: ESTA support has previously been loosely linked to supporting the outcome for disadvantaged students. There have been good initiatives but inconsistent application and the impact of measures has been hard to evaluate. There is a need to better align the work of the SEN team within the support for disadvantaged students. This is being addressed by the new SENDCO
F.	Attendance: Attendance whole school is currently circa national average (below the School’s own target of 96%) but for disadvantaged students the average is closer to 91%. Anecdotally the school has been seen by some in the community as a ‘non-finishing school’ with inconsistent processes to support rigorous attendance. Additionally looser tutor time arrangements have potentially damaged the value of morning punctuality.

G.	Curriculum: An ongoing objective is to provide a balanced set of pathways at keystage 4 that appropriately support students who may struggle through their own learning needs to access a heavily academic suite of GCE's, as well as provide more engaging options for students beginning to disengage with formal education.
H.	Mental Health / Resilience: There is a need with all students to continue to promote an attitude of learning which reflects resilience and openness to failure. This is supported by the current UK context where mental health is more regularly promoted and a diminishing local authority where wrap-around care is increasingly falling to the NHS and Schools to provide further mental health based services. Our 'in house' wellbeing support is targeted at Disadvantaged students where appropriate and they re prioritised where possible
I.	Destinations: 80% students typically progress in backwell Post 16, but 20% do not. NEET numbers remain very low (and below national average) but there is the need to continue to secure solid destinations for the most vulnerable students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
J.	LA provision: There are diminishing levels of services provided by the local authority – most importantly with regard to Mental Health provision by CAMHs; alternative provision, careers but also Children's Services more generally. Thresholds are high at a time of increased need and school is increasingly becoming the service of last resort. The local authority has changed its Free School Meals policy such that families must reapply every single term.
K.	Finances: Costs associated with all items have typically risen by more than budgetary increases. This potentially impacts the accessibility of a number of key enrichment activities such as foreign trips – which despite school subsidy may still be beyond the affordability of disadvantaged families.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
Success criteria	
A.	Transition: <ul style="list-style-type: none"> • Students starting at Backwell School and identified as in need of catch-up receive intervention to accelerate their learning. • The Y7 transition plan identifies disadvantaged students with additional needs. • More consistent capture of PP context and information at Y7 transition. • <i>Measured by: collation of key information, ES tracking and testing, and the creation of pen portraits</i>
B.	Progress gaps and outcomes for students: <ul style="list-style-type: none"> • PP students make progress in line with all students.
	<ul style="list-style-type: none"> • PP Students make minimum expected age related learning and significantly catch up. • Where appropriate EHCP processes are started. • All staff engage in creation and use of pen portraits
	<ul style="list-style-type: none"> • Closing in P8 outcomes for disadvantaged students.

	<ul style="list-style-type: none"> • All subjects secure progress for PP students regardless of being Ma, En, ebacc or open subjects. This applies to all types of learners including low prior attaining students • PP review conducted and findings incorporated into PP strategy. This will in turn support the strategic goal and culture of support for PP students. • Consistent and regular setting and completion of home learning for PP students • A review of School 'setting' and appropriateness • <i>Measured by: AWOL at Keystage 3; PP RAG checking; data returns; GCSE outcomes; appraisal targets; curriculum meetings and agenda's; FROG data; student, staff and parental voice</i> 	<ul style="list-style-type: none"> • Engagement of key students with SLT mentoring programme. • Ongoing Creation of PP pen portraits. PP students make national levels of progress in maths • All students are being set regular home learning (as per departmental policy) • Improved progress for PP students
C.	<p>Parental / Home engagement:</p> <ul style="list-style-type: none"> • Greater parental contact and influence upon students education • Creation of clearer student support package being offered to families and communicated clearly with families • <i>Measured by: Recording of parental attendance to events. Mapping of PP households – potential to offer an alternative venue to support parental engagement, e.g. reduced scale parents evening or careers information etc.</i> 	<ul style="list-style-type: none"> • 100% engagement of PP families • Creation of 'Backwell offer'
D.	<p>Behaviour:</p> <ul style="list-style-type: none"> • Students identified as requiring behaviour intervention to have made progress against their perceived difficulty and appropriate evidence of intervention to be recorded. • The Behaviour Support Room is intended to provide support for students who find barriers to their learning. • Teaching groups are reviewed and arranged with a view to best matching groups with teacher and not another preference. • All staff understand, are motivated by and are accountable for PP students' progress. Where appropriate staff should attend relevant CPD. • <i>Measured by: Behaviour logs; individual involvement of student in the wider school e.g. through clubs, trips or activities that would develop their cultural capital. Appraisal targets & review.</i> 	<ul style="list-style-type: none"> • Reduced numbers of fixed term exclusions and repeat offence. • Positive student voice assessing the impact of monitoring and intervention. • All staff understand 'Backwell PP Charter' • Increased attendance to staff CPD.
E.	<p>Link with SEN:</p> <ul style="list-style-type: none"> • Redesign of SEN team to reflect more strategic use of teaching assistant time and better targeting of support to key areas of responsibility 	<ul style="list-style-type: none"> • Completion of training • Completion of SEN team restructure

	<ul style="list-style-type: none"> • Clear system of support for PP students delivered through education support – with a key member of staff within the team taking accountability. • Successful completion of OLEVI training (through SSIF bid). 	
F.	<p>Attendance:</p> <ul style="list-style-type: none"> • Increased attendance rates for PP students • Strategic review of attendance systems and procedures. • Improved attendance and engagement with tutor time. Specifically there needs to be a better system delivering a full range of tutor activities including PSHE, current affairs and other parts of the broader curriculum. • <i>Measured by: attendance data; House self-evaluation; issue of penalty notices as appropriate; student, staff and parent voice</i> 	<ul style="list-style-type: none"> • PP attendance – 95% target • Reduction in PA • Effective use and review of attendance system Weekly cycle of tutor activities in place with Pastoral Leaders expected to QA these. • Yearly tutor time plan indicating schemes of learning that cover PSHE and current affairs • Creation of required resources
G.	<p>Curriculum:</p> <ul style="list-style-type: none"> • An option or options within Keystage 4 curriculum, that both appeal to students who are likely to disengage with a full academic curriculum and offer a broader, potentially more vocational subject material • <i>Measured by: KS4 course offer; student voice</i> 	<ul style="list-style-type: none"> • A small number of families/students given clear directed choice to take course
H.	<p>Mental Health / Resilience:</p> <ul style="list-style-type: none"> • Students fully understand the learning process and the fact that failure is to be encouraged as a key part of that • Students adopt a growth mind-set with regard to their learning • Introduction of Y7 'runwell' programme, Y8 'mindwell' and a further Y9 activity as yet untitled. • <i>Measured by: assembly delivery; PSHE curriculum; student voice; engagement within 'runwell'</i> 	<ul style="list-style-type: none"> • RAG rated effort scores and teacher reports indicate an improvement for PP students • 100% of disadvantaged students involved within 'runwell'
I.	<p>Destinations:</p> <ul style="list-style-type: none"> • All PP students have met with the Careers Advisor, have worked with their House team and have a clear destination following GCSE's • <i>Measured by: Post-16 applications; CIAG tracker</i> 	<ul style="list-style-type: none"> • 0% NEET, 100% destinations
J.	<p>LA provision:</p>	<ul style="list-style-type: none"> • All entitled families receive free school meals

	<ul style="list-style-type: none"> • Backwell make effective use of the remaining services offered by the Local Authority and seek other sources of support where able to (for example ISG's successful SSIF bid) • Creation of Backwell FSM system of auto-enrolment for some families • <i>Measured by: attendance of Inclusion Panel; SEN and safeguarding clusters; NSTA meetings etc.</i> 	
K.	<p>Finances:</p> <ul style="list-style-type: none"> • Review of affordable options and alternatives • Families living in hidden poverty or on low incomes are identified and appropriate support is put in place • <i>Measured by: PP family take-up of trips, visits and residential</i> 	<ul style="list-style-type: none"> • All PP student's feel able to enjoy the full range of enrichment opportunities and extra-curricular activities. • Staff are proactive in supporting disadvantaged students in extra curricular activity.

5. Planned expenditure			
Academic year	2019/20		
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	Staff lead	When will you review implementation?
All outcomes	Support delivered through key staff: <ul style="list-style-type: none"> • AHT with leadership for Pupil Premium and establishment of • Provision of 1:1 Maths tuition • Provision of targeted teaching assistant support • Dedicated admin support for Pupil premium (including transition focus) 	M. Sills	Sept 2020
A	Review the use of literacy catch-up intervention programme. More intensive data gathering process with regard to SEN during Y7 transition. See LD for more details of catch-up strategy.	SENCO with D.East support	Sept 2020
B	Action inc: All staff positively promote teaching strategies to support PP students. Stronger governance and evidence of impact of use of PPG. Effective use of PP Champions throughout departments. Ongoing creation of pen portraits. Targeted SLT mentoring. PP review of system following SSIF bid. Establishment of key teaching & learning principles – potential non-negotiable etc.	MCS CL SLT Through Curric & Past teams	Sep 2020

D	<p>Behaviour focus on school development priorities 19/20</p> <p>Embedded progress tasks for targeted students in all staff appraisals.</p> <p>SLT timetabling to ensure best match between teachers and groups where required.</p> <p>Review of CPD offered – in particular including non-teaching staff (and TA's), and induction training (including mid-year recruitment).</p> <p>New Behaviour policy in place and needs to be reviewed to assess impact upon disadvantaged students – particularly any students repeating similar behaviours.</p>	DE PS ISG MCS	Sep 2020
F	<p>Embedding of new attendance procedures with regular fortnightly checking and escalation of attendance concerns.</p> <p>EWO intervention / penalty notice where required.</p> <p>Embedding of new tutor time programme and PSHE curriculum.</p>	PC and PLs	Sep 2020
H	<p>Strategies discussed and being put in place for 18/19 to develop resilience, including PSHE, peer tutoring programme and small group programme of rolling workshops for identified students.</p> <p>Wellspring counselling service. North Somerset School Nursing Service.</p>	MCS and Pastoral teams	Sep 2020
C	<p>Personalised invites to parents evenings and follow up meetings as required.</p>	M Sills and PLs	Jan 2020
E	<p>Reorganisation of key functions within SEN team will provide greater consistency of support for PP students.</p> <p>Alignment of intervention maths and SEN.</p>	SENCO	Sep 2020
G	<p>Review of keystage 4 curriculum offer.</p> <p>Review and implement vocational KS4 offer for targeted students.</p>	DH Curriculum	Sep 2020

I	All PP students to receive professional Careers interview s throughout there schooling. One member of SEN team to be designated careers lead for SEND students.	MCS and SENDCO	Sep 2020
B	Maths and English intervention teaching	Curric Heads	Sep 2020
B, C	PP information needs to be compliant – creation of strategy document and evaluation. In addition better information on the website including case studies, quotes and plans for the year information. Provide information for PP parents about how the PPG will be used with the children and the impact of the strategies through meetings or statements.	D.East Admin team	Sep 2020
Total budgeted cost			£158,382