

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Buile Hill Visual Arts College				
Academic Year	2017/18	Total PP budget	£376,805	Date of most recent PP Review	Jan 17
Total number of pupils	738	Number of pupils eligible for PP	403	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving a Good Pass in Maths and English	32%	64.7%
Progress 8 score average	-0.748	0.12
Attainment 8 score average	43.01	52
% of students who achieved the EBacc	5%	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	High attaining disadvantaged students are not achieving their expected targets
B.	Literacy and communication skills are lower for key stage three disadvantaged students compared to non disadvantaged students
C.	Attitudes to learning need improving for a minority of disadvantaged students in Years 8 and 9
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance of disadvantaged students is below that of non disadvantaged students and the whole school target

<b>E</b>	The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improve attainment and progress for high attaining disadvantaged students across all year groups, so that students achieve at least their expected target in line with their KS2 scores.	Identify high attaining disadvantaged students across the school. Monitoring and intervention for those students to be recorded by class teachers termly. Moderation of intervention and effectiveness completed termly by HOF. Close the progress gap in all year groups between high attaining students and high attaining disadvantaged students.
<b>B.</b>	High levels of progress in literacy for the disadvantaged KS3 students evidenced through literacy scores	Ensure that those disadvantaged students who are identified as having low literacy skills make rapid progress through literacy and communication interventions
<b>C.</b>	Reduction in the number of behaviour incidents and improved attitudes to learning from the identified cohort	Behaviour modification with the Head of Year team, reduced number in behavioural incidents for this cohort. Improvements in attendance. Improvement in rates of progress.
<b>D.</b>	Improved rates of attendance for disadvantaged students	Monitoring of attendance of disadvantaged students. Trigger attendance process at 96% for this cohort. Ensure that attendance does not affect progress with HOY monitoring work completed during extended periods of absence.
<b>E</b>	The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations	Low aspirations and resilience to learning

5. Planned expenditure					
Academic year		2017-2018			
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	When will you review implementation?
A Increased rates of progress for high attaining disadvantaged students across all year groups	Additional staffing in core and EBACC subjects	The high attaining disadvantaged students underperformed as a cohort in the 2017 GCSE examinations. Smaller teaching groups will allow more focus with individual intervention	Regular monitoring at classroom, head of faculty and SLT level of the performance of this cohort	LMC, SDU, JSU	Following Progress Check 1 - November 2017
E The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations	Careers advice	The percentage of NEETs is lower for disadvantaged students. The careers service will ensure that students are on appropriate pathways	Line management of the careers and options	ASI	Ongoing - November applications
A Increased rates of progress for high attaining disadvantaged students across all year groups	CPD for staff on effective strategies for teaching disadvantaged students	Rates of progress and GCSE attainment for this cohort	Teaching and learning observations	LMC	Observations - December and March
<b>Total budgeted cost</b>					

## 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	When will you review implementation?
A Increased rates of progress for high attaining disadvantaged students across all year groups	Maths 1 to 1 mentoring	Disadvantaged students underperformed in the GCSE examinations	Regular monitoring through assessments and progress checks	RWO	Ongoing - progress checks
A Increased rates of progress for high attaining disadvantaged students across all year groups	Additional core lessons for underperforming Year 11 students	The high attaining disadvantaged students underperformed as a cohort in the 2017 GCSE examinations. Smaller teaching groups will allow more focus with individual intervention	Regular monitoring at classroom, head of faculty and SLT level of the performance of this cohort	ASI	Following Progress Check 1 - November 2017
B High levels of progress in literacy for the disadvantaged KS3 students	Phonics and literacy programme	Disadvantaged students on entry had lower literacy scores. The programme accelerates the progress in these skills	Literacy tests and attainment and progress in English	KCA	Annually
B High levels of progress in literacy for the disadvantaged KS3 students	Accelerated reading programme	Disadvantaged students on entry had lower literacy scores. The programme accelerates the progress in these skills	Reading age tests	KCA	Annually
E The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations	Homework club	Parental and student surveys reveal that not all students have access to computers and the internet and some students need support with	Attendance monitoring	DGI	Annually

A Increased rates of progress for high attaining disadvantaged students across all year groups	Revision sessions in the half term	Disadvantaged students underperformed in the GCSE examinations. Student and parental voice revealed that more support with revision was needed.	Rates of progress and attainment Attendance to sessions	HOF	Following Progress Check 1 - November 2017
A Increased rates of progress for high attaining disadvantaged students across all year groups	Year 11 intervention sessions	Disadvantaged students underperformed in the GCSE examinations. Student and parental voice revealed that more support with revision was needed.	Rates of progress and attainment Attendance to sessions	HOF	Following Progress Check 1 - November 2017
D Improved rates of attendance for disadvantaged students C Reduction in the number of behaviour incidents and improved attitudes to learning from the identified cohort	Behaviour and attendance tracking and intervention	In the previous academic year, the disadvantaged students that underperformed in Year 7 and 8 were more likely to have a higher number of behaviour points. The disadvantaged students have significantly lower attendance which is impacting progress	Monitoring of the tracking and the provision of work for students with low attendance	HOF HOY LMC AGO/GDA	Ongoing
D Improved rates of attendance for disadvantaged students and A Improve attainment and progress for high attaining disadvantaged students across all year groups, so that students achieve at least their expected target in line with their KS2 scores.	Alternative provision and off site courses	Ensuring that the curriculum is broad and balanced and meets all students needs		ASI	Ongoing
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations	Subsidised music lessons	The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally. This ensures that all students have access to peripatetic music lessons	Number of students taking lessons	ASI	Ongoing
E The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations	Ingredients for food technology	The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally. This ensures that all students have access to practical food lessons	Number of students	DCO	Ongoing
E The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations	Revision booklets	The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally. This ensures that all students have access to revision materials	Number of students	HOF ASI	Ongoing

<p>E The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally, therefore financial barriers have an impact on resilience and low aspirations</p>	<p>Breakfast club</p>	<p>The school deprivation index is 0.38 compared to the national average of 0.2. The school is in the top 1% of the most deprived areas nationally. This ensures that all students have access to breakfast in school</p>	<p>Number of students</p>		
<p>C Reduction in the number of behaviour incidents and improved attitudes to learning from the identified cohort</p>	<p>Rewards</p>	<p>Encouraging and celebrating positive behaviour choices</p>	<p>LMC to begin monitoring impact for disadvantaged students</p>	<p>ASI</p>	<p>Ongoing - begin to</p>
<p><b>Total budgeted cost</b></p>					