



## Pupil premium strategy statement: The Bemrose School

1. Summary information					
<b>School</b>	The Bemrose School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£575,000	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	1,130	<b>Number of pupils eligible for PP</b>	557	<b>Date for next internal review of this strategy</b>	Jan 2019

2. Current attainment 2017/18		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>KS4 Progress 8 score average</b>	-0.74 provisional -0.58 provisional <i>with outliers removed</i>	<i>Not yet released</i>
<b>KS4 Attainment 8 score average</b>	24.91 provisional 28.70 provisional <i>with outliers removed</i>	<i>Not yet released</i>
<b>KS2 Outcomes [reading/GPS/writing/maths]</b>	35%/35%/75%/35%	80%/82%/83%/81% <i>(all pupils)</i>
<b>KS2 Outcomes [combined]</b>	20%	70% <i>(all pupils)</i>
<b>KS1 Outcomes [reading/writing/maths]</b>	46%/31%/54%	79%/74%/80% <i>(all pupils)</i>
<b>KS1 Outcomes [phonics]</b>	60%	85% <i>(all pupils)</i>
<b>EYFS Outcomes [GLD]</b>	100%	71% provisional <i>(all pupils)</i>

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy and numeracy skills - pupils who are eligible for PP enter KS3 with lower KS2 outcomes than other pupils
<b>B.</b>	Students with middle and high prior attainment on entry to the secondary who are eligible for PP are making less progress than other pupils across the school. This prevents sustained high achievement through KS4.
<b>C.</b>	There is within school variation in the outcomes of pupils who are eligible for PP.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Not all parents who are eligible for Free School Meals take up this offer, particularly in KS1.
<b>E.</b>	Levels of parental of engagement are inconsistent.
<b>F.</b>	Many pupils have not had personal exposure to higher education and therefore lack personal aspiration.
<b>G.</b>	Attendance rates for pupils eligible for PP are 92.5% (below non-disadvantaged pupils at 95.4%). This reduces their school hours and causes them to fall behind.
<b>I.</b>	The school has a highly mobile population: only 55% of the Year 2018-19 cohort have been with us since the start of Year 7. This impacts on curriculum and student continuity of learning.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	There is improvement in the core literacy and numeracy skills of pupils are eligible for PP at the end of KS2 and throughout KS3	Robust plans for the raising achievement of disadvantaged pupils with a sharp focus are approved, costed, and reviewed/evaluated on a ½ termly basis across the school. See outcomes in SIP.
<b>B.</b>	Students with middle and high prior attainment on entry to the secondary who are eligible for PP achieve in line with all pupils and there is high achievement through KS4.	Strategies to target disadvantaged pupils in these groups will be embedded in lesson planning and practice
<b>C.</b>	There is little or no within school variation in the outcomes of pupils who are eligible for PP.	The achievement of disadvantaged pupils will have accelerated in relation to starting points and national attainment benchmarks across all subjects. Evidenced based approaches adopted across all phases and areas
<b>D.</b>	All parents who are eligible for Free School Meals take up this offer, particularly in KS1.	Increased numbers of KS1 parents who are eligible for the Pupil Premium take up this offer in 2018/19.

<b>E.</b>	All pupils who qualify for the PP demonstrate positive attitudes to learning as well as initiative and resilience.	Disadvantaged pupils will demonstrate improve attitudes to learning evidenced by effort grades/PASS, learning walks, and work scrutinies  The behaviour of disadvantaged pupils is consistently good: - FTE reduces by 15% - Zero PEX
<b>F.</b>	All pupils who qualify for the PP demonstrate personal aspiration and a desire to continue with their studies beyond KS4	Increased number of disadvantaged pupils who continue into further education
<b>G.</b>	There is an improvement in attendance rates for pupils eligible for PP so that they attend school in line with all pupils.	Disadvantaged pupil's attendance to or above the whole school average figure
<b>I.</b>	Pupils new to the school are supported in quickly addressing gaps in learning and there is careful monitoring and effective interventions to address underachievement.	There is greater and more transparent accountability in the monitoring and evaluation of actions leading to improved outcomes at all levels for disadvantaged pupils with more rapid responses to any slippage in progress. See outcomes in SIP.

Strategic priority	Planned activities to support objective	Intended outcome	Time/Cost
<p>1. Ensure that leaders at all levels take responsibility for driving improvements in the provision for disadvantaged pupils by rigorously monitoring and evaluating the quality of work in their departments, and holding teachers more stringently to account for the progress made by disadvantaged pupils <a href="#">[L1]</a></p>	<p>1.1 Develop a job specification for the Pupil Premium AHT leads so that there are clear lines of accountability  1.2 Sharpen the criteria for Pupil Premium bids – and review the bid form itself – to ensure that they have the desired impact on disadvantaged pupils  1.3 Develop cross-phase strategy and communication between Pupil Premium leads through half-termly Pupil Premium review meetings (2hrs)  1.4 PP Project Fund: Strengthen processes for evaluating the impact of Pupil Premium bids on student achievement, and ensure that this information is used to improve the quality of improvement plans <a href="#">[L3.3, L3.4]</a>  1.5 PP Intervention Fund: Ensure that the Pupil Premium intervention fund is strategically divided between the Primary and Secondary phase  1.6 Increase the numbers of parents taking up the offer of the Pupil Premium (free school meals)</p>	<p>Robust plans for the raising achievement of disadvantaged pupils with a sharp focus are approved, costed, and reviewed/evaluated on a ½ termly basis across the school <a href="#">[L1, L3.3, L3.4]</a></p> <p>There is greater and more transparent accountability in the monitoring and evaluation of actions leading to improved outcomes at all levels for disadvantaged pupils with more rapid responses to any slippage in progress. <a href="#">[L1]</a></p> <p>Increased numbers of EYFS parents who are eligible for the Pupil Premium take up this offer</p>	<ul style="list-style-type: none"> <li>- Half-termly meeting time for PP leads timetabled</li> <li>- PP bid costs £20,000</li> </ul>
<p>2. From starting points, the progress made by disadvantaged pupils will be tracked and underperformance will be identified, appropriate intervention strategies are planned, actioned and then analysed to evaluate the impact of these strategies <a href="#">[O2]</a></p>	<p>2.1 Ensure that all staff are held accountable for the progress of their disadvantaged pupils <a href="#">[O2.1, L1.6, L1.8, PDWB 4.1]</a>  2.2 Ensure that PiXL principles are used in a way that leads to gains for disadvantaged pupils, particularly within Humanities and Science <a href="#">[O2.2, L1.7, L1.13, TL3.5, TL3.6]</a>  2.3 Ensure that personalised intervention strategies are in place across the school to target the underachievement of disadvantaged pupils <a href="#">[O2.3]</a>  2.4 Support leaders to evaluate the impact of intervention strategies on the achievement of disadvantaged pupils <a href="#">[O2.3]</a>  2.5 Signpost the most up to date research and other evidence related to what works for disadvantaged pupils to all staff including that of the Bemrose Research Group <a href="#">[TL1.5]</a>  2.6 Monitor and evaluate the impact of 'Going 4 Green' weeks on the achievement of disadvantaged pupils <a href="#">[O2.4]</a>  2.7 Monitor and evaluate the impact of homework as a strategy to promote the independence and progress of disadvantaged pupils <a href="#">[O2.5, TL 2.3]</a>  2.8 Monitor the new rewards system to ensure that disadvantaged pupils are equitably rewarded <a href="#">[O2.6, TL2.3, PDWB2.3, PDWB2.5]</a></p>	<p>Better and more secure outcomes for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- EYFS- 70%+</li> <li>- Phonics- 75%+</li> <li>- KS1-RWM 65%+</li> <li>- KS2-50%+</li> <li>- KS4-P8 &gt;-0.25 [St Pop -0.1] <a href="#">[L1]</a></li> </ul>	<ul style="list-style-type: none"> <li>- Data Lead time</li> <li>- LM meeting time in Hums and Science</li> <li>- Time within LM</li> <li>- Inset time</li> <li>- Intervention staffing costs £50,000</li> </ul>

<p>3. Maintain a strong focus on overcoming barriers to learning among disadvantaged pupils so that they make faster progress <a href="#">[TL1]</a></p>	<p>3.1 Monitor and evaluate the impact of feedback to develop stretch and challenge for disadvantaged pupils <a href="#">[TL1.1]</a></p> <p>3.2 Monitor and evaluate the impact of reward systems on homework completion by disadvantaged pupils <a href="#">[TL1.2]</a></p> <p>3.3 Monitor and evaluate the impact of FIRST strategies on the achievement of disadvantaged pupils <a href="#">[TL1.3]</a></p> <p>3.4 Monitor and evaluate the transition projects in English and Maths to ensure a flying start for disadvantaged pupils to each new key stage (EYFS, KS1, KS2, KS3, KS4, post-16) <a href="#">[TL1.4]</a></p> <p>3.5 Monitor and evaluate the impact of initiatives related to vocabulary development in secondary phase science and English on the achievement of disadvantaged pupils <a href="#">[TL1.5]</a></p> <p>3.6 Monitor and evaluate the impact of PIXL Edge to develop the resilience and initiative of disadvantaged pupils <a href="#">[TL1.6]</a></p> <p>3.7 Ensure that there are consistently high expectations of what disadvantaged pupils can/should achieve, particularly the most able <a href="#">[TL2]</a></p>	<p>The achievement of disadvantaged pupils will have accelerated in relation to starting points and national attainment benchmarks</p> <p>Strategies to target disadvantaged pupils will be embedded in lesson planning and practice</p> <p>Evidenced based approaches adopted across phases and areas</p>	<ul style="list-style-type: none"> <li>- Data Lead time.</li> <li>- Time with LM</li> </ul>
<p>4. Further develop the personal development, behaviour and welfare of disadvantaged pupils so that they are ready to learn <a href="#">[PDBW 1]</a></p>	<p>4.1 Monitor and evaluate whole school strategies, including HoH, to ensure that the behaviour of disadvantaged pupils supports learning school <a href="#">[PDBW 2]</a></p> <p>4.2 Monitor and evaluate whole school strategies to improve the attendance of disadvantaged to minimise gaps in learning <a href="#">[PDBW3, Pri.4.5]</a></p> <p>4.3 Monitor and evaluate the impact of curriculum of the achievement of disadvantaged pupils including TOPIC groups and KS4 alternative pathways <a href="#">[PDBW 1.1/2]</a></p> <p>4.4 Ensure that disadvantaged pupils with emotional and mental health difficulties are well-supported <a href="#">[PDBW 1.6]</a></p> <p>4.5 Evaluate the impact of events aimed at engaging the families are disadvantaged pupils including those held at Rose Hill Surestart Centre, NCAT family learning programme <a href="#">[PDBW 1.7/8]</a></p> <p>4.6 Ensure that there are high quality learning experiences outside of school for disadvantage pupils to broaden horizons and foster aspiration e.g. trips to Derby University, Prince's Trust, Duke of Edinburgh <a href="#">[PDBW 1.12]</a></p> <p>4.7 Trial PASS attitudinal surveys in Years 7 and 10 in order to identify barriers to learning at the start of the Key Stage and more sharply evaluate the impact of initiatives on pupils' self-perceptions of self and school</p>	<p>The behaviour of disadvantaged pupils is consistently good:</p> <ul style="list-style-type: none"> <li>- FTE reduces by 15%</li> <li>- Zero PEX</li> </ul> <p>Disadvantaged pupil's attendance to or above the whole school average figure</p> <p>Increased number of disadvantaged pupils who continue into further education</p> <p>Disadvantaged pupils will demonstrate improve attitudes to learning evidenced by effort grades/PASS, learning walks, and work scrutinies</p>	<ul style="list-style-type: none"> <li>- PASS survey costs: £285 annual school set-up fee; £322 (£1.15 pp fee for 2 surveys)</li> </ul>

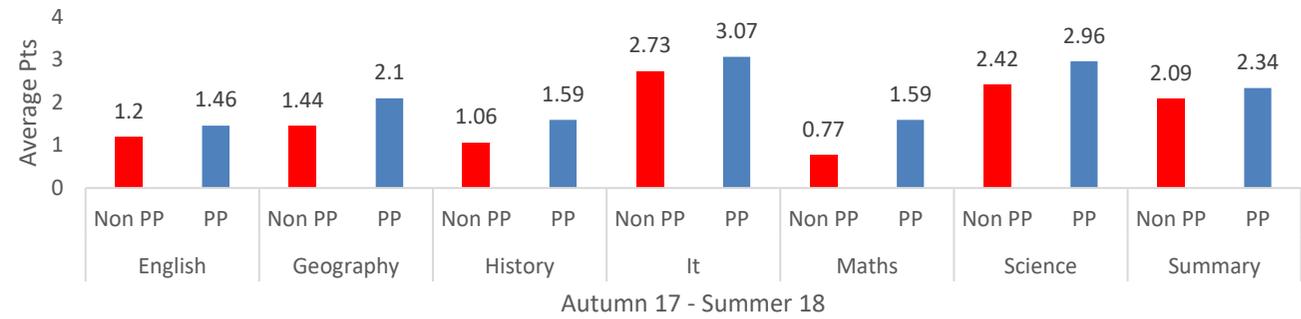
Actions	Start Date	Lead	Resources	Success Criteria	Monitoring	Milestone 1	Milestone 2	Milestone 3
1.1 Develop a job specification for the Pupil Premium AHT leads so that there are clear lines of accountability	9/18	PP Leads	N/A	Job description agreed and in place	NW	Send draft job spec to NW for approval – July 2018	Final job specification agreed and passed to PP link Governors for final approval – Sept 2018	Review actions against job specification as part of Performance Management interim reviews – Feb 2018
1.2 Sharpen the criteria for Pupil Premium bids – and review the bid form itself – to ensure that they have the desired impact on disadvantaged pupils	9/18	PP Leads	Meeting time	New bid form in place New bid criteria approved and communicated to all staff	ASC/KB	Create new criterion for PP bids and draft new PP bid form – Sept 2018	Ensure all staff clearly understand criteria on which PP bids will be approved – Oct 2018	Review impact of amended criterion and form on the quality and impact of bids in autumn term – Jan 2018
1.3 Develop cross-phase strategy and communication between Pupil Premium leads through half-termly Pupil Premium review meetings (2hrs)	9/18	PP Leads	Meeting time	Regular meetings in place with agreed agenda and minutes	ASC/KB	Agree dates for half-termly PP review meetings for 2018-19 – Sept 2018	Review minutes of autumn term 1 meeting and agreed actions – Dec 2018	Evaluate effectiveness of half-termly meetings as strategy – Jan 2018
1.4 Strengthen processes for evaluating the impact of Pupil Premium bids on student achievement, and ensure that this information is used to improve the quality of improvement plans [ <a href="#">L3.3</a> , <a href="#">L3.4</a> ]	9/18	PP Leads	Meeting time	All bids are evaluated rigorously and demonstrate clear impact on the achievement of disadvantaged pupils	ASC/KB	Establish the Outlook calendar as a means to flag review dates for PP bids – Oct 2018	Ensure all activities ending in autumn term have been rigorously evaluated and fed into SIP report – Dec 2018	Ensure all activities ending in autumn term have been rigorously evaluated and fed into SIP report – March 2018

Actions	Start Date	Lead	Resources	Success Criteria	Monitoring	Milestone 1	Milestone 2	Milestone 3
1.5 Ensure that the Pupil Premium is strategically divided between the Primary and Secondary phase	9/18	PP Leads	Meeting time  Pupil Premium budget	Pupil Premium is strategically divided so that there is clear impact on the achievement of disadvantaged pupils across all phases	ASC/KB	PP leads to decide on how the £50k intervention fund is allocated across Key Stages – Sep 2018	Review current intervention fund spend and impact on pupil outcomes for completed projects / interventions. Feb 2019	Review current intervention fund spend and impact on pupil outcomes for completed projects / interventions. June 2019
1.6 Increase the numbers of parents taking up the offer of the Pupil Premium (free school meals)	9/18	JD JP	Meeting time	Increased numbers of EYFS, Primary and Secondary parents, who are eligible for the Pupil Premium, take up this offer	ASC/KB	Letter drafted. Letter out to parents by 14.9.18	Seize opportunities, at Target Setting Days and Parents' Evenings, to make parents aware of their eligibility for FSM and the benefits to their children. March 2019	Compare numbers of pupils eligible for PP funding on roll from Sep 2018 to Jul 2019.
4.7 Trial PASS attitudinal surveys in Years 7 and 10 in order to identify barriers to learning at the start of the Key Stage and more sharply evaluate the impact of initiatives on pupils' self-perceptions of self and school	9/18	JD CZS	PASS survey costs: £285 annual school set-up fee; £322 (£1.15 pp fee for 2 surveys)	School leaders will have high quality information about the barriers to learning for disadvantaged pupils. Pupil Premium initiatives have a direct impact on these identified needs	ASC	Make arrangements for all Year 7 and Year 10 students to complete PASS – Sept 2018  Disseminate reports to LDs and PPLs and ensure they are used to inform actions – Oct 2018	Repeat PASS for all Year 7 and Year 10 students. Disseminate reports – highlighting changes – to LDs, PPLs, and PP bid leads to enable evaluation of actions in 2018-18 and to inform plans for 2019-20 – May 2019	Explore whether school can effectively create their own attitudinal survey (in line with example from Drapers' Academy) – June 2019

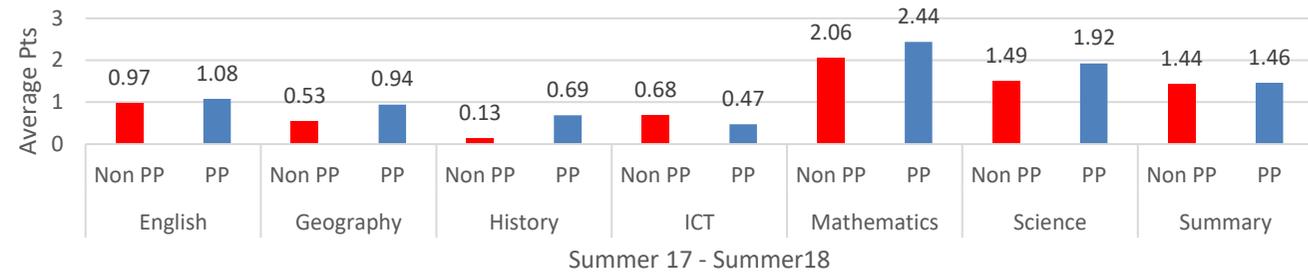
Actions	Start Date	Lead	Resources	Success Criteria	Monitoring	Milestone 1	Milestone 2	Milestone 3
Monitor and evaluate components related to the Pupil Premium in all improvement plans to ensure that there is value for money in terms of the impact on the achievement of disadvantaged pupils	9/18	PP Leads	Meeting time	There will highly effective use of the Pupil Premium across all phases in the raising the achievement of disadvantaged pupils	ASC/KB	<p>Monitor and evaluate the impact of actions on disadvantaged pupils via the following SIP reports:</p> <ul style="list-style-type: none"> <li>• <b>Outcomes</b> – 6<sup>th</sup> Sept 2018</li> <li>• <b>PDBW</b> – 13<sup>th</sup> Sept 2018</li> </ul> <p><u>PP SIP report</u> – 20<sup>th</sup> Sept 2018</p>	<p>Monitor and evaluate the impact of actions on disadvantaged pupils via the following SIP reports:</p> <ul style="list-style-type: none"> <li>• <b>EYFS</b> – 8<sup>th</sup> Nov 2018</li> <li>• <b>L&amp;M/ Outcomes</b> – 15<sup>th</sup> Nov 2018</li> <li>• <b>PDBW</b> – 22<sup>nd</sup> Nov 2018</li> <li>• <b>TL&amp;A</b> – 29<sup>th</sup> Nov 2018</li> </ul> <p><u>PP SIP report</u> – 6<sup>th</sup> Dec 2018</p>	<p>Monitor and evaluate the impact of actions on disadvantaged pupils via the following SIP reports:</p> <ul style="list-style-type: none"> <li>• <b>Primary</b> – 14<sup>th</sup> Dec 2018</li> <li>• <b>PDBW</b> – 17<sup>th</sup> Jan 2018</li> <li>• <b>EYFS/ Post-16</b> – 7<sup>th</sup> Feb 2018</li> <li>• <b>L&amp;M</b> – 28<sup>th</sup> Feb 2018</li> <li>• <b>Outcomes</b> – 7<sup>th</sup> March 2018</li> </ul> <p><u>PP SIP report</u> - 14<sup>th</sup> March 2018</p>

5. Review of expenditure	
Previous Academic Year	
Spend	Impact
Inclusion: <ul style="list-style-type: none"> <li>- Lead Inclusion</li> <li>- Heads of House</li> <li>- Night School</li> <li>- Literacy Support</li> <li>- Inclusion Support</li> </ul>	Information taken from PDWB SIP review EOY 2017 – 18  Attendance 2017 – 2018 PP 92.5% Non PP 95.4% 2016 – 2017 PP 92.21% Non PP 94.91%  Seclusion 2017 – 2018 PP 64% 2016 – 2017 PP 67%  Isolation Visits 2018 – 2018 PP 175 pupil/60% 2016 – 2017 PP 226 pupils/62%
Teaching: PPL PP Champions for Pri & Sec HLTA Eng HLTA maths Lit TA TA Phonics	Information taken from the calendared PP SIP reviews and the Outcomes SIP review EOY 2017 – 18  <b>Key PP figures</b>  <u>Primary</u> EYFS GLD: 2017 – 2018 100% 2016 – 2017 33%  <u>KS3</u> Pupils eligible for the PP now make more points of progress in all year groups in some subject areas. See tables below.

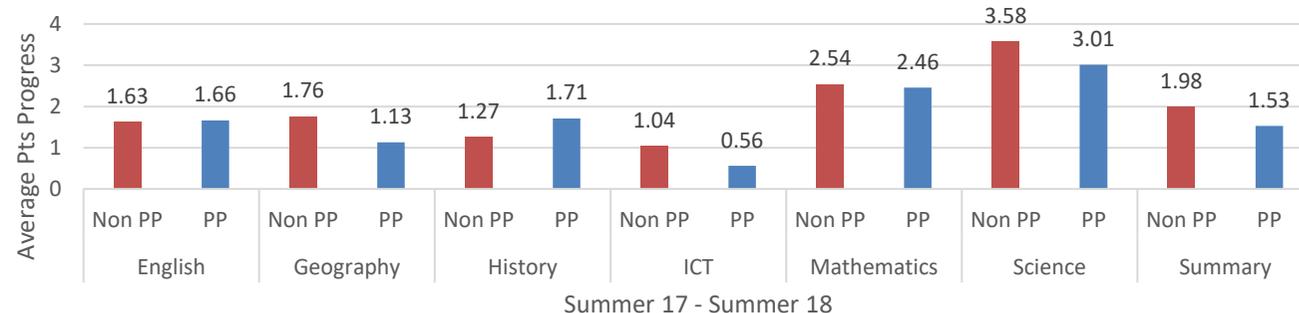
## Year 7 - Pupil's Average Pts Progress



## Year 8 - Pupil's Average Pts Progress



## Year 9 - Pupil's Average Pts Progress



2018 On/Above track to reach P8		On/Above Track %		
Name	Pupil Premium	Year 7	Year 8	Year 9
English	Non Pupil Premium	57.8	74.7	38.8
	Pupil Premium	54.9	57.3	27.7
Maths	Non Pupil Premium	89.3	89.3	68.2
	Pupil Premium	84.5	76.4	67.3
Science	Non Pupil Premium	82.1	76	61.2
	Pupil Premium	78.9	61.8	49.4

### KS4

Provisional outcomes data for summer 2018 indicates greater rates of progress for pupils eligible for the PP when outliers have been removed.

Provisional internal data for Year 11 2018 – 2019 indicates that this trend will continue over time.

	2017	2018 Provisional	2018 Provisional w/outliers removed	2019 Y10 DD3
Dis.	-0.66	-0.74	-0.58	-0.60
Non-dis.	0.05	-0.01	0.16	-0.24

Additional:

Primary phase

Interventions	1	37 Phonics (11 pp) 12 Comprehension Guided Reading (7pp) 6 Maths skills (4 pp) 8 SEN Writing (3 pp) 7 Writing Booster MA group (2 pp)	
	2	20 Reading SATs booster (9pp) 16 Phonics (10pp) 6 Greater depth maths 5 Basic Maths skills (3pp) 15 Maths SATs booster (8pp)	
	3	No external interventions all internal TAs/staff	
	4	No external interventions all internal TAs/staff	
	5	No external interventions – all by Emily Rickerby	
	6	6 PP children – intervention for writing by Karen Lamb Spring term. All Y6 in Summer term, 8 of which PP by Elaine Cook for writing interventions.	
	<p><u>Secondary phase</u></p> <p>KS3 – 35 pupils received maths intervention and 37 pupils received English intervention KS4 – 10 Year 11 pupils and 5 Year 10 pupils received one to one tuition in English and/or Maths</p>		
Small class sizes	1:18 across the school		
CEIAG	NEET 2016 – 2017 was 1.5% (2 pupils).		
SISRA / SMHW and Comms	<b>Students Logged In</b>		
	<b>Year</b>	<b>PP</b>	<b>Non PP</b>
	13	10	8
	12	16	10
	11	67	51
	10	72	47
	9	82	68
	8	88	59
	7	72	54

D of E	8/10 pupils of the 2017-18 D of E cohort were eligible for the PP.
Music Tuition	69 Students have benefitted from peripatetic (Guitar and Piano) music lessons over the last academic year. Of the 69 students, 53 are identified as Pupil Premium = 77%
Off-site	5 Year 11 pupils completed off-site courses in 2017-18 of which 4 were eligible for the PP.  20 Year 10 pupils and 13 Year 11 pupils are accessing off-site courses in 2018-19.

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Year 7 catch up premium:

- In 2017/18 we received 41,177 and in 2018-19 we received 41,000
- In year 8 (those accessing numeracy and literacy catch up funding) currently 96% in maths and 68% in English are on track to make expected progress or more.
- Pupils received:
  - Additional out of hour's numeracy sessions and intervention groups
  - Additional out of hour's literacy sessions and intervention groups
  - Breakfast club for literacy and numeracy groups
  - Registration recovery group - literacy
  - Registration recovery group – numeracy
  - Reading classes every day for 20mins with each day with 4 staff
  - In class reading intervention for those within 2 years of chronological reading age
  - Morning literacy withdrawal/intervention for all whose reading age is <2 years below chronological age
  - Easter school for literacy and numeracy intervention sessions
  - Year 7 progress reward scheme
  - PPL focussed support

Enrichment:

- PE kit
- Food Tech resources KS3/4
- Talk Boost KS1
- Revision guides KS4 (various areas)
- Flamborough Head visit KS4 (Geography)
- Castleton trip Y3/4
- Warwick Castle trip Y2
- Creative Arts workshop on World Book Day KS2
- Conkers visit
- USB revision stick KS4
- PiXL revision app keyrings
- SciMatLish revision quizzes
- Lesson 6 additional sessions Y11

Rewards:

- Rewards Week: twice per half term (Intu vouchers)

- Rewards Day: twice per half term
- Rewards Afternoon: Bounce Revolution/bowling/airsoft subsidised.
- London rewards trip Y11
- Gold ties: Progress 8 awards Y11
- Gold badges: Progress 8 awards Y10
- Prize day: awards and trophies