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University of Birmingham School

Pupil Premium Statement 2018-19

November 2018

Pupil Premium Statement 2018/ 19

and Impact Report 2017/ 8

Key Priorities

Our core aim is to ensure all pupils succeed as learners and flourish as responsible citizens of their community. Regardless of the background a pupil has joined our school from, we believe all are capable of flourishing and deserve to do so. We are also aware that, too often, those from disadvantaged backgrounds can face additional barriers to success. Therefore, we will prioritise raising the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers nationally.

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed to address inequalities in the education of pupils from low-income families and raise the attainment of these pupils.

What this looks like:

- sustained progress for all, or almost all, pupils;
- close attainment gaps relative to national averages;
- outstanding teaching consistent throughout every lesson, acknowledging that excellent teaching and learning is the ultimate key for all pupils to make progress
- a greater focus in lessons on how pupils learn and intentional engagement with parents and carers on the importance of homework and revision, especially with those who have struggled to engage so far¹
- enhance reading, numeracy and communication skills;
- engage and develop cultural and social capital through a comprehensive enrichment and character programme;
- subsidising enriching experiences that disadvantaged pupils might otherwise miss;
- have a clear focus on all disadvantaged pupils, including those with SEND, to support pupils in becoming aspirational learners and flourishing citizens

¹ Professor Becky Allen has published a series of interesting blogs on the importance of cognition within the classroom: <https://rebeccaallen.co.uk/2018/09/13/the-pupil-premium-is-not-£1working-part-iii/>

Evaluation and impact of pupil premium funding 2017-18 (£149,366)

Key objectives to increase achievement of disadvantaged pupils (£149,366)

Support for learning within the classroom, academic intervention and developing T+L

Small class sizes (no more than 25 pupils); Learning Coaches for literacy and numeracy; training sessions for all staff

£52,000

Intervention and support for behaviour, attendance and pupil well-being

Attendance Officer; Pastoral and Progress Managers

£90,000

Intervention and support for literacy, numeracy and oracy

Success in Arithmetic Course and Oracy programme

£10,000

Personalised resources and equipment for targeted pupils to ensure all access the curriculum

Specialised equipment including calculators, art materials and cooking ingredients

£4,000

Enhance cultural and social capital through enrichment and character

Educational visits; DofE; enrichment; music tuition. Costs covered for those from disadvantaged backgrounds

£24,000

Leadership: improving systems to monitor and track impact

Associate Senior Leader for Pupil Premium; designated teacher for children in care

£8,600

Impact for 2017-18

Pupils in Years 7,8 and 9 took STAR tests in both Reading and Maths at four points throughout the year. There was a demonstrable impact on Pupil Premium students.

In all years, PP students made more progress than non-PP students in reading between the third and final STAR assessments (PP/non Yr 7: 7.17/4.32; Yr 8: 2.45/0.68; Yr 9: 9.17/1.89 levels).

In years 8 and 9, PP students made more progress than non-PP students in mathematics between the third and final STAR assessments (PP/non: Yr 8: 3.59/-1.33; Yr 9: 2.02/-0.5 levels).

OFSTED highlighted in their report of April 2018 that “Leaders have realised their vision for a highly inclusive intake in key stage 3. The school’s pupil intake draws on all parts of the city and a wide range of diverse backgrounds. It is very popular and oversubscribed.” Furthermore, “there is a strong culture of good relationships between pupils of different backgrounds. Pupils show respect for each other’s differences, whether by disability, ethnicity or social background”.

It was also highlighted that “the large majority of pupils in Years 7 to 9 are making good progress across most subjects as a result of good teaching” and that “much of the teaching ensures that pupils from different starting points are able to access the learning.”

Developments for 2018/2019

The following areas of focus have been planned for this academic year, in addition to the strategies detailed for 2017-2018.

- Introduce and monitor the impact of a “nurture group” for English and Mathematics, with a small class size and focused work on accelerating progress for those who struggled to make adequate progress last year
- Employ a KS2/3 specialist to support students who arrive below national average levels of attainment
- Introduce the role of a new Assistant Vice Principal, whose role will include the tracking of student progress including those eligible for Pupil Premium funding
- Develop the roles of the Attendance Officer and Progress and Pastoral Managers to ensure they measure the impact of their work for children from disadvantaged backgrounds
- Review and develop the role of the designated person responsible for children in care and children who have previously been in care
- Introduce a whole school approach towards reading, based on research demonstrating that confident readers with a rich vocabulary are able to succeed academically²
- Continue to maintain and develop the quality of teaching and learning across school to ensure all pupils, regardless of their backgrounds, can succeed as learners and flourish as members of our community

How much PP to be received this year

Pupil Premium estimated money to be received for this year 2018-2019 - **£199,010**

² For example, refer to Chapter 1 of Alex Quigley’s *Closing the Vocabulary Gap*