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# Pupil Premium Statement 2019/20



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## and Impact Report 2018/2019

### 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 and forms the basis of the objectives for the additional Pupil Premium funding allocated to the University of Birmingham School. 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 far<sup>1</sup>
- 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

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<sup>1</sup> 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 2018-19 (£199,010)

**Key objectives to increase achievement of disadvantaged pupils  
(£199,010)**

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



**Learning Coaches for literacy and  
numeracy; training sessions for all staff,  
nurture groups in all years; specialist  
primary transition leading nurture in  
years 7 and 8**

**£92,000**

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



**Attendance Officer; Pupil Pastoral  
Managers**

**£90,000**

**Intervention and support  
for literacy, numeracy and  
oracy**



**Success in Arithmetic Course, Oracy  
programme and Toe by Toe literacy**

**£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, Sports. Costs covered for  
those from disadvantaged backgrounds**

**£24,000**

**Leadership: improving  
systems to monitor and  
track impact**



**Increased capacity at leadership for  
tracking and monitoring of Pupil  
Premium now with Assistant Vice  
Principal (new post in Sept 2018)**

**£8,600**

*We acknowledge this spending  
represents an overspend of our total  
pupil premium income.*

### **Impact for 2018-2019**

Pupils in Years 7-10 took GL tests in both Reading, English and Maths at two points throughout the year. There was a demonstrable impact on Pupil Premium students.

59% of pupils attracting PP funding made noticeable progress with their reading, on average of 5 months above their chronological age, and broadly in line with other pupils. In Years 8 and 9, pupils with PP funding made on average greater progress than those not attracting such funding. Intervention work is now undergoing for all pupils who did not make progress.

Across all year groups, though pupils with PP funding on average begin the year with lower scholarly attributes scores (given by their teachers), all year groups demonstrate that on average these scores significantly improve by the end of the year. This is especially true in Years 8 and 9, and shows a narrowing of the gap between PP and non-PP pupils.

For Year 10, whilst an attainment gap still exists between PP and non-PP pupils, this gap had narrowed by the end of the year and the average grade for the end of year exams compared to the spring assessments was +0.06 for PP, compared with 0.00 for non-PP pupils.

We conducted an online survey of pupil well-being (Kirkland Rowland). There was no difference in the satisfaction levels of the most and least disadvantaged pupils; overall pupils across the school feel safe and happy with the provision the school provides.

## **Developments for 2019/2020**

The following areas of focus have been planned for this academic year, in addition to the strategies detailed for 2018/2019

- Continue to monitor the impact of the “nurture groups” for English and Mathematics, especially focusing on sharing the excellent practice established in Years 7 and 8 with the other year groups
- Ensure the new Pupil Pastoral Managers are equipped to proactively work with those from disadvantaged backgrounds to support overcoming the barriers to learning that often exist for these children
- Introduce the new role of Year Lead for each year group with responsibility for monitoring and supporting the progress within each year group, and supporting their roles to ensure they monitor and intervene effectively for all children
- Monitor closely the attitudes and progress of pupils who attract pupil premium funding in Year 8, because the interventions offered last year had the least impact on this year group
- Introduce the role of a Safeguarding Officer to increase capacity for the Designated Safeguarding Leads and ensure we are working proactively with all pupils and their families, especially those from the most disadvantaged backgrounds
- Consolidate the whole school approach towards reading, especially within classroom practice, to ensure our pupils become confident readers with a rich vocabulary are able to succeed academically<sup>2</sup>
- Intervene with those pupils who have not made progress with their reading so far
- Introduce Direct Instruction as a writing intervention to develop and enhance pupil’s capacity to write effectively, because pupils who can put their thoughts effectively into writing are likely to succeed and flourish academically
- 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

### **Expected Pupil Premium available for the next academic year:**

Pupil Premium estimated money to be received for this year 2019-20 - **£280,000**

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