



UNIVERSITY OF
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University of Birmingham School

Pupil Premium Statement 2020/21



Pupil Premium Statement 2020/21

and Impact Report 2019/2020

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.

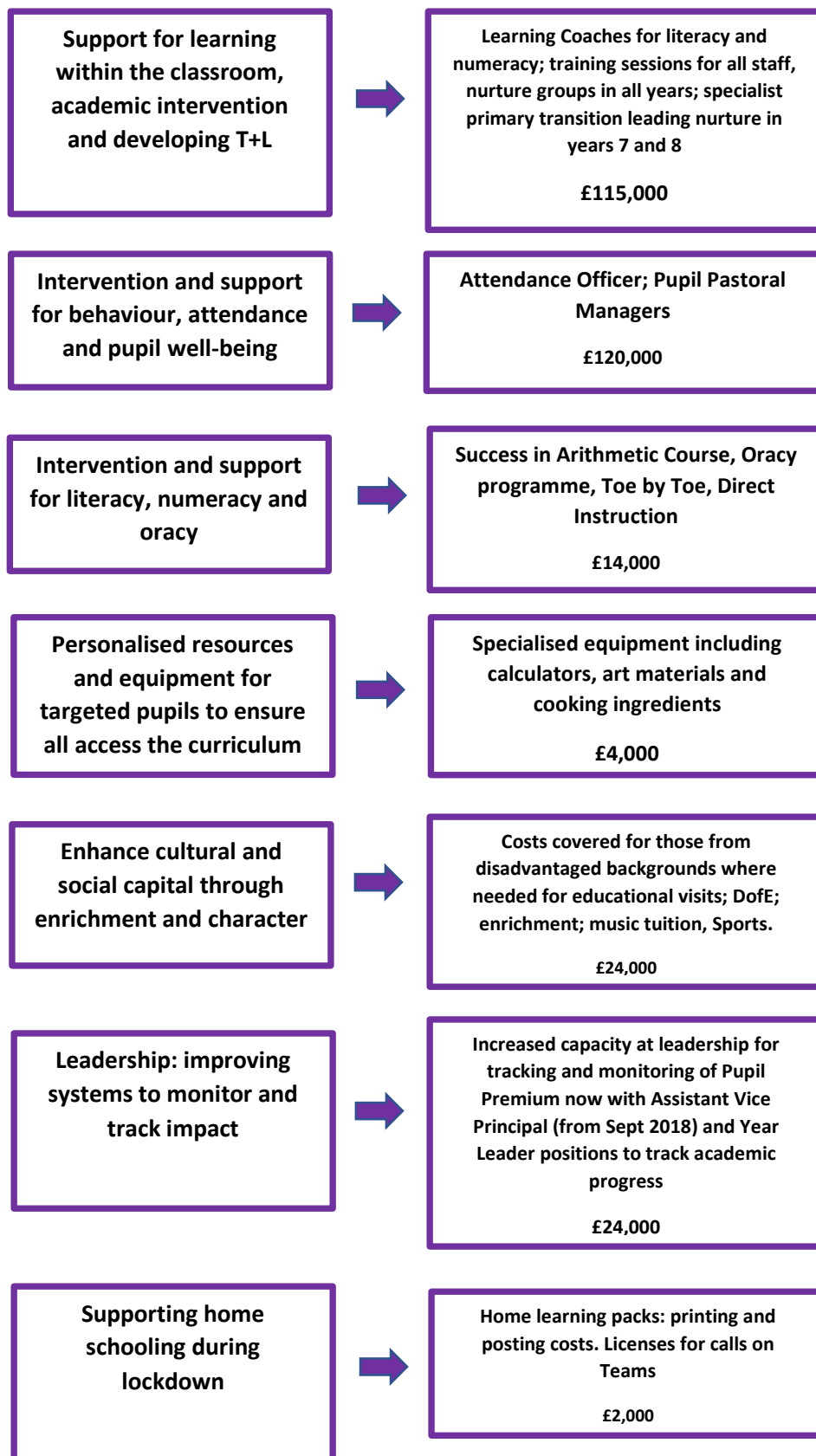
Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus and forms the basis of the objectives for the additional Pupil Premium funding allocated to the University of Birmingham School. In addition to this, 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
- 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

Evaluation and impact of pupil premium funding 2019-20 (£303,000)

Key objectives to increase achievement of disadvantaged pupils
(£303,000)



Impact for 2019-20

It is important to acknowledge that, since lockdown in March 2020, the gap between those pupils attracting Pupil Premium funding and the rest of their cohort is likely to have grown. We will investigate this once assessments have taken place.

We were also unable to run our standardised or internal assessments at the end of the year, which limits the extent to which we can analyse the impact of the Pupil Premium funding.

For last year's **Year 11**, progress for the 48 pupils entered for GCSEs was positive. 60% achieved a positive P8 score; their P8 score as a group was 0.22. Furthermore, this is evident of progress made during the year. For this group in their first round of PPEs, their P8 average was -0.49 with only 39% gaining a positive P8 score.

Further evidence that the support we give has an impact, progress for pupils attracting additional funding in **current Year 11** is very positive. In spite of an evident gap at KS2 (APS of 4.65 for PP pupils, 4.95 for non-PP), forecast grades by the beginning of Year 11 demonstrated that PP pupils were making similar if not greater progress than their peers by the middle of Year 10. PP pupils gained an average P8 score of 0.56 compared to 0.54. However, demonstrating the impact that a significant time away from school has had, for their recent forecast PP pupils gained an average P8 of 0.33 compared to 0.6 for non-PP. Significant work is needed again to close this gap.

Developments for 2020-21

The following areas of focus have been planned for this academic year, in addition to the strategies detailed for 2019-20

- Proactively work to assess gaps in learning generated during the home schooling period and, using Pupil Premium funds plus additional funding from the DfE to support with school catch up, implement a strategy in place to ensure the progress of disadvantaged pupils is in line with their peers
- Review the provision for home learning for disadvantaged pupils to ensure they have the technology to access the curriculum and lessons in the event of self-isolating or further home-schooling periods
- Review the role of the Year Lead in each year group to ensure those staff are equipped to monitor and support the progress of pupils in their year group, especially those from disadvantaged backgrounds
- 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
- Consolidate the whole school approach towards writing, especially within classroom practice, to ensure our pupils are able to write in an academic manner to ensure all pupils can express themselves clearly and fully. This is important in order to enable our pupils, especially from disadvantaged backgrounds, to reach their full potential in examinations and applications to further education opportunities
- Introduce MIDYIS to increase the rigour of baseline assessments for incoming pupils and analyse the data to ensure appropriate interventions are put in place.
- Intervene with those pupils who have not made progress with their reading so far
- Introduce Flash Academy to provide support for pupils, including those from disadvantaged backgrounds, who struggle to access the curriculum due to their literacy
- 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 2020-21- **£280,000**