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University of Birmingham School

Pupil Premium Statement 2021/22

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	University of Birmingham School
Number of pupils in school	1158 KS3-5
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	10 th November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Colin Townsend, Principal
Pupil premium lead	Arthur Reeves, Assistant Vice Principal
Governor / Trustee lead	Julie Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,075
Recovery premium funding allocation this academic year	£41,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£294,835

Part A: Pupil Premium Strategy Plan

Statement of intent

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.

For the next three years in particular, this strategy is integral to wider school plans for education recovery following the impact of Covid-19. The school is engaged with the National Tutoring Programme which provides targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage.

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
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our internal diagnosis for pupils indicates that 24% of those joining us in Year 7 are in the bottom profile of standardised attainment compared to the national average, which includes a significant proportion of disadvantaged pupils. This is especially prevalent in Maths, where 33% of pupils are in the bottom profile. 15% of those are in the bottom profile in Vocabulary.
2	Our internal diagnosis for pupils indicates that those eligible for pupil premium are not as strong with their reading as their peers. This is true across both Key Stages 3 and 4. This impacts on progress in all subject areas.
3	Pupils in Year 11 eligible for pupil premium are forecasted to achieve results which amount to +0.02 Progress 8. Though this is positive and higher than the national average, there remains a gap between those not eligible for pupil premium in our school
4	Attendance and punctuality: Pupil's eligible for pupil premium across all year groups is not as strong as those not eligible. Though this differs across year groups there is a noticeable gap in Years 9-11. Pupils eligible for pupil premium are also more likely to be late to school. This is the case across the year groups. This has an academic impact on missed learning.
5	Though behaviour has noticeably improved across the school, 55% of negative behaviour points were received by pupils eligible for pupil premium in Autumn 1a, thus disproportionately received by disadvantaged pupils. 60% of red stamps given were received by pupils eligible for pupil premium; a red stamp means a pupil must leave the lesson. This therefore impacts progress directly in that lesson. Of the 14 fixed term exclusions for Autumn 1a, 11 were for pupils eligible for pupil premium.
6	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.

7	Homework: pupils struggling to complete homework disproportionately represent pupils eligible for pupil premium (42% of those not completing homework are disadvantaged). This impacts on progress in all subject areas.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an average progress 8 score which is not significantly lower than the cohort progress 8 score
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved numeracy across KS3, especially in Year 7	Progress Tests in Maths in the summer term demonstrate improved performances in numeracy and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.

<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Reducing the disparity of absence between disadvantaged pupils and their peers. This is especially noticeable in Years 9-11. • Reducing the disparity of lateness between disadvantaged pupils and their peers.
<p>Sustained improved behaviour</p>	<p>A reduction overall in behaviour stamps given, but a reduction in the disparity between disadvantaged pupils and their peers in receiving negative behaviour points and receiving fixed term exclusions.</p>

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teacher and staff CPD on best practice in the classroom to promote progress, including for disadvantaged children	Staff implementation forms a key part of the updated EEF guidance on using the Pupil Premium effectively: Using the Pupil Premium EEF	All
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support, including partnership with the National Literacy Trust	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	2, 3
Introduce posts for numeracy and literacy coordinators across the curriculum	Significant evidence points to the fact that an effective curriculum and staff development are at the core of teaching and learning. It is important to note that neither literacy or numeracy should rest with one person (i.e. the Subject Lead or a co-ordinator), but additional capacity in these areas to enhance staff training and	1, 2

	resources, linked to our work with the National Literacy Trust, would indicate areas which should demonstrate impact.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide personalised tuition for pupils across the key stages, focusing on areas of misconceptions. Engaging with the National Tutoring Programme, providing a blend of tuition and academic mentoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 6
Use of specialised programmes to support pupils in their numeracy and literacy	Hegarty Maths and Success at Arithmetic demonstrated to have a noticeable impact on numeracy as has Lexonic on literacy; this has been demonstrated by previous in school data.	1, 2
Embed in further a reading strategy which identifies and puts in place opportunities for practise those pupils struggling with their reading	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Personalised timetables of academic support for pupils in Year 11, both online and in person	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups:	3

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Numeracy and Literacy personalised tuition, through the employment of numeracy and literacy coaches	One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 101,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Think for the Future, to provide individual and group intervention focused on pupils struggling with their engagement with school, especially those struggling with behaviour, attendance and well-being	Intentional and well planned behavioural mentoring can be an effective method to support pupils' engagement with school: Improving behaviour in schools EEF Think for the Future are not for profit and a recognised partner of Teach First: Think for the Future	4, 5, 6
Homework club - opportunities for pupils to come into school to complete homework, with access to IT resources	Targeted homework clubs identified as a key strategy for supporting pupils, especially those disadvantaged: Homework EEF	7
IT resources - ensure that pupils are equipped with adequate support to access homework and revision resources in school and at home.	Ensuring all pupils have an equitable access to IT resources will allow pupils better opportunities to access online resources. Using IT in Schools EEF	2, 7
Embedding principles of good practice set out in DfE's Improving	The DfE guidance has been informed by engagement with schools	4, 5

School Attendance advice. Attendance/PPMs have been appointed to support attendance, punctuality and behaviour	that have significantly reduced persistent absence levels.	
Parent engagement: supporting parents to support their children	Parent Engagement EEF Why Parents Matter Parentkind References also The Four Pillars of Parent Engagement by Robbins and Dempster	4, 5, 6 and 7
Equitable opportunities for disadvantaged pupils	Ensuring, as far as resources allow, that finances do not represent a barrier to pupils' participation in school opportunities, such as sports and music. Not only is this an equity issue, many studies suggest music lessons improve children's academic potential (Music lesson studies / PE lesson studies)	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 294,835

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our pupil premium strategy over the last few years has resulted in pleasing progress in supporting the attainment and progress of our disadvantaged pupils. Disadvantaged pupils in our school are, on average, likely to make positive progress and perform favourably to their peers nationally. GCSE results in August 2021 demonstrated that those eligible for pupil premium achieved a Progress 8 score of +0.66. Current Year 11 pupils are forecasted to achieve a Progress 8 score of +0.02. Our EBACC entries remains highly ambitious. 81% of last year's Year 11 were entered for the baccalaureate.

However, a progress and attainment gap remains between those pupils eligible for pupil premium and those not eligible in our school. This gap has widened as a result of the impact of Covid-19. GCSE results in August 2021 demonstrated that those eligible for pupil premium achieved a Progress 8 score of +1.07. Current Year 11 pupils are forecasted to achieve a Progress 8 score of +0.42. Disadvantaged pupils in our school are, on average, less likely to do as well as their peers within school.

It is worth highlighting that in the forecast provided just before the first lockdown in March 2020, pupil eligible for pupil premium in Year 10 were forecasted to achieve on average +0.56; the equivalent of half a grade better than expected. This was slightly better than pupils not eligible for pupil premium, who were forecasted to achieve +0.54. The home schooling period had a disproportionate impact on pupils eligible for pupil premium and the first PPE series in Autumn term of 2020 saw a gap re-emerging (-0.09 compared to +0.36).

Analysis was undertaken for pupils in KS3, though it needs to be recognised that fewer assessment points were sat last year than usual. Across Key Stage 3, pupils eligible for pupil premium are more likely to be behind their expected assessment grade than their peers (37.1% v 28.4% in Year 9; 36.8% v 23% in Year 8).

Some progress has also been made towards supporting disadvantaged pupils with progress towards their reading, though this needs to remain a focus and again the impact of Covid-19 has had a detrimental impact on the reading abilities and confidence of our pupils, especially those who are disadvantaged. For example, there was a 13 month gap between the average reading age of those eligible and those not eligible for pupil premium in the summer term of 2021 for Year 10. This had reduced

from a gap of 15 months the year before; hence this gap is narrowing but not at the pace the school would like to see.

Although overall attendance in 2020/21 was lower than in the preceding years at 83.7%, it was in line with schools nationally. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was at 83% compared to 85.66% for their peers; unauthorised absences is noticeably higher (1.5%) for disadvantaged pupils compared to their peers.

Whilst significant work was carried out by the school to support pupils during and after Covid-19, wellbeing and mental health were significantly impacted last year. Self-isolation had a detrimental effect on supporting pupils with their academic studies in the summer term. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide targeted intervention, tuition and support where required. We are building on that approach in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	