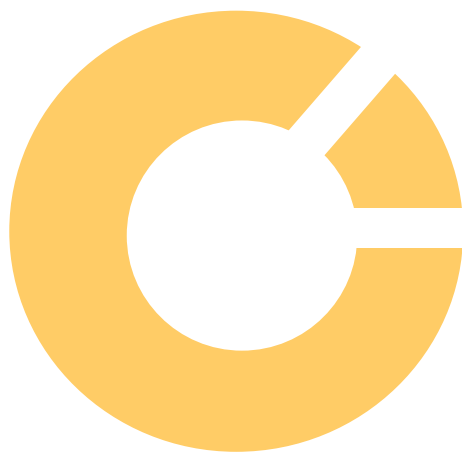


The Buckingham School

A Specialist Sports College



Pupil Premium

Impact of Funding and Policy 2017-2018

Success for All through Achievement, Challenge & Enjoyment



1. INTRODUCTION & PURPOSE

This policy and action plan sets out The Buckingham School's approach to Closing the Gap and pupil intervention. It also outlines how the school plans to utilise the Pupil Premium (PP) and Catch up funding to effectively raise standards of attainment and achievement for all pupils.

At The Buckingham School (TBS) we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

At TBS Closing the Gap should be an integral part of every lesson and all areas of the school. Within the classroom there should be a clear focus on narrowing the achievement gap between groups and individuals through well planned and differentiated lessons that challenge and stretch all pupils. All staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Currently 14% of our pupils are supported by Pupil Premium funding.

2. AIMS & OBJECTIVES

Key Aims:

1. To develop a clear direction and focus for Closing the Gap across all areas of the school; especially PP pupils.
2. To embed 'Closing the Gap' across the whole school curriculum, using a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between target groups and individuals; specifically for PP pupils.
4. To improve knowledge and understanding of Closing the Gap strategies and interventions of staff and to share good practice.
5. To ensure all 'catch up' students make rapid progress in literacy and numeracy

Success Criteria:

1. The PP pupils make good (or targeted) progress in all year groups and subjects so that attainment gaps between PP and non-PP pupils are closed.

3. RATIONALE & CONTEXT

- ***Gaps in attainment exist for certain pupil groups and individuals.***

Gap analysis of school data shows that there are still gaps in attainment and progress in English and Maths across all year groups. Gaps have reduced significantly from previous years. Appropriate and effective intervention and teaching and learning strategies continue to be put in place to ensure these gaps close further and rapidly to ensure that all pupils make at least the expected levels of progress by the end of key stage 4 and many make more than expected progress.

Gaps in attainment and achievement of PP pupils have been closed successfully and rapidly in English in 2016. Maths is still a priority to reduce gaps.

- ***A percentage of students join the school with low reading ages.***

The percentage of pupils with a reading age below their chronological reading age has risen over the last 3 years. A lack of literacy skills is impacting on pupils' progress and achievement. These gaps need to be closed rapidly to ensure all pupils make at least the expected levels of progress by the end of Key Stage 4. A comprehensive literacy strategy is in place to address these issues, as well as the appointment of both a Literacy Co-ordinator and Catch up teacher in the last two years. This has had a significant impact on improving reading ages.

- ***Pupil Premium and Catch-up Premium funding need to be used effectively to help close the achievement gaps.***

The table below outlines PP expenditure during the 2016-17 financial year. Currently 14% of our pupils are supported by Pupil Premium funding.

2016 – 2017 Expenditure

Pupil Premium funding 2015/2016 Income (expected)	158,100
Catch up funding 2015/2016 Income (expected)	12,000

STAFFING	£	RESOURCES	£
Additional teaching staff for Catch up and pupil premium	40,000	Reading programmes	10,400
English Overstaffing	14,018	PP Resources Budget (includes laptops, books, taxis for revision sessions, photocopying etc)	2,715
Maths Overstaffing	14,018	Intervention/support programmes	10,000
Science Overstaffing	14,018	Alternative curriculum/STEP support	13,920
EWO/Attendance programme	11,020	Trips and Visits	1,812
EAL Coordinator TLR	1,000	Uniform and Equipment for Pupils	441
Connexions Support	5,422	Revision materials for Pupils	1000
Counselling/Mentoring	15,000	Additional CPD	4,150
Revision sessions/tutoring	11,267		
Total	125,763	Total	44,438

2017 – 2018 Projected Expenditure

The school needs to continue to utilise effectively and target the additional Pupil Premium funding made available to schools in order to help further close the achievement gaps.

Pupil Premium Funding 2017/2018(expected)	162,865
Catch up funding 2017/2018(expected)	13,724

STAFFING	£	RESOURCES	£
Additional teaching and support staff for pupil premium	40,000	Reading programmes/literacy support	10,400
English Overstaffing	14,018	PP Resources Budget	7,000
Maths Overstaffing	14,018	(includes laptops, books, taxis for revision sessions, photocopying etc)	
Science Overstaffing	14,018	Intervention/support programmes	10,000
EWO/Attendance programme	11,526	Alternative curriculum/STEP support	13,920
EAL Coordinator TLR	1,000	Trips and Visits	2,500
Connexions Support	5,422	Uniform and Equipment for Pupils	500
Counselling/Mentoring	15,000	Revision materials for Pupils	1000
Tutoring/Revision sessions	11,267	Additional CPD	5,000
Total	126,269	Total	50,320

- ***Teaching and learning need to ensure effective and appropriate strategies and activities are in place on a daily basis to help close the achievement gap and meet the needs of all pupils.***

The quality of teaching and learning has improved over the last three years with the number of pupils making good progress in lessons and over time increasing. There is now a clear focus on Closing the Gap pupils in the planning and delivery of all lessons to ensure that learning meets the needs and accelerates the progress of all pupils. Timely and appropriate interventions have been put in place, within and beyond the classroom, to ensure the achievement gap is narrowing rapidly.

The table below shows attainment and progress gaps for 2016 – 2017 performance measures. Attainment and progress gaps have closed significantly in English and maths and have also closed for the 5A*-CEM attainment measure. There were 31 PP students in Year 11 in 2016 – 2017.

Closing the Gap at GCSE	School 2017	School 2016
% 5A*-CEM	-23%	-20%
% PP v Non PP English 3LoP	-5%	-12%
% PP v Non PP English A*-C	-32%	-13%
% PP v Non PP Maths 3LoP	-8%	-32%
% PP v Non PP Maths A*-C	-18%	-28%

Pupils are expected to make at least 3 levels of progress (3LoP) in English and maths from the end of Year 6 (the last year in primary school) to GCSE in Year 11. The numerical values in the table above show the difference (gap) between how well pupils for whom the school receives the pupil premium (PP) perform compared to those for whom the school does not receive any additional funding (Non PP). The school gaps in 2017 for the five headline indicators in the table above for:

- 5 or more GCSE passes at grades A*-C including English and maths;
- 3 or more levels of progress in English;
- 3 or more levels of progress in maths
- Grades A*-C in English
- Grades A*-C in maths

This demonstrates the effectiveness of the strategies in place at the school. All gaps at the school in 2017 are lower than those nationally in 2016 apart from maths. Significant work will be undertaken this year to ensure that results improve.

Year 11 targets for Pupil Premium 2016 - 2017 cohort (31 students)

Closing the Gap	2016-2017 Targets	Results 2016/2017	National for Non PP
% Pupil Premium English 3LoP	80%	58%	74%
% Pupil Premium Maths 3LoP	74%	39%	72%
5 A* - C with English and Maths	54%	33%	63%

Use and impact of Year 7 catch up funding- for those students who arrive at the school below level 4 in English or maths or both:

Year 7 Catch up students 2016 - 17 cohort (18 students in English and 20 in Maths)

Catch up students	2017 Results
% English students who made expected progress at end of year 7	78%
% Maths students who made expected progress at the end of year 7	46%

The catch up funding was primarily used to pay for an additional specialist teacher to provide literacy sessions. Small group work and individual support was arranged for maths students. Outcomes for these students show that the vast majority are on track to make the progress required nationally for all students. Further interventions and support will be given in year 8 to ensure any gaps close completely using the wave model as detailed below.

ROLES & RESPONSIBILITIES FOR PUPIL PREMIUM AND CATCH UP STUDENTS

The Leadership Team will:

- Accept overall responsibility for the delivery of the school's Closing the Gap Policy and Action Plan.
- Provide opportunities for staff training about Closing the Gap to take place on INSET days or during other times.
- Support departments they line manage to close the achievement gap and identify pupils for timely and appropriate interventions.
- Be role models in using strategies in their own teaching to close the achievement gap.
- Ensure strategic deployment and utilisation of Pupil Premium and Catch Up Premium funding to enable identified achievement gaps to be closed rapidly.
- Produce a Closing the Gap summary document after each data collection, making explicit to staff achievement, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups identified within the Closing the Gap document who are not achieving, attending and behaving.
- Ensure timely and appropriate interventions are put in place and collated.
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

Governors will:

- Accept responsibility for challenging the Leadership Team on the delivery of the school's Closing the Gap Policy and Action.
- Undertake appropriate Closing the Gap training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of Pupil Premium funding and the monitoring of its impact upon Pupil Premium pupils' progress.
- Appoint a Pupil Premium Link Governor and ensure Closing the Gap is a standing agenda item on the Achievement, Teaching & Learning Committee.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Pupil Premium funding.

The Pastoral Team will:

- Utilise the Closing the Gap booklet to ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target pupils and groups.
- Ensure literacy is promoted in tutor time activities.
- Assess and support pupils on Education, Health and Care Plans, Statements and SEN Support with appropriate interventions to improve reading ages following CATS test analysis.
- Identify and support pupils with specific needs, such as dyslexia, and provide appropriate intervention.
- Support pupils with Statements with in class Teaching Assistants.
- Provide intervention strategies using Lexia, catch-up reading, bespoke reading groups and programmes to support pupils in their literacy across the curriculum. .
- Provide in-class support where necessary and one-to-one out of class support for pupils identified in the Closing the Gap booklet.
- Communicate with all staff the SEN needs of pupils who have difficulties and provide with strategies and guidance for supporting pupils in the classroom.
- Identify pupils in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Summer School.

- Ensure all interventions are recorded on the school's Intervention Tracker.
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

Curriculum Leaders will:

- Effectively utilise attainment and achievement data, as well as Closing the Gap data, to track progress and attainment of pupils.
- Utilise the Closing the Gap booklet to ensure timely and appropriate wave 2 and 3 interventions are put in place which support the academic achievement and pastoral support of target pupils and groups.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

Teaching Staff will:

- Effectively utilise attainment and achievement data, as well as Closing the Gap data, to plan effective lessons which enable all pupils, to make good progress.
- Ensure teaching is good on a daily basis and lessons are differentiated to meet the needs of all pupils.
- Ensure opportunities are provided in all lessons for all pupils to make good progress.
- Utilise the Closing the Gap booklet to ensure timely and appropriate interventions are put in place which support the academic achievement of target pupils and groups identified.
- Ensure literacy and numeracy is promoted in all lessons.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

INTERVENTION

What is intervention?

Intervention is defined as ‘the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress’. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct waves of intervention that staff should follow.

Wave 1 - The effective inclusion of all pupils in high quality teaching & learning.

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and over learning.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. It may well be the considered judgement that despite some of these elements not being in place, a pupil is sufficiently behind their peers to merit additional support. Nevertheless, the thorough implementation of quality first teaching should be a priority. Wave 2 interventions should be used for pupils who can be expected to ‘catch up’ with their peers as a result of the intervention.

To include: Small-group intervention for example after school booster classes; holiday revision camps, withdrawal classes during the school day.

Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.

Key Terms

Closing the Gap: “narrowing the attainment gap between groups and individuals to ensure all pupils attain well and make the expected levels of progress.”

Intervention: “the strategies and methods used to narrow the gap between identified target groups and individuals to ensure all pupils attain well and make the expected levels of progress.”

Expected progress: students are assessed at different points during their schooling to ensure they are making progress in all subjects. The data that is sent to a secondary school from the end of their primary year (year 6) gives us a baseline to work from and progress is measured from this point. At the end of each academic year, a student is measured from Key Stage 2 and a certain level should be met in order to meet national standards. This is known as expected progress.