

# **Pupil Premium Funding Annual Summary 2016/7 and Planning 2017/8**

Pupil Premium funding is a source of school funding established by the government in April 2011, for the purpose of improving learning outcomes for disadvantaged pupils. The overall aim is to raise the attainment of disadvantaged students of all abilities to reach their potential.

At Batley Girls' High School, we received £308,240 during 2016/17, and expect to receive £303,900 in 2017/18. As part of our deeply reflective practice, we continuously assess the impact of our interventions using tracking systems and student knowledge. Using evidence such as knowledge of our students and our community, examples of good practice, research by the Sutton Trust and RAISEonline analysis, we plan on spending the money in the ways described below:

## **Mentors**

We support interventions in a targeted and effective way, enabling the deployment of highly skilled Mentors to niche groups. A Mentor ensures that those in danger of not achieving sufficient qualifications to stay in education or training receive one to one support; 95% are PP students. Our K4 Learning Mentor supports C/D borderline with small groups; many are FSM and disadvantaged students. Our Behaviour and Learning Mentor at KS3 addresses barriers to learning for referred and underachieving students, focusing on social and study skills. Our Extended Curriculum Mentor leads focused intervention with disadvantaged students in Year 7-10 tackling poverty of aspiration.

**TOTAL £28,400**

## **Progress Tracking**

Our dedicated data team provides progress data for Progress Leaders, Curriculum Leaders and Mentors to enable student re-groupings, referrals and inform teaching and learning strategies. The progress of pupil premium students in all year groups is a key focus in self evaluation discussions after each 'data drop' and senior leaders hold subject leaders sharply to account in developing effective strategies to narrow gaps in achievement. All interventions last at least a half term. Progress is evaluated on a termly basis, and is always a focus in School Development Planning.

**TOTAL £22,000**

## **Wellbeing Centre**

Because of the high proportion of disadvantaged students with complex needs, the school has invested heavily in a Student Wellbeing Centre. It has a Social Worker, Counsellors, a full time Student Wellbeing Officer who is an expert on emotional as well as physical well-being and a range of other professionals. The team spends a high proportion of its time on the neediest girls. Allocation is as follows: Student Wellbeing Officer - 3 days: Counsellors - 3 days: School Nurse - 1 day: Admin Support – 2 days .

**TOTAL £57,000.**

## **Nurture Group**

Our Nurture Group in Years 7 has a primary trained specialist ensuring that our most vulnerable Year 7 students get the specialist support they need. 0.6 of her salary is funded from PP since 9 of the 15 students are PP. This group also benefits from a specialist SEN tutor in Year 8 (0.1 of salary).

**TOTAL £14,500**

### **Extended Curriculum**

Mentors and staffing for Xtend hours including 0.2 costs of late bus. Among the SEN ETA team a colleague is designated to support the disadvantaged and vulnerable and this extends to after school support with homework and travel home. The curriculum offer for less academic and more practical students is replacing activities previously financed from the extended schools standards fund. The curriculum offer has been extended and developed to take into account vocational and practical learning through timetabled enrichment activities, and to underpin core subject knowledge which will provide students with the important basic skills to ensure progression into Post 16 routes. The enrichment offer has been shaped by students who, as part of their options making process, completed a questionnaire so that we could tailor the offer as much as possible to suit the needs and interests of the students. Hair and Beauty: Equipment and staffing 1 day Food For Life: Staffing ½. Creative Arts: Staffing ½ day.

**TOTAL £26,000**

### **Careers Advice and Guidance**

The opportunities for students to participate in early careers information, advice and guidance are providing very positive mechanisms for students to think about their future lives. As a result, students show a strong awareness of the career routes open to them. Because of parental involvement in this, they are able to support discussions that take place at home about careers and options. Parents' awareness of future life chances is enhanced. This was recognised as exemplary practice in published OFSTED case study, and us regaining the Careers Award, which we have held since 1999.

**TOTAL £18,350**

### **English and Maths Focus**

Early intervention is key and a significant and wide range of strategies focus on Year 7 and 8 students such as the Kingswood residential, impact groups with highly specialised staff and contributions to the Summer school for Year 6 into 7. In English an additional teacher was appointed to focus on the needs of our PP students by ensuring smaller class sizes. Activities have been developed to support literacy for KS3 and a Literacy Leaders' team in the Sixth Form delivers a 2 lesson weekly enrichment session. These leaders then support younger students. Maths: A supernumerary teacher was appointed to focus sharply on the needs of our pupil premium students in a similar manner. The increased staffing links to a wide ranging curriculum review which personalises pathways for all our students including enrichment and academic programmes.

- Resilience Building Residential visits to, eg York University aimed at building up resilience and life skills for PP students.
- Additional Learning/Educational Resources Specific equipment purchased for PP students, such as French irregular verb wheels, and Science practice question books.
- Also the purchase of tracking tools to aid monitoring.

**TOTAL £110,000**

### **Professional Development**

CPD is in place for staff to develop strategies and interventions with PP students, and to facilitate the provision of high quality feedback to students.

**TOTAL £5,000**

### Enrichment and Hardship Funds

The school is wholly committed to 'opening doors' and providing cultural opportunities for all the students, not merely those who can afford to attend. We run visits to the ballet, theatre, cinema, music and art exhibitions. Bids are made to an Assistant Head who oversees the Cultural Enrichment budget. A cultural visit for all Year 7 students is funded from PP funding for those eligible. Hardship funds operated by Pastoral Managers for each year group provide uniforms and other vital materials for girls who need it. Breakfasts are available for PP students and free for all year 11 students.

**TOTAL £25,200**

### Laptops

Following an independent survey of groups of students, parents and staff for governors, the school continues to build on the success of the school laptop loan scheme for those students who have limited access to ICT at home.

**TOTAL £5,000**

**TOTAL SPEND £311,450**

### Impact of Pupil Premium

Impact of Pupil Premium spend: In terms of achievement, the outcomes at the end of KS4 clearly demonstrate that our strategies are effective. 'Year on Year' comparisons are totally not reliable as accountability measures have changed

Scores on entry ( YR 11 2016/17) all- 4b PP 4c Overall sig-

Unvalidated Maths progress score all 0.41 PP 0.45 non pupil premium 0.37.

Unvalidated English progress score all 0.82 PP 0.58 non pupil premium 0.96.

2017	2017	2017	2017
<b>Value added score</b>	<b>Attainment 8</b>	<b>Basics</b>	<b>EBACC</b>
<b>Progress 8</b>	<b>47</b>	<b>Standard 70.3%</b>	<b>Standard 30.3%</b>
<b>Est + 0.42</b>	<b>PP - 43</b>	<b>PP - 62.7%</b>	<b>PP - 29.9%</b>
<b>PP + 0.35</b>	<b>new scoring system</b>	<b>Good - 47%</b>	<b>Good - 27.6%</b>
		<b>PP - 41.8%</b>	<b>PP - 25.4%</b>
		<b>New system</b>	<b>New system</b>

The school is proud of the fact that we achieved the best Value Added for all our students of any school in Kirklees and were in the top 1% nationally in 2016 and predicted 3<sup>rd</sup> with the new measure in 2017. In 2016 we were named as a Beacon School for progress made by disadvantaged students (IPPR Northern Powerhouse Report). We believe it is because all our staff, teaching and associate, 'go the extra mile' whether that be providing Easter half term, after school and Saturday morning coaching sessions, running visits to the ballet, film and other countries or ensuring individuals' well being. It is a team effort and proves we all live the mission of Achievement, Respect and Transformation.

**Julie Haigh and David Cooper**