



Batchwood School – Use and Impact of the Pupil Premium Grant 2016-17

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What is Pupil Premium Funding?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Pupil Premium funding was introduced in 2011 to support disadvantaged pupils who are defined as:

- Free School Meal Students
- CLA Students who have been in local authority care for more than 1 day; or have left local authority care as a result of adoption, a special guardianship order or a child arrangement order.
- Ever Free School Meal Students (who are or have been in receipt of free school meals in the last six years).

Summary

Nationally “disadvantaged” students are likely to have lower attainment and achievement than their non-disadvantaged peers. We are committed to “closing the gap” between pupil’s disadvantaged students and their peers at Batchwood school and we use the Pupil Premium funding to help us achieve this goal. We consider our use of the grant to be effective and will see in the outcomes section of this report that this indeed the case.

We expect our disadvantaged students to have the same or better outcomes than their peers, not just in terms of academic achievement but to help them with the progression towards their next steps in life.

Our Pupil Premium is reported and discussed at Governors meetings and in line with DFE guidelines, is published on our website. This document will be reviewed next in September 2018.

Or teaching staff are aware of which students are Pupil Premium as this data is updated on student's trackers and in the school database.

At the time of writing (Sept 2017) we have 44 students out of 66 on roll who are eligible for Pupil Premium funding (67%).

What Barriers to educational achievement do our Disadvantaged students Face?

All our students have Education Health Care and Health Plans or Statements of Special Educational Needs for Social, Emotional and Mental Health. Some of our students have every complex needs such as ADHD, ASD and MLD.

We are continually striving to meet these needs and the Pupil Premium grant is helping us achieve this.

How much Pupil Premium Funding was received in the last Academic Year (2015-2016)?

During the financial year 2015-16 the school budget allocation for all pupil premium monies was £59,245 of which £45,107.50 related to Free school meal and Ever Free School Meal students and £14,137.50 related to CLA and Post CLA combined.

- Batchwood school received £1,500 per annum for CLA students as well as £1,900 per annum per students for students who had post looked after arrangements.
- Batchwood School received £935 per annum for those students eligible for Free School Meal or Ever FSM students.

How was the funding spent in 2015-16 and how was it effective?

Strategy	Objective	Impact
Extra Literacy and Numeracy support including regular 1:1 support	To enable students to catch up in these key areas.	Student's progress improved in these areas and one of our PP students achieved a Good Level 5 pass in GCSE Maths in 2017.
Recruiting a Maths tutor to work alongside students at risk of permanent exclusion.	To enhance the students' progress in this area.	The use of the Maths tutor has been reflected in results and attainment.
Expanding the Outdoor Curriculum and Facilities	To provide an alternative and enriching experience for students.	Students have enjoyed this experience and it has boosted their confidence.
Continuing links with Alternative Providers	To result in the achievement of important vocational qualifications	We have very good links with providers and students have achieved qualifications in motor mechanics and construction.
Continued Provision of Weekly Sessions from counsellors and a psychiatric nurse	Provide much needed support for vulnerable students.	We continue to use this service which has been invaluable for student's wellbeing and mental health.
Employment of a Life Skills Tutor	To help students with important skills.	Students have enjoyed this experience and it has boosted their confidence and helped them with social skills.
Enrichment activities including residential schools	To build self-esteem and improve ability to socially interact in a positive manner with peers and adults alike.	
Music Tuition	To help students interpret and learn musical skills.	Students achieved a range of performance and music qualifications in 2017.

Funding for Food Technology	To help students access the Food Tech curriculum and understand the importance to healthy eating.	Students have learned about the importance of a good diet. Students achieved very good GCSE Food results.
Breakfast	To help students to focus more in lessons at the start of the day and to assist them with a healthy start to the day.	Concentration has been improved in morning lessons.

Exam Success for Disadvantaged Students in 2017

At Batchwood School we are focused on closing gaps in Attainment/Achievement for our disadvantaged pupils. We had 15 disadvantaged students at the End of Key Stage 4 (79%).

- Pupil Premium (disadvantaged) students had a P8 score of -1.89 and achieved an attainment 8 average score of 7.65 which is above the score of the average student (7.50).
- Non-pupil premium students have an average attainment 8 score of 6.93 *which makes pupil premium Attainment 8 scores higher. Nationally, Pupil Premium students have lower scores than non-pupil premium students so this data is positive for our school. Non-Pupil Premium Students also have higher P8 Scores of -2.05*
- CLA students have a P8 score of -1.76 which is lower than the general cohort's score of -1.87.

How much Funding will we receive in 2016-17 and how do we intend to spend this?

- An indicative figure of £43,945 for Pupil Premium students and £27,500 for Pupil Premium Plus students is expected in Financial year 2016-17. We have so far spent £100,059.89 (as of 25th September 2017) on the areas below. Our dedication to providing these facilities has meant an over-spend, however we are determined to close gaps in achievement and attainment and provide our disadvantaged students and help them thrive.

Strategy	Objective
Extra Literacy and Numeracy support including regular 1:1 support	To enable students to catch up in these key areas.
Laptop/Tablet	To help students with their studies/homework.
Recruiting a Maths tutor to work alongside students at risk of permanent exclusion.	To enhance the students' progress in this area.
Expanding the Outdoor Curriculum and Facilities	To provide an alternative and enriching experience for students including Forest Schools and Mountain Leaders.
Funding for Food Technology	To help students access the Food Tech curriculum and understand the importance to healthy eating.
Continuing links with Alternative Providers	To result in the achievement of important vocational qualifications
Continued Provision of Weekly Sessions from counsellors and a psychiatric nurse	Provide much needed support for vulnerable students.
Employment of a Life Skills Tutor	To help students with important skills.
After School Clubs	To help learn more skills/activities
Enrichment activities including	To build self-esteem and improve ability to socially interact in a positive

residential schools	manner with peers and adults alike.
Music Tuition	To help students interpret and learn musical skills.
Mentoring	To enable students to focus and to encourage them to develop.
Breakfast	To help students to focus more in lessons at the start of the day and to assist student with a healthy start to the day.

How do we monitor progress for disadvantaged pupils at Batchwood?

- After every data capture for Key Stage 3 and Key Stage 4 we analysis vulnerable group's data (such as pupil premium) and address any gaps with interventions in teaching and learning.
- We analysis behavioural data such as removals from class and see if our disadvantaged students are being removed from class more frequently then non-disadvantaged and the reasons for their removals.
- We have a system for recording and analysis Learning, Social and Emotional responses for students each term. This system records questions in these three areas on a score of 1-6 which 1 being always true and 6 not at all true. From here we can analyse if group's students have made progress from their baseline. We can also identify if there are any key areas where students are scoring highly such as "interaction with peers" or "responds differently to Females/Males". We can then see if interventions need to be put in place.