

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Bramhall High School				
Academic Year	2016-17	Total PP budget	£171,830 (projected)	Date of most recent PP Review	09/01/2015
Total number of pupils	1032	Number of pupils eligible for PP	177 (Oct 2016)	Date for next internal review of this strategy	Jan. 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	45.7%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	64.3%/52.4%	75.8% / 73.4%
Progress 8 score average	-0.56	0.12
Attainment 8 score average	43.11	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Student academic expectations – students settling for lower grades or lacking in self-belief with regards to academic potential
B.	Upper Ability students making good progress (4+ LOP) across the curriculum. P8 -0.22 (2016)
C.	Engagement with interventions across the curriculum (key focus of English and Mathematics)
D.	Ability to work independently (particularly in English Language)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Mobile students – DS who have not been present for full term education at Bramhall High School. Currently 10% of the cohort are in year transfers.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Expectation levels raised for outcomes and progress of both DS and the staff who teach them. Measured by student voice. DS having clear aspirations for post 16. Measured in IAG meetings.	Greater proportion of DS achieving 4+LOP across the curriculum

	DS to access appropriate curriculum.	DS progress to be above FFT (50) targets. Continue the trend of DS performance (see impact report 2015-16) Student Voice
B.	Progress 8 scores for the Upper ability DS to improve (Target P8 0). Measured terminally by the 2017 results and monitored across the 4 tracks. DS (UA) making 4+LOP across the curriculum. Particularly with the open basket. Appropriate challenge for all students across the curriculum – Differentiation for the top end. Measured within the QA cycle – UA DS to be a focus half term 2. Departmental intervention to focus on UA DS.	P8 score to be above 0 for Upper Ability DS. UA DS to make 4+ LOP in their open basket subjects. Challenge for UA DS – Student Voice.
C.	DS to be positively discriminated by Subject Leaders when creating intervention groups. Attendance at intervention sessions to be monitored by teaching staff and centralised with PWW (AHT responsible for DS) LM to liaise with parents and look at how we can pro-actively assist attendance at intervention sessions. – monitored via PWW line management meetings. Unique intervention session for DS in Eng/Maths with a reward element built in to encourage attendance. LM to map out for Yr. 11 students the opportunities for extra help for each DS.	Intervention sessions to have greater than 17% DS represented (minimum 25%) Attendance at intervention sessions to be 100% Attainment and Achievement of DS to increase in line with FFT (50) Progress gap between DS and non-DS to close further.
D.	DS to be prepared for linear examinations without CA. – Performance in mock exams. Tracking data in line with the normal tracking cycle (4 times a year) Capacity to answer extended writing questions – Measured through the normal QA cycle (student voice) DS working more independently in lessons (Use of TEEP techniques)	Progress of DS in line with FFT (50) or better. Performance on final examinations – Question analysis English Language (ERA) – DS performing in line with non-DS.
E.	In year transfer students to suffer no disadvantage due to their late arrival at BHS – Measured in tracking data. LM have a clear line of sight for this group and monitor their progress. LM to work with students to minimise the impact of being a late arrival e.g. Liaise with Restart or work in intervention sessions for specific subjects.	Student Voice.

5. Planned expenditure					
Academic year		2016-17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B, C and D	Staffing (full details on the spending plan document) Particular focus on Subject Leaders and the role of the Core Tutor.	These outcomes will only be achieved with a focus on quality first teaching for all. Subject Leads and SLT are best placed to strategically monitor interventions and target groups. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations e.g. Head of Year and Progress Trackers.	Monitor through tracks. Regular agenda item at QA meetings. Ensure all departments have a DS focus (particular emphasis on UA). Ensure individual accountability for all teaching staff – through use of SISRA data. Use of QA to monitor at regular intervals – Key focus of work scrutiny UA.	PWW – QA overview. Subject Leaders – departmental QA. JOL – Progress Trackers and data tracks.	Following after each track. Actual results 2016-17 Each QA grid update (half termly).
A	Staffing – Core tutor, IAG and Learning Mentor (see spend plan) Curriculum	Core Tutors are best placed to have regular 'check ins' with DS. Learning Mentors to discuss follow up to the IAG. Focus group of students identified to take to college/university. PWW training course identified the clear difference between aspiration and expectation.	Head of Year QA for all core tutors. Fortnightly meetings with LM. Student Voice carried out and then aligned with the Track data.	PWW	Following after each track. Actual results 2016-17 Each QA grid update (half termly).
Total budgeted cost					£153,066 (see spending plan for full details).

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	English DS intervention programme. DS provided with individual texts to annotate. Wave 1 intervention monitored in the classroom.	ERA question analysis identifies DS (particularly UA) underperforming where independence is required. Anecdotal info from English teaching staff.	QA of the intervention across school. Particular focus on English	PWW/AWA	Following each track from Track 2.
C	Subject leaders to positively discriminate DS in interventions. Monitor attendance of DS at these sessions. Pro-actively encourage DS to attend (e.g. rewards)	P8 and levels of progress from 2016 results. Analysis of intervention groups (Saturday intervention lists 2015-16).	Monitor track data. Centralise intervention lists via Head of Year 11.	PWW and all subject leaders. Head of Year 11.	Following each track. QA meetings each half term.
Total budgeted cost					£1000 (+staffing cost)
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved performance in English Literature and Language	Intervention sessions. DS given a copy of the texts for literature to annotate.	DS may not have access to their own personal copy of the text. DS need support on the independent writing involved with English.	Student Voice. Assessment of students at regular points and analysed within the tracks.	MEL	Track 2
Interventions across departments.	Improve progress rates	Subject specific identification of underperformance.	All Subject Leaders to centralise their DS intervention lists.	PWW	Track 2

			LM to carry out regular student voice for DS		
Total budgeted cost					Approx. £1000

6. Review of expenditure (please see impact report for 2015-16)

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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