

Brighton Hill Community School – Pupil Premium Action Plan (2016/17) and IMPACT

1. Summary information					
School	Brighton Hill Community School				
Academic Year	2016/17	Total PP budget	£108,155	Date of most recent PP Review	September '16
Total number of pupils	512	Number of pupils eligible for PP	105 (20.5%)	Date for next internal review of this strategy	Jan 2017

2. Current attainment (based on 2015/16 GCSE results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C	42%	67%
% achieving 5A* - C incl. EM	29%	65%
% achieving expected progress (3+ LoP) in English	58%	82%
% achieving expected progress (3+ LoP) in Maths	42%	71%
Progress 8 score average	-0.78	-0.17
Attainment 8 score average	3.96	5.15

* Please see previous gap reports for additional progress and attainment data for pupils eligible for PP.

Predicted attainment of current Year 11 students		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 5A* - C	50%	67.1%
% achieving 5A* - C incl. EM	10%	34.1%
% achieving expected progress (3+ LoP) in English	35%	19.5%
% achieving expected progress (3+ LoP) in Maths	10.5%	19.5%
Progress 8 score average	-1.09	-0.62
Attainment 8 score average	4.05	4.96

5. Planned expenditure					
Academic year			2016/17		
The three headings below enable BHCS to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1) Quality of teaching for all					
Budget	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
^a £1,500 (SISRA)	A1, A2, B, C, D, F	Data analysis by SLT, HoF's, HoY's and AIM using SISRA Analytics. GAP report to be circulated SLT LM data meetings SIMS attendance and behaviour analysis	High quality data analysis to highlight areas of strength and areas of concern. Improved assessment procedures needed for a more accurate picture of final outcomes. Robust interventions must be based on accurate data analysis	Clear line management focus on data analysis from HoF's to SLT LM's GAP report and other important data circulated to all and regularly discuss at all levels of management.	Increased awareness of student data and areas of underachievement. Data focussed RSL and faculty meetings Evidence Faculty/ Data Reports
^b £8,000	A-G	NPQSL undertaken by 2 staff to increase distributed leadership across the school RAP working groups focussed on improving teaching and learning (T&L group/Vulnerable group) RSL meetings to discuss key students who are underachieving T&L Faculty meetings to improve T&L across the school and to support non-specialist teachers. Additional Parents Information evenings and days	Distributed leadership allows staff to be more widely supported in the pursuit of outstanding teaching and learning RAP working groups and RSL meetings give staff time to discuss and plan for in-class intervention to support the progress of all students. T&L meetings support the performance of non-specialists in the classroom.	ELT formed to support the work of SLT with key strategic focusses on T&L and PP progress. Minutes from T&L, RAP and RSL meetings show effective planning for improvements in teaching and learning.	Focussed RAP working groups looking at improving student outcomes through T&L/VG/Transition focus. High quality CPD delivered to staff related to and differentiated according to PM, LW feedback and staff needs. Evidence RAP working group minutes to show progress with SoL's/SoW, feedback strategies, etc. RSL impact shows positive progress by students discussed at meetings CPD feedback, LW feedback – both T:Drive to show staff evaluation and impact on T&L

c	£15,000 (staffing directed budget ed cost time costs)	E	CPD programme that focusses on high quality teaching and is highly differentiated for staff to meet needs of a wide range of staff, from different subjects, different lengths of service and different levels of professional ability within the classroom.	The most powerful tool for improving the progress of any student (including those eligible for PP funding) is quality first teaching. An emphasis on this fact is needed through the CPD programme and at all times, by all school leaders.	High quality CPD programme is implemented and regularly reviewed and evaluated following staff feedback. CPD programme that meets the needs of staff according to feedback from learning walks.	Evidence <ul style="list-style-type: none"> Overall staff ratings from CPD staff evaluation; 39% Very Effective, 61% Extremely Effective. 25% Very Relevant, 75% Extremely Relevant See T:Drive for further details
d	£5,000	A1	RAP working group – transition in place to increase entry numbers in Year 7 and to smooth transition allowing for improved progress and appropriate curriculum structure for all students, including those eligible for PP funding. Early Years Intervention (EEF)	Improved communication and links with feeder schools will provide increased entry numbers in year 7. More knowledge of students needed on entry to improve curriculum design that is suitable for students joining BHCS.	Work with feeder schools evaluated regularly to ensure BHCS is promoted to all students in Yr7. Staff involved in transition processes through RAP working group.	RAP working group focussing on improving quality of transition – knowing our future students, supporting academic progress before KS3, etc. Evidence Transition RAP working group minutes - DDH
e	£2,000	A2	Yr10 and Yr11 AP group to provide an alternative curriculum to support students who are less likely to access a full curriculum.	Providing a more specialised curriculum or learning environment can support students and enhance progress.	AHT/SENCo to ensure clear progress of AP students. Appropriate AP activities in place for students in Yr10/11,	Evidence TA data of AP provision classes from SISRA – AHT/HMD
f	£2,000	A - G	Continue to engage with collaborative learning (EEF) processes by accessing various external support networks (e.g. Sue Rafter, HIAS, PiXL) to ensure the school is accessing high quality support, guidance and advice. Ensure that relevant advice is used strategically to meet the needs of the school and our students.	Previous Ofsted findings/reports stating that PP spending should be reviewed.	SLT/ELT/AIM to work tirelessly with external network links to ensure the school is being fully supported.	Evidence Reports from external resources – used to improve whole school and departmental procedures to improve education provision for all students.

g	£1,500	A1, A2, B, C, E	SI and FP/PB stickers, collaborative learning (EEF) with Westgate	Improved DIRT processes to support the progress of students.	HoF's, SLT checks, LW's, book scrutiny, CPD, sharing of best practice	Evidence Improved quality of marking as seen in book scrutiny and identified in LA monitoring visits, etc. KS4 data (SISRA) and internal KS3 data capture indicates progress.
2)						
	Budget	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	IMPACT
a	£15,000 (staffing costs – SENCo, TA support, etc.)	A1, A2	Improve literacy and numeracy at KS3 through English and Maths catch-up through the SEN department. SEN department will strategically deploy TA's to support identified students – 1 to 1 tuition/Teaching Assistants (EEF) . SEN to work on reading skills of students entering KS3 – Reading Comprehension Strategies (EEF)	Increased literacy levels allow students to access the curriculum in all subjects	SEN department use small group work programmes to support individuals and small groups of students to improve literacy. SENCo to regularly monitor impact.	Evidence HMD (SENCo) tracking of targeted students. HMD (SENCo) timetable for TA's deployment with PP students, in addition to SEN, where possible.
b	£5,000	A2, B	Targeted Easter Revision sessions Zone 11 rewards for PP boys	PP student attendance at Easter revision and Zone 11 is poor when compared to students not eligible for funding. Therefore, a targeted approach is needed to improve attendance and engagement in this support.	Regular analysis of attendance data and review of Zone 11 provision to be conducted regularly. Data analysis used to target certain students and parents involved through clear communication. Reward systems are reviewed for effectiveness, considering student views/opinions.	Evidence Easter revision stats – 81% of our PP students attended, with 50% attending more than 5 sessions throughout the Easter holidays.
c	£1000	A1, A2, B	Maths and Science focussed tutor groups which involve tutor led work and peer tutoring (EEF) . 2 Science TG's – one for higher ability students studying separate science and one for additional science students targeted grade C and above. Boys targeted within this provision.	Previous use of Maths and Science based tutor groups has demonstrated good impact in ensuring accelerated progress amongst targeted students.	Regular data analysis of targeted students in both Maths and Science. Appropriately planned sessions by the heads of Maths and Science to meet the needs of targeted students within the tutor groups.	Yr11 Science and Maths TG's started in September for underachieving students, with PP focus. Since January – all Yr11 students have been put into targeted intervention groups during tutor time to support revision and exam prep in English, Maths, Science. Various apps and computer programmes have been purchased. Evidence Final exam analysis

d	£10,000	A1, B, C	Zone provision from Year 7-9 to support low ability students in small group teaching with some of our best teachers in various core subjects.	Some students are unable to access the mainstream curriculum and require a specifically tailored programme to enhance achievement and provide opportunities for success that might not otherwise be accessible.	AHT/SENCo monitoring Zone provision and progress of Zone. Students in KS3 can move from Zone provision into mainstream classes following careful analysis and evaluation of progress.	Evidence TA data of Zone provision classes from SISRA – AHT/HMD
d	£5,000	F	PSA employed to work with families of students exhibiting poor levels of attendance.	Lack of attendance at school is a key barrier to progress.	AHT line management of PSA and overview of attendance data to ensure relevant students are targeted by PSA.	Evidence PSA Case Studies of families and improvements, e.g. CG, AW, KJT, MT, KE, DP all good examples.
e	£15,000	F	FLC staffed and utilised to ensure vulnerable students are supported emotionally on return to school.	The FLC is effective at supporting students with a wide range of mental health and/or emotional needs. Students improve attendance when these needs are supported effectively.	AHT line management of the LFC team. FLC to follow a clear referral process with clear intended outcomes for all students which involve a plan that ensures transition back to mainstream lessons is smooth, effective and as rapid as possible.	Evidence FLC timetable and case studies showing support for vulnerable students.
f	£8,000	F	Work placement, use of alternative providers for students unable to access mainstream education	Some students are unable to access mainstream education for a variety of reasons. Utilising alternative provision supports the student at risk, as well as other students in the class.	AHT to liaise with alternative providers to ensure student attendance is high and progress is made. Funding to be withheld if students are not engaging with alternative provision.	Evidence AHT records evidence through liaison with alternative providers. However, attainment from these students was poor and prevented a whole school positive progress 8 figure.
g	£2,000	F, D	Breakfast club (EEF) to be run in the FLC every morning.	Several students eligible for PP funding arrive at school late and/or without breakfast, this can lead to behaviour and engagement issues. In addition, providing breakfast can encourage some students to	FLC keep up to date registers of attendance. Regular review of PP behaviour, punctuality and attendance to take place. Students with concerns are targeted and invited to the breakfast club.	Evidence 30 students regularly access breakfast club. 8 of these students are PP students (27%). Improvements in attendance and punctuality seen by some (GC, SD, BT, KT, KE) - see PP tracker. Others appear not to improve but would not eat otherwise.
h	£2,000	A1, A2, B	Use of additional teaching time to support students with lower levels of progress. TA's and under loaded teachers can be used to support students with these gaps in progress.	Some students who have previous gaps in knowledge find that the gap simply grows through education as no time is allocated to 'catch-up'. Increased time given to catch up in core subjects can support progress over time.	Clearly identified students linked to TA's/teachers to support during periods of the day to ensure catch up is effective. Regular review of student opinions and data analysis conducted to evaluate effectiveness	Evidence n/a – intervention not used

i	£200	D	HoY data analysis of behaviour along with behaviour interventions (EEF) as appropriate. Use of report cards and associated rewards to support improved consistency of high quality teaching should improve B4L across all subjects.	Poor behaviour by some PP students in the past has caused low levels of progress. Improved B4L will support improved progress.	B4L assessed regularly through learning walk feedback and analysis of behaviour referrals.	Evidence Some improvements in behaviour over short periods with quick snappy rewards, e.g. canteen food for SM, FB, etc.
j	£200	A2, B, C	After school student talk with Ed Cooke – founder of Memrise – to discuss/teach memory techniques to support revision for final exams.	Students are low in confidence with revision and memory skills. Basic but effective memory skills can support revision and improve performance.	HoY to monitor attendance at sessions. HT to consider future impact of ‘memory’ workshops.	Evidence 56% of PP’s attended after school for this session. Positive feedback given by all students and staff.
3)						
	Budget	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	IMPACT
a	£500	G	Use of online parents booking system for parents’ evenings. Additional parents’ consultation events, e.g. Yr11 Information evening	Poor engagement of PP families at previous events, such as parents’ evenings, held by the school.	Use of parents booking system for all parents evening. Analysis of attendance data. Priority booking for PP families. Additional parental contact with PP families prior to parent events.	Evidence Positive feedback from parents – but, as yet, no improvement in PP attendance. Additional PP specific parents evening in place during DTM – 63% of invited parents attended. 3families that did not included those that regularly attend normal parents evenings.
b	£2,000	A2 – C	GCSEPod used to support revision at KS4 – Digital Technology (EEF)	Our PP students, who are largely visual learners will benefit from such a revision resource.	Ensure an effective tutor programme is in place to support students in place. Ensure parents are aware of the resource so that students can access from home.	Evidence 10,998 Pods streamed since November 2016. 3 rd highest user – LT. 1242 streams from PP students. 2,309 downloads, 15,39 from PP students. Positive feedback from some students.
c	£500	D, F, G	Student reward systems, e.g. athletics trip, etc, set up to motivate PP students to attend, engage and achieve.	Rewards should act as incentives for students to improve performance in key indicators.	Regular updates, student meetings, assemblies, student voice/feedback	Evidence Thorpe Park/Athletics tickets purchased for 7 PP students on this rewards trip (17.5% of attendees were PP, almost proportionate with PP vs. non-PP cohort in school). All reported positive effects of rewards trip on motivation and engagement.
d	£200	A2, B, C	Zone 11 – Extending School Time (EEF)	Students who access additional support through Zone 11 are more likely to achieve well at KS4.	Zone 11 attendance monitored. Engagement of parents in this process and advertisement on key parents’ evenings.	Evidence Poor Zone 11 attendance at start of the year – improving in 2 nd half of the year. 44% of PP students regularly attend.

e	£1200	Increased recognition of student achievement	<p>Student rewards through the House Cup system</p> <p>Student rewards through HoY/HoF recognition schemes to improve attendance, behaviour and engagement.</p>	<p>Students enjoy be rewarded with HC points, as evidence in previous student voice.</p> <p>Students enjoy associated rewards such as house badges and the Thorpe Park trip</p>	<p>GWK line management of KRN to ensure HC points are being used by all teachers in all subjects – analysis of teacher inputs to be conducted each half term. Staff reminded to input faculty stars, etc.</p>	<p>Evidence</p> <p>88% of PP students have earned at least 1 HC badge. Most wear badges although not evident on summer uniforms.</p> <p>99% of all students have at least 1 HC point this year and have contributed to HC totals.</p> <p>6 PP students currently sitting in Thorpe Park qualification places.</p>
f	£300	Increased student aspirations	Trips/visits to higher education establishments.	Targeted students taken to Winchester and Warwick university to raise aspirations for future achievement	WCS to take trips and assess impact.	<p>Evidence</p> <p>Winchester Uni Trip (Yr9/10) Trip feedback; 100% enjoyed the day, 88% found it valuable, 88% said it would make them work harder in school, 84% said it inspired them to go to University in the future.</p> <p>Winchester Uni Trip (Yr8) Trip feedback; 100% enjoyed the day, 100% found it valuable, 87% said it would make them work harder in school, 93% said it inspired them to go to University in the future.</p>
g	£2,000	Improved PP student engagement within lessons and attendance at school	Funding available to support children through purchasing of resources and/or financial support for trips. Examples given below;	Some PP families are unable to provide support students financially which can impact on engagement in lessons and attendance at school.	Teachers to submit funding requests to GWK (AIM) for consideration. GWK to ask for impact data from all funding requests to ensure spending is accountable and impactful.	
	£500		Food technology/KS4 catering (FNP) ingredients provision	Students need ingredients to be able to participate in these lessons. KS4 students need ingredients to support GCSE performance.	CST to monitor need and use. CST to provide impact data.	<p>Evidence</p> <p>100% engagement in practical lessons where previously students had to sit out/work in pairs on limited resources.</p>
	£1000		Trip Support – to allow those who can't afford to attend school trips to do so. E.g. day trips to the Theatre, residential trips to foreign countries	Students will show more engagement in school with this support. Students understanding of key topics are also improved as a result. Students develop both socially as well as academically through this provision.		<p>Evidence</p> <p>2 x Yr11 students (CP, KW) went to Poland – both attended 10 x Zone 11 sessions to 'pay-back' money, however progress data still weak.</p> <p>1 x Yr9 student (LC) went to France – attendance improved as a result.</p> <p>A number of students went to see Blood Brothers as part of their English studies – all positive feedback and progress as a result.</p>
	£250		Art resources	Students will show more pride in their work with their own sketch books rather than using second hand books/.	CEH to monitor need and use. CEH to provide impact data.	<p>Evidence</p> <p>100% engagement in practical lessons – 10 PP students across Yr10/11 involved. Faculty data to assess impact.</p>

	£300		Music lessons	Students to show more engagement in music through improved performance as a result of music lessons.	FED to monitor need and use. FED to provide impact data.	Evidence 1 student offered music lessons with improved attendance but no improvement so no music lessons (yet!) 1 x Yr7 PP student engaging regularly in music lessons, attendance 97%.
	£100		Revision Guides	Students can access revision guides for their subjects.	Revision guides will support students during periods of revision.	Evidence Students using revision guides to support revision – exam analysis TBC
	£100		Calculators	Students can access a calculator during Maths lessons, Zone 11 and exams	Performance in Maths lessons requires calculators	Evidence Calculators purchased for Maths lessons. 5 x students given calculators for last year exams. 3 of these hit targets. 1 didn't turn up for their exam!
	£50		Psychology Revision Guides	Students can study at home through use of a revision book in this subject.	LLS to monitor need and use. LLS to provide impact data.	Evidence Psychology attainment/GCSE results
	£25		MFL grammar and translation books	Students need support with spoken and written work in MFL to support progress through KS4 courses.	SHB to monitor need and use. SHB to provide impact data.	Evidence MFL attainment/GCSE results
h	£2,000	A2, B	ECDL costs – Digital Technology (EEF)	Students can pass an ECDL course that contributes to their final grades and progress 8 scores. Boys can be targeted in this programme.	GWK/CST to schedule study in this course within the timetable	Evidence PP results as follows; 6 x Distinction* 3 x Distinction 5 x Merits 2 tbc
i	£150 (plus external funding)	D, F, G	Pop-Up Kitchen – Schools Diners	Students invited to take part – but must earn their way onto the school diners' project by proving they can be part of the team.	HoY to monitor attendance and behaviour data to ensure students are responding.	Evidence See attendance and behaviour stats (GWK). Summary – not much improvement in behaviour, but attendance improved significantly in a number of identified students.
j	£500	D, C, F, G	Health and Well-Being Cookery Sessions	Students invited to extra-curricular activities to cook 'super-food' recipes donated by ML (PiXL)	HoY to monitor student engagement in sessions.	Evidence Thursday 4 th and Wednesday 10 th May. Currently involving 30 PP students, 10 from Yr11, 20 from Yr10 – all students completed questionnaire reporting positively on impact it would have on future food preparation at home.
k	£200	A2, C, F	RELAX sessions	RELAX sessions to teach students mindfulness and calming/stress coping strategies to support progress during exam period.	HoY/FLC to monitor attendance and engagement. Feedback to be collated.	Evidence Positive student feedback so far. 12 students involved, 3 are PP (25%). Final exam results positive for those involved.

		Other Approaches, budgeted cost	£10,150
		TOTAL budgeted cost	£108,850