Pupil Premium Strategy Statement: Orchard School Bristol 2017-18

For the academic year 2017-18, the following funds have been allocated:

Pupil Premium allocation 2017-18	£ per pupil	Number of students at census Jan 2017
Students in Years 7-11 recorded as Ever 6 Free School Meals	£935	...
Looked After Children (held by the LA through the Virtual School (Hope) Head)	£1900	...
Children adopted from care under the Adoption and Children Act 2002, and children who have left care under a Special Guardianship or Residence Order	£1900	...
Service children	£300	...

Summary information								
Academic Year	2017-18	**Total PP budget**	330, 985	**Date of most recent PP Review**				July 2017
				Date for next internal review of this strategy				July 2018
Total number of Students	791	**Number of pupils eligible for PP**	382	**Proportion of students across each year group:**				
		% of whole school	48.2%	Y7 = 51.9%	Y8 = 50.6%	Y9 = 50.6%	Y10= 44.3%	Y11= 41.9%
2016-17 outcomes for PP students								
				Students eligible for PP (Orchard)		Students not eligible for PP (national average)		
% achieving 5+ English and Maths				**23%**		49%		
Progress 8 score average				**-0.82**		0.11		
Attainment 8 score average				**32.44**		49.54		
% taking EBacc				**24%**		43%		

% achieving EBacc	8%	25%
% staying in education/apprenticeship/employment after KS4	81%	96%

Previous Academic Year Review of Expenditure (2016-17)

i. Whole School Literacy

Desired outcome	Chosen action / approach	Estimated impact	Cost
Focused leadership of literacy	Deputy Headteacher allocated 20% of her role to leading on literacy	Deputy was able to establish focused interventions in reading, vocabulary and EAL. This meant that students had a suite of interventions, with start and end data monitored clearly. Success for individual students in reading ages was clear, as significant proportion managed to make rapid progress towards or close the gap to chronological age. This impacted on academic progress across whole curriculum. **Review:** Still an essential aspect for development; new students in year 7 and large number of midyear arrivals require literacy support	15, 440
1:1 Reading interventions	English Learning Mentor to spend 0.53 of role to improve reading and comprehension of PP students		16, 960
Greater confidence with English vocabulary	4 hours of Latin tuition per week taught to 53 students in years 7 and 8		5, 272
EAL support	0.4 specialist EAL teacher and one full time LSA to deliver bespoke interventions to support EAL students' literacy		24, 397

ii. Maths intervention

Desired outcome	Chosen action / approach	Estimated impact	Cost
1:1 Maths tuition at Key Stage 3 and 4	One full time and one 0.6 Maths Learning Mentor to spend 0.53 of role on PP students	Statistically significant improved outcomes in Maths GCSE for PP students - 2016 (C+) 15%, 2017 (5+) 33% **Review:** valuable input for Year 11 students, continue	25, 175

iii. Behaviour interventions

Desired outcome	Chosen action / approach	Estimated impact	Cost

Desired outcome	Chosen action / approach	Estimated impact	Cost
Most vulnerable Year 11 students are provided with intensive support in school's own offsite provision.	Eden Grove centre employs one 0.6 teacher and two Learning Mentors (0.6 and 0.5) to provide academic and pastoral support	Students at Eden Grove completed school and 100% attended exams enabling best chance of success. 100% positive destination data for this group. **Review:** Redundancy of Learning Mentors / provision unable to continue	39, 000
Specialised programmes to support students with high level behavioural concerns	Use of commissioned services (alternative provision): Education First, Urban Pursuit, Include; revolving door projects, one day per week, others are full time	Improved attendance and attitude to learning; some students made successful transition to full time education **Review:** valuable for a few key students	75, 000
A small group of students with the most challenging needs across whole school have targeted intervention to support being able to manage their learning	Use of Thrive programme, with trained practitioners, to target interventions for specific students. Assistant SENCO TLR Responsibility, Learning Mentor (0.5) and training for 9 staff to manage Thrive programmes	Use of RTL together with Thrive programme has had major impact on school; very calm environment with best opportunities to learn in class for all students. Staff/Student feedback and visitors to school evidence impact. Most challenging students make progress, both socially and academically; reliance on Thrive room across the year reduced, particularly in Key Stage 4, as students learned skills and greater independence in managing emotions/ behaviours. **Review:** continue for 2017/18 with reviewed role of Behaviour Manager for more proactive interventions	19, 913
Whole school behaviour management system to enable quality of learning in every classroom to improve	Establishing Ready to Learn (RTL) as our whole school behaviour system; research into the system and training of all staff. Employment of a Behaviour Manager to manage the system, with 0.53 of costs from PP		20, 155
Improvement of students' community participation, skills and learning, health and wellbeing, activity and work readiness	FACE (Foundation for Community Action) commissioned – a local youth and community charity.	Increased participation in extra-curricular activities for PP students **Review:** enrichment programme established Wednesday afternoons which provides for students for 2017/18	15, 975
iv. Support for Looked After Children			
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Cost**

Individual mentoring to support progress and wellbeing across home/school	Weekly mentoring from a designated learning mentor (0.2) to impact on progress , as well as external mentors to provide support at home	Looked after students achieved more highly overall than PP students, with P8 -0.30 (cf. national -0.02) and English P8 +0.16 (cf. national -0.02). Very positive overall achievement and destination data for LACs. **Review:** Impact positive, however funding for LAC is agreed with Hope (virtual) School	9, 100
Access to technology and books for LAC	Purchasing of IT equipment/books as required for individual LAC		3, 000
Support in school to manage emotions	20% of Counsellor employed for LAC, adopted from care or service children		10, 000

v.	Support for homework		
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Cost**
Students have access to resources and support to complete homework, which research shows leads to on average 5 months' additional progress	Homework club opened 5 days per week after school, with technology available and supervision by learning mentors Show My Homework IT package purchased to enable staff, students and families to engage in homework tasks (0.53 allocation of cost)	Students starting to secure good independent learning behaviours but more support needed. **Review:** Continue to staff homework club 3 days per week; further training of use of SMHW to be established. For 2017-18 need for more independent recording of homework → use of student planners	17, 210

vi.	Support for Year 11 learning		
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Cost**
Year 11 students are provided with revision resources and supported in revision techniques to enable best outcomes in exams	Provision of revision workbooks and working breakfasts at weekend/holiday revision for PP students	Revision activities carried out and students reported feeling more prepared after sessions. Destinations data in September 2017 very positive, with 96% of students secure in further education, training or employment.	1, 060
PP students choose appropriately aspirational Post 16 options	Employment of accredited IAG specialist in careers advice to support students in Years 10 and 11 to explore and apply for Post-16 options	**Review:** more consistent approach to revision required, including purchasing of more workbooks for 2017/18	20, 829

vii.	Outdoor learning		

Desired outcome	Chosen action / approach	Estimated impact	Cost
Raise aspirations and build personal confidence to impact on academic learning	Duke of Edinburgh Award – costs of registration and of external provider for assessment	A number of PP students successfully achieved Bronze D of E in 2016-17. **Review:** to continue	1, 325

viii. Parental engagement			
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Cost**
Strong parental engagement supports students' academic achievement	Employment of 2 staff to work with parents (at 0.53 for PP students), to include supporting parents at Parents Evenings, access to internet/Facebook enquiries and community events	Increasing attendance at parents' evenings and online contacts. **Review:** further analysis of impact on PP students needed before continuing this use of PP funding	32, 838

ix. Other activities			
Desired outcome	**Chosen action / approach**	**Estimated impact**	**Cost**
Staff are well trained in most effective approaches for exam achievement	Staff CPD programmes and PIXL training	Mixed impact of these other activities. **Review**: Decision not to continue with PIXL for 2017/18. Class charts not as effective as other programmes, so plan to shift to new programme from March 2018. Impact of UWE wellbeing project not clear, and will not be continuing with this, although invoiced late. Debate Mate and Boxing to continue for 2017/18 as impact on individual PP children's SEMH is evident	9, 965
Free breakfast provided for PP students to start the day	Food and labour costs to run a daily breakfast club		2, 915
Student performance tracked in more detail, with clear knowledge of PP students in each class	Data Management System / Classcharts purchased, and training provided (0.53 cost allocated)		3, 790
Wellbeing for staff managing vulnerable students (Looked after children)	0.53 of academic project carried out by University of West of England to explore reflective spaces and impact on staff mental health/wellbeing		10, 600

Activities to engage PP students in school	Summer School for Year 7, debate mate, Empire Fighting Chance (Boxing Club)		6, 735
		TOTAL SPEND 2016/17	**386, 654**
		TOTAL ALLOCATION 2016/17	**386, 540**

Current Year Planned expenditure: 2017-18

All references to evidence below are taken from The EEF/Sutton Trust Teaching and Learning Toolkit:
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit

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? Success Criteria	Staff lead	Review date

Every lesson every day, is good or better	Quality First Teaching prioritised, with high-quality weekly CPD sessions and QA procedures focusing on: • questioning skills, to ensure all students are engaged in all aspects of lessons • feedback in lessons and through books • strategies for teaching disadvantaged and more able disadvantaged students • learning scientist approaches to support retention and recall of facts • Training of coaches • Associate Assistant Head appointed to SLT to deliver strategy and monitor above remit	The most important impact on progress and attainment is good quality teaching. With new staff members in September 2017, and evidence of in-school variation from 2017 GCSE results, sharing of practice and challenging for higher quality teaching is essential. Feedback (+8 months)	Weekly CPD sessions Quality Assurance Programme Coaches are trained Proportion of teachers delivering every lesson every day good or better increases Increase in disadvantaged students making expected or better than expected progress	KRI	April 2018
Students understand how to work independently and revise for exams	Revision programme in place, understanding how to learn, how to revise, using learning scientists techniques • Year group assemblies • Purchase of GCSE Pod • Revision resources produced • Saturday/Holiday revision sessions	High quality resources for disadvantaged students to revise with provide the best possible opportunity for success in their public exams. Meta-cognition and self-regulation (+8 months) Homework, secondary (+5 months)	Timetabled assemblies Revision sessions planned GCSE Pod usage – monitoring and acting on information Increase in disadvantaged students making expected or better than expected progress	LES	June 2018

| Detailed knowledge of student data and progress | Invest in software to track progress of all pupils to enable us to closely monitor sub-groups within cohort:
• 4Matrix
• FFT Aspire
• MINT seating planner | By knowing our student data better, and being able to analyse effectively, teachers plan more effectively to fill gaps in knowledge and understanding | Progress reporting
Quality Assurance procedures
Increase in disadvantaged students making expected or better than expected progress | KFI | June 2018 |

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? Success Criteria**	**Staff lead**	**Review date**
Progress of Year 11 PP students is accelerated in core subjects	• Increase staffing in Science • Employ Mathematics intervention teacher • Invest in Hegarty Maths, online platform with explanations and maths practice questions. Accessed through phone, tablet, online • Assertive Mentoring programme established for selected Y11 students	Additional revision classes/ period 6 sessions are able to be provided in Science, where the GCSE spec has expanded considerably over the last year. Students are carefully identified to receive targeted tuition in Maths through 1:1 / small group work Hegarty Maths enables students to use technology to plug gaps and ease access to support	Maths intervention groupings are effective Usage of Hegarty Maths – monitoring and acting on information Increase in disadvantaged students making expected or better than expected progress	KFI and LES	March 2018

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Success Criteria	Staff lead	Review date
Rapid improvement is made for students with reading, writing and maths levels below "secondary ready" (100) (Key Stage 2)	• LSAs deliver one to one and small group interventions, or support for learning in classroom for more vulnerable students • EAL teacher/LSA ensure rapid catch up for new arrivals	Students who arrive with lower KS2 levels, or with EAL needs, require rapid improvement in literacy and numeracy for them to access the curriculum and make best progress. One to one tuition (+5 months) Reading comprehension strategies (+5 months) Small group tuition (+4 months) Teaching Assistants (+1 month)	Pre-and post- intervention data is recorded clearly Most up to date reading ages are included in class seating profiles Increase in disadvantaged students making expected or better than expected progress	KFI	July 2018
Students can fully access school and the curriculum	Personalised resources and equipment for specific disadvantaged students • Revision guides • Funding for cookery ingredients • Hardship fund (eg for PE kit, uniform, shoes, bus pass) • Music lessons • Scientific calculators • Access to laptop/ reader pens • Sanitary pads	An individual student's ability to enjoy and progress in particular subjects cannot be inhibited by lack of funding. Heads of Houses/Pastoral Managers can carefully identify students who may need more personalised resources	Attendance is good, unaffected by subject Increase in disadvantaged students making expected or better than expected progress	DC and VCA	July 2018

iii.   Whole school strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Success Criteria	Staff lead	Review date

Increase number of students at or above whole school target for attendance (>94.8% NA)	• Use of SOL Attendance tracker and advice, to target students precisely • Targeted phone calls, texts and meetings with parents and students • Home visits to maintain contact	Attendance gaps are closed through excellent family liaison Pastoral Managers maintain contact and support removal of barriers for parents to help their child attend school Parental involvement (+3 months)	Attendance Tracker Regular reporting Increase in disadvantaged students' attendance	DC	Weekly

Improve student behaviour for learning and enhance wellbeing	Develop a full strategy of support, rewards and sanctions to encourage excellent behaviour for learning and success: • Thrive room • Ready to Learn system, including Behaviour Manager leading on proactive behaviour interventions • External activities to support SEMH, including Forest School, Gardening, Boxing • Enhanced celebration across the school, including rewards and awards ceremonies • Judicious use of Alternative Provision where in student's best interests • Counsellor • Investment in CPOMS to enhance Child Protection	Supporting behaviour and wellbeing ensures students are able to focus on learning and make best progress. Behaviour intervention (+4 months) Mentoring (+1 month) Meta-cognition and self-regulation (+8 months) Outdoor adventure learning (+4 months)	Weekly meetings monitoring behaviour data Impact of interventions for students monitored Celebrations/achievements added to SIMS and monitored every 2 weeks by tutors Increase in disadvantaged students making expected or better than expected progress	DC	Weekly Dec 2017, March, July 2018

Students' personal skills are developed - particularly organisation and leadership skills	• Student Leadership is re-launched with variety of roles available for students • Humanutopia programme • Duke of Edinburgh Award • Children's university • Students are supported to organised themselves through online Show My Homework • Homework Club after school • Student planners are designed and introduced	Self esteem and confidence is essential for all students, but particularly for disadvantaged students. By developing leadership skills from an early age, students learn about responsibility, teamwork and agency. Humanutopia helps students to develop their sense of aspiration, but also the mentoring of younger students. Supporting personal organisation through an online platform or Student Planner helps students keep on top of their learning – especially their homework - and plan ahead. Secondary homework (+5 months)	Increase in disadvantaged students' participation in leadership Improved rate of homework submission resulting in increase in disadvantaged students making expected or better than expected progress	DC and MGR	July 2018
Praise is given regularly, especially when in contact with parents	Use of praise postcards by departments and Houses. Whole school use of email, text, phone calls to keep in regular contact	Positive interactions with students and families build success. Parents are strongly encouraged to attend parents' evenings and progress meetings. Open events are arranged in the neighbourhood, through primary schools and at school to encourage parental involvement. Parental involvement (+3 months)	Improved parental engagement seen at parents' evenings	DC HHD	July 2018

Enrichment activities engage students and stimulate learning	Extra-curricular activities are enhanced to include: • Wednesday P6 Enrichment programme • Educational visits • Theatre/Drama and Music events such as Shakespeare Schools Project • Sporting activities • STEM events including visitors • Use of minibus, car and staff time/ cover to organise and run events	Enrichment activities provide disadvantaged students with experiences they may not otherwise have the opportunity to engage in, building cultural capital Arts Participation (+2 months)	Increase in disadvantaged students' participation in broader range of enrichment activities	DC MGR	July 2018
Students become more aspirational in their post-16 destinations	Programmes to motivate and raise aspirations for PP students are established: • Careers programmes, including employability days • NEWS independent careers advice and guidance • academic mentoring • Business in the Community • Future Quest • ABLAZE • Work Experience Placements	When students identify career pathways, the purpose of school becomes clearer and students are more motivated to achieve. By raising aspirations of disadvantaged students, more students will be able to realise their potential	Y9 make appropriate option choices All PP students in Y10 have successful WEX placement No NEET PP students	DC HGI	July 2018
Total budgeted cost					