

Pupil Premium Summary Statement Academic Year 2017 to 2018

1. Summary information					
School : Bradfield School					
Academic Year	2017/18	Total PP budget	£105,000 up to April 2018	Date of most recent PP review	External February 2018
Total Number of Pupils	1,144	Number of pupils eligible for PP	104 (This fluctuates across the year and is recorded as 11% of cohort FFD 2018)	Date for next internal PP review	June 2019

	PP 2018 final results	Non PP 2018 results	Gap between PP and Non PP students Summer 2018
Numbers of Y11 students	18	158	
Average Progress 8	-0.78	-0.11	0.67
Average Total Attainment 8	3.7	5.1	1.4
Basics (incl E & M) 9 – 4	40.0%	74.4%	34.4%
English 9-4	55.0%	83.2%	65%
Maths 9-4	45.0%	82.6%	50%
% EBacc uptake	47 (26%)	3 (1.6%)	
English Progress 8	-0.75	-0.19	-0.56
Maths Progress 8	-0.69	-0.16	-0.53
EBacc Progress 8	-0.62	-0.15	-0.47
Open Progress 8	-1.03	+0.03	-1.06
Average exam entries per pupil	8.7	8.7	

3. Attendance figures 2017/2018							
	PP % Attendance	Whole school Attendance	PP Year 7 % Attendance	PP Year 8 % Attendance	PP Year 9 % Attendance	PP Year 10 % Attendance	PP Year 11 % Attendance
Sept 2017 to July 2018	91.4%	94.2%	94.5%	90.9%	91.01%	92.5%	69.4%
	PP Persistent absence %	Whole school Persistent absence %	PP Year 7 Persistent absence %	PP Year 8 Persistent absence %	PP Year 9 Persistent absence %	PP Year 10 Persistent absence %	PP Year 11 Persistent absence %
	40.9% 43 students term 3 10% or more absence	14.5%	3.8%	2.9%	10.5%	9.5%	14.3%

Pupil Premium Summary Statement Academic Year 2017 to 2018

Lower than national levels of Pupil Premium students. More girls than boys in PP cohort Y11 Summer 2018 with the majority mid to high attainers on entry. Attainment has improved from 2017 but not increased from 2016 figures. Progress of PP cohort whilst improving from 2017 has dropped below progress in 2016 (-0.44 difference). The gap between PP and non PP students has increased from -0.13 (2016) to -0.59 (2018).

Context · Year 11 · 2017 / 2018

		Pupils		
		Proportion		
		School	National	
Summary	All Pupils	180	100%	100%
Gender	Male	96	53%	51%
	Female	84	47%	49%
DFE Prior Attainment	Higher attainers	102	57%	39%
	Middle attainers	59	33%	42%
	Lower attainers	17	9%	14%
Pupil Premium	FSM (in last 6 years)	17	9%	26%
	Not FSM (in last 6 years)	163	91%	72%
FSM	FSM	8	4%	13%
	Not FSM	172	96%	86%
FSM Ever	FSM (ever)	23	13%	33%
	Not FSM (ever)	157	87%	66%

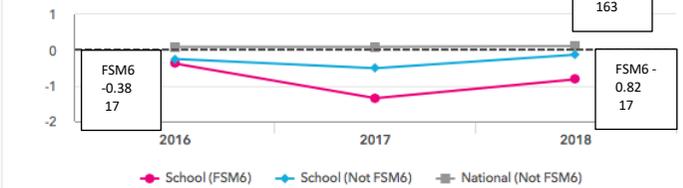
KS4 attainment for disadvantaged pupils 2018

Attainment 8 (Overall) ▾



KS4 progress for disadvantaged pupils 2018

Progress 8 (Overall) ▾



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Each pair of bars represent the scores of the FSM6 and non-FSM6 pupils for various pupil groups. The vertical distance between the pink and blue bar shows the attainment gap between FSM6 and non-FSM6 pupil groups.

			Attainment			Progress				
Pupils			Attainment 8 (Overall) ▾			Progress 8 (Overall) ▾				
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils		17	163	3.5	5.1 ↑	-1.6	-0.82 ⬇	-0.13 ↑	-0.69
Gender	Male		7	89	3.7	5.1	-1.4	-1.35	-0.28	-1.07
	Female		10	74	3.4	5.2	-1.8	-0.45	0.05	-0.5
DFE Prior Attainment	Higher attainers		6	96	4.7	6.1	-1.4	-1.21	-0.19	-1.02
	Middle attainers		8	51	3.2	4.2	-1	-0.83	-0.01	-0.82
	Lower attainers		3	14	2	2.7	-0.7	-0.01	-0.1	0.09
SEN Group	SEN Support		1	16	2.4	3.4	-1	0.39	0.04	0.35
	EHC Plan		-	1	-	3.2	-	-	-0.72	-
	No SEN		16	146	3.6	5.3	-1.7	-0.89	-0.14	-0.75
Ethnic Group	White		14	160	3.4	5.2	-1.8	-0.92	-0.12	-0.8
	Not White		3	3	4	4.4	-0.4	-0.34	-0.57	0.23

Pupil Premium Summary Statement Academic Year 2017 to 2018

4. Barriers to PP Attainment and Progress September 2017.		
The barriers faced by our PP pupils have been identified using a wide range of external and internal data sources. These include internal data and contextual information regarding external factors. We also review and monitor attendance and behaviour data; refer to staff and student voice and use external research such as that found by the Education Endowment Fund.		
CODE	Barrier	Intended success criteria
A.	Teaching and Learning Improved visibility of PP cohort – knowledge of who the PP students are and approaches for working well with them needs improving.	Pupils eligible for PP across the school are known well by classroom teachers. Increased awareness of staff that PP is a dynamic list with students moving onto and off the list. Acknowledgment of PP progress via learning walks, work scrutiny and any formal lesson observations and staff performance management.
B	Teaching and learning Barriers to learning are not being identified in the classroom and therefore individual teachers' practice needs improvement.	Staff to have a greater understanding of the barriers that PP pupils face. They can differentiate their teaching where appropriate to overcome these barriers to maximise progress. Whole-school teaching and learning to improve allowing for all pupils to progress. Focus on establishing 7 principles of effective teaching.
C	Expectations To raise the expectations of disadvantaged pupils through 'no opt out' and an expectation of participation.	All staff to have the same high expectations of PP pupils as non PP pupils in lessons and with learning. Staff utilising PP First strategy to ensure participation from PP pupils across the lessons.
D	Engaging families to work closely with school to support students.	Students entitled to receive financial support accessing this fund in the best way to support individual student's needs.

Pupil Premium Summary Statement Academic Year 2017 to 2018

Review of 2017/18				
Quality of teaching for all				
Desired outcome	Chosen approach	Rationale and evidence for this approach	Review	Allocated resources
A – Improved Visibility of PP cohort	<p>Creation of staff booklet</p> <p>Staff Noticeboard (Pre-GDPR)</p> <p>PP First strategy.</p> <p>Sit First, Resource First, Question First, Challenge First, Mark First,</p> <p>Development of individual PP Pupil Profiles.</p>	<p>To ensure no student goes unseen and that specific Teaching and learning practice, support and challenge is applied and consistent.</p> <p>Research and school studies including a visit to an outstanding pupil premium school showed that this had impact in raising standards.</p>	<p>Better visibility increased professional conversations around meeting the needs of individual students. No students went unseen.</p> <p>PP First strategy made quality assurance management more focused on setting the standard and seeing the focused work going on in classrooms.</p> <p>Development of individual profiles went on hold as the work load involved was unmanageable and there needs to be better strategy for how this information is used.</p>	Staffing*
B – Teaching and learning strategies	<p>7 Principles of Effective Teaching set as standard Teacher expectation.</p> <p>Staff CPD focusing on PP cohort and strategies for SEND teaching.</p>	<p>With a focus on whole school improvement the development of more consistent high expectations we hope to see improved levels of challenge and feedback in the classroom leading to better outcomes.</p>	<p>Senior leadership quality assurance of these standards in use indicated more consistent expectations leading to better approach to learning in the classroom.</p>	Staffing*
C – High expectations	<p>Expectations - to raise the expectations of disadvantaged pupils through 'no opt out' and an expectation of participation.</p>	<p>Raising whole school expectations leads to improvements in progress for all. By being consistent with expectations across the range of teaching and learning all students become more accountable for their own approach to learning.</p>	<p>The use of PP First raised the expectations of both staff and students in increasing levels of engagement in learning and also in evidencing the levels of progress being achieved within lessons.</p>	Staffing*

Pupil Premium Summary Statement Academic Year 2017 to 2018

Targeted support				
Desired outcome	Chosen approach	Rationale and evidence for this approach	Review	Cost
D - Improved outcomes for specific individuals	Reading intervention to ensure students assessed improved literacy and comprehension to an expectation of 9 Years and 3 Months	Any student with a lower reading age than 9 Years and 3 Months will not be able to access the secondary curriculum fully without support. Reading programs providing frequent short reading development have proven to support progress in this area. The Teaching Assistant team are supporting this work whole school. YES	Working only with students with additional needs identified as having low literacy levels had a positive impact on individuals with one to one support. This needs to be read much wider and knowledge of all students literacy and comprehension skills is essential in developing appropriate classroom support.	Staffing* Development of PP Champion role. £3,061 Staffing. £99,100
E- Engaging families to work closely with school to support students.	Provision of all revision texts for Year 11 students via subject departments. Loan of IT / tablets for students who have no access in the home	Subject leaders along with the PP champion checked that all PP students had these resources / materials. They provided more support and encouragement to attend revision support also. Some successful impact was evident. YES	Although this support helped individuals further support, monitoring and review is required to ensure all PP Y11 students access help and gain knowledge of how best to use these resources. In moving forward we will strengthen the input into Y11 regarding revision techniques and opportunities for revision support in school. Parental engagement meetings will also support students in identifying what help they need.	£2,003
E- Engaging families to work closely with school to support students.	To engage families with looking at removing barriers using PP funding and engaging with learning.	PP Voucher, allowing families with PP funding to have some level of autonomy as to how this funding could be used to support learning and progress. NO	24% of families accessed this funding, and in many cases in the main this was for uniform costs and on trips.	£125 per family per annum. £4,397
Total				£108,561

Pupil Premium Summary Statement
Academic Year 2017 to 2018

KS4 Pupil groups performance 2018

			Actual results			Pupil progress		
	Pupils		Attainment 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)
Summary	All Pupils	180	5.0 + ↑	71% +	22%	-0.19 - ↑	-2%	-8% -
Gender	Male	96	5.0 + ↑	73% +	23%	-0.36 - ↑	-1%	-5%
	Female	84	5.0	68%	20%	-0.01 ↑	-4%	-12% -
DFE Prior Attainment	Higher attainers	102	6.0 ↑	95%	33% -	-0.25 - ↑	+1%	-14% -
	Middle attainers	59	4.0 ↑	51%	8%	-0.12 ↑	-5%	-1%
	Lower attainers	17	2.6	0%	0%	-0.08 ↑	-12%	-1%
Pupil Premium	FSM (in last 6 years)	17	3.5	35%	6%	-0.82 -	-22%	-13%
	Not FSM (in last 6 years)	163	5.1 ↑	74%	23%	-0.13 ↑	-0%	-8% -
FSM	FSM	8	2.7	13%	0%	-0.90	-28%	-11%
	Not FSM	172	5.1 + ↑	73%	23%	-0.16 ↑	-1%	-8% -
FSM Ever	FSM (ever)	23	3.9 ↑	43%	9%	-0.72 - ↑	-21%	-13%
	Not FSM (ever)	157	5.2	75%	24%	-0.11 ↑	+0%	-8% -