



Pupil Premium Strategy Review - Balaam Wood School



1. Summary Information					
School:	Balaam Wood School				
Academic Year:	2018/2019	Total PP Budget:	226.870	Date of Most Recent PP Review:	January 2019
		Planned Spend:	226.870		
Total Number of Pupils (KS3-KS4):	357 362 March 2019	Number of Pupils Eligible for PP:	282	Date for Next Internal Review of this Strategy:	July 2019

1. Current Attainment: (Academic Year 2017/2018)		
Year 11	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)**
Progress 8 score average	-0.37	0.11
Attainment 8 score average	35.40	49.8
English and Maths threshold	(5+) 17.2%	49.4%
Percentage achieving EBacc	(4+) 3.4%	25.6%

*based on yr11 2018 results

1. Barriers to Future Attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor Literacy skills)	
A	Poor key skills (including Maths and English). Some children within our PP cohort work significantly below national expectation and their peers within school across core subjects within school.
B	Outcomes in STEM subjects are below national average
C	Some students eligible for PP, including most able students lack access to resources, study support, equipment, guidance, and/or cultural experiences which in turn can lead to low aspirations for post 16 and Higher Education (university)
D	Improved participation in wider school opportunities
External barriers (issues which also require action outside of school, such as low attendance rates)	
E	Attendance linked to poor attitudes to learning by a minority of pupils



Pupil Premium Strategy Review - Balaam Wood School



Date of Review: January 2019

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2. Impact of Expenditure			
Academic Year:		2018/2019	
i. Quality of Teaching for all			
Desired outcome	Chosen action/approach	Impact	Future Actions
Improved outcomes and progress for disadvantaged pupils in all subjects	<p>ADE analysis PP progress report to FL Lesson observations</p> <p>BWQM implemented across all subject areas</p> <p>Food provided for PP to allow access to a new curriculum</p>	<p>External learning walks show an improved quality of teaching with 100% of demonstrating the 'Balaam Wood Quality Mark 7' (BWQM7) is being applied across all subject and year groups. The following aspects of the BWQM were seen in all lessons: PowerPoint, Learning Objectives (differentiated – green, amber and purple), and Do Now Activity.</p> <p>The following aspects of the BWQM7 were evidenced in the majority of lessons: marking and feedback, reading, AfL (questioning), teacher talk for a maximum of 7 minutes.</p> <p>In the last external learning walk, 83% of lessons were effective or better.</p>	<p>EDA to meet with AHT for Behaviour to review areas where inconsistencies in management of learning behaviours exists 'A few teachers do not reinforce expectations about learning behaviours' and lessons where 'some pupils do not focus enough on their learning where low-level disruption or misbehaviour interrupts learning' and put 6 weeks support plans in place</p> <p>Teachers tip sharing of good practice; Bring and Brag session to share WAGOLL 100% SLANT Choral reading questioning good practice</p>
Diminish gaps in outcomes between disadvantaged and non-disadvantaged pupils	<p>Development of DIRT time in lessons. Pupil premium pupils monitored first during DIRT time- to be developed</p> <p>Bespoke CPD to train staff in the new BWQM</p>	<p>All pupils in all years have access to food lessons.</p> <p>Teacher's tips focusing on the behaviour learning strategies and the BWQM is resulting in a steady increase in the quality of lessons seen.</p> <p>Between data entry points PP pupils are making the same rate of progress in line with NPP pupils in school however, PP pupils are approx. 1 sub grade below NPP. It is worth noting that nationally PP pupils do less well than NPP. The gap in school is smaller than the national trend.</p>	<p>Investigate with FL specific interventions to address the GAP in learning</p>



Pupil Premium Strategy Review - Balaam Wood School

<p>Attainment of pp pupils is improved and any 'gaps' are diminishing.</p>	<p>Improving attainment of pupil premium pupils' Bespoke pathways for KS4 for disadvantaged pupils with specific needs including 1:1 visits to colleges</p> <p>Use of unqualified teacher in English</p> <p>PixL 'High Five' conference PiXL support</p>	<p>In all headline figures, Year 11 PP pupils are doing marginally better than NPP. In addition, PP pupils in Year 11 are doing better than PP pupils at the same point last year. Targets have been set to allow the school to make more than good progress, so set targets are aspirational</p> <p>Over the course of the year to date there have been 10 whole schoolbook trawls. Members of SLT and middle leadership have undertaken the book trawls. All books sampled were PP books. Book trawl data suggests that the quality of marking and feedback is improving and at the last book trawl 89% of marking and feedback was judged effective or better.</p> <p>There has been visits for PP to colleges to support with transition to higher education</p> <p>All Year 11 PP pupils have met with the careers adviser and 100% of pupils have made applications or are in the process of applying. 76% of pupils have secured an offer for college or sixth form. Parents support the quality of work in this area: My child is well prepared for moving on to the next stage of education or work 88% agreed</p> <p>The unqualified teacher has been tasked with a focus group of PP pupils in Year 11. Of the target group, 100% of pupils have made progress in English Language. Improving their marks for each question.</p> <p>This has been replaced with the following: University students led by Birmingham University- Maths target workshop</p>	<p>Liaise with FL to collect data from departmental book trawls. Evidence actions and impact from whole school book trawls for PP</p> <p>Follow up the 24% of pupils who are yet to secure a place</p> <p>Bespoke training by SLE for unqualified teacher to secure better quality of teaching and intervention</p> <p>Impact to be measured through pupil voice and Outcomes</p>
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Pupil Premium Strategy Review - Balaam Wood School

	<p>Cross over meetings between Director of Maths and English</p> <p>Lead Practitioner with a specific focus on Year 11 progress</p>	<p>Year 11 English group English Language booster led by Kind Edward School</p> <p>There have been 5 crossover meetings, which has ensured a much more focused approach to intervention. At Ade 1, there was only 1 pp pupil achieving a grade 5 in English and Maths at the last ADE data is predicting 15 pupils. Following the last crossover meeting an additional 10 pupils have been identified for bespoke intervention ensuring a target of 30% crossover is set.</p> <p>A range of Year 11 interventions have been led and monitored by JQ. Period 6 sessions offered to all PP pupils. Data suggested in the Autumn term- 56% of PP pupils attended 80% of the time Most recent data suggests 80% of PP pupils have attended period 6 sessions and increase of 24%</p> <p>8 out of 10 PP have attended 'My Tutor' of these pupils 7 have improved results in English and Maths by at least 1 grade</p> <p>Pupil voice supports the impact of the interventions with 60% of pupils reporting the interventions to be supportive and useful</p> <p>In the most recent parental survey in March, parents expressed a positive view of the support pupils have received. The main findings: The school makes it clear to parents what standard of work it expects from the pupils 92% agreed Staff encourage my child to become more mature and take on more responsibility 96% agreed</p>	<p>Identify most recent data</p> <p>Complete an additional pupil voice to inform actions for next year</p>
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Pupil Premium Strategy Review - Balaam Wood School



		<p>The school offers a range of activities, clubs, extra study sessions that meet the needs of my child 86% agreed</p> <p>Meetings between parents and teachers are helpful and informative 100% agreed</p> <p>I receive valuable information from the school about my child's progress 96% agreed</p>	
<p>Improve teaching in Maths leading to improved numeracy skills and progress in Numeracy in Y7-9</p>	<p>Focus on the Foundations of Mathematics Numeracy Ninjas Teacher led numeracy intervention</p> <p>Baseline testing Re test at ADE points 50% improve by at least a grade by the end of the year.</p>	<p>A more focused curriculum in KS3. New subject lead appointed in September and is currently reviewing the curriculum year by year. Celebration of national PI day raised the profile of techniques. A more consistent approach to teaching across the faculty. This is ongoing. However, following the latest learning walk, planning is consistent and the use of whole school approaches is being consistently applied across all classes.</p>	<p>Final outcomes in July through SATS paper</p> <p>Review how Numeracy Ninjas can be utilised as part of DNA's consistently across the faculty</p>
<p>Improved reading ages and comprehension, leading to better progress and attainment</p>	<p>Reading programme/lesson embedded into KS3 English lessons, with SENCO support to facilitate reading tests for whole school.</p> <p>Read to Achieve lessons-choral reading to address reading for pleasure</p>	<p>Read to Achieve lessons in Years 7 and 8. 1 hour a week dedicated to reading a range of texts. Lead teacher DM has monitored these lessons and provided training to all teachers. Impact so far can be seen in reading test data</p> <p>SLE for SENCO has supported with the development of bespoke strategies for pupils with very low literacy skills. Introduction of CLIPS across CORE faculties</p> <p>Reading date: Year 7- 62% of pupils have made progress in reading since October 2018, most noticeably in 7En2 at 72% The number of pupils below ARE has fallen from 55% to 36% 52% of PP pupils made progress</p>	<p>Review PSS toolkit impact</p> <p>Review reading lessons and introduce the Tier vocabulary to lessons</p> <p>CLIPs- what is the impact? Are they being used? How are these addressing gaps for PP?</p> <p>Review specific intervention for PP still below ARE</p>



Pupil Premium Strategy Review - Balaam Wood School



	<p>HGRT Reading test twice a year shows a positive improvement with 35% making good progress of 1 year or more.</p> <p>Reading Strategy whole school with BEP reading project</p>	<p>Case Study WR: first NGRT test in October 2019 was well below ARE at 7.07. In the March re- test, he increased his test score by 43% to 10.11 years, in six months. WR has had the following interventions: Shared reading, Lexia where he has completed 26 hours of Lexia training this year and has completed 78 out of 104 available units.</p> <p>Year 8 53% of pupils have made progress in their reading from October 2018 to March 2019, most noticeably in 8En1 at 59%. 43% of PP pupils made progress; most noticeably in 8En3 at 52%</p> <p>Case Study KD: NGRT test in October 2018 was on the cusp of ARE at 10. In the March re-test, he increased his test score by 36% to 13.01 years in six months. KD has had interventions such as Shared reading, Lexia he has finished the programme and if continuing with Lexia would now be able to attempt Lexia Power Up/secondary version. He has completed 25 hours of Lexia training this year and has completed all available units. KD has worked extremely hard and has been pro-active by working independently at home</p> <p>Year 9 53% of pupils have made progress in their reading from October 2018 to March 2019, most noticeably in 9En2 at 67%. The number of pupils below ARE has fallen from 20% to 14% 46% of PP pupils made progress; most noticeably in 9En3 at 63%</p> <p>Case Study CH: NGRT test in October 2018 was below ARE at 9,10 yrs . In the March re-test she increased her test score by 36% to 13.05 years, in six months. In yr 9 they have had an increase in Read to Achieve lessons: one extra hour a week for the last term. CH is in 9En2, which showed a dramatic increase in reading outcomes especially for girls: 44%.</p>	<p>Ensure data is shared with parents Investigate a parental workshop in the Summer term</p>
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Pupil Premium Strategy Review - Balaam Wood School



	<p>PSS toolkit for very low level literacy</p>	<p>The introduction of the PSS toolkit being delivered to 6 PP pupils in 7 and 8. All are making progress but this is very slow. Salford test is used to track interim progress. Reading and writing skills have improved.</p>	<p>Ensure resources are being utilised by TA's. Learning walk by SENCO of PSS lessons and review how they are supporting learning in English and Maths lessons.</p>
<p>Exam skills programme for Year 11 to ensure they are fully prepared for examinations Better equipped to answer questions in exams. Robust individualised revision programmes</p>	<p>Form time intervention sessions led by Core subject areas Booster sessions after school Intervention groups for targeted disadvantaged pupils in Year 11 within the following: HPA, MPA and LPA</p> <p>All pupil premium students to be given a senior member of staff as a GCSE and post 16 mentor.</p>	<p>A range of Year 11 interventions have been led and monitored by JQ. Period 6 sessions offered to all PP pupils. Data suggested in the Autumn term- 56% of PP pupils attended 80% of the time Most recent data suggests 80% of PP pupils have attended period 6 sessions and increase of 24%</p> <p>8 out of 10 PP have attended 'My Tutor' of these pupils 7 have improved results in English and Maths by at least 1 grade</p> <p>Pupil voice supports the impact of the interventions with 60% of pupils reporting the interventions to be supportive and useful</p> <p>In the most recent parental survey in March, parents expressed a positive view of the support pupils have received.</p> <p>All PP have a SLT mentor a meet once a half term to review data, progress and effort across sessions. In addition, SLT mentors visit lessons and monitor attendance. They also make phone calls to their mentees when they are absent. Impact- this is yet to be analysed by group. JQ is due to review in Summer two</p>	<p>Focus on any additional interventions in the June review.</p> <p>Identify lessons learnt and impact</p> <p>JQ to present data for impact of mentoring programme</p>



Pupil Premium Strategy Review - Balaam Wood School

<p>Improve pupil exposure in Year 7-9 to STEM subjects with a specific focus in Maths and Science</p>	<p>Newly appointed Faculty Leaders in Maths and Science. Recruitment Triple Science is offered at GCSE</p> <p>Introduction of a STEM club for PP pupils</p> <p>Academic Peer Mentor programme led by AP ambassador</p> <p>3 Birmingham university coaches studying Maths working on a 1:1 basis with 3 Year 11 pp HPA boys in WBW sessions</p> <p>My tutor Maths for targeted PP pupils in Year 11</p>		<p>Impact to be reviewed at the end of the academic year</p> <p>Impact to be reviewed at the end of the academic year FSM to collect and review pp voice and compare with achievement/progress in Maths and Science for targeted pupils.</p>
ii. Targeted Support			
Desired outcome	Chosen action/approach	Impact	Future Actions
<p>Small group literacy support for year 7 pupils who have entered BWS below</p>	<p>Hackney Literacy Programme</p>	<p>Following 2 terms of lessons 53% of PP have improved their reading ages. This has resulted in 7 pupils (all PP) 'graduating' into set 2. In addition, 100% of PP pupils in 8Set3 have made progress in the recent reading tests.</p>	<p>There is some work to do around the consistency of application and teaching of Lexia sessions. FSM/DMO to review lessons and</p>



Pupil Premium Strategy Review - Balaam Wood School

<p>100 in Reading to eliminate gaps in attainment.</p>	<p>Lexia</p>	<p>Lexia intervention has been quite successful to date:</p> <p>Year 7 In Set 2 English 95% of pupils have made at least one year of progress since September. In addition, 5 pupils have made at least 2 years progress and 2 pupils have made 3 years progress. In Set 3 English, 86% of 21 pupils 18 have made at least one year of progress since September. 8 pupils have made at least 2 years 2 pupils have made 3 years</p> <p>Year 8 In Year 8 100% have made 1 year progress with 63% have made more than one year progress. In addition, 4 pupils have made 3 years progress and 1 pupil has made 4 years progress</p>	<p>give support to the SENCO who delivers these sessions.</p>
<p>Numeracy progress intervention for year 7 pupils who have entered BWS below 100 in Numeracy to eliminate gaps in attainment.</p>	<p>Small group provision using Maths Whizz.</p> <p>TA's trained to implement the programme.</p>	<p>Where students have worked in smaller groups/independently, away from their normal maths lessons, with the support of TA, they have had more ongoing success.</p> <p>Case Studies;</p> <p>LC – Improvement of 0.8 years (in 0.38 years). Over a year this would equate to 2.1 years of progress. (average weekly usage 38 minutes)</p> <p>KO – Improvement of 0.45 years (in 0.32 years). Over a year this would equate to 1.4 years of progress over a year.(average weekly usage 50 minutes)</p> <p>KM – Improvement of 0.66 years (in 0.39 years). Over a year this would equate to 1.69 years of progress over a year. (average weekly usage 34 minutes)</p>	<p>There have been issues with students engaging with the initial assessment, and ongoing assessments, where they have completed a number of 'progressions', but have subsequently not done well on the assessments. Plan a review of the impact of the programme and how it has been implemented in the Summer term</p>