



Pupil Premium Strategy Statement - 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:	December 2018
		Planned Spend:	226.870		
Total Number of Pupils (KS3-KS4):	357	Number of Pupils Eligible for PP:	282	Date for Next Internal Review of this Strategy:	December 2018

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 Statement - Balaam Wood School



2. Desired Outcomes <i>(desired outcomes and how they will be measured)</i>		Success Criteria
A.	Accelerated levels of progress in literacy and numeracy for LPA Year 7 pupils eligible for PP as a development of the RADY programme leading to a greater number of pupils at ARE	<ul style="list-style-type: none"> Identifying specific areas of weakness for literacy and numeracy using KS2 analysis. Whole school reading and spelling tests show an improvement by 10% for all LPA PP pupils Targeted teaching based on outcomes of KS2 analysis and ongoing tests. Use of Lexia and Maths Wizz to accelerate progress Targeted Paired, Choral and Read 2 Achieve Substantially close the gap on their more advantaged peers and others nationally for LPA
B.	National statistics show that disadvantaged students often underachieve in Maths and Science and are under-represented in professions in this area. By providing positive experiences in STEM and exposing disadvantaged students to positive role models the school hopes to inspire students to believe that they can also be scientists and mathematicians. Active experiences in these areas will help to build confidence, resilience and self-esteem. This will be measured by end of year outcomes	<ul style="list-style-type: none"> Improve attainment of pupil premium pupils so that it is closer to other schools nationally particularly in Ebacc subjects and to improve outcomes and attainment in ALL Ebacc subject areas with a specific focus on Humanities including MFL
C.	High aspirations for post 16. A greater number of pupils engaged in experiencing a range of possibilities available following gcse's. Although the EEF states – 'On average, interventions which aim to raise aspirations appear to have little to no positive impact on educational attainment.' As a school we will feel it is important to raise awareness of ALL possible paths our pupils could aspire to.	<ul style="list-style-type: none"> Greater range of enrichment opportunities offered; greater range of transition activities both with larger proportion of pupils involved. Higher Education Visits-All disadvantaged can visit a university during their time at Balaam Wood Reduction of NEET pp pupils Outcome measured by:



Pupil Premium Strategy Statement - Balaam Wood School



		<ul style="list-style-type: none">• % of high PP attainers on Level 3 courses• % of PP pupils in post 16 education / training• Through mentoring, pupils improve their knowledge of available opportunities after GCSEs.• Pupils follow appropriate qualifications.• Improved rates of attainment amongst PP pupils compared to others nationally. Destination data showing more are attending further, higher education, and studying appropriate qualifications.
D.	Increase participation in wider school opportunities. Measure the % of PP that participate in these additional opportunities. Student voice to get feedback.	<ul style="list-style-type: none">• All PP pupils to have the opportunity to participate in extra-curricular activities and enrichment activities to enhance the curriculum• Education visits are funded when directly linked to the curriculum
E.	Improve attendance in line with national figures. Measure attendance (including that at out of hours learning) and persistent absence.	<ul style="list-style-type: none">• Attendance of pupil premium pupils increases by 1.5%• Negative behaviour incidents of pp pupils' decreases.• Reduction of FTE• Improved attitude to learning at school and at home.



Pupil Premium Strategy Statement - Balaam Wood School



3. Planned Expenditure					
Academic Year:		2018/2019			
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 approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved outcomes and progress for disadvantaged pupils in all subjects</p> <p>Diminish gaps in outcomes between disadvantaged and non-disadvantaged pupils</p>	<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 £5000</p> <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 £8,000</p>	<p>Ensuring that individual class teachers and FL's are accountable for diminishing differences will lead to more appropriate in class interventions</p> <p>Through book trawls there is evidence of high quality written feedback that uses "I" or specific tasks to close gaps in learning and extend/challenge with all pupils to 'own' their learning and develop independent skills. This strategy is supported by the EEF which suggests high impact for very low</p>	<p>Regular meetings between SLT and Faculty leaders through RAG meetings and Line Manager meetings</p> <p>Quality assurance process by senior leadership team and subject leaders – work sampling and learning walks</p>	<p>Head teacher Supported by Assistant Head Teaching, Learning and curriculum Lead Practitioner for Data Faculty Leaders</p>	<p>Once a half term</p>



Pupil Premium Strategy Statement - Balaam Wood School



<p>Attainment of pp pupils is improved and any 'gaps' are diminishing.</p>	<p>Improving attainment of pupil premium pupils' by ensuring: Bespoke pathways for KS4 for disadvantaged pupils with specific needs including 1:1 visits to colleges</p> <p>English instructor £16,800</p> <p>PixL 'High Five' conference £240 PiXL support £3,350</p> <p>Cross over meetings between Director of Maths and English</p> <p>Lead Practitioner with a specific focus on Year 11 progress £3300</p>	<p>cost. Impact +8 months</p> <p>If appropriate funding is targeted in teaching and learning pupils supported by it will make significant progress matched against other groups within school and nationally.</p> <p>Ensuring funding is targeted to key groups in Year 11 and across the school will ensure bespoke progress of PP</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 £1,500</p> <p>Baseline testing</p>	<p>Low levels of numeracy skills impacts on disadvantaged pupil's attainment. It is essential there are strong foundations at KS3 to improve outcomes at KS4 e.g. EBacc subjects</p>	<p>QA by FL and SLT</p> <p>Re test at ADE points 50% improve by at least a grade by the end of the year.</p>	<p>Deputy Head Teaching, Learning and Curriculum supported by Director of Maths</p>	<p>Once a half term</p>



Pupil Premium Strategy Statement - Balaam Wood School



		[Maths, Science, Geography]			
Improved reading ages and comprehension, leading to better progress and attainment	<p>Reading programme/lesson embedded into KS3 English lessons, with SENCO support to facilitate reading tests for whole school.</p> <p>£2,600 TA'S £36,000</p> <p>PSS toolkit for very low level literacy</p> <p>Reading Strategy whole school with BEP reading project £2000</p> <p>HGRT Reading test twice a year shows a positive improvement with 35% making good progress of 1 year or more. £2980</p> <p>Read to Achieve lessons-choral reading to address reading for pleasure</p> <p>Establish and embedding the Balaam Wood Reading</p> <p>7</p>	<p>The reading programme/lesson once a week engages pupils by allowing them to make informed choices on appropriate reading material and then testing their comprehension of the text once completed.</p> <p>EEF –Reading comprehension strategies – moderate impact for very low cost, based on extensive evidence. Impact +5 months</p>	Faculty leader QA and data analysis.	Assistant Head Teaching, Learning and Curriculum supported by Lead Practitioner Reading and SENCO	<p>Whole school testing twice a year using NGRT</p> <p>Regular testing in English lessons through pupil discussion, mini tests- '5 a day' and book reviews.</p>



Pupil Premium Strategy Statement - Balaam Wood School



<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 All pupil premium students to be given a senior member of staff as a GCSE and post 16 mentor.</p>	<p>To achieve positive progress 8 scores in English, Mathematics and Ebacc</p>	<p>ADE reports and data manager analysis Subject leaders through monitoring of lessons Pupil voice</p>	<p>Lead practioner for Year 11 Supported by assistant head Teaching and Learning and Faculty Leaders</p>	<p>Once a half term</p>
<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. £2500 recruitment Triple Science is offered at GCSE Introduction of a STEM club for PP pupils £500 Academic Peer Mentor programme led by AP ambassador</p>	<p>The Sutton Trust has found in a recent study pupils from disadvantaged backgrounds are often at a further disadvantage when it comes to getting qualifications in STEM subjects. Recent research found that only 53% of highly-able pupil premium students study triple sciences at GCSE, compared to 69% of those not receiving</p>	<p>Learning walks Book trawls ADE reviews Pupil voice Trip feedback</p>	<p>QA by Deputy Head Teaching, Learning and Curriculum supported by FL's for Science and Maths</p>	<p>Ongoing</p>



Pupil Premium Strategy Statement - Balaam Wood School

	<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>£1,100</p> <p>STEM Enrichment opportunities offered</p>	<p>the Pupil Premium and one in five schools don't even offer triple science at GCSE. Furthermore, only 21% of bright but disadvantaged students are taking an AS level in Maths, compared to 33% of their more advantaged peers.</p>			
Total Budgeted Cost:					£85,370
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?
<p>Small group literacy support for year 7 pupils who have entered BWS below 100 in Reading to eliminate gaps in attainment.</p>	<p>Hackney Literacy Programme</p> <p>£500</p> <p>Lexia</p> <p>£3,000</p> <p>Paired Reading</p>	<p>Low levels of literacy significantly impact on disadvantaged pupils in several lessons and so it is essential these gaps are quickly addressed. According to the small Eef study this programme added +1month in most cases and more in others.</p>	<p>QA by Faculty Leader and SENCO</p>	<p>FL English supported by SENCo and Lead practitioner in Reading</p>	<p>Once a half term</p>



Pupil Premium Strategy Statement - Balaam Wood School



<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 Wizz. £2,650 TA's trained to implement the programme. £19,200</p>	<p>Some of the pupils need targeted intervention to support catch-up to accelerate basic skills EEF – Small group tuition. Moderate impact for moderate cost. Impact +4 months</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these pupils to show impact of the programme. TA CPD to support these pupils with the strategy.</p>	<p>FL Maths SENCO TA</p>	<p>Summer Two</p>
<p>Close the gaps to meet national averages for overall attendance and persistent absenteeism.</p> <p>Key focus areas Gap between advantaged and disadvantaged</p> <p>SEN</p> <p>Year 10</p> <p>Improved attitude to learning and support for effective learning</p> <p>Increase attendance of PP pupils at homework club at lunch</p>	<p>Specific PP improved attendance rewards to build good habits £1,600</p> <p>ACE Attendance, Compliance & Enforcement Service. Targeted intervention aimed at disadvantaged PA pupils and their families combined with police and LA door knocks, facilitated by the Development Officer – Attendance. £2000</p> <p>Attendance Tracker set up in conjunction with ATLP. Development officer- Attendance produces weekly data which is then shared with HOY and staff</p>	<p>Direct link between attendance and attainment at the school. Specific families account for the largest part of our PP attendance issues</p>	<p>Forensic data analysis</p> <p>Mentor timetable and support sessions</p> <p>Register of attendance</p> <p>Line management meetings, data analysis to see trends.</p> <p>Ongoing weekly monitoring of attendance tracker by HOY and SENCo</p> <p>QA by newly appointed Attendance Governor</p> <p>Learning Walks to monitor there is no low</p>	<p>Attendance manager to monitor impact with Deputy Head for Behaviour and Safeguarding HOY / SENCo</p>	<p>Once a half term</p>



Pupil Premium Strategy Statement - Balaam Wood School



	<p>who act upon the data, working with pupils and parents. Forensic analysis of data by pupil groups Pupil and parental interviews regularly held to address poor attendance £21,600</p> <p>SEMH mentor- work around 1:1 sessions with pupils who are experiencing difficult situations or displaying attendance and behaviour concerns are given support, Early Help and monitored by SEMH mentor. This links to behaviour also £15,200</p>		level disruption in lessons.		
Improved levels of progress and attitude to learning for targeted PP pupils in Year 9 and 10	<p>Aim Higher Plus funding- Graduate mentor to provide 1:1 mentoring for targeted Year 9 and 10 pupils £6,616</p>	We want PP pupils to have the same opportunities as others to a wide range of 'University' experiences.	<p>Set up aim higher plus collaborative agreement</p> <p>Appointment of TLR post holder to lead planning sessions and</p>	Assistant Head Teaching and Learning supported by Aim Higher plus ambassador and Assistant Head Teacher Behaviour	Once a half term



Pupil Premium Strategy Statement - Balaam Wood School



	<p>APP to organise enrichment opportunities at Birmingham University £3,384</p> <p>Coaches (undergraduates) will lead master classes with Year 11 PP</p> <p>1:1 tutoring from the Russell Group of Universities</p> <p>Guest speakers to be invited into school from industry, higher education, business etc. through careers fair and other scheduled events</p> <p>Pupil premium students to be offered places on the PIXL Maths and English conferences £1,250</p> <p>Pupil premium students provided with enrichment and extracurricular activities through various subjects (e.g. STEM day, Maths inspiration, English theatre visits, History trips and Geography fieldwork)</p>	<p>The EEF toolkit suggests that 1:1 tutoring on a regular basis for an extended period can have a clear impact, particularly when coupled with early intervention. EEF 1:1 Moderate impact for high cost. Impact + 5 months</p>	<p>links with University mentor</p> <p>Register of pupil attendance Minutes from mentor sessions</p> <p>Tracking of pupil progress at assessment points</p>		
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Pupil Premium Strategy Statement - Balaam Wood School



	<p>£1000</p> <p>Careers interview for all pupil premium students</p> <p>£1000</p> <p>A variety of subjects and courses provided to enable different paths to be chosen</p> <p>Aspirational subject targets to be given to all students including pupil premium to encourage high aspirations</p> <p>Homework club set up- The Hub. This includes a specific club once a week for year 11 pupils only. The remainder of the sessions are open to all pupils</p>				
		EEF Homework – Moderate impact for very low cost. Impact +5 months	Monitor the impact of pupils who attend homework club 1. Attendance of PP pupils is recorded and monitored. 2. Homework completion rates improve 3. Standard of homework shows improvement		
Positive rewards and communication to	Celebration events and awards £3,200	There is a clear link between the achievement of	Monitoring of rewards and any links to improved data	Deputy Head for Behaviour and	Once a half term



Pupil Premium Strategy Statement - Balaam Wood School

<p>engage the families of disadvantaged</p>	<p>Uniform provided to all PP pupils at the start of Year 7 £1,600 Use of Class charts to engage parents with positive rewards achieved Assemblies celebrating successful progress of PP Reward trips to local cinema</p>	<p>disadvantaged and the engagement of families EEF Parental engagement Moderate impact for moderate cost. Impact +3 months</p>		<p>Safeguarding /Guidance Leader</p>	
<p>Improve Behaviours for Learning so there is a reduction in C's issued, removals from lessons and reduction in exclusions</p>	<p>Reduction in behaviour incidents - use of a behaviour tracker so interventions/actions can be quickly implemented. In addition, pupils identified quickly especially if behaviour deteriorates across a range of subjects can be given appropriate support from the guidance team. Behaviour support programmes to reduce exclusions and modify behaviour COBS £4,800 ADHD mentor £19,200</p>	<p>EEF We want pupils to become more independent. To do this, we recognise the need for a healthy mind. The EEF Toolkit suggests that targeted interventions matched to specific pupils with needs or behaviour issues can be effective, especially for older pupils. Research suggests; Behaviour Intervention has moderate impact for moderate cost. Impact + 3 months In</p>	<p>Evidence from Behaviour Tracker should show a reduction in C's issued, removals and exclusions. Evidence to SLT and Governors' B&S Committee.</p>	<p>Deputy Head for Behaviour and Safeguarding supported by Assistant Head for Behaviour and Guidance</p>	<p>Once a half term</p>



Pupil Premium Strategy Statement - Balaam Wood School



	<p>Guidance officer £21,600</p> <p>SMHE Mentor Personalised curriculum to support pupils at risk of permanent exclusion, disaffection of becoming NEET in Key Stage 4. £2,400</p> <p>HOY/Mentors Work around small group sessions with pupils who are experiencing difficult situations or displaying attendance and behaviour concerns are given support, early help and monitored to ensure resilience and no re occurring concerns</p>	<p>addition as a School we are aiming to close any gaps in exclusions or isolations especially for repeat offenders of which PP pupils are the majority</p>			
Total Budgeted Cost: £135,300					
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?
To promote a smooth transition between primary and secondary. Key issues identified early	<p>Summer School Year 6 Summer School- with a literacy focus £5,000</p>	<p>On average, nationally, EEF evidence suggests that pupils who attend a summer school make approximately two</p>	<p>Pupil tracking Laser meeting Discussions with Primary teachers</p> <p>Identification of pupils via year 6 transition</p>	<p>Deputy head Teaching and Learning</p>	<p>Autumn 1 Spring 1 Summer 1</p>



Pupil Premium Strategy Statement - Balaam Wood School



		additional months' progress, compared to similar pupils.	information and teacher data		
Raising student aspirations through a range of strategies	<p>New Start Project</p> <p>Parent Governor to lead on 'Hub' project involving other parents to support pupils with homework and reading projects.</p> <p>Envision Project</p> <p>Inspirational speakers and workshops £500</p> <p>A wide range of enrichment opportunities £700</p> <p>CEIAG Programme – a range of employer engagement activities for all PP pupils. Interventions and enrichment</p> <p>Identify pupils for additional careers advice with CEIAG. Support pupils who lack aspirations or who aren't sure of the future. Visit local accessible</p>	<p>EEF Toolkit recognises involving parents has an impact.</p> <p>Moderate impact for moderate cost +3 months</p> <p>Awareness that pupils (especially boys) achieve better in school when they have a plan for their future and can link achievement in school to support them to their next step.</p>	<p>Involving parent/guardians in supporting</p> <p>Tracking and monitoring of all pupils in terms of where they are applying post-16 and follow-up with additional 1:1 interviews as needed</p>	<p>Assistant Head Teaching and Learning/. Assistant Head Behaviour supported by SLT</p>	Once a half term



Pupil Premium Strategy Statement - Balaam Wood School



	colleges and universities where funding/travelling/living away from home may be less of an issue				
Total Budgeted Cost:					£ 6,200