

Pupil Premium Strategy Statement

1. Summary information					
School	Blue Coat Church of Academy (Walsall)				
Academic Year	2017/18	Total PP budget	£357,974	Date of most recent PP Review	
Total number of pupils	837	Number of pupils eligible for PP	379	Date for next internal review of this strategy	22/11/2018

2. Current attainment		
	Pupils eligible for PP (Blue Coat)	Pupils not eligible for PP (national average)
Progress 8 score average (2015-16)	-0.28	0.12 (0.1 England)
Attainment 8 score average (2015-16)	37.83	52.72
Progress 8 score and confidence interval by subject area: English/Maths	-0.23 / -0.07 (-0.67 to 0.22/-0.47 to 0.32)	0.14 / 0.1 (0.14 to 0.15/0.1 to 0.1)
Progress 8 score average (2016-17)	-0.30	+0.65
Attainment 8 score average (2016-17)	3.16	4.28
Progress 8 score and confidence interval by subject area: English/Maths	-0.22/-0.23 (-0.57 to 0.14/-0.55 to 0.09)	0.74/1.01 (0.23 to 1.25/0.54 to 1.48)
Progress 8 score average (2017-18)	-0.61	-0.40
Attainment 8 score average (2017-18)	3.15	3.44
Progress 8 score and confidence interval by subject area: English/Maths	-0.38/-0.44 (0.01 to -0.78/-0.09 to -0.79)	-0.10/-0.28 (0.34 to -0.55/0.12 to -0.68)

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Self-esteem is low for pupils and they often lack confidence. Many are reluctant to engage with additional learning opportunities.	
B.	On entry reading age for pupils is lower for pupils eligible for pupil premium compared to non-pupil premium pupils. This prevents students from accessing the curriculum and understanding questions.	
C.	Key Stage 2 data indicates a low baseline for pupils eligible for pupil premium in the current Y7 when compared to non-pupil premium pupils	
External barriers		
A.	Home engagement with a minority of parents needs to be further promoted.	
B.	Pupils eligible for pupil premium live in more deprived areas than non-pupil premium pupils. 36% of pupils eligible for pupil premium live in areas within IDAC1 bands 1 and 2, compared with 34% of non-pupil premium pupils.	
C.	Pupils eligible for pupil premium travel, on average greater distances to school than non-pupil premium pupils.	
4. Desired outcomes		Success criteria
A.	To improve the overall quality of teaching using targeted support and intervention of specific teachers. Ensure pupils are not disadvantaged by lack of access to learning resources.	Improvement in pupil outcome for pupils eligible for pupil premium based on Progress 8 scores. Increased levels of attendance/engagement for pupils eligible for pupil premium.
B.	To increase the impact of teaching assistants on the outcomes achieved by pupils.	All teaching assistants complete training on coaching and effective support strategies for pupils. Improved outcomes for targeted pupils.
C.	To develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching (e.g. collaborative learning) and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Improvement in quality of teaching evidenced through quality assurance processes.
D.	To continue to remove social barriers to learning where required by supporting provision of school uniform, provision of bus passes, ensuring equality of opportunity in terms of educational visits and access to additional learning resources.	Levels of attendance for pupils eligible for pupil premium to be at least in line with non-pupil premium pupils.
E.	To further improve reading ages using the Accelerated Reader programme, particularly in Key Stage 3 but also to sustain improvements for older children.	Reading ages for pupils eligible for pupil premium improve, to be at least in line with non-pupil premium pupils. Increase the proportion of pupils who are reading at or above their chronological age.

5. Planned expenditure					
Academic year		2018/19			
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?	Staff lead	When will you review implementation?
Continue to improve quality of first teaching.	Embed coaching programme to focus on quality first teaching.	Universal provision has a significant impact. Improving the quality of first teaching reduces need to intervention later.	Following agreed and published QA procedure. Clear timescales identified within coaching programme.	DJS/ELP	End of the academic year.
Develop use of coaching to promote more effective evaluation of practice	Promoting self reflection will increase a teacher's capacity to critically evaluate their own practice and promote further improvements.	A whole school approach to coaching ensure that all staff are aware of the process and actively engage in coaching sessions. The engagement of all staff significantly increases the capacity to drive further improvement.	Rolling programme is in place to develop the skills of previously trained coaches and to introduce coaching to all other staff. Dedicated INSET time has been calendared for this purpose.	DJS/ELP	End of the academic year.
Consistent application of behaviour for learning expectations in order to further improve pupil engagement and raise aspirations.	Implementation of a cycle of training, implementation, review, evaluation focussed on developing highly effective behaviour for learning strategies.	The school has been supported with training and evaluation by a nationally renowned consultant. The work he has completed with us provided a sharp focus on the adjustments required in order to accelerate pupil progress.	Following agreed and published QA procedure. External monitoring and evaluation provided by an external consultant.	VAO	Termly reviews. Formal review at the end of the academic year.

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?
Increase accountability at all levels and proactively respond to issues raised by monitoring and evaluation.	Middle leaders to engage in further training to developing coaching skills to support departmental development.	Clear evidence from research that improvement is achieved more rapidly if there is an open approach to learning, accepting that some strategies may not be effective but learning quickly from less effective practice to improve future performance.	<p>All middle leaders to attend twilight training (directed time).</p> <p>Impact to be evaluated through line management meetings, quality assurance processes and external review.</p> <p>Pupil Progress Leaders working under the leadership of an Assistant Principal will monitor performance and support departments with effective interventions. A Raising Achievement Group will be established to provide a more effective, rapid response to address emerging concerns over pupil achievement.</p>	DJS/ELP	<p>Half termly line management meetings.</p> <p>Quality assurance processes in line with school calendar.</p>
Total budgeted cost					£216797

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>Improve reading ages, particularly in Year 7.</p>	<p>Development in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase pupils' ability to successfully access the curriculum.</p> <p>Extension of assessment regime (NGRT) introduced for small cohorts as part of the SSIF project to cover all pupils.</p> <p>Continued use of the Accelerated Reader Programme.</p> <p>Dedicated curriculum time focussed on reading.</p> <p>Employment of dedicated member of staff to support interventions and encourage</p>	<p>Evidence based research underpinning a successful SSIF bid.</p> <p>Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.</p>	<p>Regular evaluation of reading age data.</p> <p>Half termly evaluation of the impact of reading interventions.</p> <p>Engagement in externally validated evaluation of SSIF project.</p>	<p>ELP</p>	<p>Termly</p>

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>Increase staff awareness of pupil premium pupils.</p> <p>Staff confidently identify underachieving pupils by effectively tracking progress using SISRA Analytics.</p> <p>Develop the use of targeted strategies to accelerate the progress of disadvantaged pupils.</p>	<p>Ensure all staff are aware of who disadvantaged pupils are.</p> <p>All teaching staff to identify key areas of improvement for individual pupils to accelerate the progress of disadvantaged pupils following each data collection.</p> <p>Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.</p>	<p>The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.</p> <p>Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school based responses to these.</p>	<p>All teaching staff will have an appraisal target for 2018/19 related specifically accelerating pupil progress.</p> <p>Pupil progress leaders will specifically track the progress of disadvantaged pupils in each year group and liaise with HoDs of department to share good practice and discuss targeted strategies.</p> <p>Disadvantaged pupils will be a specific focus in all quality assurance process and line management meetings.</p> <p>Staff to summarise key messages and feedback to SLT and departments through directed time.</p>	<p>DJS</p> <p>GEB/SKK /AWG</p> <p>HoDS</p> <p>SLT</p> <p>SLT</p>	<p>Termly</p> <p>Termly</p> <p>Half Termly</p>
Total budgeted cost					£40948

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?
Develop roles of additional support in lessons provided by teaching assistants	Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging pupils to become more independent and to access the curriculum more effectively.	Allocation of specific Level 2 and Level 3 teaching assistants. Training and development programme for TAs.	DJS/KLP	In line with whole school QA schedule.
All pupils have access to breakfast each day to ensure they are well prepared for learning.	Continue to provide breakfast club, open to all.	To ensure that pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	Staffing and resourcing of the club established and regularly reviewed.	DD	Termly
Establish clear procedure and protocol to pupils eligible for pupil premium to allow access to financial support with uniform, transport costs, learning resources and educational visits.	Staff aware of the procedure for claiming additional financial support for pupils. Heads of College to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.	Providing an inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning resources and visits.	Production of monthly management accounts to review spending. External scrutiny of spending provided by Academy's financial adviser.	DD	Monthly

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?
Increase engagement in after school homework club.	Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively. The provision of the homework club removes the potential barrier where pupils have limited access to ICT outside of school.	Monitor and quality assure the homework club provision. Monitor engagement through attendance figures. Engage in regular pupil voice to evaluate provision and assess impact.	JAH/KLP	Half termly
Maximise attendance of disadvantaged pupils	Sustain existing systems and engagement of EWO.	Consistent track record of improving attendance year on year.	Analysis to be produced as part of Principal's report for scrutiny by Governors.	VAO	Termly
Total budgeted cost					£132551

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Continue to improve quality of first teaching.	Develop coaching programme to focus on quality first teaching. Engagement of Teaching and Learning Coaches.	Overall improvement seen in the quality of teaching improved. The proportion of less than effective teaching has been significantly reduced. Gap between PPE and Non PPE pupils closed during the year, albeit in the context of disappointing results overall.	The approach has had positive outcomes for the school and a more strategic move towards a coaching approach across all aspects of the school's work. The training with senior and middle leaders proved effective and this programme will be extended to remaining staff in 2018/19.	£48,711
Increase the effective use of homework.	Provide an easy to use platform to record homework, to engage pupils and allow them to access independent study more easily.	More effective system in place to set and monitor homework. Online system encourages pupils to be more independent and to take increased responsibility for their own learning. Parents are more actively engaged in monitoring and supporting the completion of homework.	Pupils initially need support to successfully access Show My Homework. There is scope to extend the use of Show My Homework to further engage pupils and parents. The overall approach to homework needs to evolve to ensure pupils are more actively engaged and increasingly independent as learners.	£3557

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the use of collaborative learning	Selected group of staff to complete professional development at St. Francis of Assisi Catholic Technology College.	Staff actively engaged in programme and shared good practice with practitioners in another school. The programme proved successful in introducing staff to different approaches and styles of learning.	The engagement with another school proved to be a positive experience for all of the staff who participated. The programme was engaging and provided some effective working relationship between staff in the two schools. The training was provided through a specific programme, which we would participate in if made available again.	£400
Increase accountability at all levels and proactively respond to issues raised by monitoring and evaluation.	Middle leaders to engage in training to developing coaching skills to support departmental development.	All staff involved successfully completed the first stage of coach training. This has broadened staff understanding of the approach and encourage greater reflection on their own practice. The impact on PPE pupils has been evident in the overall improvement in the quality of teaching and the reducing of the gap between the progress made by PPE and Non PPE pupils.	The approach has had positive outcomes for the school and a more strategic move towards a coaching approach across all aspects of the school's work. The training with senior and middle leaders proved effective and this programme will be extended to remaining staff in 2018/19.	£48712

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve reading ages, particularly in Year 7.	Implementation of Accelerated Reader Programme. Dedicated curriculum time focussed on reading. Employment of dedicated member of staff to support interventions and encourage promotion of reading.	Reading test data shows overall improvement but PP pupils are making faster progress from lower starting points. The assessment regime followed by focussed support and intervention have made a positive impact on the progress made.	The reading tests used proved to be very time consuming in terms of the marking required. A new range of tests introduced to the school as part of a SSIF project with a very small cohort of pupils will be extended for use across the school in 2018/19. The quicker turnaround of tests will allow support and interventions to begin earlier and will provide teaching staff with reading age data at an earlier stage.	£41501.48
Increase staff awareness of pupil premium pupils. Develop the use of targeted strategies to accelerate the progress of disadvantaged pupils.	Ensure all staff are aware of who disadvantaged pupils are. All teaching staff to actively review progress of disadvantaged pupils following each data collection and identify appropriate interventions.	Training conducted with all staff ensured that there was a heightened awareness of the pupil premium cohort. The focussed approach on providing support and intervention improved and the gap between pupil premium and all pupils closed albeit in the context of a disappointing set of results overall.	Further training is required to make effective use of the data collected and staff require further support to use SISRA Analytics to effectively track the progress of different pupil groups. A sharper focus on the Diagnosis Therapy Testing model during 2018/19 will also ensure that support and intervention is more effectively implemented, in a more structured and timely manner.	£9,576

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop roles of additional support in lessons provided by teaching assistants	Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Revised structure incorporating both Level 2 and Level 3 teaching assistants has provided more depth to the support provided to pupils, a more systematic approach to intervention as well as the provision of more coaching to further develop the skills and effectiveness of teaching assistants.	The school will continue to develop this model and endeavour to provide a model which builds further capacity to support the more vulnerable pupils. Level 3 teaching assistants take on additional responsibility while the development of a level one pathway for post-16 pupils has also required additional management capacity.	£69988.12
All pupils have access to breakfast each day to ensure they are well prepared for learning.	Continue to provide breakfast club, open to all.	Pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	The transition to a new catering provider included the breakfast provision as part of the tender process. Maintaining close links with staff who know the pupils involved is a key feature to its success and needs to be maintained.	£6090.87
Maximise attendance of disadvantaged pupils Support pupils to address barriers to learning through the provision of co-ordinated care, guidance and support.	Sustain existing systems and engagement of EWO. Provision of support to address barriers to learning through the pastoral system and the schools Success Centre.	The difference between the attendance of PP and All Pupils continues to narrow overall, the trend shows improvement over time. The approach shows a gradual improvement in attendance of the PP cohort.	The approach will be continued moving forward following the improvement in attendance in recent years. The approaches which have worked successfully will be extended in order to improve levels of attendance overall in the school. A renewed focus on proactive support to address barriers to learning will also add capacity for the future to tackle issues before they impact negatively on attendance.	£103474.32

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Establish clear procedure and protocol to pupils eligible for pupil premium to allow access to financial support with uniform, transport costs, learning resources and educational visits.</p>	<p>Staff aware of the procedure for claiming additional financial support for pupils.</p> <p>Heads of College to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.</p>	<p>Inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning recourses and visits.</p>	<p>System generally works well and those pupils requiring support are well catered for and will be continued moving forward.</p> <p>Further enhancements to the processes are required to ensure that all pupils in need of support are identified in a timely manner.</p>	<p>£23776</p>
<p>Increase engagement in after school homework club.</p>	<p>Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.</p>	<p>The impact during 2017/18 was mixed due to inconsistent staffing as a result of staff illness and absence. Other staff did make a significant effort to make provide a space for pupils to work but there was an inconsistency in the level of support available.</p> <p>Pupils attending responded well and pupil premium pupils took advantage of the provision to ensure that homework was completed particularly where internet access at home was a barrier to achievement.</p>	<p>While there remains a demand for the provision of a homework club, particularly with access to ICT facilities, the co-ordination of this needs to be reviewed during 2018/19 to ensure that provision is more consistent and that appropriate support is available to pupils.</p>	<p>£6187.21</p>

7. Additional detail

2017/18 continued to be a period of change for the academy focussing on improving the quality of teaching. The progress of some pupils in the Year 11 was unfortunately impacted upon by disruption earlier in their school careers and as a result of some long term teacher absences. The issues over staff absence have now been resolved and future cohorts should benefit from a more consistent level quality first teaching moving forward.