

Pupil Premium Strategy Statement

1. Summary information					
School	Blue Coat Church of Academy (Walsall)				
Academic Year	2016/17	Total PP budget	£325,332.50	Date of most recent PP Review	
Total number of pupils	781	Number of pupils eligible for PP	353	Date for next internal review of this strategy	18/1/2018

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)

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. 38% of pupils eligible for pupil premium live in areas within IDACI bands 1 and 2, compared with 33% 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 continue to improve reading ages using the Accelerated Reader programme, particularly in Year 7 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		2017/18			
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.	Develop 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.
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.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively.	Show My Homework to be implemented in September 2017 and implementation staged in line with plan established based on implementation in other schools.	JAH	Termly reviews on the use and impact of homework. End of year evaluation of impact to inform planning for 2018/19.
Increase the use of collaborative learning	Selected group of staff to complete professional development at St. Francis of Assisi Catholic Technology College.	Engagement in the project is designed to provide a platform on which to develop the sharing of good practice with another good school. Collaborative learning	Staff who engage in training will then cascade to other staff in order to embed good practice.	DJS	Quality assurance processes will evaluate the impact during Spring and Summer Term 2018.

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 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>Enhancement of Teaching and Learning Team to allow Pupil Progress Leaders to monitor performance and support departments with effective interventions.</p>	DJS/ELP	<p>Half termly line management meetings.</p> <p>Quality assurance processes in line with school calendar.</p>
Total budgeted cost					£105,000

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?
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.	Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.	Regular evaluation of reading age data. Half termly evaluation of the impact of reading interventions.	ELP/KLP	Termly

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>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 actively review progress of disadvantaged pupils following each data collection and identify appropriate interventions.</p> <p>Develop use of PiXL Classrooms as a mechanism to assess and target interventions.</p>	<p>While the school has successfully improved outcomes for pupils overall, the difference between the progress made by disadvantaged pupils and non-disadvantaged pupils is not diminishing quickly enough. The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed and targeted to rapidly accelerate the progress of this cohort.</p>	<p>All teaching staff will have an appraisal target for 2017/18 related specifically to the progress of disadvantaged pupils.</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>
Total budgeted cost					£60,000

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 sponsor's finance officer.	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.	DGP	Termly
Total budgeted cost					£160,000

6. Review of expenditure				
Previous Academic Year		2016/17		
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
Improve quality of first teaching.	Develop coaching programme to focus on quality first teaching.	Improvement in quality of teaching evident from success rounds of quality assurance including validation through external review. Positive impact on outcomes overall, with improvement in Progress 8 measure. Investment made in additional staffing provided capacity to support the tackling of pockets of underperformance.	Quality First Teaching is fundamental to driving improvement in the quality of outcomes, but needs to be sustained consistently over time in order to secure the longer term improvement in outcomes for the most disadvantaged pupils. The improvements need to be embedded to shape the school's overall approach to delivering high quality lessons.	£42,675
Allocation of teaching staff is based on qualification and experience.	Curriculum review to form the basis of staffing requirement.	The investment in 2016/17 was to provide a sound basis on which to build for the future. Time was invested into engaging all stakeholders to review and reshape the curriculum. Some surplus staffing maintained to ensure that high quality staff were in place to deliver the new curriculum model. Additional teaching space required (Computer Science) to meet the demands of the new curriculum, which also impacted on other curriculum areas.	Previous curriculum model did not allow for consistent achievement across all subject areas. The work to update the curriculum model was necessary and while implemented in September 2017 including the creation of appropriate teaching spaces to deliver the new curriculum model. There will be some legacy while the new curriculum model works through but the realignment of staffing provides a firm foundation for future improvements.	£48,712

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
Establish clear subject based continuums based on new GCSE grading systems.	Individual subjects develop continuums, external moderation to be sourced to quality assure.	Assessment continuums established which provided a clear framework for subjects. This allowed for more accurate identification of underachieving pupils and the implementation of intervention strategies.	There were significant difficulties in engaging other schools in moderation of standards. This process continued throughout the year and effective links are now beginning to develop. The absence of clear grade based criteria for the examination boards makes the validity of the finer detail of continuums difficult to evaluate and this will need to continue as the new specifications are applied to all curriculum areas.	£1,500

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, encourage and promote reading.	Improvement in reading ages in Key Stage 3 where intervention was targeted in the Spring and Summer terms. More systematic approach to the use of Accelerated Reader and focussed support and intervention resulted in improvements.	Approach to be continued, system in place to further enhance improvements through effective implementation of Accelerated Reader and the provision of appropriate staff to deliver programmes and intervention.	£27,980.57
Establish a co-ordinated approach to pupil welfare including reorganisation of Heads of College system and formalising roles of Safeguarding and Child Protection team.	Undertake staffing review to separate responsibilities for pupil welfare and pupil progress. Formalise roles of Safeguarding and Child Protection Manager and Safeguarding and Child Protection Worker.	Revised structure in place for September 2017. Director of Colleges appointed internally and took up post immediately to ensure an effective transition to four colleges and implement plans for September 2017. Pupil Progress Leaders established as part of Teaching and Learning Team from September 2017. Child Protection Manager and Safeguarding and Child Protection Worker roles established into the new staffing structure to ensure consistency moving forward.	Structure established to roll out for the coming year with a more sustainable staffing structure moving forward. The costs within 2016/17 were limited as the revised structure was not fully in place to come into effect on 1 st September 2017. The need to establish sufficient capacity within staffing to ensure that the significant needs of a school population can be consistently met is a key focus for the future.	

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
Provide additional support in lessons with teaching assistants and academic coaches.	Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Additional support enhanced the grades achieved by pupils, although the direct impact in disadvantaged pupils is difficult to evidence as the gains by other pupils are more marked.	Teaching assistants would benefit from additional training to increase their effectiveness in lessons. Staffing structure needed to be revised to include Level 3 teaching assistants to improve the efficiency of the provision and to increase capacity within the leadership of the team. Interventions need to be targeted more specifically at disadvantaged pupils. Contracts of existing academic coaches were coming to an end and not renewed. Priority was given to funding appointments to develop quality first teaching rather than intervention.	£96,931
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.	Breakfast club continues to offer an invaluable service to pupils. The club needs to continue and expanded as required by the needs of pupils.	£10370.16

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 the Finance Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.</p>	<p>Unfortunately due to the absence and then departure of the Finance Manager during 2016/17, there was limited progress in clarifying the processes and procedures in this area. This is an area which will be carried forward into 2017/18 under the direction of the School Business Manager.</p>	<p>A significant need remains to ensure that students have adequate access to financial support to ensure that they are supported with uniform, transport costs and learning resources.</p> <p>The approach to supporting the cost of educational visits needs to be more critically evaluated and the type of trips being supported objectively assessed.</p>	<p>£18179.65</p>

7. Additional detail

Following a difficult year in 2015/16, a new leadership structure is now in place which provides a stable base on which to build future development with a sharp focus on the achievement of disadvantaged pupils. The clearer leadership and management structures and improved accountability at all levels, will allow strategies to address any underachievement which is identified to be implemented effectively and efficiently. All teaching staff have an appraisal objective for 2017/18 which specifically focuses on the progress of disadvantaged pupils.