

Pupil Premium Strategy Statement – Budmouth College 2018 – 2019

Budmouth College is an 11 -18 school comprising 1648 students mainly from the Weymouth and Portland area of South Dorset. The school has an inadequate grading from Ofsted (May 2018). It has an above average level of PP students, **presently 19,48%** of the school population compared to the **13.5%** national average.

At Budmouth we are committed to maximising the achievement and progress of all students, minimising any variation between disadvantaged students and their peers. To this end we commissioned a full review of our Pupil Premium provision and as part of a total senior leadership restructure, have appointed an interim associate leader to work with an Assistant Principal to coordinate the development and implementation of the Pupil Premium strategy.

Pupil Premium funding is additional funding provided by the government since April 2011 to enable schools to put into place strategies that will raise the attainment and progress of disadvantaged students and reduce any potential variation in performance between them and their peers. This funding is not ring fenced by the government and forms part of the school's main budget. The following information sets out Budmouth's objectives, the barriers to student learning we have identified and how we will use the funding to improve outcomes for disadvantaged students.

The Pupil Premium Grant (PPG) Funding for 2018 -19 is based on the number of students who fall into the following groups:

- *Are eligible for Free School Meals (FSM), or have been in the last 6 years.*
- *Children Looked After (CLA) in local authority care for 1 day or more*
- *Students who have left local authority care due to adoption, a special guardianship order, a child arrangements order or a residence order.*
- *Ever 5 service students - Children who have one or more parents in the armed forces and recorded on the January 2018 census as eligible for service premium grant in any of the previous 4 years. (SPG – which is separate to the main PPG)*

NB The Virtual Schools withhold some of the PPG funding so the CLA funding of £1900 is not provided in its entirety directly to Budmouth College.

The following targets have been agreed by the Interim Executive Board:

1. To improve the attendance of students eligible for pupil premium funding so that it is in line with all students– as attendance of 95% and above has been shown to greatly increase a student's chances of achieving their expected levels of attainment, their aspirations and goals within school
2. To improve Progress and Attainment of students eligible for pupil premium funding. Targets in line with those of non-pupil premium students – the use of targeted Pupil Premium funding to remove potential barriers to learning.

Our Objectives are:

- to ensure that outcomes for PPG and SPG students are at least in line with national expected progress.
- to accelerate the progress of PPG and SPG students so that any variation in attainment between disadvantaged and non-disadvantaged students is diminished and their attainment is in line with that of the rest of the cohort at Budmouth
- to improve the literacy and numeracy of PPG and SPG students
- to support the higher aspirations of all including the more able PPG and SPG students
- to ensure that PPG and SPG students remain in and select appropriate routes in education or training post 16 and that those who are able to take more demanding level 3 courses are supported to pursue these
- to ensure that PPG students participate fully in school activities and take full advantage of the opportunities for student leadership across the school
- to increase the access to Cultural Capital for our disadvantaged students

Pupil premium strategy statement Budmouth College 2018/19

1. Summary information						
School	Budmouth College					
Academic Year	2018/19	Total PP budget	£316810.00	Date of most recent PP Review	November 2018	
Total number of pupils	1648	Number of pupils eligible for PP	321 (19.48%)	Date for next internal review of this strategy	July 2019	
2. Current attainment						
	Pupils eligible for PP 2019 GCSE Predictions	Pupils eligible for PP 2018 GCSE Results	Pupils eligible for PP 2017 GCSE Results	Pupils not eligible 2019 GCSE Predictions	Pupils not eligible 2018 GCSE Results	Pupils not eligible 2017 GCSE results
Progress 8 score average	-0.35 (-1.78 Mocks)	-0.88	-1.58	0.25 (-1.01 Mocks)	-0.25	-0.69
% achieving 9-5 English and maths	32% (4% Mocks)	19%	13%	60% (20% Mocks)	43%	27%
% achieving 9- 4 English and maths	60% (21% Mocks)	44%	27%	81% (45% Mocks)	69%	60%
Attainment 8 score average	42.04 (27.91 Mocks)	33.08	27.74	53.25 (40.87 Mocks)	48.94	44.43
EBACC measure	3.68 (2.54 Mocks)	2.75	2.52	4.84 (3.83 Mocks)	4.4	4.13
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>						
A.	Literacy skills and Numeracy Skills					
B.	Low Performance of Higher Prior Attaining students					
C.	Lack of Cultural Capital – impacting on future success rates					
D.	Low levels of “Grit” (passion and perseverance)					
E.	Students low level of understanding of how to learn – Meta Cognition					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
F.	Attendance of PP students is lower than non PP students. Persistent absentees for PP students is higher than non PP students which impacts progress.					
G.	High Number of PP students with SEMH issues.					

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved Literacy and numeracy	<ul style="list-style-type: none"> At the end of Year 11 our PP students will make progress that is at least in line with but potentially better than PP students nationally and at least in line with all students nationally. In other year groups the progress of students in English and maths is at least as good as non PP students with similar prior attainment on entry. PP students who have had interventions and support show clear evidence of diminishing the differences between their achievement and that of the non PP students. Students have improved reading ages across all Key Stages in line with chronological age
B.	Improved progress and attainment of High Prior Attaining Students	<ul style="list-style-type: none"> At the end of Year 11 our HPAS will make at least expected levels of progress and their achievement will be in line with National levels for all students. PP students who are identified as HPAS from KS2 will make similar progress to other students in terms of outcomes across the college in all Key Stages. Interventions will be evident and effective for those students who are not progressing as expected
C.	Students experience a wide range of cultural activities	<ul style="list-style-type: none"> There will be clear evidence of an increased level of engagement of PP students in cultural and enrichment activities: Trips, visits, Music lessons, involvement in teams and performances and other extracurricular activities. In school this will be addressed through an increased offer that runs from Yr 7 through to Yr 13 in the form of a student entitlement. PP students will leave with a wide range of experiences and having travelled well beyond the confines of South Dorset.
D.	Students develop (Grit) passion and perseverance for their learning and attending college.	<ul style="list-style-type: none"> The attendance levels of PP students will improve and be at least in line with non PP students. The level of exclusions of PP students will be in line with non PP students. The positive awards for PP students will at least match that of non PP students Progress and attainment will be in line with non PP students.
E.	Students to develop high levels of metacognition	<ul style="list-style-type: none"> Students will be able to develop specific strategies and monitor and evaluate their own learning. Students able to work together in a structured and collaborative manner.
F.	Lower Persistent Absence rates in line with non PP students <i>(at the present time persistent absentees for PP students across year groups is higher than non PP which impacts on progress).</i>	<ul style="list-style-type: none"> Attendance rates for PP students improve to match National rates for All students There will be a reduction in whole school PP persistent absence. This should show an increase in the school attendance for this group of students.
G.	Reduce the number of PP students with social emotional mental health issues	<ul style="list-style-type: none"> PP students able to access mental health services (eg ESLA team, counselling, youth workers, external agency intervention, Medical officer, ILAG.)

5. 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.

A] 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?
<p>A. Improved Literacy and numeracy</p> <p><i>Staff costs and materials (pro rata costs)</i></p>	<p>Smaller group sizes and targeted groups where appropriate.</p> <p>Investigate mixed ability teaching groups.</p>	<p>Evidence: Analysis of prior attainment data/in year data.</p> <p>To ensure that we have smaller class Sizes and specific Literacy and numeracy groups.</p> <p>Staff have knowledge of the needs of every student and can quickly and simply identify PP, SEN or HPA</p> <p>It has been shown in research (EEF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve achievement (Hattie, Sutton Trust and EEF)</p>	<p>Monitored by Heads of English and Maths – Interventions checked by SENCO.</p> <p>Data for students will be monitored.</p>	<p>Asst. Principal Andy Clarke</p>	<p>Ongoing through half termly tracking, monitoring and learning observations</p>
<p>A. Improved Literacy and numeracy</p> <p><i>CPD, staffing pro rata</i></p>	<p>Development of Mastery Learning (Breaking learning into clearly specified objectives and success criteria) Whole school development and training.</p>	<p>Ofsted commented positively on outcomes and the impact for staff already trained in Mastery Learning.</p>	<p>Monitored by Heads of English and Maths</p> <p>We will have regular learning walks and Learning Reviews to ensure consistency of approach and implementation of Mastery Learning approaches.</p>	<p>Asst Principal Sophie Ives</p>	<p>Ongoing through half termly tracking, monitoring and learning observations</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>B. Ensure Higher Prior Attaining Students who are PP make significantly positive progress in school</p> <p><i>Staff costs pro rata</i></p>	<p>Budmouth's Higher Prior Attaining students are targeted for additional stretch and challenge activities.</p> <p>Supported by DHoY</p>	<p>To allow the higher performing PP students to work with their HPA non PP peers and experience high quality and varied extra-curricular and curriculum enhancement opportunities.</p> <p>This is to ensure that we are having high expectations of our HPA students, this has been shown to increase progress (Hattie)</p>	<p>Monitored by SLT through line management meetings with Heads of Department</p> <p>Supported by DHoY</p>	Tracey Jones Most Able Coordinator	At the key data collection points throughout the year and during Line management meetings
<p>E. Students to develop high levels of Metacognition</p> <p><i>CPD, Staffing pro rata and materials</i></p>	Explicit delivery of meta cognition approaches in core subjects and across Tutor time.	Sutton Trust, EEF research has shown developing Metacognition to be the most successful and best value for money approaches to raising attainment.	<p>Lesson observations, student voice reviews and monitoring of other factors such as rewards and sanctions rates.</p> <p>CPD training</p>	Vice Principal Mark Cavill	Summer term 2019
Budgeted Cost Section A					£75,750

B] 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>A. Improved Literacy and numeracy</p> <p><i>Staff costs Pro rata</i></p>	<p>Literacy support programme alongside Individual Literacy Interventions (ILI) programmes and 'Upgrade Literacy Sessions' run by Literacy Coordinator trained to deliver them. [5,000]</p> <p>Short term targeted support for literacy focus on reading</p>	<p>ILI projects successfully used in schools across the UK.</p> <p>EEF research supports 1-1</p> <p>Increased reading ages result in heightened opportunity for exam success and reading for pleasure.</p>	Led by SENCO and Literacy Support Co Ordinator supported by Head of English	Asst. Principal Andy Clarke	After each 6 week block of intervention

<p>A. Improved Literacy and numeracy</p> <p>E. Students develop a better understanding of how to learn – meta cognition</p> <p><i>Staff pro rata, software,</i></p>	<p>Us of Online Maths programmes to support classroom and home learning. Examples to be investigated include Hegarty Maths, MyMaths</p> <p>Yr 7 Maths Catch Up interventions</p>	<p>Hegarty maths is recognised nationally, it provides individualised programmes and instant feedback (EEF and Hattie) and scaffolded approaches to Learning new topics</p>	<p>Delivered by Maths team and monitored by Head of Maths. Follow the guidance and support provided by the online software provider.</p>	<p>Vice Principal Mark Cavill</p>	<p>End of first term following implementation.</p>
<p>E. Students develop a better understanding of how to learn – meta cognition</p> <p><i>Revision materials</i></p>	<p>Revision sessions for Year 11 students with a focus on metacognitive strategies and improving memory</p> <p>Revision books provided in Core subjects free for PP students</p> <p>Weekly ‘Learning to Learn’ element in Yr 11 Tutor Time</p>	<p>EEF research demonstrates that Meta Cognition is the most effective approach. See <i>Metacognition and Self Regulated Learning Guidance Report 2018 – EEF</i></p> <p>Provision of additional revision in structured environment assists PP.</p>	<p>Employ EEF recommended assessments such as:</p> <ul style="list-style-type: none"> -Observing the strategies used by students. -Home learning completion rates. -Self report questionnaires -Student voice interviews. 	<p>Asst Principal Andy Clarke</p>	<p>End of each term</p>
<p>B. Ensure HPA Students who are PP make significantly positive progress in school</p> <p>D. Students develop (Grit) passion and perseverance for their learning and attending college.</p> <p>E. Students develop a better understanding of how to learn – meta cognition</p> <p><i>Staff costs pro rata, Materials</i></p>	<p>Year 11 Evening School (staffing, refreshments and resources)</p> <p>Detailed programme of after school revision activities.</p>	<p>Evening School will run for 6 weeks prior to examinations. It provides a focussed learning environment for revision led by teachers.</p> <p>In other schools piloting this process student attitudinal surveys show a major improvement in Grit and attitude to school.</p> <p>EEF Toolkit – Feedback +8 months High Impact</p>	<p>Student attitudinal surveys relating to Grit and attitude to school.</p> <p>Attendance record at evening school of “invited students”</p>	<p>VP Pete Hudson and Head of Year 11</p>	<p>At the end of the 6 week sessions</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>D. Students develop (Grit) passion and perseverance for their learning</p> <p><i>Staff costs pro rata</i></p>	<p>Access to Specialist professional support to ensure high quality pastoral care and access to appropriate interventions and external support (EP, Dorset SEN etc)</p>	<p>In order to support some of the most vulnerable students we will need to gain additional external professional support to allow us to submit EHCP applications as require.</p>	<p>SENDCo and VP will ensure the Quality Assurance of the external services provided.</p>	<p>Vice Principal Mark Cavill</p>	<p>July 2019</p>
<p>D. Students develop (Grit) passion and perseverance for their learning</p> <p><i>Staf costs pro rata</i></p>	<p>Academic Progress Mentoring 1-1 for targeted PP students not making expected progress</p> <p>The 15 students in each year group who are PP and have the lowest Progress scores are identified and the HoY then selects 15 who are not receiving any other form of intervention (such as attendance monitoring) and these become that Year Groups students for Assertive Mentoring.</p> <p>ELSA support for PP students</p>	<p>Based on research from Dylon William, John Hattie and EEF we are employing a structured, regular 1-1 mentoring programme for the lowest attaining students.</p> <p>Providing a quality 1-1 opportunity to develop positive relationships and share issues.</p>	<p>Heads of Year and Deputy Heads of Year have small targeted groups to work with.</p> <p>Key dates pre agreed and monitored by AP</p> <p>Formalised recording process for each mentoring session.</p> <p>Support from Attendance Officer</p> <p>Support from ELSA</p>	<p>Asst Principal Andy Clarke</p>	<p>End of Spring Term 2019</p>
<p>B. Ensure HPA Students who are PP make significantly positive progress in school</p> <p>D. Students develop (Grit) passion and perseverance for their learning</p> <p>F. Lower Persistent Absence rates</p> <p><i>Transport costs</i></p>	<p>Careers events throughout the year – free transport provided. With priority access to PP students</p> <p>All to attend the Main Dorset Careers Fair.</p> <p>1-1 Careers IAG interviews</p> <p>Southern university Networks – Bournemouth University Visit</p> <p>Year 10 Mock Interviews</p>	<p>Providing access to Impartial Information Advice and Guidance to enable students to plan for the future and know what they need to do to be successful.</p> <p>Students who know what they need to achieve are extrinsically motivated by this knowledge.</p>	<p>Head of Year and Head of Careers</p>	<p>Asst Principal Andy Clarke</p> <p>Baron Miles Director of IAG</p>	<p>January 2019</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>A. Improve the literacy and numeracy skills in PP students across School</p> <p>B. Improved progress and attainment of HPAS</p> <p>E. Students develop a better understanding of how to learn – meta cognition</p> <p><i>Staff costs pro rata</i></p>	Development of Home Learning systems.	EEF Toolkit + 5 months Prevents students falling behind, enables parents to check and discuss with students.	Systems in place and monitoring by HoD and HoY	Vice Principal Pete Hudson	July 2019
Budgeted Cost Section B					£110,500

C] 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?
<p>To address all of the barriers to learning</p> <p><i>Costs of seconded staff for Spring Summer Term (pro rata)</i></p>	<p>Appoint an external interim Pupil Premium Leader</p> <p>Introduce a permanent Pupil Premium Champion on the SLT (change of job role) CPD training and staffing costs</p> <p>Investigate Subject PP champions - those who are doing NPQML or NPQSL</p>	Ofsted's reports on PP suggest the appointment of a lead professional has a positive impact. This person to sit on SLT	<p>New Job description agreed, CPD arranged (vis SSIF project) and line managed by DH Inclusivity and enrichment</p> <p>Interim Executive Board appoint staff.</p>	Principal	Jan 2019

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>To address all of the barriers to learning</p> <p><i>CPD</i></p>	<p>Develop approaches based on the organisation "Challenge Partners" work on 'Closing the Gap'</p> <p>Attend Bill Jerman Leadership events.</p> <p>Research and practical based projects</p>	<p>Challenge Partners – National organisation renowned for their work on improving school provision.</p> <p>Bill Jerman – Ofsted Inspector and PP reviewer, NCSL leader.</p>	<p>Regular meetings with key staff and SLT monitoring of progress of activities.</p>	<p>Asst Principal Andy Clarke</p>	<p>July 2019</p>
<p>D. Students develop (Grit) passion and perseverance for their learning</p> <p>F. Lower PA rates</p> <p>G. Reduce the number of PP students with mental health issues</p> <p><i>Staffing costs pro rata</i></p>	<p>ELSA support for PP students</p> <p>Counselling Service (6 session package available for PP students</p> <p>Access to Student Support Centre</p> <p>Full pastoral support team</p>	<p>To ensure that those students with SEMH issues receive the necessary support to be in school and learning.</p>	<p>Detailed record keeping of interventions and support.</p> <p>Head of Years contact home to follow up actions.</p> <p>Dedicated counselling team in place</p>	<p>Asst Principal Andy Clarke</p>	<p>July 2019</p>
<p>D. Students develop (Grit) passion and perseverance</p> <p>F. Lower PA rates</p> <p>G. Reduce the mental health issues</p> <p><i>Staff costs pro rata & CPD</i></p>	<p>The specialist staff in Behaviour for Learning team support those students who are not in classroom lessons whether due to behaviour, anxiety or illness.</p> <p>ELSA training and Thrive Training as required.</p>	<p>To provide a support to enable students who have been out of lessons for a variety of reasons to return successfully to main stream classroom learning.</p>	<p>Behaviour for Learning Team regularly meet with Heads of Year and AP to review progress of students and effectiveness of interventions.</p>	<p>Asst Principal Andy Clarke</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>G. Reduce the number of PP students with mental health issues</p> <p><i>Staff costs pro rata</i></p>	<p>Transition and enhanced transition at Year 6 and at start of 6th Form to focus not just on SEN but also PP students</p>	<p>There is national evidence to suggest that the PP students suffer a big drop off in transition to secondary. We have catered well for SEN but will now also focus on PP.</p>	<p>A team of key staff will lead including the HoY 7 and SENCO</p>	<p>Asst Principal Andy Clarke</p>	<p>Post transition evening</p>
<p>C. Students experience a wide range of cultural activities</p>	<p>Financial support for educational trips, revision packages etc including DofE and Music lessons and support for Year 10 students on Work Experience, travel PPE etc.</p>	<p>The research establishes clear benefits attached to being able to experience these opportunities From social interaction and cultural experiences.</p> <p><i>(Bourdieu's work on cultural capital and educational attainment for example.)</i> In order to, for example, write creatively a boat trip or foreign country and to understand the topics in examinations students require cultural capital – by ensuring that the disadvantaged students get to travel, visit museums, see plays etc we assist them in this process.</p>	<p>Heads of Year record the participation of their year groups.</p>	<p>Asst Principal Andy Clarke</p>	<p>July 2019</p>
<p>F. Lower PA rates</p> <p><i>Staffing costs pro rata and software</i></p>	<p>Staffing to operate systems and track data and contact home. Plus follow up work.</p> <p>Attendance Officer Role Deputy HoY (Non teaching)</p>	<p>Students who attend school regularly stand a much higher chance of making better progress.</p>	<p>Systematic and effective attendance strategies developed for whole school use that are monitored by SLT on a weekly basis.</p>	<p>Asst Principal Pete Lydford</p>	<p>Weekly</p>
<p>F. Lower PA rates</p> <p><i>Software, Texts staff costs</i></p>	<p>Rapid and regular communication with parents about attendance, progress and behaviour. (Truancy Call Software and communication)</p>	<p>First day calling has been shown to be an effective method to reduce PA rates</p>	<p>Heads of Year will monitor the attendance of their Year groups on a weekly basis.</p>	<p>Asst Principal Pete Lydford</p>	<p>weekly</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?
To address all of the barriers to learning Staffing costs pro rata	Specialist work by the school's data manager along with HoY and Heads of Core departments. To accurately track the progress and attainment of PP students across all year groups at regular intervals throughout the year.	The greater our knowledge and understanding of each individual student the more effective our interventions can be. Improved Progress and Attainment. Able to use targeted interventions quickly. Reduced variation in performance. Track and monitor impact of other strategies.	Heads of Department and Heads of Year responsible for regular tracking and monitoring of students	Vice Principal Pete Hudson	Half termly
To address all of the barriers to learning <i>IT resources</i>	Curriculum and revision resource subsidies including access to additional IT resources.	To enable disadvantaged students the same level of access to additional learning support materials as non-disadvantaged students.	Heads of Year to monitor and check with tutors on a regular basis (at least twice per half term)	Vice Principal Pete Hudson	Half termly
To address all of the barriers to learning <i>Staffing and subsidies</i>	Breakfast Club – every day from 8.00am until 8.30am in Small Hall (staffing and subsidised food)	Students often arrive hungry and unable to concentrate. This would have a detrimental impact on their learning. Students also arrive very early and require a safe space.	Catering team	Asst Principal Andy Clarke	July 2019
Budgeted Costs Section C					£134,000
Total Costs					£320250

6. SERVICE PUPIL GRANT

Service Pupil Grant

The Service Premium Grant (SPG) is provided in recognition of the specific challenges children from service families face. It is intended that this funding is used for pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Where our students from service families have parents who are on deployment, or who have recently been rebased, we will offer bespoke pastoral support following consultation with parents. This might include:

- Emotional Literacy Support Assistant – providing 1-1 work
- Student Support – providing focus for learning and social issues
- SENDCo – to look at learning needs
- Head of Year and Deputy Head of Year – Day to day pastoral support
- College Counsellor - Specific

We also use the SPG to support these students in understanding the nature of their parents' work through specific visits organised for SPG students. The close links with our highly developed CCF also serve to support this.