

Disadvantaged students Plan 2015-2016

Nationally the statistics show that students who are in receipt of the Disadvantaged students Funding make less progress than their peers. At Birches Head Academy, it is our intention to: favourite jealous

- Raise the attainment and improve the progress of Disadvantaged students
- Close the achievement gap between Disadvantaged and other students
- Ensure that the proportion of students making expected and above expected progress is the same for both Disadvantaged and all other students
- Use the Disadvantaged students funding to support a range of activities designed to improve access to equipment, resources and enrichment activities
- Ensure the funding reaches the students who need it most and that it makes a noticeable difference to their educational experience

We track all students' achievements throughout the year so we can analyse the interventions to check they are working. If a student is involved in an intervention programme, we will measure their performance, so we can evaluate the impact it has had on their learning. Interventions may be adjusted throughout the academic year based on the needs identified by students, parents and staff.

Achievements meetings will facilitate the analysis of student performance against target data. Where underperformance is identified, Subject, Progress and Pastoral Leaders will coordinate bespoke interventions to accommodate the needs identified.

Additional meetings every half term will support the analysis of attendance, behaviour, welfare, SEN needs and academic achievement.

Area	Action	Staff	Planned Impact	Monitoring/Evaluation	Cost	SLT/SL
Alternative provision	Alternative internal provision (PLC and Gatehouse) for those students most at risk of permanent exclusion. PLC provides KS4 intervention with specialist subject staff teaching small groups. Gatehouse provides intervention with specialist subject staff very small groups. Mentoring provided to key groups to for improving aspirations (external mentors). Student workshops for identified Disadvantaged students to develop positive behaviour. CPD for support staff to deliver appropriate strategies to improve behaviour, resilience and social skills.	D Jackson	Improved engagement in learning	Analysis of SIMS data ½ termly comparing students targets against current data Improved 3LP and 4LP outcomes Students integrated into mainstream lessons and – feedback from teaching staff and curriculum leaders. Positive behaviour in social areas – student voice to establish success Positive feedback from teaching staff and parents	£55000 (staffing costs)	TSW/SLW
		R Palmer-Anderson	Improved outcomes for students			
		Behaviour Support workers	Improved attendance of Disadvantaged students			
			Improved behaviour for learning in classroom environments			
			Reduction in negative comments and behaviour points on SIMS			
		External CPD	Students integrated in mainstream lessons			
			Removing barriers to learning			
D Jackson	Reduction in negative behaviour in the social areas in school					
External CPD						
Attendance	Attendance tracking and interventions for Disadvantaged students	T Swindail	Reduction in persistent absence	Analysis of SIMS data ½ termly comparing students targets against current data Improved headline attendance figures Improved 3LP and 4LP outcomes	£10000 (staffing costs)	TSW
		D Kumar	Improve overall attendance figure for the school			
		Pastoral Leaders	Subject Leaders to provide extended learning opportunities for students absent/ill			
		Subject Leaders				

Behaviour Management	Pastoral Leaders to track student behaviour and engagement	Pastoral Leaders Behaviour Support workers	Disadvantaged students are identified and monitored through SIMS and report cards Through support and intervention programmes a reduction of negative behaviour Removing barriers to learning	Analysis of SIMS data ½ termly comparing students targets against current data Feedback from teaching staff and curriculum leaders. Positive behaviour in social areas – student voice to establish success Positive feedback from teaching staff and parents	£1000	SLW
Progress	Progress Leaders to track progress and attainment	Progress Leaders Subject Leaders	Disadvantaged students are identified and monitored through SIMS and data tracking systems Through support and intervention programmes and improvements in outcomes	Analysis of SIMS data ½ termly comparing students targets against current data Feedback from teaching staff and subject leaders. Positive feedback from teaching staff and parents	£25000 (staffing costs)	PAW
Academic Interventions	Progress Leaders to monitor and track effectiveness	Progress Leaders Subject Leaders	Improved engagement in learning Improved outcomes for students Improved behaviour for learning in classroom environments Reduction in negative comments and behaviour points on SIMS	Analysis of SIMS data ½ termly comparing students targets against current data Feedback from teaching staff and subject leaders. Positive feedback from teaching staff and parents	£20000	PAW
Information and Guidance (IAG)	Additional support offered for Disadvantaged students One to one guidance	HTLA 14-19 Pathways Subject Leaders	Improved careers guidance, leading to raised expectations and aspirations Reduced NEET figures for Disadvantaged students Improved outcomes for students	Analysis of guidance offered and where the students are successfully placed Reduced NEET figure of Disadvantaged students Analysis of SIMS data ½ termly comparing students targets against current data Improved outcomes for students	£5000	LU

D of E	Equipment CPD and cover costs for staff Resources External support from D of E staff	D of E coordinator Progress Leaders Subject Leaders Pastoral Leaders	Develop skills in resilience, personal organisation, engagement, social skills Learn how to work with others – teamwork Have opportunities to take part in different activities Removing barriers to learning	Positive attitudes to learning Developed and embedded teamwork activities	£20000	LG
More Able provision	Track progress and attainment across all subjects	Subject Leaders T Swindail J Bailey	Improved engagement in learning Improved outcomes for students Removing barriers to learning	Analysis of SIMS data ½ termly comparing students targets against current data Feedback from teaching staff and subject leaders. Positive feedback from teaching staff and parents	£5000 (staffing costs)	PAW
Student Support resources	Provide resources for students – stationery, consumables, ICT equipment Finance uniform Support educational visits Extra-curricular activities Transport for work experience	Progress Leaders Subject Leaders Pastoral Leaders	Removing barriers to learning Improved engagement in learning Improved outcomes for students	Analysis of SIMS data ½ termly comparing students targets against current data Feedback from teaching staff and subject leaders. Positive feedback from teaching staff and parents	£20000 (staffing costs)	TSW
EAL support/ transition	EAL/new communities disadvantaged students to have admissions meetings and regular contact with families	EAL staff	Removing barriers to learning Transition workshops with parents to support settling in process	Feedback from teaching staff and subject leaders. Positive feedback from teaching staff and parents	£15000 (staffing costs)	PB

School Transport	Support school bus and mini bus		Improve attendance and punctuality of students Mini bus to provide free transport for educational visits, work experience visits	Positive feedback from teaching staff and parents Positive attitudes to learning Analysis of attendance and punctuality data	£15000	TSW
Literacy Support	Identified Disadvantaged students targeted for literacy support Small group work and one-to-one support using literacy support workers	HLTAs	Removing barriers to learning Improved engagement in learning Improved outcomes for students	Positive feedback from teaching staff and parents Positive attitudes to learning Analysis of SIMS data ½ termly comparing students targets against current data	£15000 (staffing costs)	AOO/KBD
Numeracy Support	Identified Disadvantaged students targeted for numeracy support Small group work and one-to-one support using numeracy support workers	HLTAs	Removing barriers to learning Improved engagement in learning Improved outcomes for students	Positive feedback from teaching staff and parents Positive attitudes to learning Analysis of SIMS data ½ termly comparing students targets against current data	£20000 (staffing costs)	IM
UNITE	Identified Disadvantaged students targeted for behaviour support and academic support	Behaviour Support Workers	Removing barriers to learning Improved engagement in learning Improved outcomes for students	Positive attitudes to learning Analysis of SIMS data ½ termly comparing students targets against current data	£15000 (staffing costs)	SJP
	Year 6 students identified for additional support prior to starting at BHA Additional induction days offered Transitions coordinator visits to primary feeders schools	Transition Coordinator Inclusion staff	Positive outcomes, behaviour and attendance Positive transition	Positive feedback from teaching staff and parents	£2000 transport Allowance for AW £5000	LU/APH

Catch-up Funding	Assess individual literacy and numeracy needs of each student attracting the funding. Materials - more AR licenses, £500 on books for the library for those with skill gaps, and reading age of 7 or under. Revision guides and work books for all Maths pupils, workbooks for L1,2 Maths pupils for extra support. 1:1 Numeracy and literacy support using intervention packs of skills sheets/books Library breakfast club.	Pastoral Leaders Literacy Co-Ordinator Key teaching staff Ann Fletcher, Janet Beard.	Improved levels of literacy and numeracy. Removing barriers to learning. Improved engagement in learning. Improved outcomes for students. Greater use of library by students.	Analysis of SIMS data ½ termly comparing students targets against current data. Improved outcomes for students.	£10000	AOO/IM (PAW to write)
Communication	Develop communication between parents and school – need to establish preferred communication (text, email, letter, face-to-face meetings)	Pastoral Leaders Inclusion staff	Improved communication between home and school Meetings ½ termly with disadvantaged families with complex/high needs	Feedback from teaching staff and subject leaders. Positive feedback from teaching staff and parents	£2000	TSW/SLW
Student Voice	Develop communication between students and staff to improve school environment and facilities BHA offer	Pastoral Leaders	Improved communication between students and staff. Disadvantaged students needs are communicated and strategies developed	Feedback from teaching staff and subject leaders. Positive feedback from teaching staff and parents	£1000	RS
Inspirational role models/ Alumni	Develop positive relationships with past BHA students who want to support the next generation of students	Pastoral Leaders SLT	Past BHA will be invited in to school to talk about their experiences and how the school has supported their career development. Use the past students to develop a network of contacts through a variety of communication techniques - social media	Feedback from teaching staff and subject leaders. Positive attitudes to learning Analysis of SIMS data ½ termly comparing students targets against current data	£1000	JB
Education Opportunities	Identified Disadvantaged students attend University taster day(s)	Pastoral Leaders SLT	Students to visit a variety of higher educational establishments to broaden their knowledge and experiences.	Raise aspirations and expectations Positive attitudes to learning	£2000	JB
School Counsellor	Referrals and meetings for Identified Disadvantaged students	School Counsellor	Develop skills in resilience, personal organisation, engagement, social skills, coping with trauma	Positive attitudes to learning	£4000	TSW/PAW

Extra-curricular duties and activities	Staff offer extra-curricular activities to support disadvantaged students	BHA Staff	Develop a variety of skills based on the activities being offered. Many of the children will have new experiences and discover talents they can explore further	Raise aspirations and expectations Positive feedback from teaching staff and parents	£5000	RJ
CPD and Staff training	Used for staff training and CPD to ensure staff are up to date with the knowledge and strategies about to improve the educational experience of disadvantaged students	SLT	Planned CPD internally (cover needed) and through the use of external agencies - bespoke lesson planning for disadvantaged students Development of engaging and stimulating activities accommodating the needs of the students	Positive feedback from teaching staff and parents Positive attitudes to learning Analysis of SIMS data ½ termly comparing students targets against current data Differentiated planning, resources and pedagogy	£5000	SLW
Breakfast Club	Subsidise a breakfast for disadvantaged students who may not eat at home before arriving in school Students can use the library as a study area to read or produce homework	Library staff	Students can focus on studies and are nourished for the day	Improved attendance Improved focus in lessons	£2000	JL
Easter revision	Provide students with the opportunity to complete additional supported study with teaching staff from BHA and external agencies	BHA staff External facilitators	Students have additional time and support for their GCSE courses. Focused learning and coursework catch up	Analysis of SIMS data ½ termly comparing students targets against current data Feedback from teaching staff and subject leaders.	£6000	LU
				Total	£305.410	

Additional funding may be allocated to support the payment of salaries for SLT for additional responsibilities linked to all the above.

Review of the Disadvantaged students Spend

Outcomes - Intervention used to improve outcomes in English and Mathematics includes use of 2 tutors and also year 11 bespoke intervention.

	Students	Avg Attainment 8	Avg Progress 8
Pupil Premium	57	3.50	-0.74
Non Pupil Premium	87	4.66	-0.30

Maths

Expected level of progress Disadvantaged Students (BHA)	Expected level of Progress Non disadvantaged students (BHA)	Expected Level of Progress National (All Students)	Expected Level of Progress (Disadvantaged National)
36%	60%	65%	49%

English

Expected level of progress Disadvantaged Students (BHA)	Expected level of Progress Non disadvantaged students (BHA)	Expected Level of Progress National (All Students)	Expected Level of Progress (Disadvantaged National)
36%	55%	70%	57%

*National Average based on 2015 data.

The gap between disadvantaged and non-disadvantaged pupils in Maths is closing whereby only 13% difference between Birches Head Academy and National Standard (2015 data). The expected level of progress for disadvantaged and non-disadvantaged gap in Maths at Birches head Academy stands at 24%. 2016 GCSE results have improved significantly in all areas in Maths including closing the gaps between disadvantaged and non-disadvantaged as 13% gap is evident if compared to National Standard.

The gap between disadvantaged and non-disadvantaged pupils in English is also closing however there is still a gap of 19% between these two groups of students at Birches Head Academy. Compared to National Standard, there is still a gap of 21%. This is an improvement but the gap still needs to close between these two groups of students.

Attainment

Headline measures – Increase in the % of disadvantaged students achieving 1 A*-A, 3A*-A

	Pupil Premium	Non Pupil Premium
1A*-A	19%	35%
1A*-C	79%	91%
1A*-G	98%	100%
3A*-A	7%	10%

Improved attainment outcomes in the following subjects; child development, English Literature, Film Studies, French, Performing Arts, Physical Education and Resistant Materials.

Subject	A*-C Pupil Premium	A*-C Non Pupil Premium	A*-C All Cohort
Child Development	29%	44%	38%
English Literature	38%	69%	57%
Film Studies	33%	89%	61%
French	0%	36%	31%
Performing Arts	67%	90%	81%
Physical Education	21%	67%	53%
Resistant Materials	25%	33%	29%

Progress

Improved progress outcomes in the following subjects; Art, BTEC Business Studies, English Literature, Film Studies, French, Geography, Health and Social Care, Performing Arts, Photography, Physical Education, Religious Education and Resistant Materials. In the lower school, 42% of Disadvantaged students are on track in English in KS3 (national standard 57%). In Mathematics 68% of disadvantaged students are on track (national standard 49%).

Catch up Premium

The impact of the English catch up premium demonstrates that there has been an average increase in 25 months for reading ages and an average increase in 14 months for spelling ages. The impact of the Mathematics catch up premium demonstrates that there has been an average increase of 8 months for numeracy ages.

Literacy

Better reading programme for disadvantaged students demonstrates an average improvement of 38 months for year 7, 18 months for year 8 and 26 months for year 9. Accelerated reader programme has been completed for all disadvantaged students in years 7, 8 and 9. Impact shows that 69% of students in year 7, 52% of students in year 8 and 64% of students in year 9 have improved their standardised reading scores. Library book loans by disadvantaged students have significantly increased. In 2014-15 there were 1144 library book loans by disadvantaged students and this has increased to 2514 for the 2015-16 academic year.

There have been a range of literacy events throughout the year. These have focused on improving students' vocabulary, developing students' passion for reading, increasing students' confidence in reading and enhancing students writing skills. These literacy events have included;

- Reading buddies
- English in a flash
- English skills booklets
- Spelling bee
- World book day activities
- Library clubs
- Library assistants
- ERIC
- Purchasing new library books
- SASCL speaking competition
- Creative writing competitions

D of E (Bronze Award)

This is the first time the school has run this award. 5 students of the Y11 D of E cohort were disadvantaged students support for students included the purchasing of their D of E registration and providing all expedition equipment including tents, rucksacks, cookers, wet weather clothing and torches. Through D of E students were able to participate in outdoors activities including camping for the first time, learnt new skills including map reading and gained experience from being placed in a leadership position.

School Councillor

66% of multi-agency referrals to have been for disadvantaged students. These meetings have been extremely successful and have had positive a positive impact on student confidence, student well-being and also student outcomes.

Alternative provision (PLC, Gatehouse and Unite)

71% of students, in year 11, who accessed the PLC were disadvantaged students and were in receipt of Disadvantaged students. These students were at risk of permanent exclusion and received specialist support with social, emotional and personal development, academic support via small group work. Of these 71%, three students went on to access an external Alternative Provision and/or Work Experience placement.

The Gatehouse and Unite are KS3 internal provisions to support the nurturing and behavioural issues of students. 81% of these students are Disadvantaged students. Students who have previously accessed the provisions but have successfully been reintegrated back into mainstream curriculum.

School Transport

The school bus provides students with an accessible mode of transport to ensure regular attendance. 58% of students who access this transport are Disadvantaged students, with 47% of these with attendance of 100 to 95%. This is an increase on last year. To further engage students in the world of work, giving them a wider experience and further developing aspirations, public transport has been provided for a range of accessed a one day a week permanent Work Experience placement.

Attendance

The school rewards system supports attendance in year 11 by providing points towards the cost of the school prom. 74% of year 11 students achieved 95% + attendance within the time period, with 40% being disadvantaged students and accrued money towards the cost of the prom. Breakfast club is offered to disadvantaged students in the mornings. 24 students consistently attend the breakfast club. The school trend identifies a marginal improvement (0.4%) on reducing the gap between pupil premium and non- pupil premium at the end of the academic year. Punctuality to school has been a priority for the school, rewards and incentives were used with to support this. The number of students who are consistently punctual to school has improved significantly, 30% of those were pupil premium.

Student Support

Where social deprivation was evident and parents were unable to provide their child/s with the correct uniform, the school provided students, in particular disadvantaged students, with shoes, blazers, trousers/skirts. This supported students' social development, and parents were both responsive and grateful for this support.

EAL Provision

86% of disadvantaged students who are EAL are predicted to meet their target grade at the end of the year in their best English grade. 29% of disadvantaged students who are EAL are predicted to meet their target grade at the end of the year in mathematics. The percentage of EAL students (who are also in receipt of PP funding) who are on track to achieve their target grade in years 7-10 can be seen below.

Year group	Number of EAL (Disadvantaged students)	% English on track	% Maths on track	% Both on track
10	10	60	80	50
9	10	70	70	60
8	12	50	91.6	50
7	16	87.5	100	87.5

Extra-Curricular, Educational Visits and Alumni

To enhance students' experiences, resilience and participation for disadvantaged students, the school provided enrichment activities and opportunities from a variety of external agencies. Conover Hall Residential was one such experience and was attended by 62 students. 53% were disadvantaged students, 83% of the cost was funded for disadvantaged students. A student commented that they thoroughly enjoyed the experience and would recommend it to others.

There have been a range of extra-curricular activities and projects that have been completed by disadvantaged students. These activities have helped to increase students' self-confidence, develop resilience, enhance students' numeracy skills and contribute to the improvement of outcomes in a range of subjects. The Alumni project has seen past students (all of whom were disadvantaged students' students) join the school in a range of leadership positions. We have introduced an additional award as part of the whole school awards programme. This was awarded to a year 11 leaver who achieved outstanding GCSE outcomes. These students have been primarily in the Physical Education department but act as great role models to the students. The specific extra-curricular projects have included;

- Living for Sport Programme (12% were disadvantaged students)
- This Girls Can Programme (23% were disadvantaged students)
- Newcastle College Sports Programme (16% were disadvantaged students)
- Sale Sharks 'Number Cruncherz' Programme (8% were disadvantaged students)
- Staffordshire Rugby Festival
- Twickenham Rugby Trip
- FA Girls Development Programme (16% were disadvantaged students)
- AJ Bell Rugby Stadium Tour (7% were disadvantaged students)
- Step into Sport Programme (19% were disadvantaged students)

Transition & Easter School

There have been a range of transition events that have taken place throughout the year. This has ensured the disadvantaged students have had a smooth transition to the Academy. There have been a total of 15 sessions for youth mania which has seen 275 students attend the sessions. There have been a range of primary school sports events which have included dodgeball, table tennis and handball. In addition to these sessions there has been an academic transition programme. Students have taken part in literacy, numeracy and ceramic events throughout the year.

Easter school took place during the second week of the Easter holidays. There were specific teaching sessions on each day. 61% of disadvantaged students attended the full week. Throughout the course of the week the funding supported travel, food and also some equipment for disadvantaged students. Student feedback following the event was very positive and such will continue next academic year.

Behaviour Management

Pastoral Leaders have daily access to data across their Year Group/Key Stage which allows effective tracking and monitoring to support positive behaviours for learning. Half termly analysis identifies an improvement through individual behaviour points.

Careers

There have been a range of careers events that have taken place during the academic year. These events have been focused around preparing students for post 16 education. The table below highlights these careers events and the number of disadvantaged students that took part.

Date	Event/Provision	Year Group	Number PP Students Taken Part
11.11.16	Careers Convention	11	57
11.11.16	Careers Convention	10	66
20.11.16	PM Training Assembly	11	57
27.11.16	Careers Extended Assembly (LA/Colleges/Uni)	11	57
11.12.15	See Inside Manufacturing with Michelin	10	6
8.1.16	KMF Industry Visit (PLC)	10&11	2
26.01.16	Careers Advisor Interviews (1:4)	9	60
2.02.16	Somerville College, Oxford University Visit	11	4
23.02.16	PM Training Taster	11	1
1.03.16	Higher Horizons University Challenge Day	10	66
18.03.16	Joinery Taster Stoke-on-Trent College	11	1
16.03.16	Keele University Pharmacy Day	10	5
4.03.16	Swanline Print Industry Visit	10	1
11.04.16	Sidney Sussex University Talk	10	23
22.04.16	Inspirational Assembly 6FC	11	57
26.04.16	Newcastle College Visit (LAC)	11	1
05.05.16	Learn4Work WBL Interview	11	1
23.06.16	NHS Summer School Nursing/Midwifery	10	1

5.07.16	Geography Masterclass at 6FC	8	6
6.07.16	NHS Summer School Pharmacy	10	1
13.07.16	Armed Forces Careers Day	10	4
11.07.16	Secondary College	10	66
12.07.16	Secondary College	10	66
Various	1:1 Guidance Careers Interviews LA Advisor	11	57
Various	1:1 Guidance Careers Interviews LA Advisor	10	11
Various	Careers Guidance Interview at Smithfield	11	1
Various	Intensive Careers Guidance LA Advisor	11	10
Full Year	KMF Extended Industry Work Experience	11	2
Full Year	Alternative Provision Sporting Stars	11	1
Full Year	Alternative Provision Sporting Stars	10	1

CPD

We have a robust programme of lesson observations, marking scrutinies and learning walks to monitor the quality of teaching and learning which is currently at 85% Good or better, with all teachers receiving three lesson observations a year. Interventions intended to target students eligible for pupil premium funding are observed as part of this programme.

Teachers and support staff are well informed about which students are eligible for pupil premium and the interventions that have been put in place to raise attainment. Every half term all teachers and support staff join to create a Teaching & Learning Community (TLC) which supports all elements of pedagogy, developing strategies for all in their delivery of teaching and learning to all pupils including those receipt of pupil premium funding.