

## **The John Bentley School Pupil Premium Report 2018/19**

### **Background**

The John Bentley School has a culture of the highest expectation for every student. Including those that are disadvantaged. The Pupil Premium (PP) was introduced in April 2011. It was allocated to children from low-income families, who were known to have been eligible for free school meals at any point in the last six years (ever 6 FSM), and children who had been looked after or adopted from care. The DfE and Ofsted have designated these students as disadvantaged.

This document summarises PP allocation and student progress and achievement for the academic year 2017/2018, along with proposed expenditure for the academic year 2018/2019.

### **Grant Received**

<b>2016/2017</b>	<b>£172,040</b>
<b>2017/2018</b>	<b>£194,400</b>
<b>2018/2019</b>	<b>£167,325</b>

### **The John Bentley Vision for Pupil Premium**

The John Bentley School will close the gap between the progress and attainment of disadvantaged students with the national average of non-disadvantaged students.

### **Desired Outcomes for Pupil Premium Students**

These desired outcomes are reflected in the school's Disadvantaged Learners' Action Plan:

1. To improve the progress of every student
2. To improve the quality of Teaching and Learning for every student
3. To improve students' engagement with school where necessary
4. To increase students' aspirations where necessary

### **Measuring Outcomes**

Since 2015, The John Bentley School has measured the impact of the disadvantaged learners' strategies in relation to the following criteria:

- The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally
- The percentage of disadvantaged students achieving grades 5+ and 7+ in English and maths will show an upward trend
- There will be a rapid upward trend in disadvantaged students' attendance
- There will be a rapid downward trend in the number of disadvantaged students being excluded
- There will be an increase of PP students studying EBacc

### **Barriers to Learning**

The John Bentley School has carried out detailed analysis of its disadvantaged students to identify the main barriers to their learning. This analysis has included student voice, parent voice and ongoing staff training. Various agencies shared their experiences of barriers facing disadvantaged learners and their families at the Multi Academy Forum (MAF). The John Bentley School recognises that every student is unique and that there is a danger of stereotyping all of our disadvantaged students. However, our analysis has shown that our disadvantaged learners are at risk of facing several key barrier to success:

- Weaker literacy
- Low aspirations
- Safeguarding
- Mental Health
- Parental engagement
- SEND
- Behaviour
- Access to resources

The John Bentley School has the highest expectations for every learner. We believe that we can overcome these barriers for disadvantaged learners though outstanding Teaching and Learning, exceptional progress and strong teacher-student-home relationships. The school understands the individual's needs through barrier maps. Which then personalise our approach for each student.

### **Most Able Disadvantaged Students**

The John Bentley School has a culture of the highest expectation for every student, including those that are disadvantaged. Teachers are supported to personalise their teaching (particularly in mixed ability groups) and homework tasks, so that all students are challenged. The Senior Leaders and the Curriculum Leaders carefully deploy their teachers to the most appropriate groups, and resources are available in individual departments so that extension work can be carried out.

### **Transition**

The school recognises the importance of transition. There is a day at the school for years 4-6 for all our primary feeder schools and this ensures our staff gain a better understanding of the students before they officially join the school. The SENCo ensures the school's more vulnerable learners receive a number of visits to the school during Term 6 before they start. Data from Key Stage 2 is used by the school staff immediately to ensure that the work for all students, including the most able, is at the right level of challenge. The school also offers a summer school for all new starters in Year 7.

Students are given highly effective careers advice in years 7-9 and there are events in years 10 and 11 such as "The Big Interview" and work experience. All disadvantaged students in year 11 receive a careers interview and support in their post 16 options.

### **Key Stage 3 – The valuable years**

Key Stage 3 is seen as crucial in providing the platform for success in Key Stage 4 and beyond. All of the strategies described above will involve Key Stage 3 students, ensuring that the PP strategy is not solely aimed at Key Stage 4.

### Disadvantaged Learners Evaluation 2017/2018

A RAG rating has been given to each Pupil Premium expenditure in 2017/2018. The table shows how this RAG rating has been determined through clear evaluation.

Green	The expenditure has been successful and has had an evidenced impact on the progress, attainment and/or well-being of disadvantaged students.
Amber	The expenditure is believed to have had an impact on the progress, attainment and/or well-being of disadvantaged students or further evidence is needed to confirm the impact.
Red	The expenditure has had little or no impact on progress, attainment and/or well-being of disadvantaged students or further changes to the intervention need to be made to make it effective.

Expenditure	Description Success Criteria (taken from the 2017/2018 PP report)	Impact / Reflection	Success Criteria (taken from the 2017/2018 PP report)	Evaluation
<b>Leadership and Management</b>				
Pupil Premium Champion	This is an Assistant Head who focuses on ensuring that Pupil Premium students are given the optimum support and are championed in all areas of the school. The budget was increased in 2017/2018 because of the success in the Pupil Premium strategy.	An action plan was created by the Pupil Premium Champion and shared with staff. Use of the EEF teaching toolkit and research informed much of the plan e.g. in the use of formative feedback and training in scaffold marking. The principle reason this role has had an impact is that the profile of the attainment and achievement of disadvantaged students was kept high on the school agenda with concrete actions that could be tracked and reviewed. Discussions of the progress of this agenda during regular meetings with the Disadvantaged Learners Governor. The PP champion also represented the school and asked to	The gap in progress and attainment between disadvantaged students and non-disadvantaged students will continue to narrow at the end of 2017/2018.	<p>The Ofsted report in March 2018 stated that the leadership was improving the progress of disadvantaged students.</p> <p>In a visit from the Regional Schools Commission (RSC), the education advisor stated that Strategies employed to improve the progress of those students supported by the Pupil Premium were beginning to demonstrate impact.</p> <p>Please see review of results 2017/2018 for progress and attainment on page 14.</p>

		share practices at local PP conferences led by the Wiltshire LEA Advisor.		Behaviour referrals for disadvantaged learners fell by 26% during 2017/2018.
Data driven intervention	The Pupil Premium Champion, in their role for raising standards, leads the data capture, analysis and intervention. The link between the data analysis and intervention occurs at Raising Standard meetings where the progress of students is discussed with the PP Champion, Head of Year and representation from the English, Maths and Science departments. Every disadvantaged student is discussed at each year group meeting.	Pupil Premium students are prioritised in discussions during Raising Standards (RS) meetings. The (RS) meetings ensured swift intervention after data reporting windows. Every term a separate meeting is held between the AHT for Raising Standards and each HOY to discuss PP students individually. While the RS concentrates on the student's progress, the meeting with the HoY focuses on their needs and barriers they face. A weekly meeting was held with the AHT, HoY, SENCO and Directors of English, Maths and Science to discuss progress of a core group of underachieving Year 11 which was made up of predominantly PP students. This was further developed in 2017/2018 with the Assessment to Progress cycle; a system that ensures even greater accuracy with specific intervention both in and outside of the classroom. PP students were prioritised by teachers for A2P forms which clearly set out how the students could progress to the next grade.	The gap in progress and attainment between disadvantaged and non-disadvantaged (nationally) will continue to narrow in 2017/2018.	In a visit from the Regional Schools Commission (RSC), the education advisor stated that school's use of assessment data to inform teachers' planning and monitor students' progress is becoming a strength  Please see review of results 2017/2018 for progress and attainment on page 14.
Head of Years	A major focus for the HoY is proactive work with our disadvantaged learners; including classroom visits to monitor the	The Head of Years prioritised disadvantaged students. As well as being present at RS meetings, all HoYs met the AHT for Raising Standards once a term to	The number of exclusion incidents for disadvantaged students will decrease.	The exclusions for disadvantaged students fell from 6.55% (Term 1 2017/2018) to 2.55% (Term 5 2017/2018).

	<p>progress of students as well as monitoring and tracking progress, attainment and attendance, and where necessary support through social and emotional learning. In liaison with the PP Champion, the HoYs manage the disadvantaged students' barrier maps.</p>	<p>discuss the progress of every PP student in their year group. In collaboration with the AHT for Raising Standards they also developed barrier maps that identified individual barriers for each PP student.</p>	<p>The number of behaviour referrals for disadvantaged students will decrease.</p> <p>The gap in progress and attainment between disadvantaged students and non-disadvantaged students will continue to narrow at the end of 2017/2018.</p>	<p>Behaviour referrals for disadvantaged learners fell by 26% during 2017/2018.</p> <p>Please see review of results 2017/2018 for progress and attainment on page 14.</p>
<p>TLR 3 Disadvantaged More Able Learners CO-ordinator</p>	<p>The appointment of a member of staff to support the PP Champion. This person will focus on the disadvantaged, more able. They mentor disadvantaged students and monitor the provision they receive.</p>	<p>The post holder was reappointed and managed the Brilliant Club project. A taster day was also organised for HPA PP students to have a taste of university run by university students.</p>	<p>The gap in progress of higher prior attaining disadvantaged students and higher prior attaining non-disadvantaged students (nationally) will narrow.</p>	<p>Please see review of results 2017/2018 for progress and attainment on page 14</p>
<p>PiXL</p>	<p>The school will continue to be a member of PiXL to ensure that it monitors good school practice through collaboration.</p>	<p>Termly meetings with the PiXL partner offered feedback and alternative thinking on strategies. Diagnostic tools (QLA, PLCs for eg) were developed following consultation with PiXL.</p>	<p>The school will benefit from initiatives led by PiXL, evaluated individually.</p>	<p>Evidence from all notes of visits from the PiXL advisor demonstrates a record of the implementation of the strategies and alternative thinking used by the school inspired by PiXL.</p>

<b>Quality of Teaching, Learning and Assessment</b>				
<b>Alternative Provision</b>	Alternative and flexible provision is provided for those disadvantaged students whose needs would benefit from it. Some disadvantaged students may also need an alternative curriculum at an external provider. The building of the new A&F centre ensures that less provision will be now external and therefore the budget has come down.	<p>The alternative curriculum has ensured that some PP students have improved engagement to their provision. There are currently there are no students who are NEET since leaving the school.</p> <p>The decision to invest in an A&amp;F centre (called the Gateway centre) has further enhanced the strategy. Personalised curriculums delivered by in house staff will be able to be offered for A&amp;F students. The centre opened in October 2017.</p>	<p>All disadvantaged students on alternative provision in year 11 go on to access FE at the end of 2016/2017.</p> <p>The number of NEETS will be below the national average at the end of 2017/2018.</p> <p>The number of behaviour referrals for disadvantaged students will decline throughout 2017/2018.</p>	<p>The Ofsted report in March 2018 stated that the school's Gateway Centre was having a positive impact in working with pupils who find it hard to attend a full timetable.</p> <p>Behaviour referrals for disadvantaged learners fell by 26% during 2017/2018.</p> <p>Prediction of 0 NEETS from the 2017/2018 A&amp;F cohort.</p>
<b>First PP</b>	The school will continue to use the First PP strategy in all lessons. This will be supported with CPD time and resources.	The First PP strategy continues to be embedded at the school. This is at the core of our strategy that quality T&L will improve outcomes for our disadvantaged students.	All staff to understand First PP and all staff to demonstrate it in practice during disadvantaged student-focussed learning walks.	<p>83% of staff demonstrated First PP in their TLA observation.</p> <p>In a visit from the Regional Schools Commission (RSC), the education advisor stated that Strategies employed to improve the progress of those students supported by the Pupil Premium were beginning to demonstrate impact.</p>
<b>Numeracy and Literacy Intervention</b>	Small group sessions are held, focussing on Literacy and Numeracy to help raise attainment and increase the rate of progress for those PP students who would benefit from it. The budget has slightly gone down as more intervention is available from	This programme was further embedded. Small intervention group work was held for both literacy and numeracy. This personalised intervention was started at the Year 6 going into Year 7 summer school where there was a nurture group for both literacy and numeracy.	The gap between disadvantaged and non-disadvantaged students (nationally) will narrow in the percentage gaining Maths and English.	<p>Please see review of results 2017/2018 for progress and attainment on page 14.</p> <p>Reading for Year 7 increased by 0.9, spelling 0.3 for PP. Non PP 0.9 and 0.7. Year 8 PP 0.3 reading and 0.7 spelling. Non PP 0.5 and 0.5.</p>

	<p>teachers within the English and maths departments.</p> <p>This will specifically address the SEN barrier.</p>	<p>For Year 11, in the final run up to the external examinations extra tuition was paid for PP students. All students stated that this was beneficial.</p>	<p>The gap in reading and spelling ages of disadvantaged learners in years 7-9 will narrow compared to non-disadvantaged learners (nationally).</p> <p>The gap between the % of disadvantaged students and non-disadvantaged students achieving 5+ English and Maths will be in line or better than the national average at the end of 2017/2018.</p>	<p>48% of NSR students converted to “school ready”, obtaining a score of more than 100. “Pupils who joined the school in Year 7 with weak numeracy and literacy skills are catching up with other pupils in the school because of the good support they receive. Senior leaders ensure that the extra funding allocated for this group is used well.” (Ofsted, March 2018).</p> <p>“Pupils who join the school with low levels of literacy and numeracy receive effective extra help. This is developing their confidence in reading, writing and numeracy, helping them become more self-reliant across a number of subjects.” (Ofsted, March 2018).</p>
<p>Teaching Assistants</p>	<p>Teaching assistants play an integral role in supporting the learning of students and help to remove barriers to learning. The strategy will look to build on the success of giving the Teaching Assistants clear PP strategies. The school has will continue to provide the TAs with an in house CPD course run every two weeks.</p>	<p>Teaching assistants were focussed on their clear PP strategies. They also received bespoke CPD on PP and their role.</p>	<p>Teaching Assistants understand their role in supporting Disadvantaged students. This will be evidenced by learning walk and teacher voice.</p> <p>Evidence from lesson observations will show that teaching assistants are supporting Disadvantaged students in lessons.</p>	<p>100% of teaching assistants stated that they understood their role in the PP strategy.</p> <p>The learnings walks throughout the year demonstrated that there was still a need for TAs to consistently support the PP students in the classroom. For this reason the strategy has been kept amber.</p>

	This will specifically address the SEN and Literacy barrier.			
Homework Intervention /Show my Homework	The school continues to believe in the benefit of homework for disadvantaged students. The budget will support the software package "Show my Homework" and the implementation of the homework policy. There will also be homework cafes offered after school.	The homework strategy was launched in September 2017. Staff were given CPD and part of this focused on the needs of disadvantaged students and PP. Homework clubs were offered for all year groups after school until 16.30. The First PP requirements of staff has a focus on delivering quality homework for disadvantaged students. The new homework strategy saw a drop in homework detention referrals for disadvantaged students	The progress between disadvantaged and non disadvantaged narrows in 2017/2018.  The number of disadvantaged students who fail to hand in homework will decrease compared to 2017/2018.	The number of homework referrals for disadvantaged students fell by 44% in 2017/2018. Please see review of results 2017/2018 for progress and attainment on page 14.  The learning walks and work scrutiny activities throughout the year demonstrated that there was a need to improve the quality of homework completed by PP students. Therefore, despite the drop in referrals, the strategy has been rated red.
New curriculum and assessment system	This will be the second year of a new curriculum for years 7-9 which supports and builds towards the GCSE content. In preparing the new curriculum, the needs of disadvantaged learners have been considered. The assessment system tracks progress towards the new GCSE grades. This new assessment system will ensure swift intervention in years 7 to 11, once underachievement is identified.  This will meet a number of barriers including aspirations, literacy and SEN.	The new curriculum and assessment system allows tracking of disadvantaged students in all year groups. All PP students were discussed at Raising Standards meetings.	The gap in progress and attainment between disadvantaged and non-disadvantaged (nationally) in a range of subjects will narrow in 2017/2018 in years 7-11.	Please see review of results 2017/2018 for progress and attainment on page 14.
Staff CPD	The training of staff (including teachers and teaching assistants) will continue to focus on	A number of CPD events were held on disadvantaged students. Every T&L CPD session had a focus on disadvantaged	An improvement in the quality of teaching and learning observed for	83% of staff demonstrated First PP in their TLA observation.



	<p>disadvantaged students. The foci of staff TD days are literacy, mental health and the barriers for disadvantaged learners. All governors will be invited to the CPD programme.</p> <p>The CPD will meet the needs and barriers of all our disadvantaged students.</p>	<p>needs dependent on the topic. All new staff and trainees received a session on the JBS way with disadvantaged students.</p>	<p>disadvantaged learners. Lesson observations and learning walks will demonstrate that First PP is embedded.</p>	<p>The Ofsted report in March 2018 stated that the leadership (eg First PP) was improving the progress of disadvantaged students.</p>
<b>Personal Development, Behaviour and Welfare</b>				
Attendance Support	<p>The attendance of disadvantaged students at JBS continues to be lower than the national average. To ensure that PP attendance is in line with/above Nat Av the attendance officer will work with families of students whose attendance is below 95%. They will also work with the Educational Welfare Officer.</p> <p>This will address the attendance barrier that JBS disadvantaged students face.</p>	<p>PP students were a priority in weekly attendance meetings with the Head of Years and EWO. Disadvantaged students were also discussed at termly barrier map meetings with Head of Years.</p> <p>The attendance of PP was highlighted as an area that needed improving. The systems are therefore under review.</p>	<p>The attendance of disadvantaged students will increase at the end of 2017/2018, compared to non-disadvantaged students (nationally).</p> <p>The number of disadvantaged students who are persistently absent will decrease (compared to last year) at the end of 2017/2018 compared to non-disadvantaged students (nationally).</p>	<p>The number of sessions missed for PP students was 12.78%. Individual case studies can show that A&amp;F students had a significant impact on this overall figure. Persistent absence also increased to 31%. Both of these figures were below the national average and so therefore the strategy has been rated as red.</p>
Careers Guidance	<p>To increase the aspirations of disadvantaged students, the careers guidance will specifically targeted at disadvantaged students. A motivational speaker will also visit to spend time with the disadvantaged students in an aim to increase aspirations. Low aspiration has been identified as a</p>	<p>Disadvantaged students were prioritised in a number of career sessions. All Year 11 PP students received a career interview. All Year 10 PP students were supported to find a work experience placement. They also received priority for the "big Interview" when they were interviewed by an employee and given feedback.</p>	<p>All disadvantaged students in Year 11 to receive a careers interview.</p> <p>The motivational speaker will receive a positive review from students.</p>	<p>All disadvantaged students in Year 11 received a careers interview.</p> <p>Ofsted stated that pupils receive good quality careers education and guidance.</p>

	<p>significant barrier for disadvantaged students at the school and therefore this budget has been increased from 2016/2017.</p>	<p>A motivational speaker spoke to all PP students in year 11 and 9. The feedback from all students was positive.</p>		<p>The motivational speaker was given a positive review by all students including the PP students.</p>
Counselling and Guidance	<p>To address the significant and rising number of students with mental health concerns, the budget for counselling and guidance continues to be strongly supported by the PP budget.</p> <p>The counsellor will run well-being and confident learners group, which prioritise disadvantaged students.</p> <p>This addresses the attendance and mental health barrier.</p>	<p>The school counsellor ran 1:1 sessions and small group sessions. PP students were always prioritised for these sessions.</p>	<p>Case studies show the positive impact of the counselling and guidance team service on individual, disadvantaged students.</p>	<p>The vast majority of reflection sheets were positive from students using the service.</p> <p>Individual case studies can be discussed that shows the impact of the service,</p>
Parent Support Advisor / Pastoral Support	<p>The Parent Support Advisor will support parents, working with them to improve students' engagement with school. The Disadvantaged students and families are prioritised. The budget has been increased following the success in boosting the attendance of disadvantaged parents to school evening functions.</p> <p>This addresses the parental engagement barrier faced by most JBS disadvantaged students.</p>	<p>The Parent Support Advisor worked with a number of students and families. PP families were always prioritised. The families were either worked with 1:1 or in group work.</p>	<p>Individual case studies of students and families will show impact.</p>	<p>Individual case studies can be discussed that shows the impact of the service.</p> <p>The strategy has been rated amber as there is a need to increase the number of families the support can offer. Also, after a restructure in staff and new behaviour policy, there is a need to focus on ensuring PP are getting the support needed.</p>

Targeted Measures	For additional consumables required to support disadvantaged students e.g. uniform. Also used to support any strategies that are bespoke to individual or groups of students. This budget has been increased because of the increased number of requests for financial support on trips and for PE uniform.	This budget was used for a range of strategies. Individual students benefited from going on school trips, PE kit and uniform. The system is under review to ensure it is linked more to the barrier mapping of all students needs.  A 50% contribution was given towards My Maths.  Money was invested in the House System because of its ability to offer leadership opportunities to PP students.	Individual case studies	Individual case studies can be discussed that show the impact of the service.
University collaboration	The school will continue to arrange trips to universities. In collaboration with the University of Bath, a raising participation evening for parents will take place following the success of a similar event in 2016/2017.  This addresses the aspirations barrier.	Disadvantaged students were prioritised to university trips. These included visits to Bournemouth and Bath university.	The number of disadvantaged students entering the school sixth form will increase in 2017/2018.	Year 13 cohort leaving sixth from had 3 PP students, cohort entering had 6 PP students indicating a positive impact of the interventions.
The Brilliant Club	Following the success of The Brilliant Club in 2016/2017, the programme will be undertaken with a new cohort. The budget has increased because more disadvantaged students will take part in 2017/2018 following the success of the project in 2016/2017.  This addresses the aspirations barrier.	The Brilliant Club was successful with a new cohort. Visits were made to Cardiff and Exeter universities. PP students were prioritised for the selection onto the cohort.	At least 90% of the Brilliant Club cohort will state that they are now thinking about going to university.	The average mark for PP students was 64 (non PP 66), however nationally the PP average was 60 and non PP 62. 100% of the cohort stated that it made them think about going to university.

## Summary of Results

The number of PP students achieving 5+ in English and maths was 24% (-5% decrease from 2017). The EEF forecasts the attainment gap to be 23.4% and for it to remain over 20% until 2021. The number of PP students achieving 4+ in English and maths was 38% (-1% from 2017).

	2015		2016		2017		2018	
	4+ (C+)	5+	4+ (C+)	5+	4+	5+	4+	5+
Disadvantaged Students	25%		25%		38%	29%	38%	24%
Non-Disadvantaged Students	56%		68%		65%	43%	73%	53%
JBS Gap	-31%		-43%		-30%	-14%	-35%	-29%

The progress of disadvantaged students was -0.97 which was a drop of -0.14 from 2017. However, three students had significant mental health or engagement to school issues. All three were placed on a reduced timetable to ensure that they could access their choices at post 16. The progress of the disadvantaged students without these three students would be -0.74 (+0.09 improvement on 2017). These results should be taken in consideration of a FFT report released September 2018 that stated that pupil premium attainment students was consistently lower in 2018. The report stated that the Progress 8 PP gap increased by 0.12 from 2017 to 2018 nationally and should be remembered when considering the school's data. The attainment gap widened in 2018 compared to 2017. However, in 2017 the KS2 gap in prior attainment was -0.1 whereas in 2018 it was -0.34. Nationally this gap typically widens through secondary school (EEF PP report). The FFT contextual value added report states the P8 of pupil premium students at -0.36.

	2015	2016	2017	2018
Disadvantaged Students	3.13	3.68	3.57	3.10
Non-Disadvantaged Students	4.69	5.25	4.24	4.75
JBS Gap	-1.56	-1.57	-0.67	-1.65

The progress of HPA PP students showed improvements from 2017 but there is still a significant improvement to be made to match and exceed the progress of the non-pupil premium students across all prior attainment groups.

Prior Attainment	Pupil Premium		Non Pupil Premium	
	Number of students	Progress 8 (2017)	Number of students	Progress 8 (2017)
HPA	6	-0.57 (-0.75)	46	-0.13 (-0.63)
MPA	14	-1.10 (-0.97)	69	0.09 (-0.59)
LPA	9	-0.89 (-0.55)	6	0.32 (-0.48)

## Key Deployment of Funds and Evaluation 2018/2019

Leadership and management Total planned spend= £20,733 (2017/2018 £35,749)					
Strategy	Contribution from PP	Description	Key Stage	Rationale	Success Criteria
Pupil Premium Champion	<p><b>2018/2019</b> £13,493</p> <p><b>2017/2018</b> £21,970</p>	This is an Assistant Head who focuses on ensuring that Pupil Premium students are given the optimum support and are championed in all areas of the school. The budget has been decreased in 2018/2019 because of a changes in leadership structure.	Key Stage 3, 4 and 5	OFSTED 2013: The Pupil Premium; how schools are spending the funding.	<p>The gap in progress and attainment between disadvantaged students and non-disadvantaged students will continue to narrow at the end of 2018/2019.</p> <p>The attendance of disadvantaged students will see a rising trend at the end of 2018/2019.</p> <p>The behaviour referrals for disadvantaged students will decline throughout 2018/2019.</p>
Data driven intervention	<b>Contact time</b>	The Pupil Premium Champion, in their role for raising standards, leads the data capture, analysis and intervention. The link between the data analysis and intervention occurs at Raising Standard meetings where the progress of students is discussed with the PP Champion, Head of Year and representation from the	Key Stage 3, 4 and 5 (There are two Raising Standards meetings for each year group.)	DfE 2015: Supporting the attainment of disadvantaged students.	The gap in progress and attainment between disadvantaged and non-disadvantaged will narrow in 2018/2019.

		English, Maths and Science departments. Every disadvantaged student is discussed at each year group meeting. A new monitoring of attitude to learning will also lead to timely intervention by the tutor team.			
Head of Key Stages	<b>2018/2019</b> £5740  <b>2017/2018</b> £11.529	A major focus for the HoKs is proactive work with our disadvantaged learners; including classroom visits to monitor the progress of students as well as monitoring and tracking progress, attainment and attendance, and where necessary support through social and emotional learning. In liaison with the PP Champion, the HoKs manage the disadvantaged students' barrier maps. Due to pastoral restructure the budget has been reduced.	Key Stage 3 Key Stage 4 Key Stage 5	DfE 2015: Supporting the attainment of disadvantaged students.	The number of exclusion incidents for disadvantaged students will decrease.  The number of behaviour referrals for disadvantaged students will decrease.  The gap in progress and attainment between disadvantaged students and non-disadvantaged students will narrow at the end of 2018/2019.
Disadvantaged More Able Learners Co-ordinator	<b>2018/2019</b> Contact Time  <b>2017/2018</b> £750	This person will focus on the disadvantaged, more able. They mentor disadvantaged students specifically through the Year 9 options process.	Key Stage 3 and 4	OFSTED March 2015: The more able students	The gap in progress of higher prior attaining disadvantaged students and higher prior attaining non-disadvantaged students will continue to narrow.
PiXL	<b>2018/2019</b> £1500  <b>2017/2018</b> £1500	The school will continue to be a member of PiXL to ensure that it monitors good school practice through collaboration.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	The school will benefit from initiatives led by PiXL, focussing on character development and outcomes.

<b>Quality of Teaching, Learning and Assessment</b> <b>Total planned spend= £83,889 (2017/2018 - £74,797)</b>					
Alternative Provision	<b>2018/2019</b> £20,133  <b>2017/2018</b> £12,654	Alternative and flexible provision is provided for those disadvantaged students whose needs would benefit from it. Some disadvantaged students may also need an alternative curriculum at an external provider. The budget has increased due to the increase in vulnerable learners in the current cohort accessing alternative provision and requiring support from the centre.	Key Stage 3 and 4	Educational Psychology "Permanent Exclusion and its Consequences"  Behaviour interventions +3months (EEF)	All disadvantaged students on alternative provision in year 11 go on to access FE at the end of 2018/2019.  The number of NEETS will be below the national average at the end of 2018/2019.  The number of behaviour referrals for disadvantaged students will decline throughout 2018/2019.  The number of students in Year 11 alternative and flexible achieving GCSE passes in 5 or more subjects will increase.
First PP	Contact Time	The school will continue to use the First PP strategy in all lessons. This will be supported with CPD time and resources.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	All staff to understand First PP and all staff to demonstrate it in practice during disadvantaged student-focussed learning walks.
Numeracy and Literacy Intervention	<b>2018/2019</b> £31,637  <b>2017/2018</b> £31,637	Small group sessions are held, focussing on Literacy and Numeracy to help raise attainment and increase the rate of progress for those PP students who would benefit from it. A specific focus is given to transition.	Key Stage 3 and 4	Small group tuition +4months (EEF)  Peer tutoring +5months (EEF)	The gap between disadvantaged and non-disadvantaged students will narrow in the percentage gaining Maths and English.  The gap in reading and spelling ages of disadvantaged learners in years 7-9 will narrow compared to non-disadvantaged learners.

Teaching Assistants	<p><b>2018/2019</b> £25,000</p> <p><b>2017/2018</b> £27,000</p>	<p>Teaching assistants play an integral role in supporting the learning of students and help to remove barriers to learning. The strategy will look to build on the success of giving the Teaching Assistants clear PP strategies. The school will continue to provide the TAs with an in house CPD course run every two weeks.</p> <p>This will specifically address the SEN and Literacy barrier.</p> <p>The budget has reduced slightly due to decreasing PP numbers.</p>	Key Stage 3 and 4	Teaching Assistants +1month (EEF)	<p>Teaching Assistants understand their role in supporting Disadvantaged students. This will be evidenced by learning walk and teacher voice.</p> <p>Evidence from lesson observations will show that teaching assistants are supporting Disadvantaged students in lessons.</p>
Homework Intervention /Show my Homework	<p><b>2018/2019</b> £2,006</p> <p><b>2017/2018</b> £2,006</p>	<p>The school continues to believe in the benefit of homework for disadvantaged students. The budget will support the software package “Show my Homework” ensuring all students get the benefits of this in school time. It will also provide additional support through an increased number of homework clubs.</p>	Key Stage 3 And 4	Homework (secondary) +5months (EEF)	<p>The progress between disadvantaged and non-disadvantaged narrows in 2018/2019.</p> <p>The number of disadvantaged students who fail to hand in homework will decrease compared to 2017/2018.</p>



New curriculum and assessment system	Contact time Leadership time	This will be the third year of a new curriculum for years 7-9 which supports and builds towards the GCSE content. In preparing the new curriculum, the needs of disadvantaged learners have been considered. The assessment system tracks progress towards the new GCSE grades. This new assessment system will ensure swift intervention in years 7 to 11, once underachievement is identified. A review of the options process given the new KS3 curriculum will prioritise the needs to PP students ensuring an opportunity for success is available for all students. This will meet a number of barriers including aspirations, literacy and SEN.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	The gap in progress and attainment between disadvantaged and non- disadvantaged in a range of subjects will narrow in 2018/2019 in years 7-11.
Teaching and Learning Cycle	Contact time Leadership time	A new format for teaching will be implemented in 2018/2019. This will increase consistency in lesson structure, student understanding of the learning process and provide clarity of expectations which has been noted as beneficial for our PP and SEND learners though student voice.	Key Stage 3 Key Stage 4 Key Stage 5	Marc Rowland PP guide: quality first, consistent teaching is the most important in closing the attainment gap.	Teaching and Learning cycle evident in 95% of learning walks and lesson observations.  Student voice of pupil premium students suggests improvements in lesson structure/progress.

MINT (seating plans)	<b>2018/2019</b> £950	MINT interactive seating plan software allows teacher to share knowledge of PP students to improve teaching and learning practice. It also provides a tool for identifying PP students.	Key Stage 3 Key Stage 4 Key Stage 5	EEF guide to PP, every student is an individual and must work to overcome individual barriers.	Use of MINT by all teaching staff to identify PP students.
Staff CPD	Contact time	The training of staff (including teachers and teaching assistants) will continue to focus on disadvantaged students, specifically attendance. Every Monday attendance will be discussed. Individual PP students will be discussed with strategies in line with the raising standards calendar.  The CPD will meet the needs and barriers of all our disadvantaged students.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	A majority of teachers and other staff will feel they have the confidence to challenge the gap between the disadvantaged and non-disadvantaged learners.  An improvement in the quality of teaching and learning observed for disadvantaged learners. Lesson observations and learning walks will demonstrate that First PP is embedded.
Targeted Measures (T+L)	<b>2018/2019</b> £3,500	This amount has been redistributed from the whole targeted measures budget in 2017/2018. It will be used in allowing students to access the curriculum e.g. revision workbooks, food ingredients, participation in course trips etc. These will be distributed based on individual student need.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	Individual case studies/intervention mapping.

<b>Personal Development, Behaviour and Welfare</b> <b>Total planned spend=£62,703 (2017/2018)= £92,170)</b>					
Attendance Support -	<b>2018/2019</b> £16,108  <b>2017/2018</b> £15,154	<p>The attendance of disadvantaged students at JBS continues to be lower than the national average. To ensure that PP attendance is in line with/above Nat Av the attendance officer will work with families of students with a declining trend or whose attendance is below 95%. A new monitoring system and whole school focus is planned which is reflected in the increased budget.</p> <p>This will address the attendance barrier.</p>	Key Stage 3 and 4	Taylor, C. Attendance importance on progress  Parental involvement +3 months (EEF)	<p>The attendance of disadvantaged students will increase at the end of 2018/2019, compared to non-disadvantaged students.</p> <p>The number of disadvantaged students who are persistently absent will decrease (compared to last year) at the end of 2018/2019 compared to non-disadvantaged students.</p>
Careers Guidance	<b>2018/2019</b> £4,400  <b>2017/2018</b> £4,400	<p>To increase the aspirations of disadvantaged students, the careers guidance will be specifically targeted at disadvantaged students. A motivational speaker will also visit to spend time with the disadvantaged students in an aim to increase aspirations. Low aspiration has been identified as a significant barrier for disadvantaged students and the PP champion will work closely with the WIN co-ordinator to increase</p>	Key Stage 3 and 4	School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation January 2014	<p>All disadvantaged students in Year 11 to receive a careers interview.</p> <p>The motivational speaker will receive a positive review from students.</p> <p>All disadvantaged students in Year 10 to undertake a work experience placement. An evaluation of their experience will take place.</p> <p>There will be no students NEET or not referred to the local NEET co-ordinator at the end of 2018/2019.</p>

		<p>opportunities for visits, mentoring and in school activities.</p> <p>This addresses the aspirations barrier.</p>			
Counselling and Guidance	<p><b>2018/2019</b> £17,600</p> <p><b>2017/2018</b> £17,200</p>	<p>To address the significant and rising number of students with mental health concerns, the budget for counselling and guidance continues to be strongly supported by the PP budget.</p> <p>The counsellor will run well-being and confident learners group, which prioritise disadvantaged students.</p> <p>This addresses the attendance and mental health barrier.</p>	Key Stage 3 and 4	Social and Emotional learning +4 months (EEF)	<p>A majority of feedback forms for students using this service will be positive when reviewed at the end of 2018/2019.</p> <p>Case studies show the positive impact of the counselling and guidance team service on individual, disadvantaged students.</p>
Pastoral Support	<p><b>2018/2019</b> £17,612</p> <p><b>2017/2018</b> £18,982</p>	<p>Pastoral support is provided to students to help promote a positive approach to learning. This work prioritises our disadvantaged students. A new behaviour system will be introduced promoting zero tolerance in lessons to prevent disruption to learning and restorative conversations to rebuild student-teacher relationships. A significant amount of Team Safe's time is</p>	Key Stage 3 and 4	Behaviour Interventions +4 months (EEF) Parental involvement +3 months (EEF)	<p>The majority of disadvantaged students feel they have someone to talk to in school if they are unhappy. This will be verified by student voice at the end of 2018/2019.</p> <p>The number of behaviour referrals for disadvantaged students will decline throughout 2018/2019.</p> <p>Case studies will show the positive impact of the pastoral support team on individual students.</p>

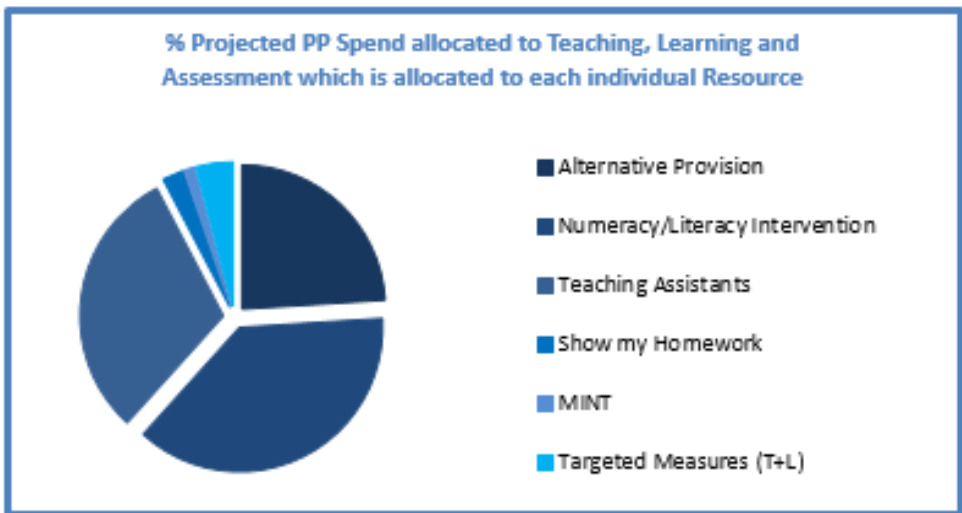
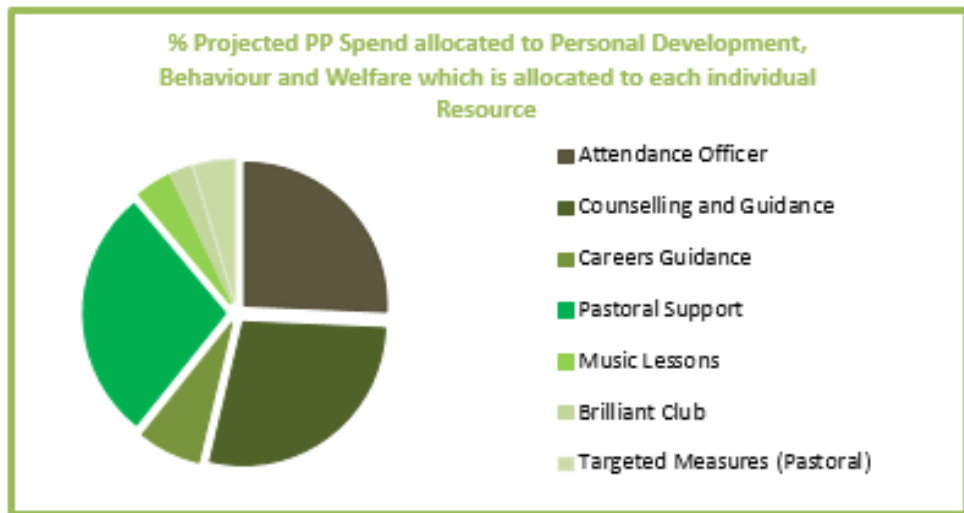
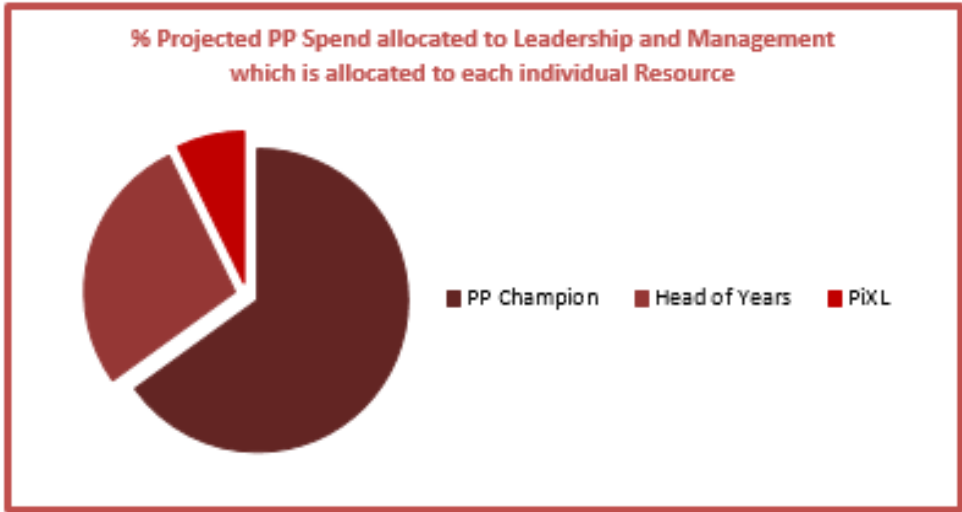
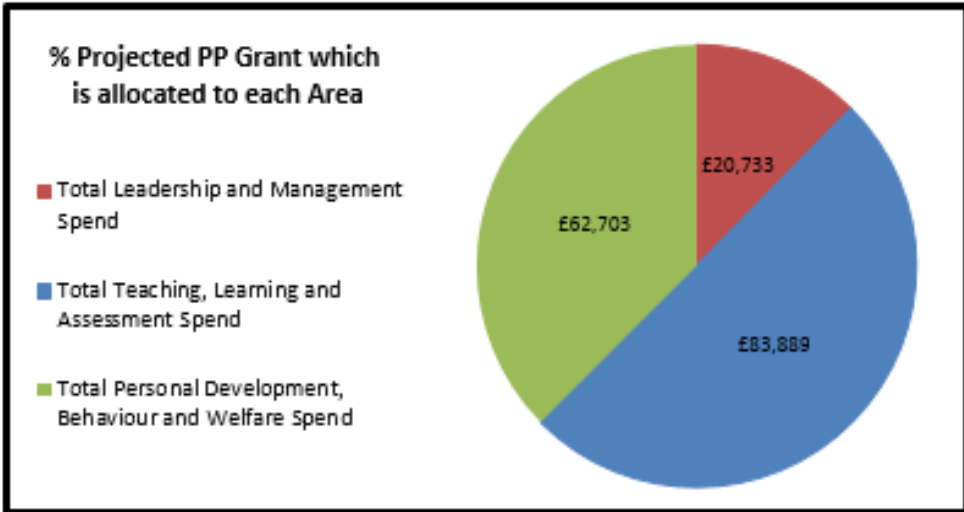
		<p>spent on disadvantaged students.</p> <p>This address the attendance, safeguarding, mental health barriers.</p>			
University collaboration	Contact time	<p>The school will continue to arrange trips to universities. In collaboration with the University of Bath.</p> <p>This addresses the aspirations barrier.</p>	Key Stage 3 and 4	School and college-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation January 2014	The number of disadvantaged students entering the school sixth form will increase in 2018/2019.
The Brilliant Club	<p><b>2018/2019</b> £1,500</p> <p><b>2017/2018</b> £1,500</p>	<p>Following the success of The Brilliant Club in 2017/2018, the programme will be undertaken with a new cohort.</p> <p>This addresses the aspirations barrier.</p>	Key Stage 3	Recommended at the Wiltshire networking of secondary school leads of disadvantaged learners.	At least 90% of the Brilliant Club cohort will state that they are now thinking about going to university.
Music Lessons	<b>2018/2019</b> £2,500	All pupil premium students will have the opportunity to have music lessons in KS3. This is continued in KS4 if students are studying music or are taking graded music exams of Grade 5 or higher.	Key Stage 3 and 4	Arts participation +2months (EEF)	Individual case studies.

<p>Targeted Measures</p>	<p><b>2018/2019</b> £2,983</p> <p><b>2017/2018</b> £13,500</p>	<p>For additional consumables required to support disadvantaged students e.g. uniform. Also used to support any strategies that are bespoke to individual or groups of students. This budget has been reduced due to the reducing number of PP students and the introduction of music lessons as a strategy. A specific targeted measure for teaching and learning is also included. This covers the costs of participation in enrichment opportunities which will be closely monitored for PP students with the introduction of personal invites.</p>	<p>Key Stage 3 and 4</p>	<p>Outdoor adventure learning +4months (EEF)</p> <p>Sports participation +2months (EEF)</p> <p>Nuffield Foundation 2016 – extracurricular clubs boost performance of disadvantaged students.</p>	<p>Individual case studies.</p>
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# Breakdown of Projected Pupil Premium Spend 2018-2019

Total Projected Pupil Premium Spend

£167,325



## Glossary

A+F	Alternative and flexible, an adaptation of a student's curriculum to meet their needs
Attainment 8	The average performance of students across 8 qualifications
CPD	Continuing professional development
Disadvantaged learners	Those who are or have been eligible for free school meals in the last six years or have been or are looked after
D of E	Duke of Edinburgh award
EWO	Education Welfare Officer
EEF	Education Endowment Fund. A charity that undertakes rigorous evaluation of projects to identify the most successful in challenging the progress and attainment gap of disadvantaged learners.
FSM	Free School Meals
FSMEver6	Free School Meals have been claimed at some point in the last 6 years, qualifies for pupil premium funding
HPA	High prior attaining student (Level 5 or above 110)
HoKs	Head of Key Stage
HoYs	Head of Year
LAC	Looked after child
LEA	Local education authority
LPA	Low prior attaining student (Level 3 or less than 90)
MAF	Multi Academy Forum
MPA	Mid prior attaining student (Level 4 of between 90 and 110)
Motiv8	A charity that educated teenagers on the dangers of drugs and mentors those at risk.
Nat Av	National Average
NEETS	A student not in education, employment or training
PiXL	A partnership of over 1500 schools to collaborate and achieve the highest outcomes for students
Progress8	A measure of a student's progress from the end of Key Stage 2 until the end of Key Stage 4 in 8 subjects
PSA	Pastoral support assistant/parental support advisor
PP	Pupil Premium, additional money for schools to boost attainment of disadvantaged students
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs or Disability
SLT	Senior Leadership Team
TA	Teaching Assistant
TLA	Teaching and learning audit, a series of observations to monitor teaching and learning
TLR	Teaching and learning responsibility



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