

Pupil premium: 2014-15

Bury Church of England High School receives a Pupil Premium grant for each Looked After Child and for any child who has received or been entitled to receive free school meals at some point during the last six years. The Pupil Premium grant for Bury Church of England High School for 2014 – 15 was £85,842.52, although the figures are apportioned and arrive on the basis of the financial year rather than the academic.

With the support and authorisation of the Governing Body, it was agreed that this grant was to be allocated in the following ways in 2014-2015:

- To support the cost of the employment of sufficient staffing in our teaching body to offer intervention support to small groups or to provide booster work to groups and individual tuition programmes. This intervention was to be cross-curricular as well as booster work focused on literacy and numeracy
- To support the employment of a special needs teacher to deliver support programmes as appropriate to the pupil premium recipients.
- To support the cost of employment of subject teaching assistants to provide individual and small group intervention in specific subjects; these assistants are tasked to support pupils in overcoming underachievement occasioned by a wide range of factors, including deprivation.
- To support the cost of employment of the team of pastoral leaders and workers who work to help pupils overcome barriers to learning and to support pupils' emotional and physical wellbeing.

In each case in which pupil premium money contributed to the funding of staffing, the funds constituted between 12.5% and 25% of the salary costs.

We also used pupil premium funds to provide:

- Resources to support the education of the pupil premium recipients, including the support of the funding of school trips and educational experiences, extracurricular activities and learning booster provision and resources to support learning.
- Assessment materials to develop knowledge of reading skills and levels and also to obtain Cognitive Ability scores and projections so that we can identify underachievement and monitor core literacy skills amongst pupils, particularly in the Pupil Premium cohort.
- The establishment of a proper system of provision mapping

A significant proportion of the pupil premium grant has therefore been spent on staffing. In the financial year, this amounted to just over £62,000 and paid for 40% of a maths teacher and 25% of an SPLD teacher and an intervention teacher as well as 12% of management costs of Heads of Year to give them time to work with PP pupils, as well as part of the costs of all pastoral staff. There are issues over this expenditure – certainly it is impossible to undertake the key work associated with these roles without such staffing being in place and the pupil premium funding allows us to ensure that we make good provision here and deliver the necessary support to our PP pupils, but monitoring contact and value effectively for the pupil premium pupils has remained difficult. In order to address this concern, we have in 2014-15 investigated, purchased and undergone training in a software solution to this mapping issue and will in to introduce fully by the end of 2015 – 2016 provision mapping for all pupil premium pupils to evaluate properly and consistently how this expenditure is targeted at pupil premium pupils.

Last year we wrote that “we have also used the grant and intend to continue to use some of it to develop improved monitoring systems that can ensure that pupils in receipt of the Pupil Premium are making good and sustained progress”. With the advent of the new GCSE awards and the revised accountability measures, including Progress 8 systems into which we opted early, we have begun the development of a new range of assessment processes and measures for both KS3 and 4 and the concomitant development of measures of pupil premium pupil progress as part of the system.

The money has also been spent on the following items in addition to supporting the above staffing and individual pupil grants:

CAT tests (including marking).

Reading tests .

Connexions consultant expenditure targeted at PP pupils.

ICT manager time to develop systems.

Administrative assistant time to ensure data is published and disseminated

Extra supply support in maths and English during the second part of the year as the exams approached. Nearly £11,000 was spent on agency staff, much of which was dedicated to this purpose.

Use of external tuition companies for revision booster sessions (we sent pupils on residential and extended revision courses and brought in revision booster classes. The residential courses were in science and maths and we bought in a maths tutor for some Saturday revision classes for year 11). We spent nearly £4000 on these courses.

Analysis and Evaluation.

Detecting causal relationships between spending , initiatives and pupil premium cohort success will always remain difficult. It is self-evident that the sole final evaluatory indicator will be provided by the outcomes for Pupil Premium pupils, whether they were Pupil Premium pupils throughout school or not, and whether their prior learning was significant or not. There follow some snapshots of outcomes for our Pupil Premium pupils.

Achievement

Year 11 attainment 8 figures for **pupil premium** and **non-pupil premium** pupils:

	Maths	English	History	Geog	French	German	Biol	Chem	Physics	Sci Core	Sci Add	Comp
PP: A8 Ave Subject Points	4.40	4.33	4.63	5.33	4.46	5.50	6.00	7.00	7.00	5.00	5.09	2.00
Non PP: A8 Ave Subject Points	5.23	5.29	5.12	5.66	4.69	5.25	6.89	7.11	6.66	5.19	4.88	6.71
DIFFERENCE	-0.83	-0.96	-0.49	-0.32	-0.23	0.25	-0.89	-0.11	0.34	-0.19	0.21	-4.71
PP: A8 Average Overall Points	4.26	4.26	5.10	4.53	4.77	4.50	5.50	5.50	5.50	4.79	4.79	0.60
Non PP: A8 Average Overall Points	5.03	5.03	5.17	5.22	5.12	4.75	5.80	5.80	5.80	4.94	4.92	5.20
DIFFERENCE	-0.77	-0.77	-0.07	-0.69	-0.35	-0.25	-0.30	-0.30	-0.30	-0.15	-0.13	-4.60
PP: A8 Average Estimate (from KS2)	4.36	4.36	4.83	4.75	4.67	2.54	5.73	5.73	5.73	4.65	4.65	1.90
Non PP: A8 Average Estimate (from KS2)	5.26	5.26	5.36	5.48	5.32	5.88	6.19	6.19	6.19	5.03	5.03	5.64
DIFFERENCE	-0.90	-0.90	-0.53	-0.73	-0.65	-3.34	-0.46	-0.46	-0.46	-0.38	-0.38	-3.74
PP: P8 Average Score	-0.1	-0.10	0.27	-0.22	0.10	1.97	-0.23	-0.23	-0.23	0.14	0.14	-1.30
Non PP: P8 Average Score	-0.23	-0.23	-0.18	-0.25	-0.20	-1.13	-0.39	-0.39	-0.39	-0.09	-0.10	-0.44
DIFFERENCE	0.13	0.13	0.45	0.04	0.30	3.10	0.16	0.16	0.16	0.23	0.25	-0.86

	Art	Drama	Eng Lit	Food	ICT	Music	Prod Des	PE	Psych	RM	RS
PP: A8 Ave Subject Points	3.00	5.75	4.53	N/A	5.43	4.00	N/A	7.00	3.33	3.00	5.00
Non PP: A8 Ave Subject Points	5.40	5.25	5.46	3.90	5.11	5.00	6.50	5.23	4.68	4.83	5.67
DIFFERENCE	-2.40	0.50	-0.93	N/A	0.32	-1.00	N/A	1.77	-1.35	-1.83	-0.67
PP: A8 Average Overall Points	4.60	4.75	4.26	N/A	4.81	4.90	N/A	7.70	4.77	2.25	4.94
Non PP: A8 Average Overall Points	5.11	4.89	5.06	4.38	4.74	5.60	6.00	4.98	5.57	4.68	5.21
DIFFERENCE	-0.51	-0.14	-0.80	N/A	0.07	-0.70	N/A	2.72	-0.80	-2.43	-0.27
PP: A8 Average Estimate (from KS2)	5.40	3.84	4.36	N/A	4.90	4.85	N/A	7.63	4.82	2.82	4.85
Non PP: A8 Average Estimate (from KS2)	5.36	4.68	5.28	4.96	4.77	6.74	6.18	5.06	5.39	4.63	5.40
DIFFERENCE	0.04	-0.84	-0.92	N/A	0.13	-1.89	N/A	2.57	-0.56	-1.81	-0.55
PP: P8 Average Score	-0.80	0.91	-0.10	N/A	-0.09	0.05	N/A	0.07	-0.06	-0.57	0.09
Non PP: P8 Average Score	-0.26	0.21	-0.21	-0.58	-0.03	-1.14	-0.18	-0.08	0.18	0.05	-0.19
DIFFERENCE	-0.54	0.69	0.11	N/A	-0.06	1.19	N/A	0.15	-0.24	-0.62	0.29

These figures do not take prior learning into account but are a straightforward outcomes comparison. There are a number of factors that mean we should be cautious in attributing meaning to any of the figures, including some things such as number of entrants and prior learning of specific pupils. It is pleasing to see that in a national context in which a significant gap would be expected, in one core areas that gap has been removed this year, with the Physics and additional science results and the other science results having minimal gap. It is clear from a detailed analysis of the figures available elsewhere, such as the maths foundation and higher results, that the gap resides primarily in the pupils who operate towards the weaker end of the attainment scale.

Year 10 tracking info for English and maths:

Key Group	ENGLISH LANGUAGE YR10 - JULY ATTAINMENT Versus JULY TARGET Analysis														INTERIM Target Analysis			
	No.	+3	+2	+1	0	-1	-2	-3 &	Above	On	Below							
Untagged students	115	21	18.3%	39	33.9%	43	37.4%	11	9.6%	0	0.0%	0	0.0%	0	0.0%	126	28	1
SEN - Action	6	0	0.0%	2	33.3%	2	33.3%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	% A*- A Current	57.05%	
SEN - Action+	13	0	0.0%	3	23.1%	4	30.8%	6	46.2%	0	0.0%	0	0.0%	0	0.0%	% A*- A Target	1.92%	
SEN - Statement	10	0	0.0%	0	0.0%	2	20.0%	8	80.0%	0	0.0%	0	0.0%	0	0.0%	% A*- C Current	94.23%	
FSM	10	0	0.0%	3	30.0%	3	30.0%	4	40.0%	0	0.0%	0	0.0%	0	0.0%	% A*- C Target	96.15%	
LAC	0	0		0		0		0		0		0		0		% A*- G Current	98.08%	
FSM + LAC	0	0		0		0		0		0		0		0		% A*- G Target	99.36%	
Pupil Premium	18	0	0.0%	8	44.4%	5	27.8%	4	22.2%	1	5.6%	0	0.0%	0	0.0%			
Non-Pupil Prem	138	21	15.2%	44	31.9%	48	34.8%	24	17.4%	0	0.0%	0	0.0%	0	0.0%			
English Talent	19	4	21.1%	8	42.1%	6	31.6%	1	5.3%	0	0.0%	0	0.0%	0	0.0%			
Gifted	11	0	0.0%	3	27.3%	5	45.5%	3	27.3%	0	0.0%	0	0.0%	0	0.0%			
High Ability	56	14	25.0%	19	33.9%	18	32.1%	4	7.1%	1	1.8%	0	0.0%	0				
Middle Ability	69	6	8.7%	30	43.5%	23	33.3%	10	14.5%	0	0.0%	0	0.0%	0				
Low Ability	19	1	5.3%	0	0.0%	7	36.8%	11	57.9%	0	0.0%	0	0.0%	0				

Key Group	ENGLISH LITERATURE YR10 - JULY ATTAINMENT Versus JULY TARGET Analysis														INTERIM Target Analysis			
	No.	+3	+2	+1	0	-1	-2	-3	Above	On	Below							
Untagged students	115	5	4.3%	34	29.6%	38	33.0%	31	27.0%	6	5.2%	0	0.0%	0	0.0%	90	53	8
SEN - Action	6	0	0.0%	0	0.0%	2	33.3%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	% A*- A Current	41.67%	
SEN - Action+	13	0	0.0%	3	23.1%	2	15.4%	5	38.5%	2	15.4%	0	0.0%	0	0.0%	% A*- A Target	1.92%	
SEN - Statement	10	0	0.0%	0	0.0%	0	0.0%	9	90.0%	0	0.0%	0	0.0%	0	0.0%	% A*- C Current	90.38%	
FSM	10	2	20.0%	0	0.0%	2	20.0%	6	60.0%	0	0.0%	0	0.0%	0	0.0%	% A*- C Target	96.15%	
LAC	0	0		0		0		0		0		0		0		% A*- G Current	96.15%	
FSM + LAC	0	0		0		0		0		0		0		0		% A*- G Target	99.36%	
Pupil Premium	18	2	11.1%	1	5.6%	2	11.1%	12	66.7%	0	0.0%	0	0.0%	0	0.0%			
Non-Pupil Prem	138	5	3.6%	37	26.8%	43	31.2%	41	29.7%	8	5.8%	0	0.0%	0	0.0%			
English Talent	19	1	5.3%	8	42.1%	9	47.4%	1	5.3%	0	0.0%	0	0.0%	0	0.0%			
Gifted	11	0	0.0%	2	18.2%	6	54.5%	2	18.2%	1	9.1%	0	0.0%	0	0.0%			
High Ability	56	6	10.7%	17	30.4%	21	37.5%	10	17.9%	2	3.6%	0	0.0%	0	0.0%			
Middle Ability	69	1	1.4%	18	26.1%	16	23.2%	27	39.1%	5	7.2%	0	0.0%	0	0.0%			
Low Ability	19	0	0.0%	1	5.3%	2	10.5%	14	73.7%	0	0.0%	0	0.0%	0	0.0%			

Key Group	MATHS YR10 - JULY ATTAINMENT Versus JULY TARGET Analysis															INTERIM Target Analysis		
	No.	+3 &	+2	+1	0	-1	-2	-3 & Below	Above	On	Below							
Untagged students	115	0	0.0%	0	0.0%	14	12.2%	79	68.7%	14	12.2%	4	3.5%	3	2.6%	16	94	42
SEN - Action	6	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	66.7%	1	16.7%	0	0.0%	% A* - A Current		1.28%
SEN - Action+	13	0	0.0%	0	0.0%	0	0.0%	7	53.8%	1	7.7%	3	23.1%	1	7.7%	% A* - A Target		1.92%
SEN - Statement	10	0	0.0%	0	0.0%	0	0.0%	2	20.0%	2	20.0%	1	10.0%	4	40.0%	% A* - C Current		75.00%
FSM	10	0	0.0%	0	0.0%	1	10.0%	3	30.0%	3	30.0%	2	20.0%	1	10.0%	% A* - C Target		97.44%
LAC	0	0		0		0		0		0		0		0		% A* - G Current		96.79%
FSM + LAC	0	0		0		0		0		0		0		0		% A* - G Target		99.36%
Pupil Premium	18	0	0.0%	0	0.0%	2	11.1%	7	38.9%	3	16.7%	3	16.7%	2	11.1%			
Non-Pupil Prem	138	0	0.0%	0	0.0%	14	10.1%	87	63.0%	20	14.5%	8	5.8%	6	4.3%			
Maths Talent	8	0	0.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%			
Gifted	11	0	0.0%	0	0.0%	0	0.0%	7	63.6%	4	36.4%	0	0.0%	0	0.0%			
High Ability	56	0	0.0%	0	0.0%	8	14.3%	44	78.6%	4	7.1%	0	0.0%	0	0.0%			
Middle Ability	69	0	0.0%	0	0.0%	8	11.6%	40	58.0%	9	13.0%	6	8.7%	3	4.3%			
Low Ability	19	0	0.0%	0	0.0%	0	0.0%	3	15.8%	6	31.6%	5	26.3%	5	26.3%			

The evidence of the above suggests again that the difference between pupil premium and non-pupil premium achievement widens as pupils have a less academic profile; the most able pupils are not disadvantaged as greatly as the least. This divide is more pronounced in maths than English, but present in the year 10 attainment and achievement figures for both.

Reading Age Data for Year 9.

One of the main priorities for intervention and funding has been to work on literacy in KS3 so that it supports achievement at GCSE. As a measure of this, we have introduced reading age testing and booster support throughout years 7 and 8. Caution needs to be used in interpreting the data; it would be an obvious thought that pupils being tested at an interval of two years ought to make on average the same improvement chronologically in their reading ages. However, the conclusion would be erroneous. Many pupils in year 7 reach the top of the test we use – at 11/12 they have a reading age of 15. By the end of year 8 they reach the end of the subsequent test, putting them at 16. Figures greater than a reading age of 16 are not easily reached or relevant. These pupils, who constitute up to 33% of the cohort, can only attain a maximum of 1 year's improvement in their reading age, so consequently lower the average significantly below 2 years. This is compounded by those who complete the tests for 15 twice who are within two years of the ceiling – another significant number who reduce the overall average improvement below two years. The data for the pupils who in year 9, who have had two years focused on this programme is as follows:

PP pupils year 9	FSM	Pupil Premium Indicator	NC Year	Additional Needs	Yr 7 Reading AUTUMN	Yr 8 Reading AUTUMN ! Year 08 Autumn Term	Yr 9 Reading AUTUMN ! Year 09 Autumn Term	Yr 8 AUT Read Diff Yr 7	Yr 9 AUT Read Diff Yr 8	Yr 9 AUT Read Diff Yr 7
Total					321.4	336.3	363.58	14.93	29.23	43.2
Number of Results				3	29	29	29	28	28	28
Number of Results with value				0	29	29	29	28	28	28
Mean					11.08	11.6	12.54	0.53	1.04	1.54
Median				0	11.11	12.05	12.08	0.485	1.03	1.08
Mean Grade										
Median Grade				HCP						

Non PP results Year 9	FSM	Pupil Premium Indicator	NC Year	Additional Needs	Yr 7 Reading AUTUMN	Yr 8 Reading AUTUMN ! Year 08 Autumn Term	Yr 9 Reading AUTUMN ! Year 09 Autumn Term	Yr 8 AUT Read Diff Yr 7	Yr 9 AUT Read Diff Yr 8	Yr 9 AUT Read Diff Yr 7
Total					1568.47	1666.58	1705.19	62.02	93.83	145.76
Number of Results				12	122	125	121	122	119	116
Number of Results with value				0	122	125	121	122	119	116
Mean					12.86	13.33	14.09	0.51	0.79	1.26
Median				0	13.02	14.08	15.06	0	1.08	1.08
Mean Grade										
Median Grade				HCP						

The improvement shown by pupil premium pupils has outstripped that of the rest of the cohort, partly because there was room for the P.P. cohort to make greater improvement but indicating that the intervention programmes have made an impact and the gap has narrowed. We need to continue to run the schemes that contribute to this – reading buddies, targeted intervention and boosted classes and refine them.

Attendance.

Summary data for 2014 – 15:

Pupil Premium Attendance Summary	% Att	% Unauthorised abs
Year 7 FSM pupil	96.21	0.72
Year 7 Non-FSM pupil	96.64	0.24
Difference	0.43	-0.48
Year 8 PP pupil	95.98	0.74
Year 8 Non-PP pupil	97.11	0.55
Difference	1.13	-0.19
Year 9 PP pupil	92.46	1.94
Year 9 Non-PP pupil	95.39	0.63
Difference	2.93	-1.31
Year 10 PP pupil	96.10	0.48
Year 10 Non-PP pupil	92.54	1.56
Difference	-3.56	1.08
Year 11 PP pupil	88.26	0.07
Year 11 Non-PP pupil	86.47	0.12
Difference	-1.79	0.04

The attendance data has always seemed to us a crucial measure of our success with PP pupils as attendance is critical as an indicator of likely performance. It is therefore gratifying to note that the figures for 10 and 11 pupils demonstrate pp pupils outperforming the cohort generally. The generally low year 11 figures are because of the advent of study leave after the May half term. The greatest negative differential was in year 9. There were 19 pupils in that year who were categorised as pupil premium of whom 8 pupils had a significant (over 2%) negative score for attendance. 5 of these pupils fell below 90% attendance and one achieved only 69% attendance. All of these pupils were targeted with significant staff support and intervention and all remain key targets for next year.

Conclusions.

There continues to be a gap in attainment and achievement between pp and non-pp pupils at BCEHS. This gap has narrowed this year from the previous academic year and we hope and believe that this is because of the work being done with these pupils. The improvement in some key indicators in our internal monitoring such as attendance means that there is a cause for a cautiously positive evaluation but the requirement for further work and the refinement of our systems and monitoring remains.