



National College for
Teaching & Leadership



Pupil premium strategy statement: Broadgreen International School

1. Summary information					
Academic Year	2017/18	Total PP budget	£615,230	Date of most recent PP Review	Feb 2018
Total number of pupils	1079	Number of pupils eligible for PP	648	Date for next internal review of this strategy	June 2018

91% of the 2016/17 cohort were disadvantaged students

2. Current attainment			
	<i>Disadvantaged pupils (Broadgreen)</i>	<i>Non-disadvantaged pupils (Broadgreen)</i>	<i>National Non-disadvantaged</i>
Attainment 8 Score (2016/17)	42.96 *	38.87	46.02
Progress 8 score average (2016/17)	-0.43 (147 pupils)	-0.49 (13 pupils)	-0.03
% Achieved 4+ in English (2016/17)	66.7	69.2	67
% Achieved 4+ in Maths (2016/17)	63.4	76.9	69

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3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Poor literacy/numeracy skills of disadvantaged students which hinder their ability to access examination questions.	
B.	Lack of aspiration and ambition amongst the disadvantaged cohort	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance rates for pupils eligible for PP are currently below the target for all children of 95%. This reduces their school hours and causes them to fall behind.	
D.	Low aspiration of some disadvantaged students	
i. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the attainment of disadvantaged students in English/Maths as well as all Ebacc subjects to bring them in line with non-disadvantaged students, both in school and nationally.	<ul style="list-style-type: none"> ● Gap in attainment between disadvantaged students and those not from disadvantaged background is closed to national figures in English/Maths as well as the Ebacc subjects in year 11. ● Progress made by disadvantaged students in all years at KS3 is in line with non-disadvantaged students.
B.	The performance of high prior attaining students from disadvantaged backgrounds making expected levels of progress in all subjects to be in line with the progress made nationally.	<ul style="list-style-type: none"> ● English/Maths data in August 2018 to show that the percentage of high prior attaining boys making expected levels of progress is in line with national figures. ● The performance of HAP boys is improved in comparison to 2017 data.
C.	Attendance rates for pupils eligible for PP are 90% or better (target for all children is 95%). This reduces their school hours and causes them to fall behind on average.	<ul style="list-style-type: none"> ● The attendance of disadvantaged students is in line with national figure of 94.8% ● Punctuality figures are 97.47% or higher ● Reduce the number of fixed term exclusions for disadvantaged students ● The PA figures for disadvantaged students to be 251
D.	Aspiration of disadvantaged students is improved and students show higher levels of motivation as a result of these greater aspirations.	<ul style="list-style-type: none"> ● Students from disadvantaged backgrounds are given opportunities to experience activities and events which they would otherwise not be able to access. ● Improved attendance and punctuality of disadvantaged students in comparison to data from previous years. ● All disadvantaged students to take part in the work experience programme and to receive IAG through connexions. ● Year 11 students to receive advice and guidance on the sixth form provision at Broadgreen International School ● All disadvantaged students to be at a suitable destination post 16 with none being NEET

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4. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Did this initiative have the desired impact last year? What are the lessons learned?	How will you ensure it is implemented well this coming year?	Staff lead	When will you review implementation?
A. Improved attainment by disadvantaged students to be more in line with national data	<p>Ensure that all SIMS records show accurate ever6 records for all students on role.</p> <p>All data to be processed and imported to SISRA for analysis by all stakeholders.</p> <p>Senior line managers to lead on discussions concerning appropriate interventions</p> <p>Staff training on specific aspects of teaching and learning which have been identified as areas for improvement.</p>	<p>All staff were able to differentiate within lessons to target the vulnerable groups of students in order to maximise progress.</p> <p>The data cycle has been refined to allow for swift interventions to be made. As well as for there to be more meaningful conversations between staff and line managers.</p> <p>All staff aware of disadvantaged pupils not making expected progress</p> <p>Last year we adopted a model of CPD in which staff had individual targets which were approved by PJS. We felt that there wasn't enough time for staff to work on their chosen area of development. This year we have moved to an Action Research model with a focus on independent learning for all staff. CPD will still be on offer for specific aspects of T&L.</p>	<p>Data calendar to be adhered to in order for FL/CL/SLT to perform timely analyses of data to allow for rapid interventions.</p> <p>All progress review data will be analysed in terms of the progress made by disadvantaged students in comparison to other students in school in each subject.</p> <p>FL/CLs aware of gaps on a subject, class and individual basis, understand reasons and can implement strategies</p> <p>Line managers to coordinate effective use of external CPD for staff. Head teacher to approve staff development applications. All external CPD to be evaluated. Opportunities for cross-curricular meetings to share best practise. Internal CPD to be facilitated by staff who have been identified as being excellent practitioners in a specific area of teaching and learning. Outcomes of CPD to be shared by participants upon completion.</p>	<p>AHT/Data</p> <p>FGE</p> <p>SLT</p> <p>AHT T&L PJS</p>	June 18

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	Middle leaders to receive CPD in the form of the completion of the Teaching Leaders programme.	To bolster the improvements in teaching and learning, in 16/17 we invested in the development of the leadership and management at middle leader level to improve aspects such as the effective use of quality assurance in departments. For the current academic year, we are developing the leadership of the next tier of middle leaders and aspiring leaders through our (in house) 'Leadership development' course.	Leadership theory building on Ambition School Leadership materials will be delivered by senior staff with expertise of in particular areas. TLR holders will be given the opportunity to share ideas and develop leadership skills which they can use to improve T&L. <i>Leadership Development course commenced in Feb 18 for 6 aspiring leaders. Middle leaders co-facilitating with FGE.</i>	FGE	
	<p>Vivo reward system to be implemented across school by all teaching staff</p> <p>Staffing levels maintained at KS3/4 despite reduction in pupil numbers. Broadgreen PTR 13.4 (national 15.0)</p> <p>To provide a transition summer camp for year 6 students. Students to be given Literacy/Numeracy activities prior to them beginning year 7.</p>	<p>Vivos were used consistently in 2016-17 by staff. More than 320,000 vivos were awarded to students in years 8 and 9 to reward the good behaviour of students. Vivos were used as an incentive for improving attendance. We will continue to use the vivo reward system on a 3 day cycle to reward students for their attendance</p> <p>EEF Behaviour interventions +3 months</p> <p>Additional member of staff in both English and Maths to allow for team teaching in sets where Faculty leaders believe there are pupils at risk of failing to achieve their targets. Last year this was a very successful intervention in both English and Maths.</p> <p>EEF Moderate impact +3 months, High cost.</p> <p>Successful transition camp. 42% of the cohort attended the Transition camp this year. Vulnerable students are identified during the camp which will allow us to give the best provision possible upon their arrival in September.</p> <p>EEF Moderate impact +2 months, Moderate cost</p>	<p>The use of the Vivo reward system to be monitored across the school by the head of year 9.</p> <p>Staff are being deployed in sets which suits the skill set of the particular member of staff. Faculty leaders, SLT to monitor the progress of students in these sets through Y11 RAP meetings.</p> <p>SRH/SBV to organise appropriate staffing and to issue high quality Literacy and Numeracy support booklets to all students who attend.</p>	<p>JGS</p> <p>SBV</p> <p>SRH/SBV</p>	

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C. Improved Attendance rates for pupils eligible for PP	Daily/weekly and 4 week AIRS card monitoring of attendance of PP students Attendance panels Free Bus Passes are issued to some students.	To intervene earlier as recommended at the LEA attendance briefing and a visit with a similar school showed improvements. The bus passes worked well last year and were withdrawn if not having an impact with some students. This will continue to be the case and does have a positive impact on the majority of students. <i>All students issued with a weekly bus pass made at least an 18% improvement in attendance last year.</i>	Regular KSO meetings with HoY to review attendance figures and impact of strategies used HoY/TAS discussions will ensure that the bus passes are issued to those who are in need of support. Attendance team to monitor their use on a weekly basis.	AHT attendance Attendance team/HoYs	June 18
					£351,456
ii. Targeted support					
Desired outcome	Chosen action/approach	Did this initiative have the desired impact last year? What are the lessons learned?	How will you ensure it is implemented well this coming year?	Staff lead	When will you review implementation?
A. To improve the attainment of disadvantaged students in English/Maths as well as all Ebacc subjects to bring them in line with non-disadvantaged students, both in school and nationally.	Hope University Reading Project and Catch-up maths programmes implemented to reduce the gap between reading/numeracy age and chronological age.	Catch up literacy was used last year. However, the impact was relatively low. EEF Individualised instruction +3 months Phonics +4 months Reading strategies +6 months Small group tuition +4 months	Literacy coordinator in place and Numeracy coordinator appointed in Jan 2017.	CDT (Literacy) ATN (Numeracy) FL/CL Eng/Maths	June 18

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	<p>Support staff levels to be maintained to enable support to be given the less able students. Broadgreen PAR 10.6 (national 8.3)</p> <p>Enrichment fund to be used to support educational trips/ purchase of resources to remove barriers to learning.</p> <p>Mentoring provided by councillors to provide additional support to overcome external barriers to learning.</p> <p>EAL support given to students through specialist support for fast-track language acquisition.</p>	<p>Effective SEN support needs to link more closely with the tracking of disadvantaged pupils. EEF – High cost. Little impact based on limited evidence +3 months</p> <p>Disadvantaged students received support from the majority of subjects last year. All manner of barriers to learning were removed. All evaluations of the spending from this budget were positive.</p> <p>New initiative to be utilised with small numbers of students. EEF – High cost Social and emotional learning +4 months</p> <p>25 pupils were enrolled onto the EAL support programme. The majority were integrated into the full curriculum last year. Resources purchased were very useful and can be re-used. However, the upper-intermediate resources were redundant as the level was too high. Last year 135/149 pupils who were given EAL support are now accessing the full timetable of subjects. EEF – High impact Individualised instruction +3 months Phonics +4 months Reading strategies +6 months Small group tuition +4 months</p>	<p>Impact of higher support staff levels across all subjects which have additional support staff attached to be evaluated by SBV.</p> <p>Pupil Premium working party to assess all bids for funding and to use evaluation information from previous years as well as EEF research to decide upon whether to support each bid. Enrichment fund spends to be evaluated.</p> <p>Use of mentors/councillors to be evaluated through a review of the impact on individual students' progress/confidence etc.</p> <p>Impact of EAL support to be evaluated as well as the progress made by students who have received language support.</p>	<p>SBV</p> <p>FGE</p> <p>SBV</p> <p>JRI</p>	
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C. Increased attendance rates of disadvantaged students	Purchase of bus passes for students who are eligible for PP	Bus passes having a positive impact on attendance. If they are not having the desired effect with an individual, the bus pass is withdrawn and parents are informed. Bus passes are re-issued when attendance begins to improve.	Changes to weekly instead of termly issue of passes. Weekly passes will only be given out if the pupil has 100% attendance & punctuality or medical evidence.	Attendance	June 18
	Use of EWO & Fines	EWO did 217 home visits, 175 PW and 29 fines. 2016-17 HT1 attendance is higher than that of the previous year.	Change of roles for form the KSO role to allow EWO more time to deal with PA (PP) pupils.	STN/EWO	
	Where uniform becomes a barrier for disadvantaged students, clothing to be purchased by school.	Uniform purchased on a needs basis. This has had a positive impact on the minority of students who require this support. EEF – Low impact. Low cost.	Discussions with HoY, line managers and staff at TAS meetings will ensure that this support is offered to the students in need.	STN	
D. To improve aspirations of students eligible for PP funding.	High prior attaining students to be targeted for STEM activities/university outreach competitions/opportunities.	University/residential visits, visits to industry, competition between other schools, plus a range of other initiatives all raised the aspirations of students to think about careers in Science and Engineering.	Appointment of KS5 coordinator in Science with a responsibility for improving the uptake at KS5 as well as to promote STEM agenda across all year groups.	MBM/ JGI	June 18
Total budgeted cost					£263,774

5. Review of 2016/17 Expenditure

The 2016/17 Pupil Premium expenditure has been evaluated and has been used to inform the 2017/18 strategy. The evaluation of each initiative adopted last year is included in section 4.

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