



National College for
Teaching & Leadership



Pupil premium strategy statement: Broadgreen International School

1. Summary information					
Academic Year	2018/19	Total PP budget	£657,695	Date of most recent PP Review	Sept '18
Total number of pupils	976	Number of pupils eligible for PP	693	Date for next internal review of this strategy	Feb '19

2. Current attainment		
	<i>Disadvantaged pupils (Broadgreen)</i>	<i>National Non-disadvantaged (2017 figures)</i>
Attainment 8 Score (2017/18)	35.62	46.02
Progress 8 score average (2017/18)	-0.58 (113 pupils)	-0.03
% Achieved 4+ in English (2017/18)	56.6	67
% Achieved 4+ in Maths (2017/18)	51.3	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 in all subjects to be in line with the progress made by non-disadvantaged students nationally.	<ul style="list-style-type: none"> ● English/Maths data in August 2019 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 2018 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 school target of 94.8% for all students. ● Punctuality figures are 97.47% or higher ● Reduce the number of fixed term exclusions for disadvantaged students ● The PA figure for disadvantaged students to be in line with non-disadvantaged (school target 18%).
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		2018/19			
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. Improve the attainment of disadvantaged students to be more in line with national data	<p>Through Quality First Teaching for all students in school. Initiatives adopted are as follows;</p> <p>CPD delivered to all staff to ensure there are high expectations for all students and that lessons provide challenging, engaging activities for all students.</p> <p>CPD delivered to all staff with a focus on language and vocabulary.</p>	<p>CPD on 'questioning and challenge' and 'language and vocabulary' are new initiatives for 2018-19.</p> <p>All staff were aware of the need to challenge students. However, a sharper focus is not needed regarding questioning and student engagement in learning. EEF states that strategies which develop metacognition have high impact at low cost.</p> <p>EEF states that Reading Comprehension strategies give +6 Months progress. Whilst this is not exactly the approach in all subject areas, improving levels of literacy will improve progress across school at low cost.</p>	<p>Quality of teaching and level of challenge will be monitored through lesson observations, book looks, pupil voice as well as the progress measured by assessments within subjects.</p> <p>Quality of teaching and level of challenge will be monitored through lesson observations, book looks, pupil voice as well as the progress measured by assessments within subjects.</p> <p>The use of Literacy within lessons will be monitored by Literacy coordinator and overseen by a senior member of staff. The whole school Action Research project is based upon improving students' use of language and vocabulary in all subjects. Staff will feedback to T&L coordinators at cross curricular sessions throughout the year.</p>	<p>PJS – AHT T&L</p> <p>PJS – AHT T&L FL/CLs</p> <p>CBS – Literacy MLT – AHT PJS - AHT</p>	Feb 19

	<p>Appointing subject specialist staff to every teaching position. 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>Middle leaders to receive CPD in the form of the completion of the Teaching Leaders programme.</p>	<p>Subject specialists are able to provide the additional challenge to students where non-specialists may struggle to do so. 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 improving the language and vocabulary used by students. CPD will still be on offer for specific aspects of T&L.</p> <p>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. <i>Leadership Development course commenced in Feb 18 for 6 aspiring leaders. Middle leaders co-facilitating with FGE. Well received and has helped to support aspiring leaders in gaining leadership roles.</i></p>	<p>All teaching staff are monitored through QA processes in Faculties and by SLT through departmental review process. 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>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.</p>	<p>PJS – AHT FL/CLs</p> <p>FGE - AHT Data</p> <p>SLT</p> <p>AHT T&L PJS</p> <p>FGE</p>	
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	<p>In-house rewards system to be used through SIMS. Vivos system discontinued due to cost and low impact in upper years.</p> <p>Staffing levels maintained at KS3/4 despite a historical reduction in pupil numbers (y9-11).</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>Vivo system was used to provide rewards to students. However, the system was not utilised consistently by all members of staff nor was it as affective in years 10 and 11 to motivate students. The in-house reward system will provide better value for money and will allow us to be more creative in our rewards.</p> <p>EEF Behaviour interventions +3 months</p> <p>Additional member of staff in both Science 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>AMS to design the rewards/behaviour system and provide costings to SLT. Use of the rewards will be monitored by FL/CLs as well as Line managers to ensure at least a 4:1 ratio of rewards:sanctions is maintained across school.</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 and analysis of internal data.</p> <p>SRH to organise appropriate staffing and to issue high quality Literacy and Numeracy support booklets to all students who attend.</p>	<p>AMS/NGR</p> <p>KBK</p> <p>SRH/KBK</p>	
<p>C. Improved Attendance rates for pupils eligible for PP</p>	<p>Daily/weekly and 4 week AIRS card monitoring of attendance of PP students Attendance panels</p> <p>Free Bus Passes are issued to some students.</p>	<p>To intervene earlier as recommended at the LEA attendance briefing and a visit with a similar school showed improvements.</p> <p>The bus passes worked well last year and were withdrawn if not having an impact with some students. This will continue to be the</p>	<p>Regular KSO meetings with HoY to review attendance figures and impact of strategies used</p> <p>HoY/TAS discussions will ensure that the bus passes are issued to those who are in</p>	<p>AHT attendance</p> <p>Attendance team/HoYs</p>	<p>Feb 19</p>

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		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>	need of support. Attendance team to monitor their use on a weekly basis.		
					£388,000
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.	<p>Hope University Reading Project and Catch-up maths programmes implemented to reduce the gap between reading/numeracy age and chronological age.</p> <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>Catch up literacy has been used in previous years. However, the impact was relatively low.</p> <p>EEF Individualised instruction +3 months Phonics +4 months Reading strategies +6 months Small group tuition +4 months</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>Literacy coordinator in place and Numeracy coordinator appointed in Jan 2017.</p> <p>We will be assessed in November 2018 against the 'Liverpool Counts quality' mark criteria. Aiming to achieve the Silver award.</p> <p>Impact of higher support staff levels across all subjects which have additional support staff attached to be evaluated by KBK.</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>CBS (Literacy) ATN/SLR (Numeracy)</p> <p>FL/CL Eng/Maths</p> <p>KBK</p> <p>FGE</p>	Feb 19

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	<p>Mentoring provided by a councillor 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>Corrective decoding for individuals with low reading ages</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>Sessions to be timetabled so that staff can provide on-to-one support to students. AR project of 2017-18 produced significant improvements in reading ages of students involved.</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>Reading ages to be tracked throughout the year and monitored by Literacy lead.</p>	<p>KBK</p> <p>JRI</p> <p>CBS/MLT</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	Feb 19
	Designated Attendance and Punctuality offers in post to monitor and work on improving the attendance of students.	The punctuality officers have been in position for a number of years and give capacity for parental phone calls, monitoring visits, as well as providing the ongoing support and record keeping for PP students (issuing bus passes etc)	The work of the attendance team is overseen by SRH. The local attendance network keep us abreast of ongoing changes to procedures and practices to be followed.	SRH - AHT	
	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.	JGI	Feb 19
	High quality work experience provided during year 10 for all students.	Some students became more highly motivated upon their return to school having completed work experience. For some, work experience became a platform for employment once they had left Broadgreen School.	Advice and Guidance provided to students through KHN and an external provider.	KHN – IAG MLT - AHT	
					£143,000

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Total budgeted cost	£531,000
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5. Review of 2017/18 Expenditure	
The 2017/18 Pupil Premium expenditure has been evaluated and has been used to inform the 2018/19 strategy. The evaluation of each initiative adopted last year is included in section 4.	