



## PUPIL PREMIUM SPENDING PLAN REPORT

### Blackminster Middle School

### 2016 to 2017

#### Introduction:

#### Context:

- 21.05% of Blackminster pupils attract Pupil Premium Funding, this is below the National figure for 2015-16 of 27.3%.
- The funding received for the last academic year was £59,172.00 and we had a carry forward of £6,717.00. We had £3,000.00 for LAC. This is a total of £68,889.00
- Amount per child is £1320.00 from 2017 and for LAC pupils, £1900.00 with £475.00 retained by Worcestershire LA for Virtual School and other costs.
- An external review of our use of Pupil Premium was carried out in June 2015; the key recommendations have all been put in place.

#### Key barriers to achievement include:

- Cultural barriers relating to heritage which leads to lower school attendance, especially of GRT children.
- Parental engagement for some pupils attracting the premium.
- A prevailing culture for some families of limited aspirations.
- A local economy with relatively high levels of low skilled and low paid employment.
- Mental health issues for some children attracting the premium, including low self-esteem and lack of confidence

#### Key Priorities for 2016 - 2017:

**Our core aim is to improve the progress and attainment of disadvantaged pupils and to ensure their achievements is at least as good as that of non-disadvantaged pupils.**



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## Success criteria:

- Raise attendance of children attracting pupil premium to be closer to 96% and at least in line with non PP pupils.
- Progress of PP at least as good as non PP.

| <b>KEY PRIORITY – Improve attendance of pupils attracting PP closer to 96%</b>   |   |  |
|--|---|--|
| <b>Resource/cost</b>   | <b>Actions</b>  | <b>Success Criteria</b>  |
| <b>Inclusion Manager Post</b><br>(Formerly Family Liaison officer).<br><b>Fully funded including on costs</b><br><b>£24,524.00</b> | Work with hard to reach families including GRT to improve attendance.<br><br>Work with attendance officer and EWO as above.                   | PP attendance improves from last academic year:<br>PP – 90.9%<br>GRT – 84.4%<br>And is closer to 95% |
| <b>KS Leads</b><br><br><b>Tutor team</b><br>Not allocated to PP  | Track attendance for tutor groups.<br>Monitor effectiveness of interventions.<br>Work with tutor to support children with 90%-95% attendance. |  |
| <b>Rewards for full attendance</b><br><br>*Paid from School fund if not PP   | Track pupils with full attendance – reward scheme – badges/trips and treats.  |  |
| <b>Contribution to uniform</b><br><b>£40.00</b>  | Supply uniform to children who otherwise would not come into school because parents cannot afford it.   |  |



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| <b>Key Priority 2 – improve attainment of children attracting pupil premium so more children achieve ARE in reading, writing and mathematics</b> |   |  |
|--|---|--|
| <b>Resource/cost</b>   | <b>Actions</b>  | <b>Success Criteria</b>  |
| <b>Third space learning 1:1 numeracy tuition<br/>£3,380.00</b>   | Individual remote bespoke maths tutoring for identified pupils not achieving ARE  | Number of PP children achieving ARE in maths increased – by cohort – closer to non PP  |
| <b>Maths intervention program<br/>LH<br/>£4,895.00</b>   | Small group bespoke maths tutoring for identified pupils not achieving ARE  |  |
| <b>One 2 one tuition program<br/>LP – full cost<br/>£10,530.00</b>   | Individual or small group bespoke English intervention programs   | Number of PP children achieving ARE in reading and writing increased – by cohort – closer to non PP  |
| <b>Read, write inc catch up tuition with NC<br/>40% salary plus on costs<br/>£6,103.00</b>   | Individual or small group bespoke English intervention programs   |  |
| <b>English Intervention programs<br/>MP<br/>60% salary plus on costs<br/>£12,817.00</b>  | Individual or small group bespoke English intervention programs<br>Also includes Speech and language specific support.          |  |
| <b>Mentor Link<br/>£1637.00</b>  | One to one mentoring for children with other issues which affect learning and/or engagement with school.                        | Number of PP children achieving ARE in maths, reading and writing increased – by cohort – closer to non PP<br>Reduction in sanctions for PP pupils |
| <b>Instrumental Lessons<br/>£954.00</b>  | Learning an instrument shown to improve engagement and gives children opportunities to engage with learning in a different way. | Number of PP children achieving ARE in maths, reading and writing increased – by cohort – closer to non PP   |



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|  |  |                                      |
|--|--|--------------------------------------|
|  | Can improve self-esteem.<br>Provides an enriched curriculum. | Reduction in sanctions for PP pupils |
|--|--|--------------------------------------|

**TOTAL SPEND = £64,880.00**



## APPENDIX 1: Outcomes from 2016 to 2017

### BMS TEACHER ASSESSED PROGRESS DATA – 2016 to 2017

| GROUPS    | MATHS              |                   | READING           |                   | WRITING           |                   | SCIENCE           |                    |
|-----------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
|           | % making 2 + steps | % making 3+ steps | % making 2+ steps | % making 3+ steps | % making 2+ steps | % making 3+ steps | % making 2+ steps | % making 3 + steps |
| Y6 All    | 96                 | 81                | 99                | 89                | 99                | 82                | 100               | 85                 |
| Y6 PP     | 100                | 81                | 100               | 100               | 100               | 100               | 100               | 100                |
| Y6 SEN    | 77                 | 67                | 89                | 78                | 88                | 56                | 100               | 67                 |
| Y6 EAL    | 67                 | 33                | 100               | 100               | 100               | 100               | 100               | 100                |
| Y6 MA     | 100                | 100               | 100               | 100               | 100               | 100               | 100               | 100                |
| Y6 Male   | 91                 | 78                | 96                | 91                | 96                | 91                | 100               | 90                 |
| Y6 Female | 100                | 79                | 100               | 87                | 100               | 75                | 100               | 87                 |
| <b>Y7</b> |                    |                   |                   |                   |                   |                   |                   |                    |
| Y7 All    | 100                | 93                | 100               | 100               | 100               | 100               | 98                | 94                 |
| Y7 PP     | 100                | 87                | 100               | 100               | 100               | 100               | 100               | 100                |
| Y7 SEN    | 100                | 93                | 100               | 100               | 100               | 100               | 92                | 92                 |
| Y7 EAL    | 100                | 100               | 100               | 100               | 100               | 100               | 100               | 100                |
| Y7 MA     | 100                | 100               | 100               | 100               | 100               | 100               | 100               | 100                |
| Y7 Male   | 100                | 91                | 100               | 100               | 100               | 100               | 100               | 94                 |
| Y7 Female | 100                | 93                | 100               | 100               | 100               | 100               | 97                | 97                 |
| <b>Y8</b> |                    |                   |                   |                   |                   |                   |                   |                    |
| Y8 All    | 100                | 92                | 100               | 94                | 100               | 98                | 100               | 92                 |
| Y8 PP     | 100                | 92                | 100               | 100               | 100               | 100               | 100               | 93                 |
| Y8 SEN    | 100                | 100               | 100               | 75                | 100               | 87                | 100               | 87                 |
| Y8 EAL    | 100                | 50                | 100               | 100               | 100               | 100               | 100               | 100                |



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|                  |            |            |            |            |            |            |            |            |
|------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Y8 MA</b>     | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> | <b>100</b> |
| <b>Y8 Male</b>   | <b>100</b> | <b>92</b>  | <b>100</b> | <b>94</b>  | <b>100</b> | <b>98</b>  | <b>100</b> | <b>92</b>  |
| <b>Y8 Female</b> | <b>100</b> | <b>94</b>  | <b>100</b> | <b>94</b>  | <b>100</b> | <b>97</b>  | <b>100</b> | <b>91</b>  |

Expected progress – 2 steps (= 1 band)

Better than expected progress – 3 steps +

The progress of children attracting Pupil Premium is broadly in line with non-pupil premium.

### SATs 2017 – closing the gaps

Percentage of each group achieving the nationally expected standard 2017 compared with 2016.

| Group                     | Reading 2017 | Reading 2016 | Reading Difference (rounded) | Writing 2017 | Writing 2016 | Writing Difference (rounded) | Maths 2017 | Maths 2016 | Maths difference (rounded) | SPaG 2017 | SPaG 2016 | SPaG Difference (rounded) |
|---------------------------|--------------|--------------|------------------------------|--------------|--------------|------------------------------|------------|------------|----------------------------|-----------|-----------|---------------------------|
| <b>ALL STUDENTS (73)</b>  | 72.6         | 59           | +14                          | 68.5         | 70           | -1                           | 56.2       | 47         | +9                         | 74        | 58        | +16                       |
| <b>Girls (41)</b>         | 73.2         | 76           | -3                           | 68.3         | 80           | -12                          | 53.7       | 52         | +2                         | 75.6      | 74        | +2                        |
| <b>Boys (32)</b>          | 71.9         | 42           | +30                          | 68.8         | 60           | +9                           | 59.4       | 42         | +17                        | 71.9      | 42        | +30                       |
| <b>Pupil premium (10)</b> | 60.0         | 35           | +25                          | 60           | 50           | +10                          | 30         | 24         | +6                         | 50        | 35        | +15                       |
| <b>Not PP (63)</b>        | 74.6         | 65           | +10                          | 69.8         | 74           | -4                           | 60.3       | 53         | +7                         | 60.3      | 64        | -4                        |



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|                                  |     |   |      |     |   |      |   |   |   |   |   |   |
|----------------------------------|-----|---|------|-----|---|------|---|---|---|---|---|---|
|                                  |     |   |      |     |   |      |   |   |   |   |   |   |
| <b>Looked After Children (1)</b> | 100 | 0 | +100 | 100 | 0 | +100 | 0 | 0 | 0 | 0 | 0 | 0 |

NB – number in each group is shown in brackets. Particular caution required for small cohorts.

Percentages not exactly the same as “official” figures – one student difference due to change of school.

### Summary

- Overall – improvements in all areas in 2017 compared with 2016 except Writing. That was down 1 percentage point – unlikely to be statistically significant. This is particularly pleasing since in 2017 we have had very few students from Honeybourne School, who tend to do well.
- Decrease (although small) in girls’ attainment in Reading and a bigger decrease in girls’ Writing, but increases in Maths and SPaG.
- Boys improved in all areas. It would appear that new primary style English has helped, although significant increase in Maths too. Movement to mixed-ability Maths next year should improve this further.
- Pupil premium students have improved across the board – there has been a bigger emphasis on this group this year with teachers, tutors, HOTA etc.

### Gap between BMS and National in 2016 and 2017

| Group | Reading gap 2017 | Reading gap 2016 | Closing reading gap? | Writing gap 2017 | Writing gap 2016 | Closing writing gap? | Maths gap 2017 | Maths gap 2016 | Closing maths gap? | SPaG gap 2017 | SPaG gap 2016 | Closing SPaG gap? |
|-------|------------------|------------------|----------------------|------------------|------------------|----------------------|----------------|----------------|--------------------|---------------|---------------|-------------------|
| ALL   | +1               | -7               | -8                   | -7               | -4               | +3                   | -20            | -23            | -3                 | -3            | -14           | -11               |

- BMS has closed the gap (ie –ve closing the gap score) between our results and national in Reading, Maths and SPaG. Gap has extended slightly in Writing.



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- Again, this is particularly pleasing as we have very few students from Honeybourne (who usually do well), so we've closed gaps even with a less-able cohort.

### Attendance: 1<sup>st</sup> September 2016 to 21st July 2017

| % attendance | ALL   | WBR   | PP     | NON-PP | GRT   |
|--------------|-------|-------|--------|--------|-------|
| 2016-17      | 94.4% | 94.7% | 91.74% | 95.5%  | 82.9% |
| 2015-16      | 95.2% | 95.6% | 90.9%  |        | 84.4% |
| 2014-15      | 95.1% | 95.2% | 91.7%  |        | 86.9% |

Attendance continues to be an issue, the gap between PP and non PP pupils has not closed.

One issue is the number of GRT children who attract PP. We have faced significant obstacles in ensuring full attendance of this minority group.