

# Brighton Hill Community School – Pupil Premium Action Plan (2016/17)

1. Summary information					
School	Brighton Hill Community School				
Academic Year	2016/17	Total PP budget	£108,155	Date of most recent PP Review	September '16
Total number of pupils	512	Number of pupils eligible for PP	105 (20.5%)	Date for next internal review of this strategy	Jan 2017

2. Current attainment (based on 2015/16 GCSE results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C	42%	67%
% achieving 5A* - C incl. EM	29%	65%
% achieving expected progress (3+ LoP) in English	58%	82%
% achieving expected progress (3+ LoP) in Maths	42%	71%
Progress 8 score average	-0.78	-0.17
Attainment 8 score average	3.96	5.15

\* Please see previous gap reports for additional progress and attainment data for pupils eligible for PP.

3. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Students arrive with pre-existing gaps as they enter in Yr7 and gaps continue into later years as students move through key stages
<b>B.</b>	Gender gap exists amongst PP students at BHCS. PP boys tend to show lower levels of progress than girls.
<b>C.</b>	High ability PP students achieved lower levels of progress following 2015/16 GCSE results
<b>D.</b>	Behaviour for learning in some classrooms is erratic. Some PP students, particularly in Yr9, exhibit poor behaviour that leads to lower levels of progress.
<b>E.</b>	Lower focus on Quality First Teaching in previous years and over-reliance on the FLC to support academic progress.
<b>External barriers</b>	
<b>F.</b>	Attendance of PP students in all year groups is lower than expected (currently 92%, 3% below school target of 95%). This reduces their school hours and causes them to fall behind on average.

September 2016

<b>G.</b>	Parental engagement with the school from PP families is weak and needs to improve to ensure parents are able to support their child's education from home to secure improvements in progress and attainment	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A1</b>	Close gaps in attainment between PP and non-PP Yr7 and 8 students, measured through TA data analysis	Students eligible for PP in Year 7 and 8 should make at least the same progress than 'other' pupils by the end of the year. 100% of PP students should meet or exceed flight path targets.
<b>A2</b>	Close pre-existing gaps within core subjects amongst KS3 and 4 students showing concerning levels of progress, measured through TA data analysis	Students should show accelerated progress in core subjects. This should be evidenced through improved levels of progress reported at each TA data sweep.
<b>B</b>	Close gender gap, ensuring that PP boys perform at least as well as PP girls, measured through TA data analysis	Students, eligible for PP, of different genders should make similar levels of progress as each other due to improvements in progress amongst PP boys.
<b>C</b>	High ability PP students make at least expected progress in all subjects, measured through TA data analysis and future GCSE exam results	Students eligible for PP that are high ability according to KS2 data show accelerated levels of progress and are able to achieve results that are at least as expected.
<b>D</b>	Improved behaviour amongst students eligible for PP funding, measured through analysis of behaviour referrals.	Fewer behaviour incidents recorded for PP students on the school system (without changing recording practices or standards). Some CPD focus on improving standards in T&L, including B4L to address these concerns.
<b>E</b>	Greater emphasis amongst all staff on the need for Quality First Teaching, measured through feedback from planned lesson observations and learning walks by SLT and external agencies such as Ofsted and the LEA.	A highly differentiated and diverse programme of CPD to develop improved consistency of quality first teaching. Use of RAP working groups and faculty meetings to enhance teaching and learning across the school.
<b>F</b>	Increased attendance rates for pupils eligible for PP, measured through attendance analysis.	Reduce the number of persistent absentees (PA) among pupils eligible for PP, and increase overall PP attendance in all years, particularly in Yr11.
<b>G</b>	Increase engagement levels of PP families with the school at key events, e.g. parents' evenings, measured through	Increase attendance of PP families at parents' evenings and other parent consultation events.

5. Planned expenditure						
Academic year			2016/17			
The three headings below enable BHCS to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
1) Quality of teaching for all						
Budget	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date?
<sup>a</sup> £1,500 (SISRA)	<b>A1, A2, B, C, D, F</b>	Data analysis by SLT, HoF's, HoY's and AIM using SISRA Analytics.  GAP report to be circulated  SLT LM data meetings  SIMS attendance and behaviour analysis	High quality data analysis to highlight areas of strength and areas of concern. Improved assessment procedures needed for a more accurate picture of final outcomes. Robust interventions must be based on accurate data analysis	Clear line management focus on data analysis from HoF's to SLT LM's  GAP report and other important data circulated to all and regularly discuss at all levels of management.	JHY	Ongoing
<sup>b</sup> £8,000	<b>A-G</b>	NPQSL undertaken by 2 staff to increase distributed leadership across the school  RAP working groups focussed on improving teaching and learning (T&L group/Vulnerable group)  RSL meetings to discuss key students who are underachieving  T&L Faculty meetings to improve T&L across the school and to support non-specialist teachers.  Additional Parents Information evenings and days	Distributed leadership allows staff to be more widely supported in the pursuit of outstanding teaching and learning  RAP working groups and RSL meetings give staff time to discuss and plan for in-class intervention to support the progress of all students.  T&L meetings support the performance of non-specialists in the classroom.	ELT formed to support the work of SLT with key strategic focusses on T&L and PP progress.  Minutes from T&L, RAP and RSL meetings show effective planning for improvements in teaching and learning.	GWK/SPT	Ongoing
<sup>c</sup> £15,000 (staffing directed <b>budgeted cost</b> time costs)	<b>E</b>	CPD programme that focusses on high quality teaching and is highly differentiated for staff to meet needs of a wide range of staff, from different subjects, different lengths of service and different levels of professional ability within the classroom.	The most powerful tool for improving the progress of any student (including those eligible for PP funding) is quality first teaching. An emphasis on this fact is needed through the CPD programme and at all times, by all school leaders.	High quality CPD programme is implemented and regularly reviewed and evaluated following staff feedback. CPD programme that meets the needs of staff according to feedback from learning walks.	JHY/LLS/SPT/GWK	Ongoing

d	£5,000	A1	RAP working group – transition in place to increase entry numbers in Year 7 and to smooth transition allowing for improved progress and appropriate curriculum structure for all students, including those eligible for PP funding. <b>Early Years Intervention (EEF)</b>	Improved communication and links with feeder schools will provide increased entry numbers in year 7. More knowledge of students needed on entry to improve curriculum design that is suitable for students joining BHCS.	Work with feeder schools evaluated regularly to ensure BHCS is promoted to all students in Yr7. Staff involved in transition processes through RAP working group.	DDH/BCY	November 201
e	£2,000	A1, A2	Zone provision in all years to support students with a range of needs. Zone 7 to support transition. Other zone provision to support student sin core subjects. Zone 10 and Yr11 AP group to provide an alternative curriculum to support students who are less likely to access a full curriculum.	Providing a more specialised curriculum or learning environment can support students and enhance progress.	AHT/SENCo to ensure clear progression from Zone provision to full mainstream classes. Regular review of student performance in this provision. Appropriate AP activities in place for students in Yr10/11,	AHT/SENCo	Ongoing
f	£2,000	A - G	Continue to engage with <b>collaborative learning (EEF)</b> processes by accessing various external support networks (e.g. Sue Rafter, HIAS, PiXL) to ensure the school is accessing high quality support, guidance and advice. Ensure that relevant advice is used strategically to meet the needs of the school and our students.	Previous Ofsted findings/reports stating that PP spending should be reviewed.	SLT/ELT/AIM to work tirelessly with external network links to ensure the school is being fully supported.	SLT	Ongoing
g	£2,000	A1, A2, B, C, E	SI and FP/PB stickers, collaborative learning (EEF) with Westgate	Improved DIRT processes to support the progress of students.	HoF's, SLT checks, LW's, book scrutiny, CPD, sharing of best practice	SLT/LLS	Ongoing
<b>Quality of Teaching for All, budgeted cost</b>							£35,500
<b>2) Targeted support</b>							
<b>Budget</b>	<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date?</b>	

a	£15,000 (staffing costs – SENCo, TA support, etc.)	<b>A1, A2</b>	Improve literacy and numeracy at KS3 through English and Maths catch-up through the SEN department. SEN department will strategically deploy TA's to support identified students – <b>1 to 1 tuition/Teaching Assistants (EEF)</b> . SEN to work on reading skills of students entering KS3 – <b>Reading Comprehension Strategies (EEF)</b>	Increased literacy levels allow students to access the curriculum in all subjects	SEN department use small group work programmes to support individuals and small groups of students to improve literacy.  SENCo to regularly monitor impact.	SENCo	December 2016
b	£5,000	<b>A2, B</b>	Targeted Easter Revision sessions  Zone 11 rewards for PP boys	PP student attendance at Easter revision and Zone 11 is poor when compared to students not eligible for funding. Therefore, a targeted approach is needed to improve attendance and engagement in this support.	Regular analysis of attendance data and review of Zone 11 provision to be conducted regularly. Data analysis used to target certain students and parents involved through clear communication. Reward systems are reviewed for effectiveness, considering student views/opinions.	GWK	December 2016
c	£1000	<b>A1, A2, B</b>	Maths and Science focussed tutor groups which involve tutor led work and <b>peer tutoring (EEF)</b> .  2 Science TG's – one for higher ability students studying separate science and one for additional science students targeted grade C and above. Boys targeted within this provision.	Previous use of Maths and Science based tutor groups has demonstrated good impact in ensuring accelerated progress amongst targeted students.	Regular data analysis of targeted students in both Maths and Science.  Appropriately planned sessions by the heads of Maths and Science to meet the needs of targeted students within the tutor groups.	VMA/RDY	December 2016
d	£10,000	<b>A, B, C</b>	Zone provision from Year 7-9 to support low ability students in small group teaching with some of our best teachers in various core subjects.  Alternative provision programmes in place to support many of our vulnerable students who struggle to access a mainstream academic curriculum.	Some students are unable to access the mainstream curriculum and require a specifically tailored programme to enhance achievement and provide opportunities for success that might not otherwise be accessible.	AHT/SENCo monitoring Zone provision and progress of Zone/AP students. Students in KS3 can move from Zone provision into mainstream classes following careful analysis and evaluation of progress.	BCY	July 2017
d	£5,000	<b>F</b>	PSA employed to work with families of students exhibiting poor levels of attendance.	Lack of attendance at school is a key barrier to progress.	AHT line management of PSA and overview of attendance data to ensure relevant students are targeted by PSA.	AHT/PSA	Ongoing

e	£15,000	F	FLC staffed and utilised to ensure vulnerable students are supported emotionally on return to school.	The FLC is effective at supporting students with a wide range of mental health and/or emotional needs. Students improve attendance when these needs are supported effectively.	AHT line management of the LFC team. FLC to follow a clear referral process with clear intended outcomes for all students which involve a plan that ensures transition back to mainstream lessons is smooth, effective and as rapid as possible.	AHT/RTS/MRS	Ongoing
f	£8,000	F	Work placement, use of alternative providers for students unable to access mainstream education	Some students are unable to access mainstream education for a variety of reasons. Utilising alternative provision supports the student at risk, as well as other students in the class.	AHT to liaise with alternative providers to ensure student attendance is high and progress is made. Funding to be withheld if students are not engaging with alternative	AHT	December 2016
g	£2,000	F, D	<b>Breakfast club (EEF)</b> to be run in the FLC every morning.	Several students eligible for PP funding arrive at school late and/or without breakfast, this can lead to behaviour and engagement issues. In addition, providing breakfast can encourage some students to attend school, leading to improvements in attendance.	FLC keep up to date registers of attendance. Regular review of PP behaviour, punctuality and attendance to take place. Students with concerns are targeted and invited to the breakfast club.	FLC staff	December 2016
h	£2,000	A1, A2, B	Use of additional teaching time to support students with lower levels of progress. TA's and under loaded teachers can be used to support students with these gaps in progress.	Some students who have previous gaps in knowledge find that the gap simply grows through education as no time is allocated to 'catch-up'. Increased time given to catch up in core subjects can support progress over time.	Clearly identified students linked to TA's/teachers to support during periods of the day to ensure catch up is effective. Regular review of student opinions and data analysis conducted to evaluate effectiveness	AIM/SENCo/AHT	December 2016
i	£500	D	HoY data analysis of behaviour along with <b>behaviour interventions (EEF)</b> as appropriate. Use of report cards and associated rewards to support improved consistency of high quality teaching should improve B4L across all subjects.	Poor behaviour by some PP students in the past has caused low levels of progress. Improved B4L will support improved progress.	B4L assessed regularly through learning walk feedback and analysis of behaviour referrals.	HoY/AIM	Following each TA cycle
<b>Targeted Approaches, budgeted cost</b>							£63,500
<b>3) Other approaches</b>							
<b>Budget</b>	<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date?</b>	

a	£500	<b>G</b>	Use of online parents booking system for parents' evenings. Additional parents' consultation events, e.g. Yr11 Information evening	Poor engagement of PP families at previous events, such as parents' evenings, held by the school.	Use of parents booking system for all parents evening. Analysis of attendance data. Priority booking for PP families. Additional parental contact with PP families prior to parent events.	HoY/GWK /GCR	July 2017
b	£2,000	<b>A2 – C</b>	GCSEPod used to support revision at KS4 – <b>Digital Technology (EEF)</b>	Our PP students, who are largely visual learners will benefit from such a revision resource.	Ensure an effective tutor programme is in place to support students in place. Ensure parents are aware of the resource so that students can access from home.	GWK	
c	£1,500	Increased recognition of student achievement	BHCS achievement wall to be developed	Students who feel valued and supported are more likely to engage with the school and its teachers.	GWK line management of KRN (HoH) to implement the achievement wall.	KRN/ GWK	April 2017
d	£200	<b>A2, B, C</b>	<b>Zone 11 – Extending School Time (EEF)</b>	Students who access additional support through Zone 11 are more likely to achieve well at KS4.	Zone 11 attendance monitored. Engagement of parents in this process and advertisement on key parents' evenings.	GWK	December 2016
e	£1500	Increased recognition of student achievement	Student rewards through the House Cup system  Student rewards through HoY/HoF recognition schemes to improve attendance, behaviour and engagement.	Students enjoy be rewarded with HC points, as evidence in previous student voice. Students enjoy associated rewards such as house badges and the Thorpe Park trip	GWK line management of KRN to ensure HC points are being used by all teachers in all subjects – analysis of teacher inputs to be conducted each half term. Staff reminded to input faculty stars, etc.	KRN/ GWK	September 2017
f	£2,000	Improved PP student engagement within lessons	Funding available to support children through purchasing of resources and/or financial support for trips. Examples given below;	Some PP families are unable to provide support students financially which can impact on engagement in lessons.	Teachers to submit funding requests to GWK (AIM) for consideration. GWK to ask for impact data from all funding requests to ensure spending is accountable and impactful.	GWK	July/ September 2017
	£500		Food technology/KS4 catering (FNP) ingredients provision	Students need ingredients to be able to participate in these lessons. KS4 students need ingredients to support GCSE performance.	CST to monitor need and use. CST to provide impact data.	CST	July/ September 2017
	£250		Art resources	Students will show more pride in their work with their own sketch books rather than using second hand books/.	CEH to monitor need and use. CEH to provide impact data.	CEH	July/ September 2017

	£300		Music lessons	Students to show more engagement in music through improved performance as a result of music lessons.	FED to monitor need and use. FED to provide impact data.	FED	July/ September 2017	
	£300		Revision Guides	Students can access revision guides for their subjects.	Revision guides will support students during periods of revision.	GWK	July/ September 2017	
	£100		Calculators	Students can access a calculator during Maths lessons, Zone 11 and exams	Performance in Maths lessons requires calculators	GWK	July/ September 2017	
	£50		Psychology Revision Guides	Students can study at home through use of a revision book in this subject.	LLS to monitor need and use. LLS to provide impact data.	LLS	July/ September 2017	
	£25		MFL grammar and translation books	Students need support with spoken and written work in MFL to support progress through KS4 courses.	SHB to monitor need and use. SHB to provide impact data.	SHB	July/ September 2017	
<sup>9</sup>	£2,000	<b>A2, B</b>	<b>ECDL costs – Digital Technology (EEF)</b>	Students can pass an ECDL course that contributes to their final grades and progress 8 scores. Boys can be targeted in this programme.	GWK/CST to schedule study in this course within the timetable	GWK/ CST		
			<b>Other Approaches, budgeted cost</b>					£9,700+
			<b>TOTAL budgeted cost</b>					£108,700