

2011-2014

Brighton Hill Community School Pupil Premium Grant



Allocation & Impact Report

BRIGHTON HILL COMMUNITY SCHOOL:

Pupil Premium Grant, 2011-2014

1. Introduction

The Pupil Premium Grant (PPG) was introduced in April 2011 with the government allocating a specific PPG to every school, which will grow to four times the initial amount by 2014-15. Funding is for children from low-income families who were eligible for free school meals (FSM), looked after children and those families with parents in the Armed Forces. This report outlines, with the accompanying PPG Action Plan, how Brighton Hill Community School is allocating this funding and how the impact will be measured.

In 2012-2013 the selection criteria for PPG changed; it now includes students who have received FSMs within the last six years (FSM6), the PPG has therefore increased significantly and can be summarised below (includes funding for CiC).

Financial Year	Pupil Premium Grant (PPG)	Qualifying Students
2013-2014	£126,900	133
2012-2013	£125,303	129
2011-2012	£34,570	73

As a school we believe that there are families that meet the criteria for FSMs but have chosen not to apply; in order to try and address this, FSM information packs are circulated to all school families.

2. Key Priority for PPG

Development of our inclusive education and provision programmes in order to support and narrow the disadvantage gap of students in low-income families, whilst supporting and raising attainment.

What do we expect to see?

Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Close attainment gaps relative to school averages
- Have full access to our curriculum, with support as required
- Access our extra-curricular and enrichment provision
- Access our targeted 121/group provision

Cohort, Summer 2012

2012, Year 11	FSM ⁶	Non FSM	Gap
No. of pupils	18	219	
% 5A*C(EM) GCSE	23.5	56	32.5
% expected progress English	23.5	52	28.5
% expected progress maths	41.2	64	22.8

Summer 2012 saw 56% of students achieve 5+A*-C(EM). 18 students qualified for FSM6 in the year they sat the examinations, of whom 6 were predicted to achieve 5+A*-C(EM), with 4 gaining these qualifications (4 out of 6 – 66%; 4 out of 18 – 23.5%). The remaining 2 students struggled to access school and learning due to a number of external factors which affected their attendance; one student joined mid-way through Year 11.

Cohort, Summer 2013

2013, Year 11	FSM ⁶	Non FSM	Gap
No. of pupils	31	181	
% 5A*C(EM) GCSE	19.4	55.2	35.8
% expected progress English	17.9	54.2	36.3*
% expected progress maths	50.0	71.5	21.5

Summer 2013 saw 50% of students achieve 5+A*-C(EM). 31 students qualified for FSM6 in the year they sat the examinations, of whom 20 were predicted to achieve 5+A*-C(EM), with 6 gaining these qualifications (6 out of 20 – 30%; 6 out of 31 – 19.4%). *There was a larger number than expected, across the cohort, who did not achieve in their English Language examination.

Inclusion/Attendance

Attendance remains a high priority within the school. Within the Flexible Learning Centre (FLC) team there is a dedicated Attendance Officer and a Family Support Advisor (FSA) who work together in order to support and address all absences from school (including first day response, attendance weeks [coordinated by the Locality Team] short/long term medical absences, as well as unauthorised absences from school). Our FSA is the schools point of contact with Children's Services and the towns Locality & Early Help Hub Team in relation to attendance and is the primary advisor for all Education Planning Meetings (EPMs) and Legal referrals in relation to attendance and absence from school.

Interventions through our FLC, with our Family Support Advisor and Attendance Officer, have been able to directly support specific students and families. The number of EPMs, prior to a referral being made to the Locality Legal Intervention Panel (LIP), are low. To date, no referrals have been made to the LIP, all cases have engaged positively and attendance has improved and continues to be monitored. The 2-year cycle is below.

Academic Year (Sept to June)	Attendance (%)							EPMs (PP)
	Whole School	PP/FSM	PP students by Year Group (below 90%: #/PP)					
			7	8	9	10	11	
2012-13	94.6	90.4	96.2 (1/15)	90.3 (9/31)	89.3 (8/31)	87.1 (11/29)	89.3 (13/31)	5 (2)
2013-14	94.0	92.1	93.2 (5/23)	93.9 (4/21)	89.9 (11/29)	89.5 (10/25)	93.6 (7/35)	2 (1)

Exclusions Data

To reduce the number of exclusions our FLC team are routinely involved in reintegration meetings in order to target/support the action resulting in the exclusion; provision to address this includes behaviour management sessions, 121 mentoring (self-esteem, confidence, and accountability for actions) as well as parental engagement and support work. The FLC team undertake a considerable amount of preventative work, targeting needs (students) to alleviate the need to issue an exclusion.

Summary, Autumn Term:

During the period **September 2011 to December 2011**, there were 72 exclusions involving 45 students, 13% (6 students) of those excluded students were part of the PP cohort.

During the same period, **September 2012 to December 2012**, there were 43 exclusions involving 26 students, 23% (6) of those excluded students were part of the PP cohort; 5 of these 6 students were in Year 9.

September 2013 to December 2013, there were 26 exclusions involving 22 students, 9% (2) of those excluded students were part of the PP cohort; both students were in Year 10

Summary, Spring Term:

During the **period January 2012 to March 2012**, there were 21 exclusions involving 18 students, 27% (5) of those excluded students were part of the PP cohort; for the **same period in 2013**, there were 32 exclusions involving 24 students, **10%** (3) of those excluded students were part of the PP cohort.

Overall, the 3-year analysis shows that of all exclusions during the period, September 2011 to March 2012, FSM/PP students accounted for 1% of all exclusions (5.8%); September 2012 to March 2013, FSM/PP students accounted for 0.9% of all exclusions (5.6%). The number of exclusions as a whole have drastically reduced, as have the number involving FSM/PP students.

Please refer to the next 3 pages for a complete breakdown of exclusion data, 3-year analysis.

Exclusion Data: Autumn Term 3-year Analysis

Below is an analysis of Exclusion Data comparing the period September – December 2011 (*Cohort of September 2011*) vs September – December 2012 (*Cohort of September 2012*), and September – December 2013 (*Cohort of September 2013*)

September – December 2011 (Cohort Sept 2011)

Year	Total Students	Number of Students	% of total year group	Number of exclusions	% of total exclusions	Days lost	Male	Female	SEN	FSM
11	233	22	9	34	47	143	20	2	16	4
10	221	12	5	21	29	66	6	6	8	1
9	228	5	2	7	10	8.5	3	2	3	1
8	225	6	3	10	14	17	6	0	4	0
7	182	0	0	0	0	0	0	0	0	0
Total	1089	45	4	72	100	234.5	35	10	31	6
Of all students excluded:									68.8%	13%
Of all students within the school:									2.84%	0.55%

September – December 2012 (Cohort Sept 2012)

Year	Total Students	Number of Students	% of total year group	Number of exclusions	% of total exclusions	Days lost	Male	Female	SEN	FSM
11	220	5	2	6	14	15	5	0	2	0
10	220	4	1.8	7	16	23	3	1	0	1
9	209	14	6.6	21	49	50.5	11	3	6	5
8	172	3	1.7	5	12	10	3	0	2	0
7	112	3	2.6	4	9	11	3	0	3	0
Total	933	29	2.7	43	100	109.5	25	4	13	6
Of all students excluded:									50%	23%
Of all students within the school:									1.39%	0.64%

September – December 2013 (Cohort Sept 2013)

Year	Total Students	Number of Students	% of total year group	Number of exclusions	% of total exclusions	Days lost	Male	Female	SEN	FSM
11	221	7	3.2	9	35	31	6	1	0	0
10	197	6	3	6	23	16	3	3	2	2
9	168	4	2.4	5	19	13	2	2	4	0
8	101	3	3	4	15	10	3	0	2	0
7	112	2	1.8	2	8	2	2	0	1	0
Total	799	22	2.75	26	100	72	16	6	9	2
Of all students excluded:									41%	9%
Of all students within the school:									1.13%	0.25%

Exclusion Data: Spring Term 3-year Analysis

Below is an analysis of Exclusion Data comparing the period January – March 2012 (*Cohort of September 2011*) vs January – March 2013 (*Cohort of September 2012*), and January – March 2014 (*Cohort of September 2013*)

January – March 2012 (Cohort Sept 2011)

Year	Total Students	Number of Students	% of total year group	Number of exclusions	% of total exclusions	Days lost	Male	Female	SEN	FSM
11	233	8	3.4	8	38	23	6	2	7	2
10	221	3	1.4	4	19	13	3	0	1	1
9	228	6	2.6	7	33	22	4	2	4	2
8	225	1	0.4	2	10	9	1	0	0	0
7	182	0	0	0	0	0	0	0	0	0
Total	1089	18	1.65	21	100	67	14	4	12	5
Of all students excluded:									66%	27%
Of all students within the school:									1.1%	0.45%

January – March 2013 (Cohort Sept 2012)

Year	Total Students	Number of Students	% of total year group	Number of exclusions	% of total exclusions	Days lost	Male	Female	SEN	FSM
11	220	9	4.1	11	34	39	9	0	3	0
10	220	4	1.8	7	21	29	4	0	1	1
9	209	5	2.4	5	16	43.5	1	4	3	1
8	172	4	2.3	6	19	25	4	0	2	0
7	112	2	1.8	3	10	3	2	0	2	1
Total	933	24	2.6	32	100	139.5	20	4	11	3
Of all students excluded:									45.8%	12.5%
Of all students within the school:									1.18%	0.32%

January – March 2014 (Cohort Sept 2013)

Year	Total Students	Number of Students	% of total year group	Number of exclusions	% of total exclusions	Days lost	Male	Female	SEN	FSM
11	221	3	1.35	3	20	11	3	0	1	1
10	197	2	1.01	5	33	14	1	1	1	0
9	168	3	1.78	5	33	17	3	0	2	0
8	101	2	1.98	2	14	7	2	0	2	1
7	112	0	0	0	0	0	0	0	0	0
Total	799	10	1.25	15	100	49	9	1	6	2
Of all students excluded:									60%	20%
Of all students within the school:									0.75%	0.25%

Exclusion Data: Overall 3-year Analysis

Year	Total Students	Total Number of Students receiving a FTE	% of FTE, whole school	Total Number of FTE	Total Days lost	Male	Female	SEN	FSM
Sept 2011 – March 2012	1089	63	5.8	93	301.5	49	14	43	11
Of all students excluded:								68%	17%
Of all students within the school:								3.9%	1%
Sept 2012 – March 2013	933	53	5.6	75	249.5	45	8	24	9
Of all students excluded:								45%	17%
Of all students within the school:								2.6%	0.9%
Sept 2013 – March 2014	799	32	4.0	41	121	25	7	15	4
Of all students excluded:								46.8%	12.5%
Of all students within the school:								1.87%	0.5%

The Flexible Learning Centre / Inclusion

All accepted referrals attract a planning meeting where an Individual Action Plan for each student is agreed, monitored and reviewed, in the first instance for a 6 week package of targeted support.

During the **Academic Year 2012-2013**, 185 students were referred to the FLC (98% were accepted, the remaining 2% were referred to external agencies for specialist interventions).

Of the total referrals accepted:

- 80 students received 121 mentoring
- 40 students attended group sessions
- 29 students received specific SEND support/testing
- 25 received 121 academic/curriculum support
- 11 students attended the weekly ELSA programme

20% of all referrals involved FSM/PP students.

During the **Academic Year 2013-2014**, 68 students were referred to the FLC (98% were accepted, the remaining 2% were referred to external agencies for specialist interventions which may have included YPI, CAMHS, Medical, School Nurse).

Of the total referrals accepted:

- 28 students received 121 mentoring
- 35 students attended group sessions
- 32 students received specific SEND support/testing
- 42 received 121 academic/curriculum support
- 25 students attended the weekly ELSA programme
- 6 students access RELATE support

29.4% (20) of all referrals involved FSM/PP students in addition to, 1 referral for our Child in Care and 11 for EAL students. There were also an additional 20 referrals to outside agencies (YCP, Catch22 and Young Carers).

Across year groups the FLC supported the following student numbers:

Year 7: 11 Year 8: 5 Year 9: 11 Year 10: 18 Year 11: 23

3. Our priorities for our PP cohort are:

P1 - Inclusion:

To provide a resource for all students, to enable them to access support, information and guidance relevant to their year, Key Stage, transition to Post 16 education as well as their emotional needs in support of their well-being and personal development. Provide a secure and safe place in which students can seek advice, mentoring, targeted intervention and learning support. To develop student resilience, self-confidence and self-belief is also of great importance and focus. *(Flexible Learning Centre, Zone 7, Student Support, Student and Family Support Workers, Attendance Officer)*

P2 - Curriculum:

To provide students with opportunities to enrich their learning, creating a perspective that supports progression during their time at BHCS and moving forward to Post 16; ensuring that progress leads to attainment. *(Easter revision, Zone 10 and 11 sessions, Zone 7 and 8 teaching, suitable Alternative Curriculum Provision to include the use of Post 16 providers when appropriate, [From September 2014: Year 9 and 10 bespoke Alternative In-House Curriculum Provision within curriculum time])*

P3 - Mentoring:

Giving identified students, the time, expertise and listening ear in support of their curriculum/subject needs alongside their journey into young adulthood; supporting students with important educational decisions. Targeting academic needs, subject specific, in order to secure progress, attainment and achievement. *(CUSP programme, 121 subject support and mentoring)*

P4 - Enrichment:

Opportunities available to students in order to enrich and develop their learning experience outside of the classroom as well as supporting their subject/academic development. *(School trips, Summer School, Homework Club, extra-curricular involvement and representation, leadership responsibility)*

P5 - Transition:

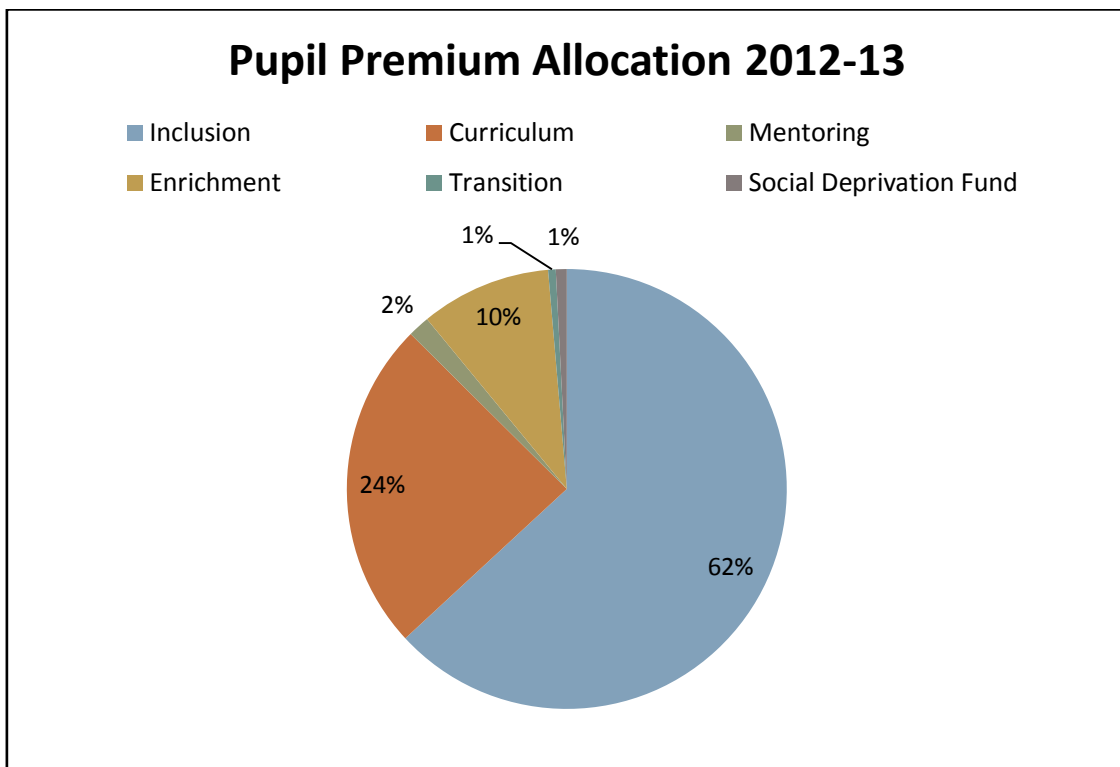
Support for all students through all Key Stages, enabling all individuals to be confident, prepared and positive about their next educational step. KS2-3, securing additional transition visits for vulnerable students as well as involving parents and families; KS3-4, providing high quality IAG in order to ensure the right students can follow the right courses; KS4-5, supporting identified students with their applications to Post 16 providers alongside additional and bespoke visits in addition to Open Days. Creating a 'point of contact' to ensure communication with provider, home and student are consistent. *(Leadership opportunities, Summer School, Careers guidance).*

P6 - Social Deprivation Fund:

To support students and families with specific items of uniform, individual 121 lessons (music) in order to further promote their positive school experience. *(Uniform, school trips, equipment, revision guides).*

4. Action Plan / Summary of Allocated Funds, 2012-13

Our Action Plan detailed the specific areas of focus and development in order to support and further students' needs with regard to our key priority areas. Many initiatives and interventions are open to all students not just those within the PPG cohort. For the academic year, 2012-2013, funds were allocated as follows:



5. Monitoring Progress

The school closely monitors the progress, attainment and attendance of all students as well as the specific student groups, at regular points throughout the year. Classroom teachers and LSAs monitor progress on a day to day basis; middle leaders are able to track internal Faculty/Subject data alongside whole school data. The Senior Leadership Team (SLT) monitors progress each half term through Triangulation (Lesson observations/Learning walks, Progress data, Work Scrutiny/Assessment & Marking). Attendance and behaviour are monitored and evaluated at Middle leader level, subject specific as well as Student Support by Heads of House/Year, these aspects are reviewed and shared during Student Clinic sessions, on a half term basis. Student Clinics enable key staff to see the holistic picture of all students within the school, where, when and what support is being provided; students are prioritised against progress, attendance and behaviour. Regular analysis of exclusion data is completed by our Flexible Learning Centre Manager.

The PP group is a specific student group and their progress is monitored as above, as well as against overall school progress within their respective year groups. This year we have strengthened this aspect of provision and analysis through our Student Support and Inclusion priority as we have strengthened our new House structure by allocating a horizontal responsibility within it; each Head of House will oversee the progress of an allocated Year Group, to include all students alongside the vulnerable and PP cohort. To directly support specific vulnerable students, our Academic Inclusion Manager has direct responsibility for our FSM/PP cohort. The role is allowing us all to analyse the progress of PP students even more closely, in conjunction with (initially) core subject leaders, allowing us to target interventions at an individual and personalised level. Our AIM Manager has a very clear focus and direction in support for the progress and outcomes of these vulnerable students.

We are fully aware of our vulnerable students, specifically FSM/PP; we have a clear understanding of what interventions have already been implemented, and continue to plan and implement interventions year on year.

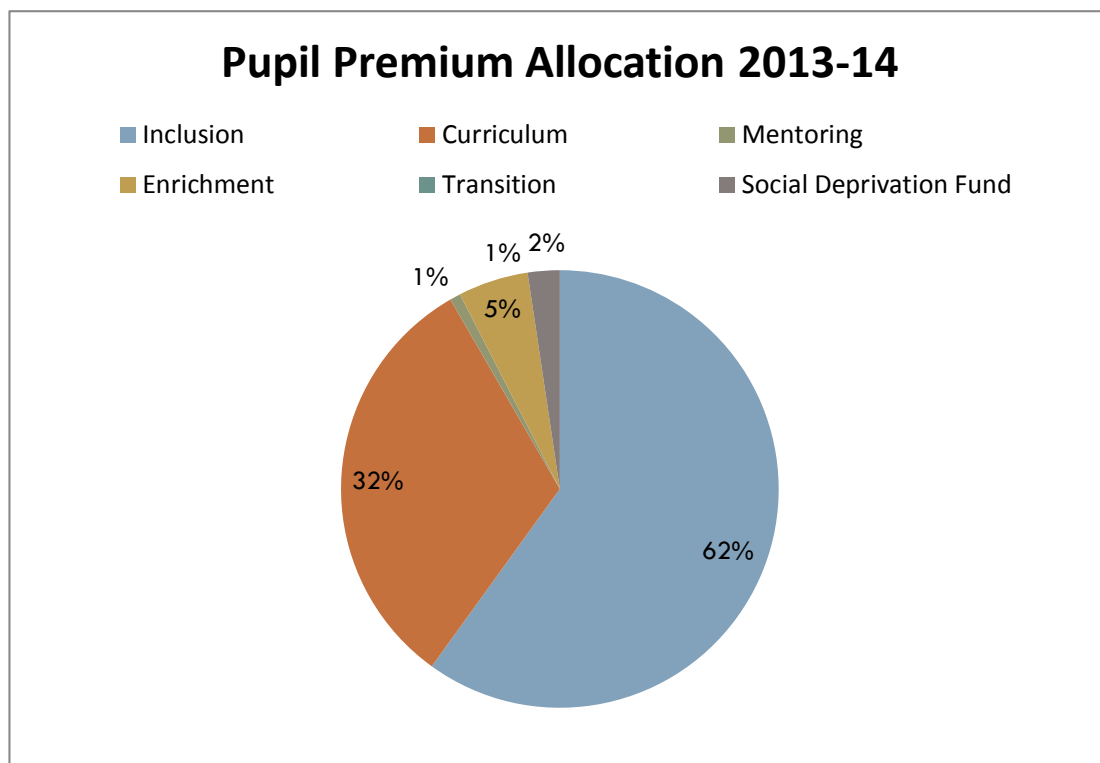
For a complete Evidence and Impact report please refer to the separate *academic year documents*. Interventions have included:

- Whole staff INSET on FSM6, September 2013
- Widening of the CUSP programme and Academic Mentoring
- Academic Mentoring Periods to be included within teaching staff timetables, for September 2013
- Widening of subject analysis, through our Academic Inclusion Manager (AIM)
- Continuation of Zone 7, and Zone 8 provision
- Targeted support and catch-up for Year 7 students on entry to BHCS
- Targeted intervention (121, small groups) for all FSM/PP students in support of (accelerated) progress
- Targeted English and Maths interventions, through our AIM Manager, supported by the higher ability English and Maths students as subject mentors (initially Year 9s supported by Year 11s)
- Summer School 2013, ready to go
- Further implementation of the Accelerread/Acclewrite programme, through SEND
- Parental Engagement workshops in place from September, through our FLC, supporting parents to support their children
- Continued analysis of attendance and behaviour data, alongside progress; included within Student Clinics

6. Action Plan / Summary of Allocated Funds, 2013-14

For the academic year 2013-14, PPG was allocated as follows (*the full Pupil Premium Action/Planning 2013-2014 document is on the school website*), see below:

Curriculum allocation (P2) has increased, as has the Social Deprivation Fund (P6); Enrichment opportunities (P4) have attracted less of the allocation this academic year, proportionately the other areas are the same or as similar to last year.



7. Moving forwards, next academic year

Based upon the *Evidence and Impact documents* associated with this report, the **Academic Year 2014-2015 Pupil Premium Action/Planning document** is now published.

8. Related documents

Our AIM Manager will report on the **Annual Pupil Premium Action/Planning document** at regular points throughout the academic year to the Governing Body, alongside evidence in support of student progress. It is our intention to retain this 3-year cycle Report, for the period September to June each year, evidencing support, interventions and progress being made.

Academic Year: 2012-2013

- Pupil Premium Action/Planning document
- Pupil Premium Evidence and Impact document

Academic Year: 2013-2014

- Pupil Premium Action/Planning document
- Pupil Premium Evidence and Impact document

Academic Year: 2014-2015

- Pupil Premium Action/Planning document