

Description	Cost	Evidence and Impact																																																																																																													
<p>Teachers Additional staff member in core subjects and humanities, to teach specific pupil premium pupils in KS4 that are underachieving. These specific targeted intervention groups will consist of fewer pupils in order to accelerate their progress. Appropriate intervention will be implemented by the subject teacher in consultation with the faculty leader in order to meet the needs of the pupils and ensure they achieve at least expected grade if not beyond.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Limited access to language - Low literacy levels - Low numeracy levels - Low expectations <p>Action:</p> <ul style="list-style-type: none"> - Faculty Leaders in English, Maths and Science to analyse P8 and AEBC data and identify underperforming pupil premium pupils in each year group. - Faculty Leaders to lead and direct subject teachers to implement explicit teaching strategies to accelerate the progress for under achieving PP pupils. - Progress of intervention groups identified by each faculty to be communicated to KSI. Faculty leaders must track and monitor this. - New cohort of underperforming pupil premium pupils to begin differentiated intervention at the beginning of each half term (including Lead Practitioner intervention) 	£87 015	<p>Faculty leaders in English, Maths, Science and Humanities were able to strategically plan intervention strategies for underperforming pupil premium pupils. Faculty leaders were able to plan, monitor and assess the performance of these pupils in smaller intervention groups. The progress of these pupils was monitored at each assessment point by faculty leaders and bespoke intervention was put in place thereafter with a particular bias to year 11 and in some cases, exclusively.</p> <p><u>Internal data: years 7-10 data analysis – summer 2019 (Above expected, expected, below expected and cause for concern categories)</u></p> <p>Year 7 PP pupils: 84% (2017/18) to 90% Expected and above (+6%) Year 8 PP pupils: 85% (2017/18) to 87% Expected and above (+2%) Year 9 PP pupils: 71% (2017/18) to 85% Expected and above (+14%) Year 10 PP pupils: 58% (2017/18) to 65% Expected and above (+7%) Year 11 results*:</p> <table border="1" data-bbox="757 671 1624 938"> <thead> <tr> <th></th> <th>No. Pupils</th> <th>A8 Grade</th> <th>A8 Score</th> <th>P8 vs end Y11</th> <th>Eng-Ma 5-9</th> <th>Eng-Ma 4-9</th> <th>EBACC (entered)</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>106</td> <td>5</td> <td>4.85</td> <td>0.36</td> <td>51%</td> <td>67%</td> <td>31</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>29%</td> </tr> <tr> <td>PP</td> <td>44</td> <td>5-</td> <td>4.61</td> <td>0.20</td> <td>52%</td> <td>64%</td> <td>25%</td> </tr> <tr> <td>non-PP</td> <td>62</td> <td>5</td> <td>5.02</td> <td>0.48</td> <td>50%</td> <td>69%</td> <td>32%</td> </tr> <tr> <td>School Gap</td> <td></td> <td></td> <td>-0.41</td> <td>-0.29</td> <td>2%</td> <td>-6%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="757 943 1624 1222"> <thead> <tr> <th></th> <th>No. Pupils</th> <th>English (best of Lang and Lit)</th> <th>Maths</th> <th>Science</th> <th>Hums</th> <th>MFL (including 'other')</th> <th>Open Pot</th> <th>EBACC (all pupils)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>44</td> <td>0.26</td> <td>0.49</td> <td>-0.26</td> <td>0.56</td> <td>-0.41</td> <td>0.20</td> <td>-0.05</td> </tr> <tr> <td>non-PP</td> <td>62</td> <td>0.67</td> <td>0.53</td> <td>0.14</td> <td>0.63</td> <td>0.12</td> <td>0.53</td> <td>0.27</td> </tr> <tr> <td>School Gap</td> <td></td> <td>-0.41</td> <td>-0.05</td> <td>-0.40</td> <td>-0.07</td> <td>-0.53</td> <td>-0.32</td> <td>-0.32</td> </tr> </tbody> </table> <table border="1" data-bbox="757 1230 1570 1430"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>PP (DEC)</td> <td>-0.16</td> <td>-0.29</td> <td>0.20</td> </tr> <tr> <td>PP (national)</td> <td>-0.33</td> <td>-0.40</td> <td>-0.40</td> </tr> <tr> <td>DEC PP vs national PP</td> <td>0.17</td> <td>0.11</td> <td>0.60</td> </tr> </tbody> </table>											No. Pupils	A8 Grade	A8 Score	P8 vs end Y11	Eng-Ma 5-9	Eng-Ma 4-9	EBACC (entered)	Overall	106	5	4.85	0.36	51%	67%	31								29%	PP	44	5-	4.61	0.20	52%	64%	25%	non-PP	62	5	5.02	0.48	50%	69%	32%	School Gap			-0.41	-0.29	2%	-6%			No. Pupils	English (best of Lang and Lit)	Maths	Science	Hums	MFL (including 'other')	Open Pot	EBACC (all pupils)	PP	44	0.26	0.49	-0.26	0.56	-0.41	0.20	-0.05	non-PP	62	0.67	0.53	0.14	0.63	0.12	0.53	0.27	School Gap		-0.41	-0.05	-0.40	-0.07	-0.53	-0.32	-0.32		2016-2017	2017-2018	2018-2019	PP (DEC)	-0.16	-0.29	0.20	PP (national)	-0.33	-0.40	-0.40	DEC PP vs national PP	0.17	0.11	0.60
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<p>Teaching and learning responsibilities TLR posts have been created for extra- curricular enrichment (£3,473), reading (£3,473), numeracy (£3,473) and Priority Pupils (£6,744)</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Limited access to language - Low literacy levels - Low numeracy levels - Low expectations - Financial deprivation at home - Limited access to resources <p>Action:</p> <ul style="list-style-type: none"> - To raise aspirations of PP pupils through a rich extra-curricular offer which compliments the curriculum - To design and implement a whole school form time reading programme to ensure the reading ages of PP pupils increases and also serves to promote extra-curricular reading and interest - To design and implement a whole school numeracy form time programme to ensure the basic mathematical principles are revisited by PP pupils constantly in order to close the gap - PP TLR holder will coordinate PP projects and will assist the assistant head teacher accountable for attainment and progress of PP pupils. 	<p>£14 465</p>	<p>Reading Embedded form time reading strategy has been implemented across the school which now sees supervised reading promoting a love of learning as a part of form time sessions and a more deliberate approach to reading within lessons.</p> <p>Two books fairs have been run and successfully promoted borrowing from the library in that 407 books were borrowed from the library.</p> <p>Additionally, a HPA/PP breakfast club has run throughout the academic year where 18 pupils from year 7, 8 and 9 attend regularly. Pupils received a free breakfast from the canteen which was funded by PP fund. Pupil voice shows an impact was made in terms of PP pupils' confidence and that they would attend a similar club in the future. 72.2% of those who attended stated the impact on them was that they felt more confident when reading aloud. The average impact of the reading club over the year was + 1 years reading age.</p> <p>35 year 9 reading ambassadors have been recruited and 54% are disadvantaged pupils.</p> <p>Theatre visits organized to enhance understanding of years 9-11 of "Jekyll and Hyde" – 96% of the sample asked said they felt the text was now more relatable and it had benefitted their understanding of the plot and key characters.</p> <p>Whole school reading data (March 2019, NGRT test) Whole school reading data (below) shows accelerated progress in the standardised reading scores of all years on average of PP +3.0 points increase and FSM +3.6 points</p>
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Numeracy

The second year of a numeracy package has now been embedded across the whole school during this year. This has received positive feedback from all stakeholders and has shown a positive impact on pupil data in that there has been an increase in the average raw marks gained on assessments:

Year 7: 24.8% increase

Year 8: 42.3% increase

Year 9: 35.2% increase

Year 10: 34.6% increase

Year 11 outcomes this year saw a P8 score of +0.6 in Mathematics.

The vast majority of pupil voice shows that they feel more confident in their maths lessons as a result of the form time numeracy strategy.

All Maths staff voice showed all staff felt form time numeracy sessions have helped to accelerate pupil progress during lessons over this academic year.

Extra-curricular enrichment (July 2019)

The extra-curricular offer at DEC has been embedded this year and is still very much in its infancy. The offer has included sessions offered by all faculties. This offer has raised aspirations of all but markedly in the PP pupils who were targeted.

Extra-Curricular Activity	Total No.	%PP	%NPP
CCF	22	50	50
Ski Trip	38	32	68
Wales Trip	72	47	53
Normandy Trip	37	22	78
Lyme Regis Trip	37	54	46
Cadburys Trip	63	51	49
Badminton	60	47	53
Netball	38	45	55
Cricket	16	44	56
DofE	41	27	73
Football	80	49	51
Basketball	25	32	68
Dance	24	46	54
STEM	13	23	67
Art	36	33	67
MFL	16	25	75
Humanities	45	38	62

<p>Social worker To work alongside Pastoral school staff to enable pupils experiencing hardship/difficulties to integrate into school life and assist the DSL and Deputy DSL with casework.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Poor attendance - Difficult family circumstances - Safeguarding/CP issues - Low aspirations - Low expectations <p>Action:</p> <ul style="list-style-type: none"> - To undertake casework regarding students experiencing difficulties at home which are severely affecting education, liaising with students, parents/ carers and school staff to identify individual problems and possible solutions. - To contribute to raising achievement by seeking solutions which improve individual student's attendance and punctuality. - To support the care and well-being of those with complex emotional issues. - To seek to identify the underlying causes of poor attendance and punctuality and to advise staff on agreed plans to facilitate students' return to school, improved attendance and access to education. - Participate in Early Help assessment and THINK family referrals 	<p>£31 615</p>	<p>Total number of students worked with 57 (ongoing caseload, not one off interventions).</p> <p>Total number of referrals into Birmingham Children's Trust 44</p> <p>Percentage of referrals accepted 79.5%</p> <p>Percentage of students whose attendance improved 52%</p> <p>Percentage of students whose overall emotional wellbeing improved 63%</p> <p>Number of Cases on Child Protection/Child in Need at the beginning of the academic year 12.</p> <p>Number of Cases on Child Protection/Child in Need at the end of the academic year 4 (Child in need only, no Child Protection)</p> <p>5 cases successfully escalated</p>
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Assistant Head teacher accountable for attainment and progress of pupil premium students, including narrowing the gap

A senior leader carries responsibility and ownership for monitoring up to date progress 8 scores for pupil premium pupils. This person is to take appropriate action, improve attainment and progress of all underachieving PP pupils in all years, ensuring there is a focus on narrowing the gap.

Prevalent Barriers:

- Limited access to language
- Low literacy levels
- Low expectations
- Poor attendance

Action:

- KSI to oversee elements of Year 10 and 11 form time structure and design a form intervention timetable with Lead Practitioners that will accelerate PP pupil progress
- Lead senior leaders to hold their faculty leaders to account for raising the attainment of pupil premium pupils in their faculty
- Regularly monitor and track the progress of pupil premium pupils in lessons through walkabouts and book trawls and adjust leadership and strategy accordingly.
- Process and advertise the PP bidding pot process with faculty leaders and heads of houses
- Identify areas of good practice and hence where rapid progress is made with PP pupils and implement a CPD package for faculty leaders and teachers accordingly.
- Make links with higher education institutions in order to establish and embed a volunteer tutoring scheme for core subjects including STEM for PP pupils

£65 583

Assistant Headteacher contributed to the overall intervention strategies for underperforming Year 11 pupils during form time. Pupils received a personalised form time timetable based on their weakest subject and our Lead Practitioner's intervened with them on a 6 week rolling programme.

Learning walks of underperforming PP pupils in all year groups were conducted and triangulated against teacher performance and book looks as part of the PP-HPA subgroup strategy. All stakeholders received feedback, including Faculty leaders, to ensure quality first teaching was a tool to accelerate progress of these pupils.

Middle leader CPD was delivered throughout the year on how to effectively design and deliver CPD to their faculties, in line with the whole school strategy for accelerating the progress of sub groups and all pupils.

A clear planning strategy was embedded at teacher level, accompanied by a tailored CPD package. 'Mini-RAP' strategies include clear T&L strategies, individual to a pupil, which are deliberately employed in order to accelerate the progress of that underperforming pupil (see impact data in 'Teachers' sections above).

Lead Practitioners

As part of the PP sub group strategy, Lead Practitioners were utilised to coach staff with particular groups identified as containing a particularly high number of underachieving PP/HPA pupils. The programme ran on a 6 week cycle, beginning in the summer term, and in the majority of cases, as identified across a range of monitoring activities, teaching showed improvements as a result. Where no improvements were seen, robust action continues using a more intensive model.

PP Bidding process

The PP bidding pot process was streamlined this year with the introduction of a bidding procedure where Faculty Leaders detailed the desired impact the resources would have on PP pupils. The actual impact on the progress of PP was an average increase in the P8 score of +1.29 this year compared to +1.18 last year for each of the faculties who made a bid. This data is comparing Autumn assessments in year 11 to the final GCSE results and these can be seen below:

Subject	PP P8 (Sep 2018 results)	PP P8 (Aug 2019 results)	Impact
German	-1.87	-0.71	1.16
English Literature	-1.15	0.53	1.68
English Language	-2.81	-0.56	2.25
Science core	-0.77	-0.2	0.57
French	-1.09	-0.26	0.83
Maths	-0.73	0.49	1.22

Birmingham University Mentoring

Strong links have been developed with Birmingham University Mathematics, Physics, Chemistry, English, Geography and languages faculties. Presentation evenings were carried out at the University at different points throughout the academic year in order to recruit volunteers to mentor and tutor PP pupils. As a result, 80 volunteer undergraduate tutors donated an hour of their time on a weekly basis to underperforming PP pupils in year 11. The impact of this is shown below where PP pupils in these subjects have shown accelerated progress as a result.

Subject	PP P8 (Sep 2018 results)	PP P8 (Aug 2019 results)	Impact
Geography	-2.51	-0.94	1.57
Chemistry	-0.78	0.18	0.96
Physics	-2.23	0.18	2.41
German	-1.87	-0.71	1.16
English Literature	-1.15	0.53	1.68
English Language	-2.81	-0.56	2.25
Science core	-0.77	-0.2	0.57
French	-1.09	-0.26	0.83
Maths	-0.73	0.49	1.22

Birmingham University tutoring —Pupil voice 2018/2019

	Agree/ Strongly Agree
	%
Birmingham University tutoring has been very useful	88.2
I have enjoyed these sessions	83.8
I feel more confident in my subject as a result of the tutoring I have received	76.4
I have made greater progress in lessons since starting this tutoring	77.9
My tutor has inspired me to continue onto higher education	55.9
I would highly recommend Birmingham University tutoring to any other pupil (Please explain your answer):	82.3

<p><u>Use the individual fund to ensure pupil premium pupils have access to the same opportunities as the whole school community (including extra-curricular)</u></p> <p>The individual fund will be used to allow a number of PP students to attend a variety of educational visits and experiences. Furthermore, pupils will be provided with equipment for any subjects they require in order to successfully remove potential barriers to learning.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Financial deprivation at home - Limited access to resources <p>Action:</p> <ul style="list-style-type: none"> - KSI to work alongside finance department within school to make funds available to pupils whenever it is needed - KSI to develop, implement and advertise a process for PP bids, detailing the impact the funds will have on PP pupils. - HoH will initiate and monitor impact on overall education as well as progress measures 	<p>£22 353</p>	<p>The individual fund was used effectively and provided pupils with just as many opportunities as their peers. The fund was used to lift any barriers to learning, raise aspirations and provide incentives and rewards. The fund was also used to purchase school uniform and equipment so that disadvantaged pupils' progress would not be hindered (see impact data in 'Teachers' sections above)</p> <p>Additionally, the fund allowed pupils to visit educational establishments during various school trips (find the internal data analysis below).</p> <ul style="list-style-type: none"> • Various rewards were paid for in order to recognise progress made by PP pupils in KS3. • PP pupils were granted extra funds for an international trip to New York in Feb 2019 to enhance the Mathematics curriculum and provide them with experiences they would not be able to access normally. A strict criterion for this trip has strategically incentivised pupils to increase their effort and behaviour standards within school over the next academic year. Pupil voice from the same trip run two years ago showed an increase in motivation and standards at school. • PP pupils were also granted funds for a Ski Trip in Feb 2019. A strict criterion for this trip was strategically incentivised so that pupils could only attend the trip if they had excellent effort and behaviour standards within school. Pupil voice showed an increase in motivation and standards at school. • PP pupils were granted extra funds for a trip to Normandy with the Humanities faculty. • Uniform costs were reimbursed or covered by the school to enable disadvantaged pupils to overcome barriers to poor attendance – the PP attendance increased by 0.2% to 93.6%. • School equipment (such as stationery and calculators) were reimbursed or covered by the school to enable disadvantaged pupils to overcome barriers to academic progress. • School supported a large number of disadvantaged pupils whose level of financial hardship meant they could not afford to travel to school by public transport – termly bus passes were purchased. The PP attendance increased by 0.2% to 93.6%.
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Sixth Form Bursary

To provide financial support to student in the Sixth Form to reduce barriers to learning for all pupils. Finances can be used for purposes such as books, equipment, examination resit fees, university applications fees, university visits, uniform, educational visits and transport costs for school trips.

Prevalent Barriers:

- Financial deprivation at home
- Limited access to resources
- Narrow experience of life outside of school
- Low expectations

Action:

- Assign the leadership and management of this bursary to the Heads of Sixth Form AWM/OHN and LSN (ST).
- Regular monitoring of impact to be conducted by KSI

£939

Barriers to learning for disadvantaged sixth form pupils were reduced through purchases including books, equipment, exam resit fees, university applications fees, university visits, uniform, educational visits and transport costs for school trips and bus passes to get to school.

2018

	FSM			non-FSM		
	Dame Elizabeth Cadbury	Birmingham (2017)*	National (2017)*	Dame Elizabeth Cadbury	Birmingham (2017)*	National (2017)*
L3 Cohort						
No. of students	2	584	11,223	12	3,829	175,253
Av. GCSE Points on Entry	30.7	42.9	41.9	36.2	46.1	45.6
Av. KS4 Points on Entry	32.9	43.2	42.1	36.4	46.1	45.7
% Students 5+ A*-C GCSE EM	--	64.6%	65.3%	41.7%	83.4%	84.6%
% Students 5+ A*-C GCSE	--	78.1%	76.0%	50.0%	90.4%	92.1%
L2 Cohort						
Students in L2 cohort	--	28	397	--	137	2727
Progress						
A Level (HM) Progress	--	-0.23	--	1.18	-0.17	--
Academic Progress	--	-0.23	--	1.18	-0.17	--
Tech Level Progress	--	--	--	--	--	--
L3 Other Progress	-0.37	--	--	0.45	--	--
L2 Vocational Progress	--	--	--	--	--	--
L2 Tech Cert Progress	--	--	--	--	--	--
Academic - A Level Progress	--	-0.19	--	1.18	-0.10	--
L3 Other - BTEC SubDip Progress	-0.37	0.20	--	0.45	0.11	--
Attainment						
A Level APS	--	29.30 (C)	29.47 (C)	38.00 (B-)	33.77 (C+)	33.02 (C+)
Academic APS	--	29.39 (C)	29.55 (C)	38.00 (B-)	33.87 (C+)	33.19 (C+)
Applied General APS	--	41.68 (Dis*-)	39.59 (Dis+)	--	42.92 (Dis*-)	40.13 (Dis+)
Tech Level APS	--	41.81 (Dis*-)	37.79 (Dis+)	--	43.14 (Dis*-)	38.85 (Dis+)
L3 Other APS	32.50 (Dis-)	--	--	39.80 (Dis+)	--	--
L2 Vocational APS	--	6.06 (L2 M)	5.56 (L2 M-)	--	6.51 (L2 Dis-)	5.71 (L2 M-)
L2 Tech Cert APS	--	6.00 (L2 M)	5.46 (L2 P+)	--	4.67 (L2 P-)	5.69 (L2 M-)

<p>Attendance Manager To work alongside Pastoral school staff to promote excellent attendance, reduce levels of absence and work with children and families to promote high levels of attendance across the school.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Poor attendance - Low aspirations - Low expectations <p>Action:</p> <ul style="list-style-type: none"> - To undertake casework regarding students with attendance and punctuality issues, liaising with students, parents/ carers and school staff to identify individual problems and possible solutions. - To contribute to raising achievement by improving individual student's attendance and punctuality. - To support the care and well-being of those with attendance and punctuality issues. - To seek to identify the underlying causes of poor attendance and punctuality and to advise staff on agreed plans to facilitate students' return to school, improved attendance and access to education. 	<p>£32,169</p>	<p>Attendance for PP pupils has risen by 0.2% compared to the last academic year.</p> <table border="1" data-bbox="1034 226 1895 351"> <thead> <tr> <th>Year</th> <th>YTD (%)</th> <th>PP (%)</th> <th>NON-PP (%)</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>95.1</td> <td>93.6</td> <td>96.7</td> </tr> <tr> <td>2017-2018</td> <td>94.9</td> <td>93.4</td> <td>96.1</td> </tr> <tr> <td>Growth YOY</td> <td>+0.2%</td> <td>+0.2%</td> <td>+0.6%</td> </tr> </tbody> </table> <p>Deputy DSL extra responsibility The attendance manager is also now a Deputy DSL. The role which has been embedded and continues to support the early help offer of intervening early with non-attendance issues, part-time timetables, SEN crossover support and "fast track spotlight cases".</p>	Year	YTD (%)	PP (%)	NON-PP (%)	2018-2019	95.1	93.6	96.7	2017-2018	94.9	93.4	96.1	Growth YOY	+0.2%	+0.2%	+0.6%
Year	YTD (%)	PP (%)	NON-PP (%)															
2018-2019	95.1	93.6	96.7															
2017-2018	94.9	93.4	96.1															
Growth YOY	+0.2%	+0.2%	+0.6%															
<p>Duke of Edinburgh To provide financial support for trip leaders to gain the necessary qualifications to facilitate the experience for PP pupils and provide pupils with necessary equipment.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Financial deprivation at home - Low aspirations - Low expectations - <p>Action:</p> <ul style="list-style-type: none"> - To raise aspirations of Year 9, 10 and 11 pupils and parents through assemblies and parental events - Ensure transport to and from DofE locations allows PP pupils to participate. - Assess staff training needs are met 	<p>£ 0</p>	<p>27% of those who have completed The Duke of Edinburgh Award so far were disadvantaged pupils.</p> <p>Whilst staff have had to postpone expeditions this year (with a view to starting them again in Nov 2019), all other record related activities have been maintained as normal.</p> <p>Recruitment of pupils to D of E has remained steady this year. The completion rate is 53% which is in line with our school target.</p>																

Increase parent engagement to facilitate support for Pupil Premium Students

Improve parental engagement by making additional contact with targeted parents / carers to ensure they engage with activities the school provides to support them in supporting their child's learning.

Prevalent Barriers:

- Low aspirations
- Narrow experience of life outside of school
- Low expectations

Action:

- KSI and HOHs to invite parents into after school meetings to discuss their child's progress and ways to improve their child's attainment.
- KSI to create a parental engagement calendar in line with the whole school calendar.
- Improve parental engagement with their child's attainment and break down any barriers parents have towards school for themselves and their child

£488

Aimhigher

Parents of disadvantaged year 10 pupils were successfully engaged in the Aimhigher initiative which served to raise aspirations amongst this sub group. The impact can be seen below:

<u>Aim Higher mentoring—Pupil voice 2018/2019</u>	Agree/ strongly agree (%)
Aim Higher mentoring has been very useful	100.0
I now have an increased awareness of what higher education is	100.0
I now have a greater understanding of the different types of colleges/universities/courses that are available	100.0
I now have a better idea of the route I need to take in order to do the career I want	100.0
I now feel more focussed on achieving the grades I need in order to do the career I want	100.0
I feel the sessions helped me to improve my own organisational skills and time management (e.g. revision timetables, setting aside a quiet place to work and setting myself reminders for homework hand-ins etc.)	69.2
Overall, I feel more focussed and motivated for the start of year 11	76.9
I would recommend Aim Higher mentoring to another year 10 pupil	100.0

13 out of 16 pupils finished the programme and 3 did not complete the year in our school due to behavioural issues.

Parents Evenings

Parent's evenings took place throughout the year where PP parents were presented with methods by which they could support PP pupils at home and what our school could offer in terms of additional intervention.

Attendance to parental events continues to be exceptionally strong at 76%

Targeted and specific resources were handed out to PP pupils and parents; including revision guides and workbooks which were provided free of charge.

The Oscars

The Oscars celebration event saw an unprecedented number of PP pupils receive awards for effort, achievement and outstanding contribution to our school at the Botanical gardens. Pupils were accompanied by their parents and other guests of their choice. Parental attendance to the event was in excess of 95% and parent voice was overwhelmingly positive about the event itself.

See impact on key measures above for attendance, Year 11 outcomes and progress of internal cohorts as well as the impact of future aspirations for Year 10 in relation to progression to university, also above.

Curriculum Bidding Pot

To make funds available to support faculties with purchasing curriculum resources that will positively impact the attainment of PP pupils

Prevalent Barriers:

- Limited access to language
- Low expectations
- Low literacy levels

Action:

- KSI to develop, implement and advertise a process for PP bids by faculty leaders and heads of houses, detailing the impact the funds will have on PP pupils.
- KSI to update line management meeting agendas via SLT to allow faculty leaders an opportunity to use the bidding pot
- SLT to monitor the strategy faculty leaders are using with materials brought and the impact this is having on narrowing the gap in their faculty.

£22 142

Faculties were invited to bid for funds from this pot throughout the academic year. As part of the process, faculty leaders are required to detail the projected impact of the funds on the disadvantaged pupils.

Resources purchased from the curriculum bidding pot included calculators, stationary, theatre productions relating to what is being studied in Drama and English, Maths trips to Wales and New York, revision guides for a number of subjects, reading books for form time.

Science, Maths, English and MFL were the largest bidders throughout the academic year and the positive impact can be seen below.

A number of external agencies were also employed, such as 'Fix up' and 'Elevate', in order to provide disadvantaged pupils with study and organisational skills for upcoming GCSEs.

Internal data: years 7-10 data analysis – summer 2019 (Above expected, expected, below expected and cause for concern categories)

Year 7 PP pupils: 84% (2017/18) to 90% Expected and above (+6%)

Year 8 PP pupils: 85% (2017/18) to 87% Expected and above (+2%)

Year 9 PP pupils: 71% (2017/18) to 85% Expected and above (+14%)

Year 10 PP pupils: 58% (2017/18) to 65% Expected and above (+7%)

Year 11 Pupils PP P8 score +0.20

Subject	PP P8 (Sep 2018 results)	PP P8 (Aug 2019 results)	Impact
German	-1.87	-0.71	1.16
English Literature	-1.15	0.53	1.68
English Language	-2.81	-0.56	2.25
Science core	-0.77	-0.2	0.57
French	-1.09	-0.26	0.83
Maths	-0.73	0.49	1.22

Careers Guidance

Invite colleges and universities as well as external agencies into school to advertise opportunities for PP pupils once they leave DEC.

Prevalent Barriers:

- Limited access to resources
- Low expectations
- Limited knowledge of higher education within family

Action:

- To arrange a suitable date and time for such events to take place
- Ensure engagement of parents of PP pupils with such events
- Follow up meeting with PP pupils after the event to gather pupil voice impact data.
- Invite successful business people/professionals with success stories to embed a positive culture around future careers

£14 712

A number of events have been run across the academic year in order to provide careers guidance and advice to pupils in all years. Options evening for year 8 included information on higher education and potential apprenticeship routes. Year 10 HPA bespoke work experience packages for our most underachieving HPA/PP pupils was rolled out and all pupils performed successfully.

A part time careers advisor is employed to ensure pupils carry on to further education or work. As a result, the past 4 years there have been no pupils leaving our school who aren't in education or training for work (NEETs) except for one pupil who took maternity leave in April of year 11.

Over the last three years, the uptake of A-Levels by PP pupils has been higher than non-PP pupils by 3.7% in 2017 and 11.8% in 2018. In 2019, the uptake of A-level by PP pupils matches that of non-PP (see table below).

An independent company, Gordon Franks, and an extended leadership team ensures every year 10 pupil secures work experience and meets the corresponding health and safety requirements by the summer of year 10.

Year 11 attended the skills show for an afternoon. Pupil voice shows this was helpful in informing them of their choices once they leave school and also if they choose to continue into higher education.

Year	2015 cohort Size	118	A Level	A Level with BTEC	Apprenticeship	Armed Forces	BTEC level 3	BTEC Level 1 and 2	NEET
	PP	11	5	1	1	21	12	0	
	Non PP	14	5	2	0	32	14	0	
Year	2016 cohort Size	105	A Level	A Level with BTEC	Apprenticeship	Armed Forces	BTEC level 3	BTEC Level 1 and 2	NEET
	PP	19	4	1	0	21	14	0	
	Non PP	23	2	0	0	14	7	0	
Year	2017 cohort Size	120	A Level	A Level with BTEC	Apprenticeship	Armed Forces	BTEC level 3	BTEC Level 1 and 2	NEET
	PP	28	4	3	0	17	16	0	
	Non PP	27	10	1	0	22	2	0	
Year	2018 cohort Size	123	A Level	A Level with BTEC	Apprenticeship	Armed Forces	BTEC level 3	BTEC Level 1 and 2	NEET
	PP	19	5	0	0	13	25	1	
	Non PP	17	14	0	0	20	8	0	
Year	2019 cohort Size	106	A Level	A Level with BTEC	Apprenticeship	Armed Forces	BTEC level 3	BTEC Level 1 and 2	NEET
	PP	15	9	1	0	6	14	0	
	Non PP	15	21	3	0	9	14	0	

Tutoring of core subjects

To provide opportunities for pupils in school to have tutoring for English, Maths and Science GCSE to raise attainment of all.

Prevalent Barriers:

- Low literacy and numeracy levels

Action:

- FLs to identify which groups require intervention and source tutors with assistance of SL
- Coordination of timetabling to be completed by FLs in consultation with SL and communication to KSI
- Bids must be made to KSI and impact must be monitored by FLs and SL. KSI to be updated by FLs once every half term.

£1315

Sixth form tutoring

Tutoring of year 11 disadvantaged pupils in maths was carried out by sixth formers who were studying towards A-Level Maths. Pupil voice showed an overwhelming majority of tutees felt their progress accelerated as a result of this tutoring. Pupils cited that they felt comfortable with the sixth formers because their methods were similar to their teachers' methods of teaching.

Maths Sixth form PP tutoring voice 2018-2019

	Agree or strongly agree (%)
I have found sixth form maths tutoring very useful	100.0
I have enjoyed these sessions	100.0
I feel more confident in maths lessons as a result of the tutoring I have received	100.0
The sixth formers have excellent subject knowledge and have been able to answer all my questions	100.0
The methods used by the sixth formers have been similar to the methods my teacher uses to model answers	100.0
I have made greater progress in maths lessons since starting this tutoring	90.0
Having the sixth formers as maths tutors has helped to inspire me to continue onto maths A-level	100.0
I would highly recommend sixth form maths tutoring to any other pupil	100.0

Undergraduate Volunteer Scheme with University of Birmingham

Voluntary tutoring of Maths, Physics, Chemistry, Geography, English, French and German pupils was also undertaken by undergraduates at Birmingham University for 2019 cohort. The impact can be seen below as the contribution towards greater accelerated progress of PP pupils.

Subject	PP P8 (Sep 2018 results)	PP P8 (Aug 2019 results)	Impact
Geography	-2.51	-0.94	1.57
Chemistry	-0.78	0.18	0.96
Physics	-2.23	0.18	2.41
German	-1.87	-0.71	1.16
English Literature	-1.15	0.53	1.68
English Language	-2.81	-0.56	2.25
Science core	-0.77	-0.2	0.57
French	-1.09	-0.26	0.83
Maths	-0.73	0.49	1.22

Birmingham University tutoring —Pupil voice 2018/2019	
	Agree/ Strongly Agree
	%
Birmingham University tutoring has been very useful	88.2
I have enjoyed these sessions	83.8
I feel more confident in my subject as a result of the tutoring I have received	76.4
I have made greater progress in lessons since starting this tutoring	77.9
My tutor has inspired me to continue onto higher education	55.9
I would highly recommend Birmingham University tutoring to any other pupil (Please explain your answer):	82.3

Mentoring of vulnerable pupils
To provide opportunities for vulnerable pupils to participate in a programme which enables them to engage with positive role models, improve engagement with their own education and manage their own physical/mental health.

Prevalent Barriers:
- Low self-esteem/confidence
- Negative body image
- Gang affiliations

Action:
- HOH/Believe Centre staff to identify which pupils will benefit from the mentoring programme, based on pastoral knowledge and relationships developed with the pupils families

£9,159.00

Overview of the Believe Centre

The Believe Centre is in place to assist students requiring additional support arising from a range of more complex and personal needs. There is a robust referral system in place, whereby students access a focused and bespoke intervention package for a 6-week period.

This forms part of our school's offer of early help within our behaviour and support framework. The programme prioritises Year 7 students and provides a strong platform for transition, supporting those who are not 'secondary ready' to accelerate their progress within the early stages of the academic year, aimed at:

- Improving the self-esteem, aspirations, empathy and self-awareness of SEMH students
- Supporting students to become 'secondary ready' so that they can fully engage in the KS3 curriculum

The success of Believe Centre intervention has contributed to the improved attendance of those identified as having SEND:

Attendance	Whole School	SEN - E	SEN - K	SEN - N
Overall 2014-15	93.6%	88.7%	91.0%	94.6%
Overall 2015-16	93.6%	90.0%	90.5%	94.8%
Overall 2016-17	94.3%	86.8%	91.9%	95.2%
Overall 2017-18	94.8%	94.7%	91.8%	95.6%
Overall 2018-19 YTD	95.1%	94.3%	92.1%	96.1%

National Attendance Data 2017-18:
SEND 'E' (EHCP) = 91.8%
SEND 'K' (Additional Needs) = 92.0%

Provision	No. Pupils	Att Before	Att After	Change	RCADS Before	RCADS After	Change
November 2018 Cohort							
SEMH	9	86.0%	91.2%	5.2%	83.5	65.3	18.2

Self Esteem	8	97.1%	96.6%	-0.5%	72.0	55.4	16.6
1 to 1	4	92.2%	85.6%	-6.6%	76.7	52.2	24.5
January 2019 Cohort							
SEMH	5	87.1%	93.6%	6.5%	69.0	49.8	19.2
1 to 1	6	94.7%	94.4%	-0.3%	54.7	30.5	24.2
March 2019 Cohort							
SEMH / Self Esteem	11	94.8%	94.5%	-0.3%	65.9	45.9	20.0

The 'Revised Children's Anxiety and Depression Scale' (RCADS) is a 47-item questionnaire that measures the reported frequency of various symptoms of anxiety and low mood. The RCAD, completed by individual students at the beginning and end of Believe intervention, has shown a positive impact to date.

Number of pupils in all year groups experiencing Believe Centre intervention can be found below:

	Nov-18	Jan-19	Mar-19
Year 7	8	7	5
Year 8	7	9	7
Year 9	5	3	6
Year 10	6	10	9
Year 11	1	1	2
SEN	17	16	15
PP	12	20	14
M	10	4	4
F	17	26	26

Pupil and parent voice regarding the Believe Centre intervention is unanimously positive.

For further impact on mentoring of vulnerable pupils please see 'Social Worker' section above.

<p>Alternative Provision Providing placements for students where an alternative curriculum provision is required to ensure successful completion of education in the right setting.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Low aspirations - Low expectations <p>Action:</p> <ul style="list-style-type: none"> - Alternative provision placements sourced where appropriate and monitored by WAI/MDN. 	<p>£15500</p>	<p>Four pupils (3 males and 1 female) were successfully placed in alternative provision in order for them to complete their education in the right setting. This prevented a permanent exclusion and a high possibility of NEET.</p> <p>Male 1: £4,000 Male 2: £4,000 Male 3: £4,000 Female 1: £3,500</p>
<p>Rewards and Incentives To celebrate the success of pupils achievements through various rewards and incentives throughout the academic year. This will include rewards trips for making outstanding progress in lessons as well as the annual DEC Oscars. Prevalent Barriers:</p> <ul style="list-style-type: none"> - Narrow experience of life outside of school <p>Action:</p> <ul style="list-style-type: none"> - To plan the DEC Oscars ensuring as many PP pupils are rewarded on the evening - WAI/IWT to create a rewards trip calendar in line with the whole school calendar - Liaise with HoH and FLs to actively seek opportunities where pupils can be rewarded for making good academic progress. 	<p>£3197</p>	<p>We were able to celebrate the success of pupil premium pupils at our annual awards evening the 'DEC Oscars' which is an annual event. The event was held at the prestigious Botanical Gardens Terrace Suite. Pupils were awarded for their achievement throughout the academic year and awards were presented by the senior leadership team as well as Heads of Houses. Pupils were awarded for the highest achiever at KS3 and KS4 as well as outstanding effort at KS3 and KS4. Pupils were also given subject badges, trophies, certificates and an Oscar for awards in the following categories; Most Progress in core subjects, Outstanding Achievement Award, Prefect Awards, Anti Bullying Ambassador Awards and Head of Houses Awards.</p> <p>A number of rewards trips have taken place this year for categories such as 100% attendance, highest rate of progress and most behaviour points. The trips include Alton Towers and the Snowdome etc. The PP attendance increased by 0.2% to 93.6%.</p> <p>Individual faculty awards have been used to reward outstanding achievement and effort in a particular subject, for example Maths trip to Wales saw a contribution of £50 for 10 pupils across years 8 and 9. Other rewards include amazon vouchers for year 11 holiday intervention attendance. Pupil voice showed this was an incentive to improve their efforts during lessons.</p>

<p>Music Lessons Targeted to pupils who study BTEC Music and any other pupil who wishes to learn or continue to learn to play an instrument.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Narrow experience of life outside of school - Low aspirations - Low expectations - Limited access to resources <p>Action:</p> <ul style="list-style-type: none"> - Liaise with JAN regarding the promotion of music lessons and targeting pupils who are entitled to the pupil premium fund. 	<p>£15 948</p>	<p>Music lessons are advertised throughout the year for pupils wanting to learn a new instrument or those who want to continue to learn an instrument. Lessons are offered in Violin, Flute, saxophone, clarinet, keyboard, piano, guitar and percussion.</p> <p>The number of PP pupils who have taken music lesson has increased by 9% in the last academic year. Almost all pupils are overwhelmingly positive about the chance to learn a new instrument and feel it gives them an opportunity to develop skills to broaden their life within and outside school.</p>
<p style="text-align: center;">TOTAL</p>	<p>£336,600</p>	