

Using Pupil premium at Brymore

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Pupil Premium has a number of wider aims:

- To increase social mobility;
- To enable more pupils from disadvantaged backgrounds to get to the top universities;
- To reduce the attainment gap between the highest and lowest achieving pupils nationally.

At Brymore due to the relatively small numbers of students, the pupil premium payment is low compared to other schools. In reality this means that additional funding is often used to supplement the necessary support required. We aim to provide a tailored approach, using a variety of support mechanisms to ensure each individual is catered for. This personalised support can include some of the strategies listed below although this list is by no means exhaustive. The focus is very much on raising achievement rather than supporting extra-curricular social activities, as the school provides extensive provision already. However social development, especially the development of self-esteem and improved behaviour are seen as key drivers in raising achievement for some students.

Data is analysed every six weeks to ensure students who receive pupil premium funding are making the expected progress in line with all other students in the school. However drawing meaningful conclusions from a statistical analysis is often difficult due to the low numbers involved in each cohort. A detailed progress report is however prepared for each student.

School analysis reveals that there is a correlation between pupil premium students and outboarders. We therefore also include outboarders as a distinct group when analysing data and a number of strategies implemented have been aimed at both groups. This includes outboarders being encouraged to stay for prep on key nights, attending revision sessions after school and every student being supported individually with college applications to ensure aspirations remain high.

Pupil Premium – Breakdown of support and Impact by student

Y	£	Surname	Forena.	Profile	Intervention	Impact
7	1300	Names removed for data protection purposes.			Mentoring Support every 6 weeks Forest school Additional prep support	Currently on target for En and Ma
7	1300		Mentoring Support every 6 weeks Forest school Additional prep support	Currently above target in En and Ma		
7	1300		Mentoring Support every 6 weeks Forest school Additional prep support	Currently above target in En and Ma		
7	1300		Mentoring Support every 6 weeks In class support Read, write, Inc x4 a week Forest school Additional prep support	Currently on target for En, below in Ma		
7	1300		Mentoring Support every 6 weeks Forest school Additional prep support	Currently on target in En, above in Ma		
7	1300		Mentoring Support every 6 weeks Forest school Additional prep support	Currently above target in En and Ma		
7	1300		Mentoring Support every 6 weeks Therapy care 2x a week Read, write Inc 4x a week In class support Forest school Additional prep support	Currently above target in En and Ma		
7	1300		Mentoring Support every 6 weeks In class support Read, write, Inc x4 a week Forest school Support mentor Additional prep support	Currently on target for En and Ma		

9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English. No KS 2 data maths
9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English. No KS 2 data in maths
9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English. No KS 2 data in maths
9	935	Mentoring Support every 6 weeks In class support Read, write, Inc x4 a week Additional prep support	Making expected progress in English. No KS 2 data in maths
9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English, below in maths
9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English. No KS 2 data in maths
9	935	Mentoring Support every 6 weeks In class support Support mentor Additional prep support	Making expected progress in English, below in maths
9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English and maths
9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English and maths
9	935	Mentoring Support every 6 weeks In class support Additional prep support	Making expected progress in English. No KS 2 data in maths
9	935	Mentoring Support every 6 weeks Additional prep support	Making expected progress in English, below in maths
9	935	Mentoring Support every 6 weeks Support with transport Additional prep support	Making expected progress in English, below in maths

Y	£	Surname	Forename	Profile	Intervention	Impact
10	935	Names removed for data protection purposes.			Mentoring Support every 6 weeks 3 hours per week of intense small group literacy intervention 'Corrective Reading' delivered by SENCo and English teacher. Additional prep support	Reading age – 8 .04 now 10.01 (1 year 7 months progress) VA+97.96 Expected progress En/below in ma
10	935				Mentoring Support every 6 weeks One to one Mentoring with Head of House Regular meetings with House Parents to discuss any issues/work on social skills. Support mentor Additional prep support	VA+139.53 Above expected progress in En (5 levels) and Ma (4 levels)
10	935				Mentoring Support every 6 weeks Regular mentoring/one to one academic mentoring once every six weeks Additional prep support	VA+40.24 No KS 2 data
10	300				Mentoring Support every 6 weeks Contribution towards boarding Additional prep support	Expected progress in En and Ma VA+42.51
11	300				Mentoring Support every 6 weeks plus additional support from House parent. Counselling. CAMHS involvement. English breakfast sessions Additional maths (after school)	Currently above 3 levels progress in En and below in Ma. VA score of -7.43

			Additional prep support	
11	935		Mentoring Support every 6 weeks Alternative provision at Bridgwater College every week for 2 hours leading to an appropriate Engineering qualification. English breakfast sessions Additional maths (after school) Support mentor Additional prep support	Currently making 3 levels progress in English, below in maths. VA score of: -35.39
11	935		Mentoring Support every 6 weeks English breakfast sessions Additional maths (after school) Additional prep support	Currently on 3 levels progress in En and maths. VA score of +24.83
11	1900		1-1 support in all lessons and social time. 1-1 extra literacy and numeracy. Modified timetable. 1-1 support during evening duties. Attends engineering at Bridgwater College 1-1 talkabout programme Mentoring Support every 6 weeks English breakfast sessions Additional maths (after school) Support mentor Additional prep support	Currently making 3 levels of progress in En and Ma. VA score of +7.6 Fixed term exclusions reduced from 7 in Year 9 to 0 in Year 11. More self-sufficient and 1-1 gradually withdrawn in social time. Now attends and accesses full time GCSE English class
11	935		Mentoring Support every 6 weeks 2 hours of 1-1 literacy support with	Reading age moved forward from 7.05 to 8.01 enabling him to access a GCSE English course in lessons.

			HLTA English breakfast sessions Additional maths (after school) Additional prep support	Currently below 3 levels of progress in En and Ma. VA score of -53.04
11	1900		Mentoring Support every 6 weeks Attendance at Maths Set Zero to push for higher grades English breakfast sessions Additional maths (after Additional prep support school) Additional prep support	Currently above 3 levels of progress in En and Ma. No data for VA score
11	935		Mentoring Support every 6 weeks English breakfast sessions Additional maths (after school) Additional prep support	Currently above 3 levels of progress in En)4 levels) and below in Ma. VA score of +56.16
11	935		Mentoring Support every 6 weeks English breakfast sessions Additional maths (after school) Additional prep support	Currently below making 3 levels of progress in En and above in Ma.(4 levels) VA score of +85.22
11 lea ver	935		1:4 maths support, additional maths classes. Mentoring 3 times a week. Staff support during feeding duties	VA+3.8/En+4.4/Ma+3.2 FTE down from 7 in Year 9 to 0 in Year 11. Won most improved student award
11 L	935		Entry level English (1:2 with HLTA), additional maths classes after school.	VA -57.2/En-21.8/Ma-11.6
11 L	935		Extra English sessions and maths classes (weekly)	VA+71.2/En+9.2/Ma+15.2
11 L	935		Extra English sessions and maths classes (weekly)	VA-20.6/+1.1/+1.6
11 L	935		Extra English sessions and maths	VA-1.8/+8.9/Ma-1.7

			classes (weekly)	
11 L	935		Extra English sessions and maths classes (weekly)	VA+41/En+1.5/Ma+5.6
11 L	935		Extra English sessions and maths classes (weekly)	VA-12/En+10/Ma-2.2
11 L	935		1:4 maths support, additional maths classes Extra English sessions and maths classes (weekly)	VA+71/En+12/Ma-9.2
11 L	935		Entry level English (1:2 with HLTA), additional maths classes after school.	VA -43.5/En-18.2/Ma-9.7

Above national expectations

At/On national expectations

Below national expectations

Narrowing the gap

2013/14 performance data

Measure	Disadvantaged/Pupil premium	National average	Other in school	Difference in school	Difference to National
Value added	1005.3	977.5	1006.4	-1.1	+27.8
English value added	1000.3	998.5	1003.5	-3.2	+1.8
Maths value added	999.2	998.3	1003.9	-4.7	+0.9

Difference within school relatively small and performance above national average in all cases, significantly for best 8 including English and maths value added score.

Historical spending and Impact

Year 2011-12		
Budget	Strategies- whole cohort	Outcomes
£3328 (7 students)	Corrective reading/literacy support (Year 9) Academic mentoring (Year 10/11) Additional maths and English classes (Year 11) Additional prep support (Years 9,10,11)	Year 11 VA (PP students) – 949.9 School – 1010.3 National – 981.6 All students went on to further education. FSM students were the only group below national average in the school.
Year 2012-13		
Budget	Strategies- whole cohort	Outcomes
£14 257 (22 students)	Corrective reading/literacy support, including individualised literacy intervention (Year 9) Academic mentoring (Year 9,10,11) Additional maths and English support groups after school(Year 10/11) Enhanced TA support in English (Year 11) Individualised English support (Year 11) Additional prep support (Years 9,10,11)	Only 2 students in Year 11 therefore significant analysis meaningless. One performed in line with school figures and one significantly below. One educated elsewhere throughout his three years but remained on our roll. Current performance (Year 10 and 11 students) can be seen under ‘reports and results’ on our website
Year 2013-14		
Budget	Strategies- whole cohort	Outcomes
£16050	Corrective reading/literacy support, including individualised literacy intervention (Year 9) Academic mentoring (Year 9,10,11) Additional maths and English support groups after school(Year 10/11) Enhanced TA support in English (Year 11) Individualised English support (Year 11) Additional prep support (Years 9,10,11)	Year 11 VA (PP) – 1005.3 School – 1006.4 National – 977.5 English VA (PP) – 1000.3 School – 1003.5 National – 998.5 Maths VA(PP)- 999.2 School – 1003.9 National – 998.3 Above national median in all categories
Year 2014-15		
Budget	Strategies- whole cohort	Outcomes
£18065	Corrective reading/literacy support, including individualised literacy intervention (Year 7 and 9) Academic mentoring (Year 7,9,10,11) Additional maths and English support groups after school(Year 10/11) Enhanced TA support in English Individualised English support (Year 11) Additional prep support (Years 7, 9,10,11) Support mentors Forest school (Year7) Engineering group Read, Write,Inc (Year 7 and 9) Phonics training Additional prep support (Years 7,9,10,11)	See individual data above

Costs

Intervention	Description/ Deployment	Cost (pa)
Additional mentors	Additional mentors provided to allow less per staff and more focus on PP students. Every 6 weeks 4x3 hoursx6 weeks	£621.36
Support mentors	Daily/weekly meetings with key staff	£12000
Additional English (Breakfast sessions)	4x 30 minutes a week for Year 11 (12 weeks)	£960.00
Additional maths (after school)	2x 1 hour a week for Year 11	£1280
Enhanced staffing (maths)	3 days per week – additional support	£8000
Enhanced support (English and maths)	HLTA status x 2	£4000
Corrective reading	6x 30 minutes a week	£960.00
Engineering at BC	Two hours a week in year 11	£2000
Read, write Inc training	Year 7	£1000
Forest school	Year 7 and 9	£960
Additional prep support	All years	£2000
Phonics training	All staff	£500
LAC – release of co-ordinator	Family B LAC joint planning	£1020
Data manager and software	Purchase of 4Matrix – allows greater analysis of groups. Additional hours of data manager	£3000
	Total	£37 401.36

The relative allocation is small and so the school uses PP funding to enhance the provision for PP students, ensuring all students receive a range of interventions specific to their needs. In reality the school subsidises the funding to ensure the full range of interventions can be accessed.