

Information concerning the use of Pupil Premium at Beverley Grammar School for the academic year Sept 2012 to present date

Report on Effective Use of the Pupil Premium 2011-2012 (Interim Report for 2012-2013 at the end of this document.)

Beverley Grammar School is committed to ensuring effective use of the Pupil Premium to help disadvantaged students make rapid sustained progress, as well as raise their aspirations for the future. Pupil Premium is used to ensure that Ever 6 students benefit from the same opportunities as wealthier families.

- 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 nationally.

Since 2012 inspectors have evaluated and reported on how additional funding provided through the Pupil premium is being spent and its impact on raising standards. One of the important element of the new OFSTED inspection framework is the increased emphasis on first hand evidence on how schools are narrowing the achievement gap for vulnerable groups.

From 25th February 2013, inspectors will report specifically on the performance in English and Mathematics of pupils supported through the pupil premium compared to all other pupils in the school. Inspectors will highlight any differences between the average point scores of English and Mathematics and whether gaps are narrowing for the following pupils: those pupils known to be eligible for free school meals and other pupils (FSM and non - FM pupils). Pupils who are looked after and all other pupils
Children of service families and all other pupils
Inspectors will also scrutinise the own school's assessment data and evaluate the progress made by those pupils who are eligible for the Year 7 catch-up premium.

The choices made about how we allocate Pupil Premium are vital. Subject and Learning coordinators are responsible to identifying ways in which the money can be used to achieve these aims.

Beverley Grammar School – Staff guidelines for bridging the Gap and meeting the Needs of students on Ever 6 list

All staff should be aware that students may:

Lack every day equipment e.g. school uniform and may not have access to computer or their own work space at home-

Feel different, uncomfortable out of place and sense discrimination

Lack self esteem or self-confidence

Not readily ask for help

Feel that they have little to contribute to the life of the school and that school has little to offer them

Feel ignored, shunned or demeaned by peers

Feel patronised or that they are "Charity Cases"

Rebel or be deliberately different as a means of self defence.

Strategies:

Staff will:

Be aware of which student are on Ever register

Intervene early- Fill in an expression of concern form if a student's performance suddenly decreases

Give regular feedback about progress to student

Make sure that "Hard to reach Parents" are reached e.g. parents' evenings etc additional phone calls

Be sensitive when advertising visits- so that students entitled to Pupil Premium can participate.

Use hardship funds to ensure full access to extra-curricular activities

Encourage students to have high aspirations and be ambitious about future prospects

Be aware of displays of physical hardship e.g. listless through lack of sleep, or adequate breakfast

Encourage involvement on student voice

Encourage use of homework clubs and school facilities and engagement in extra curriculum opportunities to raise aspirations.

Contextual Information from RAISEonline

The school will look carefully at the RAISEonline information to make sure that they know about the percentage of pupils who are eligible for FSM and those on the Ever 6 list . This data will be looked at alongside that of SEN and EAL, to see whether FSM and SEN percentages mirror each other.

RAISEonline statistics regarding FSM pupils and Ever6 will be analysed and the school will look at:

- The percentage of pupils with FSM attaining different levels/sublevels
- The performance of pupils with FSM over time (trends)
- The overall attainment of FSM pupils in comparison with the national average
- The relative performance of your FSM and Non-FSM pupils

Premium Target Group

Analysis of FSM/Ever6 data will give subject leaders an idea of how the pupils that the government has identified as needing the most financial assistance, perform at Beverley Grammar School. However, not every pupil who is on FSM will need additional support. The funding is **not ring-fenced** but the school will ensure that its spending is effectively matched to need and has maximum impact.

Subject coordinators will:

Identify priorities from RAISEonline analysis

Be aware which students are:

- Making good progress
- Making satisfactory progress
- Making less than expected progress.

Identify which of these pupils are eligible for Pupil Premium

Prioritise those most in need of urgent support.

Pupils making less than expected progress:

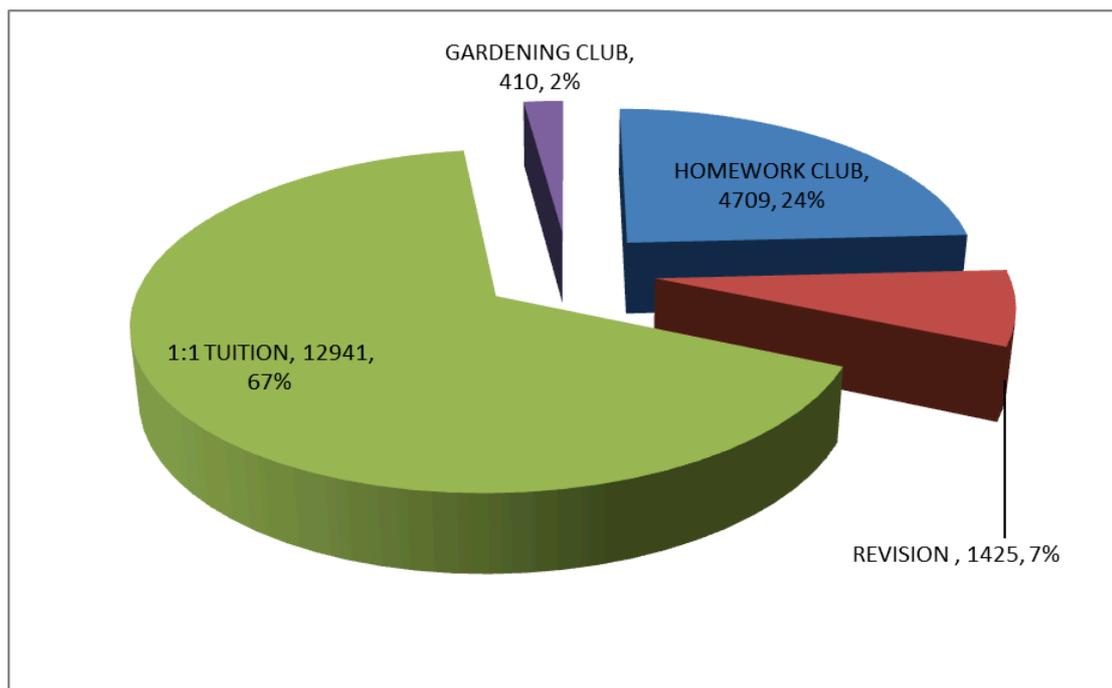
- a. Pupils with statutory/essential needs such as those on statements, looked-after children or with specific disabilities that require significant additional support - these pupils might be eligible or not for FSM
- b. Pupils eligible for FSM - therefore all pupils on FSM who are making less than expected progress would qualify for additional support
- c. Other pupils with the potential to benefit from additional support - these pupils would not be eligible for FSM/Ever 6 but would be falling behind what was expected of them and it is considered that timely intervention would be beneficial.

Pupils making satisfactory progress:

- a. Pupils with statutory/essential needs
- b. Pupils eligible for FSM on the Ever 6 list

The needs of gifted and talented pupils eligible for FSM - they might be making satisfactory or even good progress in one subject but not in another and/or they may have the potential to achieve even higher

The school will maintaining flexibility to ensure that if there is an emerging problem with a pupil, e.g. sudden lack of motivation, family break-up or long-term illness, there is money in the budget to provide some immediate support.



Accelerated Learning Tuition

£12940.71 of the income was identified for Accelerated Learning Tuition. Personalised tuition has been identified in many reports and research as one of the most successful teaching strategies in terms of examination outcomes at 16 (representing in studies the equivalent of almost a full grade band of progress). In more recent research teacher feedback in general has been highlighted as key to pupil achievement so tuition in this way offers a unique opportunity to deliver intensive feedback to pupils and thus enable greater progress when underachieving.

For this reason 52 places were allocated for students. Those students on Free School Meals were given priority in this scheme.

Accelerated learning was delivered by teachers and senior teaching assistants. Training was provided for all staff. There was a wide sharing of resources and expertise. Teaching assistants were in a unique position to deliver effective tuition as each were familiar with intensive intervention programmes. All tutors were monitored during this period by having formal observations as well as by keeping very detailed records of targets and progress.

Part of the funding allocated by the LEA was transferred to 2012-2013 as a member of staff left during the year. A small number of resources were purchased to enhance the delivery of the sessions and to encourage creativity and variety in lessons.

Where attendance of students was erratic with the after school slots tutors dealt with this effectively by informing the coordinator and if re-scheduled slots were not attended the slots were passed on to another pupil to ensure that pupil premium was not wasted.

Data indicates a positive impact for those students tutored in English with 92% in year 7, 85% in year 8 and 83% in year 9, achieving positive incomes and making progress. In maths due to the loss of the main tutor a smaller number of students completed their sessions but for those whom data was available the impact is similarly positive. Staff indicated feedback from subject teachers and the pupils themselves was very positive. See data analysis and graphs against starting points in Accelerated Learning File. NB for year 7 the analysis begins with end of key stage 2 levels. A large number of students level appears to drop when they are first assessed in Spring, although progress is made against baseline assessments carried out internally. This is borne out for example by the results of the baseline testing carried out in the mathematics department.

Revision Sessions

£1425 of pupil premium was used to fund structured revision sessions delivered by "Learning Performance". This not only included teaching learning strategies in preparation for exams but an individual manual for 135 students. This money was also used to provide lunch and breakfast before exams so that all students had access to food and drink prior to their exams.

The impact of this can be seen on the overall year 11 exam results which were an all-time high. For the examination series, summer 2012. 83% of the students on Free School meals achieved 5 or more A* -C grades and 50%, achieved 5 A*-C including English and Maths and 100% achieved 5 or more A* -G grades.

Homework Club

£4709 of pupil premium was directed towards the after school Learning Support homework club, staffed by two Teaching Assistants. On a weekly basis students on free school meals are monitored by the Senior TA who has oversight of students on Free School meals. Students with Special Educational Needs and on Free School Meals are seen as at much greater risk of underachievement. Information from subject teachers placed on the school's E-Portal site, was shared with key workers and students were encouraged to attend this provision whenever possible, especially when there had been an indication of lack of homework or coursework. This ensured that those who did not have access to work spaces and ICT resources at home were given the opportunity to access the VLE as well as additional support. Attendance was on a voluntary basis.

Gardening Club

£410 was allocated to the Gardening Club. Training attended by the Director of Inclusion in this academic year had highlighted the importance of extra-curricular activities as an important vehicle for raising aspirations of students on Free School Meals. Pupils want adults to engage with them personally. For the small number of students who attended this club relationships were built and quality time was spent in this way.

An example of the impact that the gardening club has had on students can be seen by the case studies below. , Student identified had low scores when assessed on the "Boxall Profile". This was administered again at the end of the period of time. Work and activities in the garden focussed on the areas identified.

The main targets that were low on the original test and that were focussed on were those outside the normal range:

Student 1

To give purposeful attention (+7 points bringing behaviour into the normal range)
To accommodate others (+6 points-1 point off normal range)

Student 2

To give purposeful attention (+6 points bringing behaviour into the normal range)
Connects up experiences (+6 points bringing behaviour into the normal range)
Shows insightful involvement (+10 points bringing behaviour into the normal range)
To accommodate others (+9 points bringing behaviour into the normal range)
Shows negativism towards others (+13 points bringing behaviour into the normal range)

Student 3

To give purposeful attention (+3 points)
Participate constructively (+1 point)
To accommodate others (+2 points)
Student 3 as well as on FSM also had significant BESD needs and at the end of term his needs were met by a successful statutory assessment of educational need resulting in a special school placement.

The school has raised the profile of the impact of Free School Meals on achievement. Subject leaders have clear data on how students on Free School Meals are achieving in relation to their cohort.

At the joint curriculum and Student Support meeting all middle leaders were given packs of information and were encouraged to make bids for "Bridging the Gap" i.e. for intervention programmes or resources outlining the aims of the intervention or use of resources against which success criteria would be measured.

For the Accelerated learning programme details of progress in relation to starting points has been clearly measured.



Interim report for 2012-2013

Beverley Grammar School received an income of £19485 for the above year and was committed to directing this effectively.

Pupil premium payments were used in particular to help close the gap in academic performance between disadvantaged students and those in their cohort.

For this reason careful termly monitoring has taken place of the attainment of students on Free School Meals and their peers at the school.

Received 2012-2013	Sep	9450
	Dec	14535.5
	Mar	11500

TOTAL INCOME **35485.5**

Extra Curricular Interventions for raising aspirations

Gardening Club Materials	150
Gardening Club staff	260
MFL trip	410
Intervention Day	62.5
MFL trip	90
Music day	150
Ever6 theatre trip	222
Ever 6 Arts Award	60.2
MFL trip	444

Intervention Strategies

Revision workshops	127.32
LS	
Wholeschool	430

Accelerated learning: maths & English	
11/12	6916
12/13	8617

Nurture Group TA - Level 3	894.6
Dragon Dictate	796.5
DD headphones	300
Accelerated Reader	4578.84
WAVE Program	3101
Achievement For All initiative	4500
Academic Learning Mentor	2450.45

Directed Support of Ever6

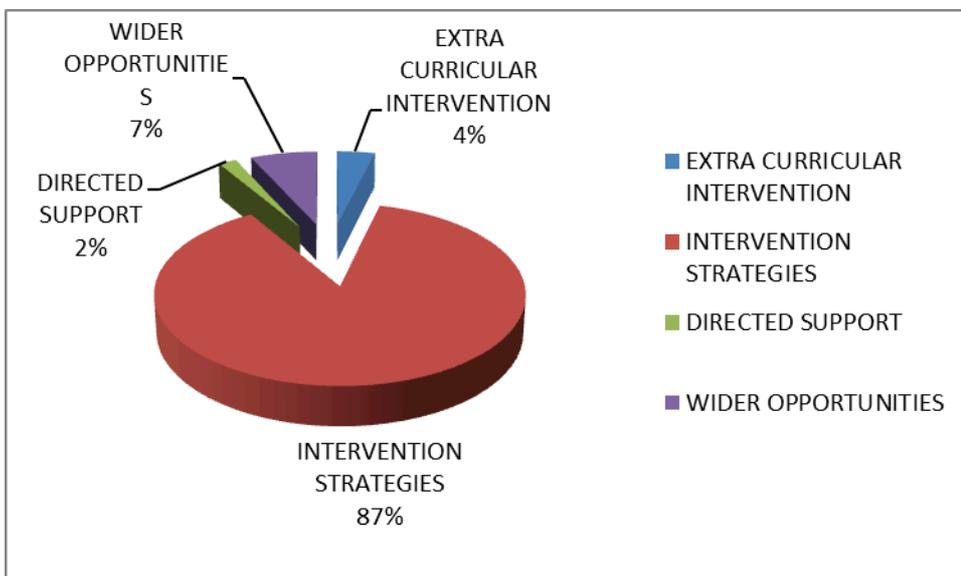
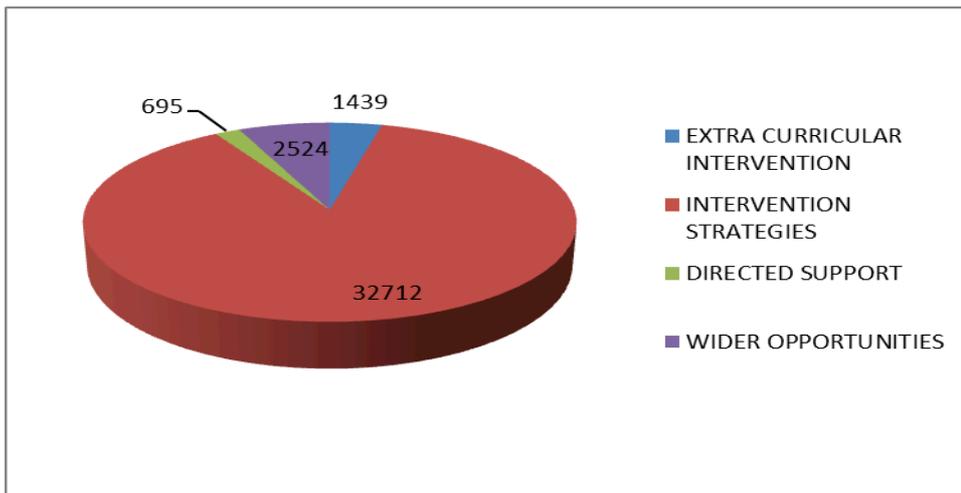
Transport	520
Equipment	54.9
FSM	120

Wider Opportunities of Engagement

Work experience	2524
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**Total Spend
Balance**

37369.31
-1883.81



This year the school has set up a school improvement group for "Raising Aspirations" of all students and a survey been completed by all year 8 students to identify their aspirations, the help they need as well as practical ways in which the school can support students .

The school has bought into "Achievement for All" to help it identify and set priorities for the future. Two cohorts of students have been identified as potential underachievers and work is being done to put in place mentoring and support for them. Structured conversations will take place 3 times a year with parents for these identified students and progress monitored carefully by key staff.

The Ever 6 pupils continue to be a priority for Accelerated Maths and English tuition and 56 students have been targeted for this intervention. All Ever 6 students in year 7 and 8 have participated in an "Arts Award" day and will receive accreditation for this.

In year 11 there is also a waves intervention programme providing additional teaching to 28 potential underachievers for English and Maths.

Curriculum bids for intervention days to Raise Aspirations have been granted to Music and Modern Foreign Languages and these have taken place.

Pupil premium has been used to support students who have attended theatre trips.

Dear Parent/Guardian

Did you know... just registering your child for free school meals means that Beverley Grammar School will receive extra funding to enhance your child's education?

Register now to make sure you don't miss out

You may already have heard about the introduction of the Government initiative, the "Pupil Premium". This is an additional grant available for schools, determined by the number of pupils eligible for Free School Meals (FSM).

There is an additional £900 of funding for every student in our school who qualifies for FSM. We are sending this letter to all parents to ask if you would read the criteria below to see if you think your child may be eligible.

You may have made the decision to provide your child with packed lunch out of preference, or perhaps due to financial constraints. If you are successful in registering for FSM, your child immediately receives the benefit of £475 of school dinners, with a wide range of healthy options offered in our canteen.

This is only the first plus.

The Pupil Premium is targeted funding; we have to demonstrate to the Government how we use the remaining funding to benefit your child. There is an annual report on our website detailing the wide variety of Teaching and Learning initiatives and intervention strategies that the Pupil Premium funding has enabled.

These include extra-curricular activities, literacy and numeracy assistance plans, homework clubs and revision clubs; all designed to enhance your child's education.

What happens next?

Please read the qualifying criteria below to determine if you think your child is eligible. If you have any questions, please feel free to contact the school for guidance.

Do I qualify?

From 2012 you can register your child for Free School Meals if you are in receipt of any of the benefits listed below:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue and Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Pupils can also register for Free School Meals if they get any of these benefits themselves.

No one will know you have registered and it will not affect any other benefits you are claiming.

How do I apply?

Telephone the East Riding of Yorkshire Council's Benefit section on **(01482) 394799**.

They will need the following information:

- Your Name
- Your Date of birth
- National Insurance Number (or registered asylum seekers number)
- Child's details - Name, date of birth and school

The benefits section will make automated checks to confirm your entitlement and tell you immediately if you qualify.

Thank you very much for your support for our school.

Yours sincerely

Grahame Hodson
Headteacher



Narrowing the Gap Bid for intervention programme, projects etc.

N.B. Pupil premium is to be directed towards Ever 6 or FSM

students. Please return this bid to AD/CH

Subject..... Teacher..... Date	Description intervention/support programme/project
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Names of the Ever 6 or FSM students to be targeted

Objectives of the intervention Expected impact /outcomes Costing Breakdown Total Cost	
Outcome- indicators of effectiveness Date evaluation is to be carried out	Method of collection/additional evidence Signed Date.....

Evaluation of Intervention

Signed

Date.....



Use of Pupil Premium for Narrowing the Gap, directed towards Ever 6 FSM or low attaining students.

An evaluation needs to be completed for every intervention that has been the result of a successful Pupil Premium bid. Please return this evaluation to AD

<p>Subject.....</p> <p>Teacher.....</p>	<p>Programme/Project</p>
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<p>Evaluation of impact and objectives of the intervention</p> <p>Evidence (data, observation, student voice, confidence engagement etc.) Please attach any evidence.</p> <p>Signed Date.....</p>
