

**EVALUATION
BIDDULPH HIGH SCHOOL
PUPIL PREMIUM FUNDING ALLOCATION FOR 2015/16**

Pupil Premium used for:	Is this a new or additional intervention activity or action?	Brief summary of the intervention or action	Outcomes	Education and current fund average impact rating	Cost	Barriers to achievement	Impact
Feedback	Additional	Through the development of the T+L/assessment and marking policies are embedded across all departments.	Students receive and respond to a 6-week assessment grade with next steps tasks that raise student's attainment (including target setting with progress tutors).	+8 months			Students responded well to regular feedback and know how they are progressing and how to improve. Students tell us they like being asked questions and like being guided on how to improve. 94.9% good or better Book Audit 2016. 90% good or better feedback Lesson Observations 2016. PP External review interviews, students told him articulately how the school was helping them to achieve. '(Marking led to good feedback continuing relevant dialogue between student and teacher focussing on improvement)'
Support Curriculum (Collaborative Learning)	Additional	Personalised targeted support in all curriculum areas for each student's needs.	Students' progress in subject areas increase as recorded on Bromcom and SISRA. English and Maths A*-C both at FFT (D) or above for PP students. Staff appraisal targets	+5 months		<ul style="list-style-type: none"> • 32% of cohort LPA • Attendance • Mental Health and Wellbeing • Long term medical needs • Risk of Permanent Exclusion 	<ul style="list-style-type: none"> • 59.5% made expected progress in English (57 nat. 2015) • 40.5% made expected progress in Maths (49% nat. 2015)

			highlight the need to ensure at least good progress for all students.				<ul style="list-style-type: none"> • P8 score LOP 0.16 • This represents 2 fewer eligible students achieving the bar.
Maths and English Booster Form Group	New	Additional weekly support as a form group for Maths and English.	Attainment raised in Maths and English.	+4 months		<ul style="list-style-type: none"> • Anxiety, mental health and wellbeing • Attendance • External barriers 	<ul style="list-style-type: none"> • AV pts score English 36.1 Maths 30.7. • Students received targeted support which developed increased confidence. All eligible students successfully completed their exam following a number who were extremely anxious. • 42% of students achieved their LOP target.
Academic Mentoring	Additional	<ul style="list-style-type: none"> • Designated individual support • Peer mentors • Progress tutors • Academic ambassadors 	Raising attainment across all subjects and improving home/school contact.	+1 month		<ul style="list-style-type: none"> • Confidence • LPA • Attendance • Behaviour • Mental health and well being • Risk of Permanent Exclusion 	<ul style="list-style-type: none"> • 100% of eligible students successfully completed their curriculum and aspirations rose. • 35% are in FE Year 13 PP leavers. • 16 students returned to BHS sixth form in 2016.
Education Welfare Liaison and support. Tracking through SISRA reports	Lesley Hogg Additional	Employed home/school support worker to improve attendance etc. Students' attendance and behaviour is monitored daily. Interventions actioned.	Attendance absence reduced and improved home/school links. Reduction in OA and PA as well as impact on both positive and negative behaviours.	Maintained good attendance +4 months	£800.92 £3,201.36	<ul style="list-style-type: none"> • Attendance • Mental health and well being • Substance misuse • Transport • External factors 	<ul style="list-style-type: none"> • Term 3 100% attendance for all eligible students. Overall PP absence reduction • PPR 2016 attendance across the school is above the national average and for DL's and systems for immediate

							intervention where absences are seen to be declining are well embedded.
TA Specialist intervention groups	Additional	Additional TA support in lesson and at lunchtimes Extraction groups for extra L2L, RE, German.	Assistance for students in their academic needs including homework as well as their social/emotional needs.	+1 month		<ul style="list-style-type: none"> • LPA • Low Reading and spelling ages • Behaviour • Attendance 	<ul style="list-style-type: none"> • 86% of students tell us that we helped them develop further their skills in reading, writing and communication. • Increased confidence and aspiration.
Leadership structure and Pupil Premium Training	Additional	Re-structure of LG member responsible for PP. Internal Review. Staff understanding and regional support.	Raising awareness in school and improved monitoring and tracking. Improved knowledge by staff of PP needs and PP conference supporting raising attainment across the LA.	No data available +5 months			Feedback – ‘The designation of a PPL has been a key step in ensuring that there is a consistently high profile given to the PP strategy’. PPL is bringing clarity and coherence to the PP strategy. Clear and focused recommendations support planning for 2016/17.
Breakfast Boost and Afterschool	New	Maths and English Revision support.		No data available			
Student progress fund		Support for uniform/trips/buses/educational visits/Music lessons equipment etc.	To ensure no pupil misses out due to financial constraints and support their social development.	No data available		<ul style="list-style-type: none"> • Attendance • Mental health and well being • Anxiety • External factors 	All students accessed opportunities and their cases confidently to increase engagement and attendance and participation. The faculty bidding system enabled all students who required specialist equipment to enjoy and achieve with a greater level of confidence and

							accessed further opportunities from this.
GCSE interventions through supportive curriculum	Additional	<ul style="list-style-type: none"> • Half termly assessment reviews across Faculty areas • Review of all interventions and impacts 	Students monitored through student progress meetings and interventions put in place and monitored.	+5 months		<ul style="list-style-type: none"> • Behaviour • Attendance • Mental health and well being • Low prior attainment 	<ul style="list-style-type: none"> • All faculties reviewed progress and provided tailored intervention to individuals. • Increased participation and engagement to revision sessions. Morning booster sessions and holiday intervention sessions meant that students successfully completed their GCSE's and received the outcomes required for their chosen Post 16 Pathways. • External review PPR 'Curriculum pathways which are designed in consultation with students and parents offer a range of provision and alternative provision which is well received and teach to positive progression routes'.
English and Maths conference days and holiday clubs	New	Targeted English and Maths support for students at risk of not achieving expected progress.	Students to achieve expected progress at least in English and Maths				

LG Mentoring	Continuation	PP students provided with LG mentor.	Students directed and monitored in attending specific additional support in subjects.	+1 month		<ul style="list-style-type: none"> • At risk behaviour • Attendance • Alcohol and Substance misuse • LPA 	<ul style="list-style-type: none"> • PPL worked with a cohort of eligible students who completed their education despite extreme circumstances and barriers to learning. • Mock results 2015 P8 – 0.57 increased to 0.34 summer assessment. • Att8 – 3.55 increased to 3.81 2015-16 summer assessment.
CEIAG	New	Appointment of Careers Progress Mentor.	Raise aspirations – University visits/guest speakers.			<ul style="list-style-type: none"> • Aspiration • Engagement and participation • Attendance 	45% return to BH6 (17138) 39.4% at other destination (15138) No of students going to employment and University (Year 13) (need unknown destinations confirmed)
Exceptionally Able Programme	New	Opportunities for gifted PP learners in all curriculum areas. Programme for Y7 & Y8 students at middle schools.	Raise aspirations Inspire additional learning and engagement.			<ul style="list-style-type: none"> • Aspirations • Engagement • Participation 	<ul style="list-style-type: none"> • 80% of HPA achieved 5 A*-C including English and Maths.
Bespoke Curriculum	Continuation	L4L/PLC Work skills.	Personalised learning for all groups of learners to ensure no one is left behind.			<ul style="list-style-type: none"> • At risk to Permanent Exclusion • Attendance • Complex behaviour • LPA • Long term medial needs • Aspiration • Substance and alcohol misuse • External factors 	<ul style="list-style-type: none"> • No permanent exclusions • Accessing further education and receiving additional outreach support from our CEIAG team to secure placements and

							<p>courses.</p> <ul style="list-style-type: none"> Completed their curricular and pathways successfully. Bespoke pathway into our Sixth Form (BH6) completing work skills reach BTEC Course. Significantly enhanced life chances.
Training and Delivery	New	Literacy and Numeracy catch-up programme.	November 2015			<ul style="list-style-type: none"> LPA Low Reading and Spelling Ages Anxiety Behaviour and Attendance 	Implemented September 2016 following training
Maths Fellowship Student Programme	New	1:1 support for students making less than the expected progress in Maths.	Exam preparation addressing common mistakes.			<ul style="list-style-type: none"> LPA Progress 	CLA cohort completed examinations successfully. Targets were met and where this did not happen 1:1 intervention is continuing in BH6.
Liverpool Outreach	Continuation	Maths support and intervention	Focus on exam technique and addressing common mistakes.		£300		
TWISTA	New	Early intervention and prevention within the community	Developing the skills and aiming to prevent 'at risk' behaviour	No data available	£1,500 grant from SCC	At risk to Permanent Exclusion At risk behaviour	Reduction in at risk behaviour and significant reduction of <ul style="list-style-type: none"> reports of anti-social behaviour in the community no permanent exclusions

