



# Blue Coat

Church of England School  
and Music College

## **Pupil Premium Policy**

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Academy Policy, Expenditure Impact Review (16-17)  
& Plan for Expenditure (17-18)

October 2017



# Academy Policy (Pupil Premium)

## 1 - Purpose of the Pupil Premium

The Pupil Premium Grant is used to **raise the attainment of disadvantaged students** and **close the gap** with their peers. The aim of the Premium is to provide a specific policy targeting disadvantaged students – giving schools extra funding to enable them to take the most effective action that they believe will raise attainment and close the gap.

The Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Who have been continuously looked after for the past six months (£1900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 1 or who have left care under a Special Guardianship or Residence Order (£1,900 per child)
- In year groups 7 to 11 who are recorded as being an armed forces service child in the past 5 years or in receipt of a child pension from the Ministry of Defence (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. Blue Coat School received £249,645 for 2016-17 and for **2017-18** we are expecting to receive **£273,995**.

## 2 - Objectives of the Blue Coat School Pupil Premium Policy

As a Church of England school we believe that where possible all students should have the same educational opportunities in and outside of the classroom. As a school we have set these objectives which are fundamental to our policy:

1. To close the attainment gap between students who are identified as disadvantaged compared to others (*using research based proven strategies*)
2. To increase the academic and extra curricula opportunities that disadvantaged students may otherwise miss out on
3. To enhance the curriculum opportunities and provide additional support for underachievers through intervention in core subjects
4. To close the gap in reading ages between disadvantaged students and the national average
5. To provide support outside of the classroom to aid students accessing all opportunities including aspirational visits or speakers
6. To provide students with the basic equipment they require to fully engage with the school curriculum
7. To provide additional support for students with social, emotional or behavioural difficulties whilst combatting poor attendance

## 3 - How will we Target the Pupil Premium Grant

The school will utilise the funding it receives through the pupil premium grant to put in place additional provision and researched based intervention strategies to close the attainment gap. Funding will be utilised in areas where we identify underachievement and resources will be diverted to support these students. The funding will also be used to support the need for basic equipment, access to ICT, careers guidance and a subsidy to support a child's attendance on a trip or educational visit where it forms part of the curriculum diet.



#### 4 - How will we Analyse and Evaluate Impact

The staff delivering the interventions and additional services will constantly work to evaluate their impact on pupil premium students. The impact of core strategies such as interventions will be analysed by Heads of Department and fed back to the Key Groups Facilitator. Any information on these will be fed back to the Senior Management Team to make adjustments where necessary. A full annual impact review will be conducted where performance data and the views of students will be sort to assess the impact these strategies are having on students. This annual impact review will inform the annual pupil premium policy and therefor our funding priorities.

#### 5 - Pupil Premium Sub Groups

- A. **Free School Meals (FSM):** Within our school and nationally students who are in receipt of free school meals statistically underperform when compared to students who are not in receipt of them. This group of students will be supported in numerous ways including additional opportunities in and outside of the classroom. We will endeavour to track this sub group's performance during every report cycle, identify underachievers and put in place interventions to secure higher and faster gains in progress. Students who are not on track for a positive progress 8 subject score will be a priority for intervention.
- B. **Looked After Children (LAC) & Adopted Children:** Often looked after children can be some of our most vulnerable students and here at Blue Coat we aim to support them extensively through our excellent pastoral system. At each LAC review which will be conducted with the head Pastoral Learning Manager or Pastoral Learning Assistant the specific needs of that child will be reviewed and additional resources can be diverted to support them. As with FSM students their performance will be tracked and additional support will be put in place to support the academic and social development. Adopted children can often experience grief and loss and may have gone through some very traumatic experiences leading to numerous issues. Adopted children can only be identified if a parents declares that their child is adopted and the school Deputy Head Pastoral and Key Groups Facilitator will track the performance of this group of students and put in place additional services where necessary. Last academic year we have sort to provide attachment disorder training from an educational phycologist for all pastoral staff who will be working directly with adopted, LAC and children of service personnel so they know best how to support them.
- C. **Service Premium:** Children of service personal nationally tend to come with more social emotional and progress linked issues. Last academic year we have sort to provide attachment disorder training from an educational phycologist for all pastoral staff who will be working directly with adopted, LAC and children of service personnel so they know best how to support them.
- D. **More Able Pupil Premium (G&T PP):** For our gifted and talented pupil premium students we will put in place specific strategies that will increase their life experiences, raise aspirations and allow them to achieve higher/faster gains in progress. These students will be prioritised for links to external organisations and the schools aim higher experiences using links to further education colleges, universities or employers. This group of students will be tracked extensively by the Deputy Head for Curriculum, Data Manager and Key Groups Facilitator, students who are not on track for a positive progress 8 subject score will be a priority for intervention.



# Coventry Blue Coat Church of England School and Music College



## Pupil Premium & Bursary – School Policy, Expenditure Review & Plan for Expenditure

# Expenditure Review (2016-17)

| Priority   | ID   | Strategies Used to Narrow the Gap   | Budget  | Purpose, Objectives & Success Criteria   | Assessed Impact September 2017<br>(Report & Summer 2017 Y11 Data)   | Evaluation of Impact & Action Plan |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
|--|--|---|---|--|---|------------------------------------|----------------|------|-------------------|-----|------|---------|------|---------------|-------|--------|--------|-------|---------|--------------|--------|------------|-------|-------|----------|--------------|---------|-------|---------|---|--|--------------|------|------|-------|-------|----------|--------|-------|-------|-------|-------|---------|-----------|-------|-------|-------|-------|---------|----|-------|-------|-------|-------|----------|-----|-------|-------|-------|-------|----------|
| Improving transition into school and readiness to engage           | A  | Pupil Premium Breakfast Club  | £5,950<br>(2.5% of income)  | To allow disadvantaged students to access a free, safe place where they can receive a breakfast/supportive start to their day.   | <ul style="list-style-type: none"> <li>14 to 22 students are accessing this service per day</li> <li>83% of regular users are eligible for PP, some inconsistent users are not</li> <li>6 students who have attended have seen an average 2.33% improvement in their attendance from the point the club started</li> <li>5 regular students who's attendance did not improve saw a decrease in the number of detentions they received</li> <li>6 out of 7 regular attending students have seen their number of recorded late to lessons decrease significantly when compared to previous year with no breakfast club ex.</li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>ST1</th> <th>ST3</th> <th>ST4</th> <th>ST8</th> <th>ST10</th> <th>ST11</th> <th>ST12</th> </tr> </thead> <tbody> <tr> <td>16-7 Lates</td> <td>25</td> <td>131</td> <td>30</td> <td>40</td> <td>123</td> <td>10</td> <td>19</td> </tr> <tr> <td>15-6 Lates</td> <td>61</td> <td>247</td> <td>49</td> <td>77</td> <td>30</td> <td>18</td> <td>84</td> </tr> </tbody> </table> | Year                               | ST1            | ST3  | ST4               | ST8 | ST10 | ST11    | ST12 | 16-7 Lates    | 25    | 131    | 30     | 40    | 123     | 10           | 19     | 15-6 Lates | 61    | 247   | 49       | 77           | 30      | 18    | 84      | <p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>The breakfast club is clearly having a positive impact on the majority of regular attenders such as attendance, detentions recorded, recorded lates.</li> <li>We have had 14 to 22 students choosing to use the service per day which shows demand.</li> <li>Four students who regularly attend were identified by colleagues as coming to school without an adequate breakfast due to a wide range of challenging home circumstances.</li> </ol> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>Continue providing this service to students 2017-18 and aim to devise research methods into those less regular attenders</li> <li>Inform year 7 parents and any new PP eligible pupils of eligibility</li> <li>Increase staffing to 2 per day &amp; move to specialist food technology room</li> </ol> |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
|  | Year   | ST1   |   | ST3  | ST4   | ST8                                | ST10           | ST11 | ST12              |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| 16-7 Lates   | 25   | 131   | 30  | 40   | 123   | 10                                 | 19             |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| 15-6 Lates   | 61   | 247   | 49  | 77   | 30  | 18                                 | 84             |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| B  | New Y7 Starter Voucher   | The year 7 starter voucher is designed to support parents of disadvantaged students with the cost of starting school in year 7. This can be used to cover the costs of uniform, PE kit, stationary etc.   | <ul style="list-style-type: none"> <li>Uptake by parents at 55%</li> <li>Vouchers provided direct financial support to parents for a range of areas such as uniform, stationary, school bags &amp; shoes</li> </ul>   | <p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>This low-cost actions costs the school a small amount of the premium but provides significant financial aid directly during the transition from primary to secondary</li> <li>To increase uptake letters will be sent directly instead of in the new Y7 starter evening</li> </ol> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>Continue providing this service to students 2017-18 and aim to devise research methods into those less regular attenders</li> <li>Inform year 7 parents and any new PP eligible pupils of eligibility</li> <li>Increase staffing to 2 per day &amp; move to specialist food technology room</li> </ol> |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Improving Progress, Personalised Provision and Academic Attainment | C  | English Intervention Tutor (UT) in class and small group tuition  | £124,735<br>(49% of income)   | The core academic intervention team is utilised to support the progress of all underachieving students which includes those students who are designated as pupil premium. These staff prioritise supporting underperforming pupil premium learners who are not making their minimum expected levels of progress. Support will involve one to one tuition, tutoring sessions, in class support and targeted withdrawals. Staff liaise with SLT at regular intervention meetings and work closely with HOD and classroom teachers. The effectiveness and impact of intervention across core subjects is evaluated centrally in a separate document.  | <table border="1"> <thead> <tr> <th colspan="5">English Data Analysis</th> </tr> <tr> <th>KG</th> <th>P8</th> <th>A8</th> <th>GR4+</th> <th>GR5+</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0.35</td> <td>10.13</td> <td>82.22%</td> <td>62.22%</td> </tr> <tr> <td>Non</td> <td>0.56</td> <td>12.16</td> <td>95%</td> <td>81.25%</td> </tr> <tr> <td>Gap</td> <td>-0.21</td> <td>-2.03</td> <td>-12.78%</td> <td>-19.03%</td> </tr> </tbody> </table> <p>29 students were directly supported by tutor, between the Autumn term intervention point and Summer actual 10 improved by one grade and 11 achieved their prediction.</p>   | English Data Analysis              |                |      |                   |     | KG   | P8      | A8   | GR4+          | GR5+  | PP     | 0.35   | 10.13 | 82.22%  | 62.22%       | Non    | 0.56       | 12.16 | 95%   | 81.25%   | Gap          | -0.21   | -2.03 | -12.78% | -19.03%   | <p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>Specialist intervention tutors has continued to have an impact on attainment and has enabled a significant number of students to achieve or surpass their school target grade</li> <li>The whole process taken to putting place targeted interventions has had more of an impact this year as the progress 8 score for our Pupil Premium eligible cohort has narrowed from 0.00 to +0.22. Our PP (+0.22) vs. Non PP Gap (+0.38) is -1.6 meaning we need to prioritise closing this gap – this should be the focus of interventions.</li> <li>45% of the total number of learners supported have been Pupil Premium at the point Summer Results are published.</li> <li>7 PP eligible students failed to attain the 'basics' measure due to underachievement in English or Mathematics</li> </ol> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>Make better use of the data produced from 4 matrix to ensure that intervention staffing time and in classroom teacher interventions are better targeted</li> <li>Identify the students who are at risk of not attaining their basics measure and ensure that resources are better targeted at their specific learning needs prioritising their curriculum diet &amp; interventions</li> <li>Where necessary continue with options withdrawal making use of core intervention staffing as a first priority or offer to other departments as this has proved affective.</li> </ol> |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
|  | English Data Analysis  |   |   |  |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
|  | KG   | P8  |   |  | A8  | GR4+                               | GR5+           |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
|  | PP   | 0.35  |   |  | 10.13   | 82.22%                             | 62.22%         |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Non  | 0.56   | 12.16   | 95%   | 81.25%   |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Gap  | -0.21  | -2.03   | -12.78%   | -19.03%  |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| D  | Maths Intervention Manager (HLTA) in class and small group tuition   | <table border="1"> <thead> <tr> <th colspan="5">Maths Data Analysis</th> </tr> <tr> <th>KG</th> <th>P8</th> <th>A8</th> <th>GR4+</th> <th>GR5+</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0.16</td> <td>8.58</td> <td>71.11%</td> <td>48.89%</td> </tr> <tr> <td>Non</td> <td>0.17</td> <td>10.58</td> <td>88.75%</td> <td>68.75%</td> </tr> <tr> <td>Gap</td> <td>-0.01</td> <td>-2.00</td> <td>-17.64%</td> <td>-19.86%</td> </tr> </tbody> </table> <p>43 students were directly supported by tutor, between the Autumn term intervention point and Summer actual 5 improved by one grade and 31 achieved their prediction.</p>  | Maths Data Analysis   |  |   |                                    |                | KG   | P8                | A8  | GR4+ | GR5+    | PP   | 0.16          | 8.58  | 71.11% | 48.89% | Non   | 0.17    | 10.58        | 88.75% | 68.75%     | Gap   | -0.01 | -2.00    | -17.64%      | -19.86% |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Maths Data Analysis  |  |   |   |  |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| KG   | P8   | A8  | GR4+  | GR5+   |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| PP   | 0.16   | 8.58  | 71.11%  | 48.89%   |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Non  | 0.17   | 10.58   | 88.75%  | 68.75%   |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Gap  | -0.01  | -2.00   | -17.64%   | -19.86%  |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| E  | Science Intervention Tutor (UT) in class and small group tuition   | <table border="1"> <thead> <tr> <th colspan="6">Science Data Analysis</th> </tr> <tr> <th colspan="3">Ad. Science</th> <th colspan="2">Biology</th> <th>Chemistry</th> </tr> <tr> <th>KG</th> <th>P8</th> <th>A8</th> <th>P8</th> <th>A8</th> <th>P8</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-0.16</td> <td>4.23</td> <td>1.18</td> <td>6.40</td> <td>1.18</td> <td>6.40</td> </tr> <tr> <td>Non</td> <td>0.26</td> <td>4.59</td> <td>0.32</td> <td>6.36</td> <td>0.19</td> <td>6.23</td> </tr> <tr> <td>Gap</td> <td>-0.1</td> <td>-0.36</td> <td>+0.8</td> <td>+0.04</td> <td>+0.99</td> <td>+0.17</td> </tr> </tbody> </table> <p>19 students were directly supported by tutor, between the Autumn term intervention point and Summer actual 3 improved by one grade and 5 achieved their prediction.</p> | Science Data Analysis   |  |   |                                    |                |      | Ad. Science       |     |      | Biology |      | Chemistry     | KG    | P8     | A8     | P8    | A8      | P8           | A8     | PP         | -0.16 | 4.23  | 1.18     | 6.40         | 1.18    | 6.40  | Non     | 0.26  | 4.59   | 0.32         | 6.36 | 0.19 | 6.23  | Gap   | -0.1     | -0.36  | +0.8  | +0.04 | +0.99 | +0.17 |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Science Data Analysis  |  |   |   |  |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Ad. Science  |  |   | Biology   |  | Chemistry   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| KG   | P8   | A8  | P8  | A8   | P8  | A8                                 |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| PP   | -0.16  | 4.23  | 1.18  | 6.40   | 1.18  | 6.40                               |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Non  | 0.26   | 4.59  | 0.32  | 6.36   | 0.19  | 6.23                               |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Gap  | -0.1   | -0.36   | +0.8  | +0.04  | +0.99   | +0.17                              |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| F  | Departmental Intervention Fund (£2,500) given to departments who present ideas for effective strategies to raise the attainment of disadvantaged students. | This fund has been created this academic year to allow Heads of Department to use the PP funding to effectively put in place interventions that could increase progress and raise attainment of all of our PP eligible pupils. It is hoped that this will allow departments to close the attainment gap and we should see a reducing gap next academic year.  | <table border="1"> <thead> <tr> <th rowspan="2">Subjects</th> <th colspan="2">Autumn 2016 P8</th> <th colspan="2">Summer 2017 P8</th> <th rowspan="2">PP vs. Non P8 Gap</th> </tr> <tr> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>English Lang.</td> <td>-0.08</td> <td>-0.19</td> <td>-0.36</td> <td>+0.07</td> <td>Widened</td> </tr> <tr> <td>English Lit.</td> <td>-0.11</td> <td>-0.13</td> <td>+0.28</td> <td>+0.34</td> <td>Narrowed</td> </tr> <tr> <td>Maths Found.</td> <td>+0.59</td> <td>+0.83</td> <td>-0.13</td> <td>-0.05</td> <td>Widened</td> </tr> <tr> <td>Maths Higher</td> <td></td> <td></td> <td>+0.78</td> <td>+0.38</td> <td>Narrowed</td> </tr> <tr> <td>German</td> <td>+0.31</td> <td>+0.12</td> <td>-0.09</td> <td>-0.49</td> <td>Widened</td> </tr> <tr> <td>Geography</td> <td>+0.26</td> <td>+0.49</td> <td>-1.34</td> <td>-0.79</td> <td>Widened</td> </tr> <tr> <td>RE</td> <td>-0.14</td> <td>-0.04</td> <td>+0.16</td> <td>+0.33</td> <td>Narrowed</td> </tr> <tr> <td>ART</td> <td>-0.19</td> <td>+0.08</td> <td>-0.01</td> <td>+0.47</td> <td>Narrowed</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Funding provided a range of physical learning resources, holiday and afterschool booster classes and revision sessions. Investment was also made in controlled assessment trips &amp; online learning resources</li> </ul> | Subjects   | Autumn 2016 P8  |                                    | Summer 2017 P8 |      | PP vs. Non P8 Gap | PP  | Non  | PP      | Non  | English Lang. | -0.08 | -0.19  | -0.36  | +0.07 | Widened | English Lit. | -0.11  | -0.13      | +0.28 | +0.34 | Narrowed | Maths Found. | +0.59   | +0.83 | -0.13   | -0.05   | Widened  | Maths Higher |      |      | +0.78 | +0.38 | Narrowed | German | +0.31 | +0.12 | -0.09 | -0.49 | Widened | Geography | +0.26 | +0.49 | -1.34 | -0.79 | Widened | RE | -0.14 | -0.04 | +0.16 | +0.33 | Narrowed | ART | -0.19 | +0.08 | -0.01 | +0.47 | Narrowed |
| Subjects   | Autumn 2016 P8   |   | Summer 2017 P8  |  | PP vs. Non P8 Gap   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
|  | PP   | Non   | PP  | Non  |   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| English Lang.  | -0.08  | -0.19   | -0.36   | +0.07  | Widened   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| English Lit.   | -0.11  | -0.13   | +0.28   | +0.34  | Narrowed  |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Maths Found.   | +0.59  | +0.83   | -0.13   | -0.05  | Widened   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Maths Higher   |  |   | +0.78   | +0.38  | Narrowed  |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| German   | +0.31  | +0.12   | -0.09   | -0.49  | Widened   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| Geography  | +0.26  | +0.49   | -1.34   | -0.79  | Widened   |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| RE   | -0.14  | -0.04   | +0.16   | +0.33  | Narrowed  |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |
| ART  | -0.19  | +0.08   | -0.01   | +0.47  | Narrowed  |                                    |                |      |                   |     |      |         |      |               |       |        |        |       |         |              |        |            |       |       |          |              |         |       |         |   |  |              |      |      |       |       |          |        |       |       |       |       |         |           |       |       |       |       |         |    |       |       |       |       |          |     |       |       |       |       |          |



# Coventry Blue Coat Church of England School and Music College



## Pupil Premium & Bursary – School Policy, Expenditure Review & Plan for Expenditure

| Priority   | ID   | Strategies Used to Narrow the Gap   | Budget   | Purpose, Objectives & Success Criteria   | Assessed Impact September 2017<br>(Report & Summer 2017 Y11 Data)   | Evaluation of Impact & Action Plan   |                    |        |                              |     |     |                |     |      |                |     |  |  |
|--|--|---|--|--|---|--|--------------------|--------|------------------------------|-----|-----|----------------|-----|------|----------------|-----|--|--|
|  | G  | Subject specific revision guides for year 11 students in EBACC subjects & some options.   |  | We purchase revision guides for our older GCSE students to support their revision and preparation for examinations. This equips students with copies of exam syllabus relevant material which will allow them to prepare effectively at home. These should be purchased & distributed before January mock exams.   | <table border="1"> <thead> <tr> <th></th> <th>PP EBac Attainment</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>2016-17 – Standard Pass (4+)</td> <td>33%</td> <td>+4%</td> </tr> <tr> <td>2015-16 - A*-C</td> <td>29%</td> <td>+10%</td> </tr> <tr> <td>2014-15 - A*-C</td> <td>19%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>During the past three years which we have purchased these revision guides and prioritised EBac subjects for PP eligible students we have seen our EBac results climb 14%.</li> <li>Non PP EBac attainment has increased at a similar rate to PP however student voice identified that these revision guides had a positive and relatively low cost benefit on pupils preparing for their summer examinations.</li> </ul> |  | PP EBac Attainment | Change | 2016-17 – Standard Pass (4+) | 33% | +4% | 2015-16 - A*-C | 29% | +10% | 2014-15 - A*-C | 19% |  | <p><b>Evaluation of Impact:</b></p> <ol style="list-style-type: none"> <li>The climb in EBac attainment has increased but at a lesser level when compared to the increase the whole school has seen to Non-PP students</li> <li>Quantitative impact of EBac revision guides on pupils eligible is difficult to determine. Feedback from staff demonstrates that learners found the very useful in the written subject areas such as History, RE, Maths etc.</li> </ol> <p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>Target purchasing of revision guides specifically to areas prioritised from the school data analysis</li> <li>A universal £50 voucher will be given to all Y11 PP eligible students to support the financing of home revision guide purchases. It is hoped this will be a more cost effective strategy that will continue to support parents and make this intervention financially sustainable.</li> </ol> |
|  |  | PP EBac Attainment  |  | Change   |   |  |                    |        |                              |     |     |                |     |      |                |     |  |  |
|  | 2016-17 – Standard Pass (4+)   | 33%   |  | +4%  |   |  |                    |        |                              |     |     |                |     |      |                |     |  |  |
|  | 2015-16 - A*-C   | 29%   |  | +10%   |   |  |                    |        |                              |     |     |                |     |      |                |     |  |  |
| 2014-15 - A*-C   | 19%  |   |  |  |   |  |                    |        |                              |     |     |                |     |      |                |     |  |  |
| H  | Alpha Group – An alternative curriculum stream for students who require extensive personalised and differentiated support outside of mainstream lessons whilst focussing on essential numeracy & literacy skills | The alpha group is designed to intervene with students who are not currently engaging effectively with the mainstream curriculum. This is a service which is primarily employed to support SEN students who need extensive support and personalisation with literacy and numeracy techniques. This service is part funded by the pupil premium grant to support those students who received alfa provision. | <ul style="list-style-type: none"> <li>Students who attended Alfa achieved 1.659 average in school steps of progress when 3 steps of progress is our minimum expected quantity – data taken from the Summer 2017 report data</li> <li>An insufficient number of Pupil Premium learners accessed this service meaning it proved to be a SEN intervention. A small number of learners accessed this service who were Pupil Premium eligible when entered from primary information but dropped of FSM ever 6 during the Autumn term.</li> <li>There is insufficient evidence of long term impact from this intervention for our Pupil Premium eligible cohort.</li> </ul>   | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>No specific impact can be found for our Pupil Premium eligible cohort in year 7.</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>Alfa has proven to benefit predominately SEN students who are not Pupil Premium</li> <li>Funding for this service will be diverted to increase our support for pastoral interventions, resourcing Accelerated Reader and employing Assistant Heads of Year to lease on interventions for rewards, punctuality and student voice.</li> </ul>   |   |  |                    |        |                              |     |     |                |     |      |                |     |  |  |
| I  | Accelerated Reader introduced from Jan 2014 to support students underperforming in literacy. Full time junior school teacher, additional teaching staff and support staff deployed to run/support program.       | Accelerated reader was introduced in 2014 to students who had a low reading age. Additional staff have been employed and utilised to offer small group sessions designed to allow specific students to increase their reading ages. The justification for this support is that a child's reading age is directly linked to their long term academic progress and potential attainment.                      | <p>Accelerated reader has continued to deliver increases to students reading ages. AR is provided to students in year 7 &amp; 8 and the impact of this is shown below:</p> <ul style="list-style-type: none"> <li>Year 7 – Average 0.32 months increase in assessed reading age. Highest increase in reading age was 1.05 months.</li> <li>58% of the students supported (Oct 16) are Pupil Premium eligible</li> <li>Year 8 – Average 0.0614 months increase in reading age. Highest increase in reading age was 1.06 months.</li> </ul> <p>AR has delivered significantly higher gains in reading ages in previous years but these low figures have been down to an unforeseen, prolonged absence of a key member of staff delivering and assessing the students. Specialist replacement staff have now been arranged to reassess &amp; intervene with students.</p> | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>Unforeseen staffing issues have affected the delivery &amp; final assessments of 2016-17 program</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>A full time specialised HLTA has been recruited internally to lead and manage the AR program in replacement of this key member of staff</li> <li>Additional time and/or resources will be made for pupils who did progress sufficiently to ensure that the disruption caused does not have a sustained or prolonged impact on the student's potential in the future.</li> <li>Group sizes will be reduced to 9 students in order to make to allow personalised support.</li> <li>Additional resources for new book &amp; student incentives/rewards will be purchased.</li> </ul> |   |  |                    |        |                              |     |     |                |     |      |                |     |  |  |
| J  | Learning Mentoring - Core Principal of the Learning Mentor Role is: To be a supportive advisor who listens to understands and supports the whole child.  | This service is designed to act as a referral service from the pastoral team to support students who are struggling to engage emotionally, socially or academically. We are targeting specific students and the breakdown of the services objectives can be found in PDRIVE: Mentoring.   | <ul style="list-style-type: none"> <li>Many of the students mentored have seen improvements in readiness to learn, improved punctuality to lessons, decreased behavioural incidents and there has been improvement in Y11 grades between Autumn term reports &amp; summer actual</li> <li>Actual impact for some learners is more qualitative and difficult to quantify simply</li> </ul>  | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>Mentoring has had a positive impact but should be more academically targeted</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>The mentoring service has now been placed back within the pastoral structure of the school and prioritises needs of all learners and not specifically PP</li> <li>More able PP girls will be mentored through the girls network charity and boys targeted through SLT</li> </ul>  |   |  |                    |        |                              |     |     |                |     |      |                |     |  |  |
| Improving access to the curriculum, pastoral support and wider opportunities | K  | Extra curricula funding & application based trip subsidy  | £7,500 (3% of income)  | The purpose of the trip subsidy is the increase the life chances and wider educational opportunities of disadvantaged students. This partial subsidy funding is for parents to request and is designed to increase the opportunities which are available to this group of pupils.  | <ul style="list-style-type: none"> <li>£1264.84 was spend on providing financial support for extra curricula opportunities</li> <li>23.33% more students made use of this trip based subsidy this academic year</li> <li>Students attended a 11 different extra curricula trips linked to the curriculum</li> <li>Financial support has provided to all reasonable requests and is £70.27 on average</li> </ul>   | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>This provides an essential means tested service to support parents in allowing their children to attend extra curricula opportunities.</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>Advertise the fund to trip leaders via finance trip application forms</li> <li>Parents will be made aware by trip leaders on request for financial support</li> </ul> |                    |        |                              |     |     |                |     |      |                |     |  |  |
|  | L  | Laptop loans available for students who do not have sufficient access at home   |  | This funding and these laptops as a resource are designed to eliminate access to ICT as a barrier to students achieving in all aspects of the curriculum.  | <ul style="list-style-type: none"> <li>Laptop loans have been popular and all machines have been leant at one time this academic year</li> <li>Average use is 7 out of 10</li> </ul>  | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>ICT infrastructure means we can no longer facility such a large number of additional machines</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>Laptop loans have been repurposed &amp; prioritised for our increased intake of LAC/PP+ students who often require these for their reviews – 6 remain available</li> </ul>                                     |                    |        |                              |     |     |                |     |      |                |     |  |  |



# Coventry Blue Coat Church of England School and Music College



## Pupil Premium & Bursary – School Policy, Expenditure Review & Plan for Expenditure

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|---|--------|--|--------------------------|--|--|---|--------|---------|--------|--------|---|-------|
|   | M      | Pastoral & Learning Intervention Fund – provided to Heads of Year to provide equipment for learning, uniform and provide tailored interventions. |                          | This fund has been created for Heads of Year and Pastoral Assistants to use to allow them to better support PP eligible pupils with their equipment, uniform or learning needs. This funding is available to allow us to support individuals and is tracked centrally from the Key Groups Facilitator.                       | <ul style="list-style-type: none"> <li>22 students were directly supported by this uniform</li> <li>Funding was provided for uniform, ties, stationary, shoes, remarks for papers post exams etc.</li> <li>The use of this funding was not as high as anticipated and some funding was diverted into helping to start the Girls Network Y10 mentoring intervention program</li> </ul>  | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>Funding uptake has been lower than expected but is essential to providing basic support to learners</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>Funding awareness must be provided to AHOY, PLAs and Tutors</li> <li>Funding usage will be a topic in every intervention meeting regarding year group underachievement</li> </ul>   |        |         |        |        |   |       |
|   | N      | 50% Subsidised Music/Peripatetic Tuition   |                          | The subsidy for music tuition is made available to all pupil premium students to allow them to take part in peripatetic lessons. This funding should allow more students access this aspect of the wider curriculum.   | <ul style="list-style-type: none"> <li>£310 worth of funding was provided to students and uptake was not as high as was budgeted</li> <li>Student voice of those that participated and parental input shows how much parents value the opportunity that this funding offers their children</li> </ul>  | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>Funding was not fully used for this purpose during 16-17</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>Music will target advertisement at talented PP eligible learners to increase uptake</li> <li>Funding will be reduced to £500 and redeployed for other uses</li> </ul>  |        |         |        |        |   |       |
|   | O      | Work experience placements for PP students. £20 cost covered for all 65 students in Y10 + £100 equipment fund.                                   |                          | This funding is given to all year 10 pupil premium students to allow them to take part in work experience at no cost to parents. This should allow students to have a better understanding of the careers available and the expectations from wider the working world.   | <ul style="list-style-type: none"> <li>100% take up of work experience opportunities from placements</li> <li>PP students have received free/funded placements</li> <li>Student voice has identified numerous employment opportunities directly from placements, a better awareness of career opportunities and further educational requirements</li> </ul>  | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>This provides students with an excellent understanding of a specific career or industry. Some learners have had the opportunity to do dual placements.</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>Continue funding this for the next academic year.</li> </ul>   |        |         |        |        |   |       |
| Educational Welfare, Attendance and Behavioural Support | P      | 70% of EWO time tracking, targeting, monitoring students with welfare/attendance issues who are entitled to PP                                   | £85,000 (34% of income)  | The EWO and attendance work is designed to support a child's attendance in school and therefore lessons. The work also includes work with vulnerable students, welfare issues and liaising with parents.   | 2015-16  |   |        | 2016-17 |        |        | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>Gap analysis shows a reduced gap</li> <li>The attendance figures show a reducing percentage figure for all students</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>Attendance will be the main priority of our new full-time member of the Admin team</li> <li>A new punctuality &amp; late gate and DT system will be put in place</li> <li>Attendance will be significantly &amp; intentionally rewarded through our new rewards system</li> </ul> |       |
|   |        |  |                          |  | Year   | Non   | PP     | Gap     | Non    | PP     |   | Gap   |
|   |        |  |                          |  | 7  | 97.5%   | 95.68% | 1.82%   | 96.13% | 95.4%  |   | 0.73% |
|   |        |  |                          |  | 8  | 96.84%  | 96.02% | 0.82%   | 95.98% | 93.54% |   | 2.44% |
|   |        |  |                          |  | 9  | 96.15%  | 94.95% | 1.2%    | 95.53% | 93.79% |   | 1.74% |
| 10  | 96.46% | 93.17%   | 3.29%                    | 95.41%   | 92.7%  | 2.71%   |        |         |        |        |   |       |
| 11  | 96.83% | 93.47%   | 3.36%                    | 84.54%   | 81.88%   | 2.66%   |        |         |        |        |   |       |
| Average Gap:  |        |  | 2.09%                    | Average Gap:   |  |   | 2.05%  |         |        |        |   |       |
|   | Q      | Arrow Project – Behavioural Support Unit   |                          | The new behaviour unit is called the "Arrow Project" which is designed to use restorative justice to reintegrate students who demonstrate poor behavioural traits. This service is designed to provide students who demonstrate poor behaviour with the one to one intensive support from specialist in behavioural support. | <ul style="list-style-type: none"> <li>Between 16-17 a new behavioural login system has been created in SIMS to keep a record of the types of behaviour disrupting learning</li> <li>Interventions by the Arrow team have been directed at those students who are regularly on call from lessons</li> <li>Between Sept 16 to 15<sup>th</sup> Oct 16 vs. Sept 17 to 15<sup>th</sup> Oct 17 we have seen the number of behavioural incidents increase – this increase is likely down to the value of behaviour points now used by staff as part of our new rewards system as of Sept 2017</li> </ul> | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>The impact of the arrow system this year has led to a series of staffing &amp; structural changes within the department but also across the school</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>A new behavioural and rewards system will be in place by Autumn 2 supported by the Assistant Heads of Year and increased Pastoral Learning Assistant Staffing</li> <li>Our new detention and withdrawal systems will focus on in departmental restoration between staff and student to rebuild damaged relationships</li> <li>The effectiveness of this intervention should be reviewed next academic year when the new supportive additional structures are in place</li> </ul> |        |         |        |        |   |       |
|   | R      | Outreach centre. Increased level of personalised social, emotional and academic interventions for many students including PP                     |                          | The OC is designed to provide academic, social, emotional and behavioural support to our vulnerable students. This unit provides a great deal of one to one specialist support for some of vulnerable disadvantaged students.  | <ul style="list-style-type: none"> <li>23x students have received specialist support for Anxiety</li> <li>Students have received specialist support for CAF meetings, CAMHS assessments, child protection interventions, in care support &amp; identifications who are identified as child in need</li> <li>7 x students have received specialist behavioural workshop support</li> <li>9 x school refusers have been targeted and supported in efforts to reintegrate</li> <li>1 x at risk NEET achieved in her Y11 examinations when no grades were anticipated</li> </ul>                       | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>The OC provides an essential non academic support service which provides a more personalised and targeted approach that the main pastoral system. Students with non-SEN specific learning needs are well supported.</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>This service will continue to be offered as it has a high impact on some of our most vulnerable learners</li> </ul>   |        |         |        |        |   |       |
|   | S      | In-school counselling referral service   |                          | Vulnerable students receive one to one counselling support whilst assessing the need for a referral to the relevant service.   | This offers are essential service to our vulnerable pupils and is essential to the schools initial intervention and future referrals onto external organisations.  | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>This an essential and free intervention</li> </ul> <p><b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>This service will continue to be offered</li> </ul>   |        |         |        |        |   |       |
| Supporting careers and raising aspirations              | T      | College/university visits/skills show and motivational speakers  | £14,500 (5.8% of income) | Raise aspirations/careers/further or higher educational knowledge for disadvantaged students.  | <ul style="list-style-type: none"> <li>PP eligible students have attended numerous trips and summarised feedback is shown below:</li> </ul>  | <p><b>Evaluation of Impact:</b></p> <ul style="list-style-type: none"> <li>This an essential and highly cost-effective intervention which raises awareness of the career, further or higher educational opportunities on offer to young people</li> </ul>   |        |         |        |        |   |       |



# Coventry Blue Coat Church of England School and Music College



## Pupil Premium & Bursary – School Policy, Expenditure Review & Plan for Expenditure

| Priority  | ID | Strategies Used to Narrow the Gap  | Budget                                      | Purpose, Objectives & Success Criteria  | Assessed Impact September 2017<br>(Report & Summer 2017 Y11 Data)   | Evaluation of Impact & Action Plan  |
|---|----|--|---|---|---|---|
|   |    |  |   |   | <ul style="list-style-type: none"> <li>Aston University taster day – we now have a better understanding of the entry requirements, tuition fees, life and courses available at university. All students said they aimed to go to university once they had attended the taster experience.</li> <li>Funded trips include the: The Skills Show at the NEC, Sytner Group Land Rover Visit, Aston University Taster Day,</li> </ul>   | <b>Action Plan:</b> <ul style="list-style-type: none"> <li>Funding for this will be maintained to continue to offer a wider range of experiences for eligible learners in the Autumn and Summer terms</li> <li>Funding will prioritise stretching those who are difficult to engage or more able as two target groups</li> </ul>  |
|   | U  | Specialist personalised careers advice from fully qualified careers advisor  |   | Provide one to one, whole year group and personalised careers advice/guidance on the routes on offer. Provide students with a better understanding of all of the routes available.  | <p>The work of the careers advisor has had a substantial direct impact on pupil premium students because:</p> <ul style="list-style-type: none"> <li>Personalised action plans for all PP students</li> <li>Individual careers meetings, support with applications to sixth forms, colleges, apprenticeships and preparing students for interviews</li> <li>From of 2015/16 whole school cohort 97% of students have remained in education or employment for 2 terms passed KS4 compared to 93% on average across other Coventry schools and 94% nationally</li> </ul>  | <b>Evaluation of Impact:</b> <ul style="list-style-type: none"> <li>The careers advisor has a significant impact in preparing students for the world of work and choices which lay ahead of the them. Thanks to this work we continue to have no NEET students even though we often have students at risk.</li> </ul> <b>Action Plan:</b> <ul style="list-style-type: none"> <li>Continue this role, funding for careers fair and work experience placements</li> </ul>   |
| Improving tracking, monitoring and intervention managements | V  | Investment in 4 matrix software to allow identification and analysis of data sets of PP students attainment/issues                           | £11,960 (4.8% of income)                    | This will allow accurate and effective tracking of all sub groups of students (inc. PP) throughout all areas of the school from classroom teachers & LSAs through to senior and middle leaders. Once these students are tracked interventions can then be put in place where they are needed. | <ul style="list-style-type: none"> <li>Data analysis has been central to staff intervention planning &amp; use of progress matrix for exam groups has been a focus this academic year</li> <li>All staff, HODs and SLT have used this information to provision map a student's provision and put in place specific timely interventions</li> <li>The regular use of report data exported from 4matic to do gap analysis has been a core component of all departmental meetings</li> <li><b>Progress 8 in 2015-16 PP was 0 and Non was 0.34, 2016-17 PP was 0.22 and Non 0.38. The gap has more than halved from -0.34 to -0.16.</b></li> </ul>  | <b>Evaluation of Impact:</b> <ul style="list-style-type: none"> <li>4 matrix has been an essential tool for staff at all levels but most especially middle and senior leaders in prioritising the distribution of resources &amp; interventions</li> </ul> <b>Action Plan:</b> <ul style="list-style-type: none"> <li>4 matrix will continue to funded for the next academic year and its use will be expanded to support the tracking of lower year groups and sixth form through the prioritised use of our Data Manager</li> </ul>   |
|   | W  | Intervention Team Meetings for all year groups prioritising the attainment of Pupil Premium students and other key groups.                   |   | The aim of these meetings is to sit down and discuss the attainment of the relevant year group and put in place suitable and effective interventions. These intervention meetings happen at key data points throughout the year and involve the intervention team.                            | <ul style="list-style-type: none"> <li>Intervention meetings have been far more focussed on SLT &amp; ML working with core intervention tutors and HODs to directly intervene where students are at risk of underachievement</li> <li>Intervention meetings being directly ran with the Intervention Coordinators and Intervention staff has proven to be a more time and resource efficient way of more regularly meeting and planning in timely actions</li> <li>The impact of the subject withdrawals, interventions and mentoring delivered has been a mainly positive experience for students. A small number have made negative progress and their underachievement will be reviewed by departments.</li> </ul> | <b>Evaluation of Impact:</b> <ul style="list-style-type: none"> <li>Improved use of time to plan effective use of student time for targeted interventions has had a sustained improvement on pupil progress</li> <li>The Pupil Premium progress 8 gap between PP &amp; Non PP between 15/16 and 16/17 has halved</li> </ul> <b>Action Plan:</b> <ul style="list-style-type: none"> <li>Continue direct meetings with intervention tutors and use Friday HOD briefing time to discuss use of additional withdrawal students time</li> <li>Target interventions solely to deal with a lack of progress in subjects and target mentoring effectively to combat this</li> </ul> |
|   | X  | Key Groups Facilitator – Coordinating, planning, assessing and evaluating pupil premium expenditure and whole school intervention strategies |   | Key Groups Facilitator is employed to work to oversee pupil premium, the planned expenditure of the funding and raise the profile of this group throughout the school including arranging high quality interventions & put in place mentoring strategically.                                  | <ul style="list-style-type: none"> <li>Intervention meetings have led to a focus on identifying students at risk of underachievement</li> <li>Academic interventions &amp; mentoring linked interventions have shown impact for the majority of learners targeted</li> <li><b>Progress 8 in 2015-16 PP was 0 and Non was 0.34, 2016-17 PP was 0.22 and Non 0.38. The gap has more than halved from -0.34 to -0.16.</b></li> </ul>   | <b>Evaluation of Impact:</b> <ul style="list-style-type: none"> <li>Improved use of time to plan effective use of student time for targeted interventions has had a sustained improvement on pupil progress</li> <li>The PP progress 8 gap has shrunk</li> </ul> <b>Action Plan:</b> <ul style="list-style-type: none"> <li>Continue direct meetings with intervention tutors and use Friday HOD briefing time to discuss use of additional withdrawal students time</li> </ul>   |
| <b>Total Income - £249,645</b>                              |    |  | <b>Total Planned Expenditure - £249,645</b> |   |   |   |



# Plan for Expenditure (2017-18)

| Priority & Aim   | ID | Actions/Strategies Narrow the Gap  | Budget  | Evaluator(s) | Date           | Evaluation – Measuring & Expected Impact   |
|--|----|--|---|--------------|----------------|--|
| Improving transition into school, extra curricula diet and readiness to engage | A  | Pupil Premium Breakfast Club – 8.15 to 8.30 am free breakfast provided at the point of need.   | £8,450.00<br><i>(3.1% of Expenditure)</i>     | ATO          | September 2014 | <ul style="list-style-type: none"> <li>Regular students who attend should show either reduced number of late to lessons, increased levels of attendance. reduced logged detentions, or improvements in academic progress</li> </ul>  |
|  | B  | New Y7 Starter Voucher - £50 provided to parents of PP eligible Y7 learners to fund equipment/uniform needs.   |   | Finance/ATO  | September 2014 | <ul style="list-style-type: none"> <li>Uptake from parents should be at least 80%</li> </ul>   |
|  | C  | New Youth Club & Summer School – Provide sound & targeted transition and a community youth club.   |   | ATO          | September 2017 | <ul style="list-style-type: none"> <li>Summer School - Improvement to transition of disadvantaged students into BCS from primary this should be identified from student and parental voice</li> <li>Youth Club - Student voice should identify the measurable impact</li> </ul>  |
| Improving Progress, Personalised Provision and Academic Attainment             | D  | English Intervention Tutor (UT) in class and small group tuition   | £100,014.00<br><i>(36.5 % of Expenditure)</i> | ATO          | September 2016 | <ul style="list-style-type: none"> <li>Progress 8 measure in the subject shows a reduced or small gap between PP &amp; Non</li> <li>Students intervened with should make an increased level of progress</li> <li>The overall PP gap in the basics attainment measure should reduce</li> <li>No PP eligible pupils should leave without the basics measure</li> </ul>   |
|  | E  | Maths Intervention Manager (HLTA) in class and small group tuition   |   | ATO          | September 2014 |  |
|  | F  | Science Intervention Tutor (UT) in class and small group tuition   |   | ATO          |                |  |
|  | G  | Departmental Intervention Fund – departments present bids and link strategies to the needs of specific PP eligible learners.   |   | HODs/ATO     | September 2016 | <ul style="list-style-type: none"> <li>The 4 matrix progress 8 subject measure should show a reduced progress gap when comparing PP vs. Non PP to the point the intervention is put in place compared to final attainment figures or report progress data in the lower years</li> <li>Students who are targeted by funded department interventions should see an increase in their attainment or progress 8 measure</li> <li>The progress 8 gap between PP and Non- should reduce when compared to previous years attainment</li> <li>Student voice should identify that this has been effective in preparing learners for their examinations – student should have the opportunity to identify its specific benefits, effectiveness and improvements to this initiative</li> <li>Identified students should significantly increase their actual reading age from the point of identification and reading assessments</li> <li>Girls show an increased awareness of their direction in life including careers aspirations</li> <li>Improvements in academic attainment, attendance or attitude to learning should be seen due to the supportive nature of this program to the girls seen, emotional and learning needs</li> </ul>  |
|  | H  | £40 claim back voucher provided to 58 Y11 eligible students. This is solely for the use of purchasing priority revision guides in preparation for Y11 exams.   |   | Finance/ATO  | September 2014 |  |
|  | I  | Accelerated Reader introduced from Jan 2014 to support students underperforming in literacy. Full time HLTA employed as of September 2017 to provide targeted provision.   |   | TDA          | September 2017 |  |
|  | J  | Girls Network Mentoring Service <ul style="list-style-type: none"> <li>May 2017 until April 2018 10 Y10/11 Girls Mentored at £200 per student</li> <li>May 2018 until Sept 2018 20 Y10 Girls Mentored at £400 per student</li> </ul> |   | ATO          | April 2017     |  |
| Improving access to the curriculum, pastoral support and wider opportunities   | K  | Extra curricula funding & application based trip subsidy – parental application only via the website   | £58,297.12<br><i>(21.3% of Expenditure)</i>   | ATO          | September 2015 | <ul style="list-style-type: none"> <li>More PP eligible students should be able to take part in extra curricula learning opportunities</li> <li>Attendance of PP eligible students should not be prevented due to a lack of financial means</li> <li>All LAC reviews which request laptops for loan should receive one</li> <li>Use should be monitored termly</li> <li>The budget should be used by pastoral managers to identify academic or pastoral interventions required to allow students to engage in school and achieve</li> <li>Benefits to students should be measure depending on the strategies deployed</li> <li>An increased number of PP eligible pupils should be taking part in peripatetic lessons when compared to previous years</li> <li>No NEETS in Y11 who are PP eligible</li> <li>100% of PP eligible students should take part in work experience</li> <li>Pupil Premium eligible students should see improvements in attendance through the PLA support &amp; liaison with parents</li> <li>Eligible students should see improvements in the number of behavioural incidents seen which prevent progression</li> <li>Students who are pupil premium eligible should have a reducing and eventually eliminated progress gap between PP and Non</li> <li>PP eligible students should have improved levels of punctuality to lessons</li> <li>PP eligible students should have the opportunity to be represented on year/school council</li> <li>Student voice should show that students feel that their views are heard, valued and listened to by the schools management through year/school councils</li> <li>We should see improved behavioural patterns/reduced behavioural incidents &amp; DTs recorded for student who are eligible</li> </ul> |
|  | L  | Laptop loans available for LAC students – this agreed during PP+ funding   |   | FKI          | Jan 2014       |  |
|  | M  | Pastoral & Learning Intervention Fund – provided to Heads of Year to provide equipment for learning, uniform and provide tailored interventions.   |   | HOY/ATO      | September 2016 |  |
|  | N  | 50% Subsidised Music/Peripatetic Tuition   |   | DTA          | September 2014 |  |
|  | O  | Work experience placements for PP students. £21 cost covered for all 55 students in Y10 + £100 equipment fund.   |   | RJO          | September 2016 |  |
|  | P  | Pastoral Learning Assistants – 68% of the PLA time is assigned to the pastoral support, attendance support, LAC reviews etc. required by our PP eligible cohort.   |   | FKI          | September 2017 |  |
|  | Q  | Assistant Heads of Year – Employed to improve punctuality, help build a new rewards system to motivate pupils & reinforce student leadership opportunities within the year/whole school.   |   | FKI          | September 2017 |  |





# Coventry Blue Coat Church of England School and Music College



## Pupil Premium & Bursary – School Policy, Expenditure Review & Plan for Expenditure

| Priority & Aim  | ID | Actions/Strategies Narrow the Gap  | Budget                                      | Evaluator(s)                                   | Date           | Evaluation – Measuring & Expected Impact   |
|---|----|--|---|--|----------------|--|
| <b>Educational Welfare, Attendance, Emotional and Behavioural Support</b> | R  | Student Support Welfare Officer - time tracking, targeting, monitoring students with welfare/attendance issues who are entitled to PP        | £80,921.00<br><i>(29.5% of Expenditure)</i> | FKI  | September 2014 | <ul style="list-style-type: none"> <li>Attendance of targeted students should increase</li> <li>The attendance gap between PP &amp; LAC vs. Non PP/LAC should be minimal</li> </ul>  |
|   | S  | Arrow Project – Behavioural Support Unit   |   | FKI  | September 2016 | <ul style="list-style-type: none"> <li>Eligible students who are referred for support should see less on call referrals, less behavioural incidents recorded and less overall behavioural incidents</li> </ul>   |
|   | T  | Outreach centre. Increased level of personalised social, emotional and academic interventions for many students including PP                 |   | FKI  | September 2014 | <ul style="list-style-type: none"> <li>Students who are at risk of not achieving or progressing due to school refusing, behaviour, non-SEN needs. Attendance or self-esteem issues should be targeted and supported</li> <li>Intervention records should show support put in place and their barriers to learning being overcome through improved results data</li> </ul>  |
|   | U  | In-school counselling referral service   |   | JHA  | September 2014 | <ul style="list-style-type: none"> <li>Students should be able to access this service when the normal pastoral system is no longer sufficient</li> </ul>   |
| <b>Supporting careers and raising aspirations</b>                         | V  | College/university visits/skills show and motivational speakers  | £16506.00<br><i>(6% of Expenditure)</i>     | ATO  | September 2014 | <ul style="list-style-type: none"> <li>Students voice should show students have an increased knowledge of the requirements of industry, careers, universities or apprenticeships</li> <li>The experience should indicate students have found this a positive experience in preparing them for the world of work or focus their studies on specific aims</li> </ul>   |
|   | W  | Specialist personalised careers advice from fully qualified careers advisor  |   | CMI/RJO  | September 2014 | <ul style="list-style-type: none"> <li>NEET figures should continue to be zero</li> <li>All PP eligible students should participate in work experience</li> <li>All should have a career/education personal planning meeting</li> <li>A high proportion of PP eligible students should continue to sixth form, colleges or apprenticeships</li> </ul>  |
| <b>Improving tracking, monitoring and intervention managements</b>        | X  | Investment in 4 matrix software to allow identification and analysis of data sets of PP students attainment/issues                           | £9,854.00<br><i>(3.6% of Expenditure)</i>   | LHE  | September 2014 | <ul style="list-style-type: none"> <li>Staff should continue to use 4matrix data for setting of appraisal targets, intervention groups identification and this should be evident through the appraisal evidence system</li> <li>4 matrix should allow us to improve our identification of those students who do not achieve their basics measure and put in place effective timely interventions</li> </ul>      |
|   | Y  | Key Groups Facilitator – Coordinating, planning, assessing and evaluating pupil premium expenditure and whole school intervention strategies |   | LHE  | September 2015 | <ul style="list-style-type: none"> <li>Pupil Premium funding should be effectively distributed to areas of need and the impact of this expenditure reviewed as and when required</li> <li>Pupil Premium led interventions should be effective in closing the Progress 8 gap within school</li> <li>Pupil Premium should be a core focus of all departments and their attainment should be prioritised</li> </ul> |
| <b>Total Income - £273,995.00</b>   |    |  |   | <b>Total Planned Expenditure - £274,036.12</b> |                |  |