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University of Birmingham School

Pupil Premium Impact Report 2016-17

September 2017

Impact Report of Pupil Premium Spending 2016-17

In the academic year 2016-17 we received £935 for each pupil entitled to FSM in the previous six years. We received £1900 for each LAC pupil or each child who has been adopted under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order (pLAC).

Academic Year	Qualifying Pupils	FSM	Ever 6	Service Families	LAC	Total income
2016-17	117 pupils (64 Y7; 53 Y8 (39%))	62 pupils (28 Y7) (34 Y8)	15 pupils (5 Y7) (10 Y8)	0 pupils (0 Y7) (0 Y8)	2 pupils (1 Y7) (1 Y8)	£123,194

Schools have the freedom to spend this budget to meet the needs of the young people in their care and in a way that supports the raising of attainment of these pupils. We have considering research into best practice for the allocation of Pupil Premium funding, and drawn from a range of educational research including OFSTED documentation, the Suttons Trust EEF Tool Kit and Sutton Trust to maximise impact as efficiently and meaningfully as possible.

Most importantly we know our pupils. Our PLAD program, curriculum and enrichment design, enables staff to develop a meaningful and genuine rapport with all our pupils, enabling us to be informed about what may or may not have the greatest impact.

‘[G]reat schools tend to be great schools for all children’ (Pupil Premium Funding Next Steps, EEF, 2015). What works for Pupil Premium pupils, works best for the majority of pupils. Research suggests a wide range of differing strands all impact on overall performance. We are already committed to this regardless of PP funding, but PP funding has enabled this added capacity.

We targeted our funding towards 5 key areas, as described on the initial 2016-17 statement on the website. The impact of these key objectives are evaluated within this report (as taken from the schools PP Statements and internal review).

Teaching and learning impact:

Total spend: £8,384

- In year 7 there is very little difference in the progress of PP and non-PP students – both groups are improving for both maths and literacy.
- For Year 7 reading, low starting point PP students appear to be making more progress than non-PP students from the same starting band
- In year 8 very little difference in the progress of PP and non-PP students – both groups are improving.
- For maths in year 8 for bronze and silver starting students, PP students have improved more than their non-PP peers. Therefore the gap is closing for the lower percentile ranked pupils.
- For literacy in year 8, PP students have not improved as much as non-PP students and have dipped in the most recent assessment.
- Across all curriculum subjects, in year 7 there is very little different between PP and non-PP students with regards to percentage of pupils achieving or exceeding expected progress.
- Underperformance of PP students in Year 8 summer examinations relative to their starting points.

- Across all curriculum subjects, year 8 PP pupils have underperformed leading to a widening gap between the performance of PP and non-PP students. This underperformance warrants further investigation.

In a recent parent survey, 76% of parents agreed or strongly agreed that their child was taught well at University of Birmingham School.

Evaluation of teaching and learning impact:

High quality teaching and learning has been supported through a myriad of staff CPD and pedagogical support, as evidenced through learning walks and quality assurance lesson observations, department review documents and performance development documents. Such accountability, high expectations and consistency across the teaching staff has supported high quality teaching and learning and contributed to the progress of PP pupils. Case study examples in all subject areas summarise the impact on learning and progress the school has had for specific PP pupils. This case study approach has been a significant source of evidence of the progress our children have made as well as personal and character based impact we have had on specific PP pupils.

Moving forward, to further reduce the gap between PP and Non PP pupils, it is essential to increase focus on PP students and investigate and seek out 'best practice' to make a difference to all PP pupils. This is particularly poignant for PP pupils going into year 9 where the gaps are starting to widen. Some initial thoughts to steer us in the right direction will be to ensure a renewed focus on progress analysis after each assessment with an intervention cycle following each data collection and supporting PP students with revision techniques and time/space to work within school.

Pastoral care and targeted personal provision impact:

Total spend: £ 37,142

We have focused on efforts to reduce barriers to learning from a pastoral and personal provision approach. This has included specifically:

- Malachi family support and school councillor: our more vulnerable pupils have had specific support as guided by external agency experts. For example, timetable changes and personalised wellbeing and developmental support has meant pupils with complex needs have greater attendance at school and a more settled approach to learning. Malachi have worked hard to support families directly and develop a meaningful rapport between families, pupils and school. Consequently, positivity oozes into our pupils lives, through support and mediation during difficult circumstances, establishing routines, boundaries, expectations and trust in one another.
- Free breakfast (toast) before school to ensure all pupils are ready to learn and meet the demands of the day ahead.
- Providing access to ICT suites at lunch times to ensure all PP pupils have access to a computer for homework and research and printing services.
- Library access before, during and after school to support learning in a quiet environment and opportunity to extend reading interests.
- We have maintained our longer school day, meaning that we have a larger percentage of our day to be able to have an impact on each child and provide opportunities for them. For example, offering the 'extra's' typically seen in after school extra-curricular programs within our school day instead. No child misses out on enriching provision to support their wellbeing and personal development. Additionally, access to the library and teaching staff is available between 8am and 5.45pm each day. In a pupil survey, one pupil commented that they were grateful for

"Lots of opportunities and enrichment programs that you would not have a chance to do at other schools."

- We appointed a pastoral mentor staff member without a teaching timetable. This enabled the development of a number of systems to support our children. For instance, the introduction of a target card system, enforcing explicit monitoring and tracking of pupil behaviour that is consistent, insistent and persistent. This has enabled target setting in liaison with parents to have a unified approach to supporting a child's personal development and core skill set such as punctuality, and organisation that enhance learning experiences. Additionally, this saw the implementation of a reflection room in which the pastoral mentor supported specific pupils. Where this allocated staff member did not have a teaching timetable, they were flexible to meet the needs of pupils. The support was then immediate and was followed up much more efficiently to ensure maximal support and ultimately flourishing, getting pupils back into lessons, quicker. In a pupil survey, one pupil commented that they were grateful for
"All the people who helped me improve my behaviour."

In a parent survey, it was commented that

"[My child] absolutely loves school. He is enthusiastic about all aspects of his learning, and has been afforded an extraordinary number of opportunities, given the short time the school has been open. The school has clearly responded to concerns about behaviour by developing and implementing effective and consistent policies".

- We reflected on our daily timetable as we have grown as a school and got to know the needs of our pupils in more depth. We made timetable changes, meaning that pupils attended PLAD at the start and end of each day. This directed and significant time at the start and end of each day provided routine and a watchful eye over PP pupils and more vulnerable children especially who relish the extra support and emotional consistency. For example doing PREP and uniform checks to ensure all PP pupils are equipped for the day of learning ahead. In a recent survey a year 8 pupil commented that they were grateful for

"Teachers being there for us, teaching us and laughing with us."

- Ultimately, the introduction of the pastoral mentor and end of day PLAD reflection session meant a greater scope and capacity for timed reflections on actions and restorative justice conversations. Consequently, pupils have continued to flourish and show good character and this is evidence all around school, within lessons, at lunch and during enrichment options.
- Appointed a specific PLAD coordinator that synchronised the PLAD program with pupil needs e.g. reacting in a timely manner to pupil behaviours around sexting, cyber bullying, careers and a 'no outsiders' focus with topics such as LGTBQ.
- Maintained the value and position of our PLAD programme to support raising aspirations and building virtues in our young people that enable them to flourish. Specifically for PP pupils concentrating on resilience, confidence, and growth mind-set to raise aspirations and reduce social capital.
- The appointment of an attendance officer has supported the development of attendance systems that ensure pupils have high attendance levels to access learning and therefore progress. This member of professional service has been able to be on hand to call parents/carers when a vulnerable child is not present. In a parent survey, this was commented on

"Brilliant school. I am always informed of my child's absent and lates".

- A pupil voice 'school council' group was represented by 25% of pupil premium pupils.

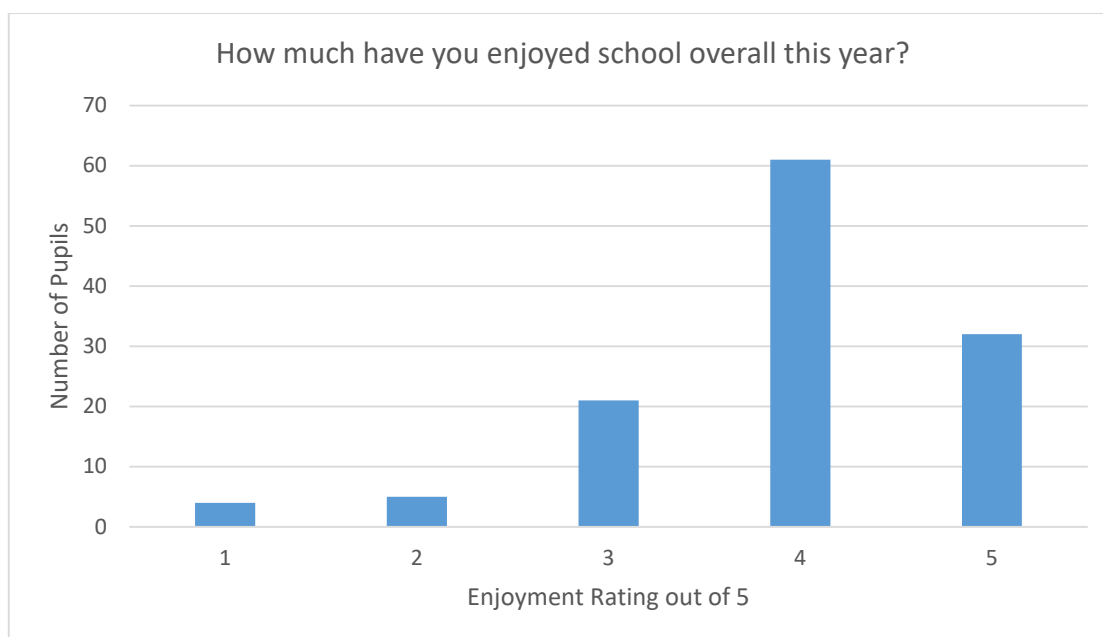
- We have met the needs of our PP pupils through a variety of assembly themes. A broad array of assemblies included:

Y7&8	Life in the Royal Marines (Mr Bennetts assembly as a Navy Reserve)
Y7&8	Talk from the RAF
All	Celebration assembly
Y7&8	Anti-bullying assembly
Y7&8	Illustrator Chris Riddell
Y7	Ben Wilding - Civil Engineer for Atkins, STEM Ambassador
7&8	Autism awareness day (Inclusion team)
8	Berny Sebe - Empires of Emptiness exhibition (From Birmingham University)
Y7-8	College Event - Rowing challenge intro (Y7-8 start, Y12-13 end)
12	Introduction to the University, open days and choosing a course - George from Outreach, UoB
13	Linkedin - Jessica Holloway-Swift and Joe Armour, Careers Network, UoB
7&8	English department 'persuasive speeches'
7	Mathematics department 'Pi Day'
Y7	'Epic swimming' - Chris Stockdale
Y8	'Epic swimming' - Chris Stockdale
All	Celebration Assembly
7&8	Farhat Khanim - Recycling drugs and how it can help us all
Y8	Year 8 assembly (Sports Hall)
Y7/12	Year 7 Sports Day Assembly (Sports Hall) / David Ashmore Medic Applications (main hall)
All	Pupil experience assembly – Waleed Khan – What it feels like to have survived a shooting and how grateful I am for your guidance in helping me change the world for the better.
All	Celebration Assembly. Sports Day Results. College Cup results and presentation.

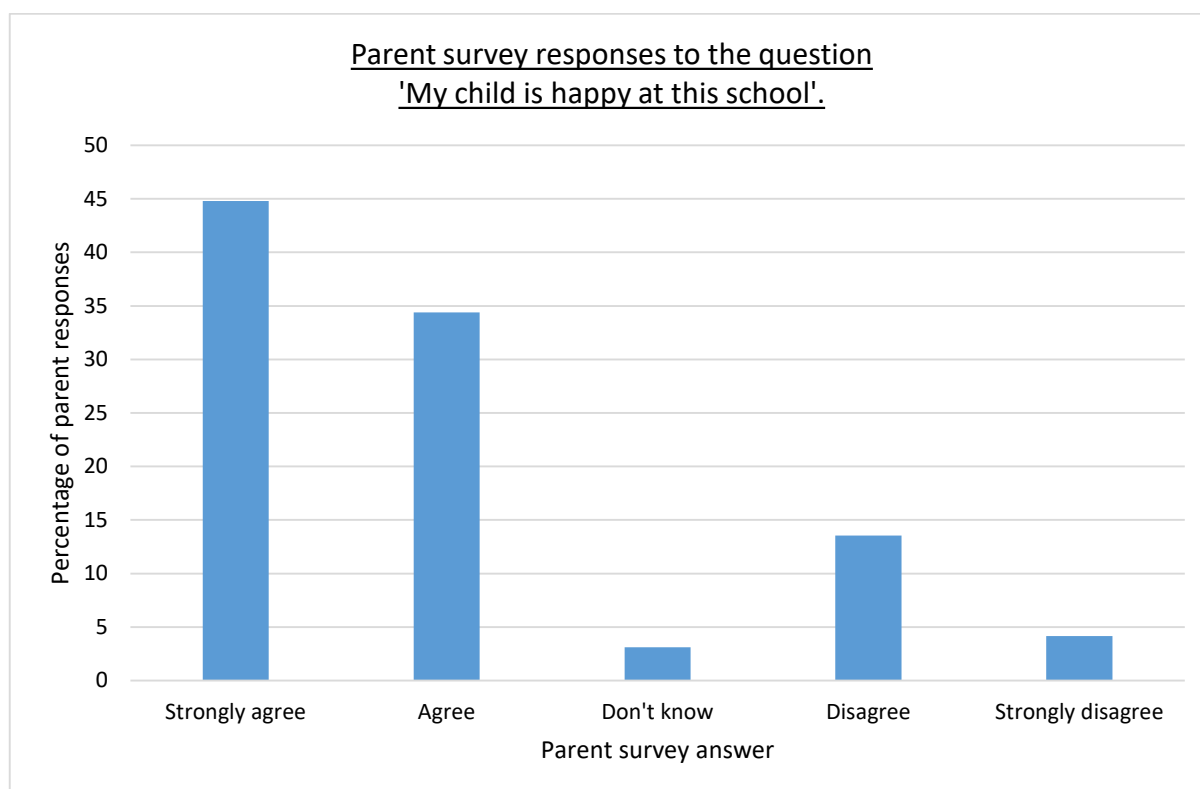
- When asked about their favourite assemblies from the year, the pupils mentioned
 - Visit from illustrator Chris Riddell
 - Talk from the RAF
 - Anti-Bullying Assembly
 - Results of sports day and college competition.
- The most popular assembly however was when a fellow pupil shared his experiences with the other Year 8s; almost 40% of pupils named Waleed's assembly as their favourite.
- Assemblies have provided the opportunity for young people to consider life issues, to develop community spirit and reinforce positive attitudes. It has been an opportunity for pupils to pause, to reflect and to think deeply about themselves, their world and beyond. For our PP pupils, assemblies have provided an opportunity to gain awareness that inspires and engages our pupils in careers pathways they may not have been exposed to or jobs they may never have considered, directly planting the seed for societal change - although this impact is very difficult to measure and will not be seen until career options at post 18 are made for this current cohort. Assemblies also provided opportunity to praise and celebrate success of all pupils, to include PP pupils across all subjects. Videos were created and photographic evidence told stories of the wonderful progress and positive impact our young people were having. PP pupils gain a sense of self belief, and instilled in them a desire to succeed and develop, be rewarded for this and feel valued.

The above interventions and pastoral measures mean that our children are happy at school.

93% of Year 8 pupils rated their enjoyment of school overall as 3/5 or above:



As identified in a parent survey, our parents also agree that their child is happy at our school. Specifically, 79.2% of parents consider to either agree or strongly agree that their child is happy at our school.



Evaluation of pastoral care and targeted personal provision impact:

Designated pastoral staff with non-teaching timetables was a welcoming addition to the staffing team this academic year as we continued to grow as a school. This ensured a rapid response to pupil need that enabled immediate support, guidance and follow up. Pupils we grateful for this support. These staff are well positioned

to compliment teaching staff and offer suggestions for personalised provision and on call to provide daily, and hourly support where needed. This staff member also boosted our communication channels with parents, although this is something we still need to continue to build upon, to engage parents in the flourishing of their children in conjunction with the school and not as a separate body. To increase the number of pastoral staff would greatly benefit our pupils in the future. A recent appointment of Assistant Vice-Principle and progress and pastoral manager will be a welcomed addition to the pastoral care and upscaling of personalised provision for our pupils for 2017-18. Moving forward, these extra appointments will enable us to track more rigorously the intervention, impact and growth of each child who receives personal targeted pastoral support in order to be able to evidence in depth the progress our pupils have made beyond their academic success.

Lunch time access to a myriad of facilities has been crucial to support the pastoral and personal development of our pupils. For example for academic support in the library and computer rooms and activity options to build friendships and specific skill sets in the music practice rooms and sporting venues. Moving forward, access to faculties to support academic flourishing needs to be addressed. Specifically access for post school/ breakfast ICT learning is needed providing a safe base to do homework's and receive staff support to build confidence and enable guidance. This would be extended to parental engagement in pupil learning and liaising with parents to inform them of how to support their child for example with homework or key stage 4 options. To achieve this meaningfully, it will be essential to complete some pupil/ staff/ parent voice on how best this could be implemented.

To build upon our pupil voice forum, and to further develop our community support for one another, the implementation of an established mentoring programme would be beneficial to our pupil premium pupils; as both mentor and as mentee. Having the voices of pupil premium pupils in a greater variety of pupil forums will enable us to be better represented in our decisions to further develop and flourish as a school community.

Behaviour systems have been further established to support clear boundaries and expectations of learning and complement our taught character education programme and thus approach to knowledge gathering. As our school grows, we must continue to develop staff confidence to follow an insistent, consistent and persistent approach with clear expectations regarding behaviour in classrooms and around school, with robust systems in place to manage these. Planned CPD support in term 1 from external speakers will support our use of restorative practice and PIP and RIP strategies from Jason Bangbala.

Moving forward, we must make significant improvements to attendance figures and punctuality through improved systems, monitoring and consequences. This needs to be a collaborative approach with staff, parents and pupils. The senior management team must consider a research led approach to support attendance improvements. The structure of the school day has recently changed and so it will be interesting to measure its impact of attendance and punctuality. We will also continue to act on parent and pupil feedback to ensure that we are providing a flourishing environment for all our pupils to excel in.

Enrichment programme and raising aspiration intervention impact:

Total spend: £ 74,523

Enrichment harnesses the development of children's social skill set, management of mental and physical health and wellbeing, commitment to a chosen activity and perseverance for a term within this activity. For teachers, it is a wonderful opportunity to build rapport, to observe pupils in environments that can impact their societal and personal impact in the future, beyond academic attainment.

We continued to expose our PP pupils to avenues surrounding university education, to raise aspiration and normalise University as a future everyone can aim for. 100% of year 7 pupils and 87% of Year 8 pupils surveyed had visited the University of Birmingham during the 2016-17 school year, including visits to:

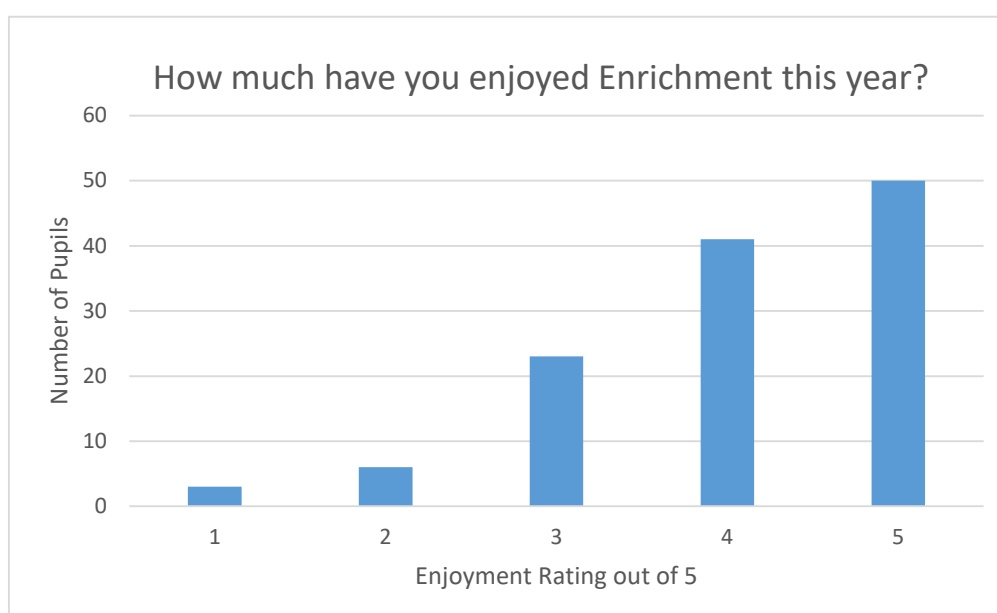
- Sports facility use (to include the new University of Birmingham Sport and Fitness Centre; 50m swimming pool; trampolining; indoor climbing; water based hockey pitches; American Football workshops; Women's Football workshops; play on 3G and rubber crumb pitches; Athletics track experiences; Squash courts; Basketball courts; Badminton Courts; Volleyball Courts).
- Winterbourne Garden
- Engineering labs
- Lapworth Museum of Geology
- Barber Institute of Fine Arts
- The Great Hall

Our enrichment programme continues to be embedded into our school day, ensuring every child has access to experiences that broaden their horizons in all areas of interest and provide an avenue for curiosity of the unknown.

Pupils were asked if they agreed with statements about their experience of enrichment during the year:

"I agree that..."	% of pupils agreed
"During Enrichment I have tried something new or learnt a new skill."	89%
"I feel a sense of achievement/I have been successful in Enrichment."	90%
"During Enrichment I have collaborated with pupils I didn't know before."	89%
"During Enrichment I have collaborated with pupils from other year groups."	89%
"During Enrichment I have got to know teachers better, or met teachers I didn't know before."	89%

- 3/4 pupils surveyed said that they'd been inspired by enrichment, or had had their eyes opened to a new interest, while almost half said they'd been inspired to pursue a certain career in the future due to enrichment.
- 74% of Year 8 pupils rated their enjoyment of Enrichment 4/5 or above.



Enrichment is an opportunity to provide an avenue to build on learning and interests gathered from curriculum time. For instance, Sport is an extension of Physical Education, providing opportunities for recreation, competition, enhancing well-being and health. Sport is an example where pupils have been inspired by external coaches, wowed by teachers who have shared their sporting expertise outside of their curriculum specialisms and had all sorts of sport made accessible to them. For our PP pupils, this has been valuable, where finance for equipment, facility hire or memberships would otherwise hinder participation e.g. in Karate, Tennis, American Football and Athletics with an Olympian to name a few. When asked what their favourite part of sporting enrichment was, pupils commented that:

"It's fun because you get to work and socialise with different people"

"Learning and doing new sports I have not tried before like Self Defence and Lacrosse"

"Getting to choose what sport you do because it's different to PE lessons where teachers tell you what sport to do"

"I got to do bike ability so I feel safe riding to school"

The school year encompassed a challenge week, which saw pupils extracted from curriculum time and thrown into a myriad of challenges to practice their taught character virtues and contribute to their personal development. The purpose of challenge week was to encourage our pupils to seek ambition, to turn heads, to rise ambitiously with confidence and conviction and to see a goal through to its end. Through Challenge Week we set ambitious tasks that engaged our pupils in a rollercoaster of knowledge enhancement, focus and grit with moments of self-doubt, failure and resilience, through a journey that encouraged all how to lean on each other to guide us in the right direction. This was then reflected on each day through a targeted PLAD session to ensure pupils appreciated the personal journey they took that day and feel proud of how they acted virtuously, or perhaps learnt to be more virtuous and so set a target for the following day. The impact of the week on our pupils was poignant and varied as each child took their own personal journey in their own direction. All pupils were surveyed at the end of the week, and inspiring reflected on their personal highlights of the week:

"Working together doing things that all in all add up to virtues and teamwork"

"I cared for others and showed confidence in all the activities"

"I achieved my target that I wrote on the postcard which was to be brave and try all the activities. I also helped people to complete their target"

"When the Royal Marines came and we faced many team work challenges and bush craft"

"All the sports and we got to work with people who we don't work with or don't even know and learned to help others and never gave up even when I really wanted to and was a leader in some ways"

"Trying new water sports with people I don't usually work with"

"Going to place's I've never been to"

Parents agree with our pupils. In a recent survey, parents commented that

"The enrichment activities are a real strength of the school".

We value directed time with our pupils through PLAD to ensure they reflect personally on their journey and character development. Notably, pupils were asked what they felt most grateful for this year. Their responses included:

"That I did new things that I have never done before."

"All of the opportunities I have been given."

"Being lucky to have lots of sporting opportunities."

"All of the enrichment opportunities I have had which enable me to find other strengths and interests."

"Lots of opportunities and enrichment programs that you would not have a chance to do at other schools."

In other school experience offerings, PP pupils have accessed school trips beyond enrichment offerings:

Trip	%PP involvement
PGL 2017 (residential)	17%
Women's FA Cup Final at Wembley	43%
Sri Lanka vs Pakistan Cricket at Edgbaston	23%
International Para Athletics Championships at the Olympic Park, London	37%
Pupils signed up for PGL 2018 (residential)	22%
Pupils signed up for Sports Tour to Spain	20%

69% of year 8 PP pupils and 59% year PP pupils have represented the school in some form of sporting capacity. 31% of PP pupils have been inspired to take up a musical instrument, participating in music lessons during our school day, with many choosing to rehearse during lunch times.

Evaluation of enrichment programme and raising aspiration intervention impact:

Without a doubt, our enrichment programme is a true strength of our school, for all pupils but certainly for our PP pupils as a vehicle to provide experiences that inspire and drive the most disadvantaged towards their dreams, and ultimately impact on societal shift. Enhancement of rapport between pupils and teachers is a by-product of this programme and consequently our staff know our pupils very well, both within our teaching areas but beyond with regards to their wider interests, friendships groups and barriers our young people face.

Our embedded enrichment programme as part of our extended school day, means that unlike most other schools, all pupils' access opportunities that enable them to grow as individuals and flourish with regards to their character. 100% of pupil premium pupils access such enrichment activities that inspires them, widens and compliments their knowledge and appreciation of interests beyond their curriculum journey. Specifically, for our PP pupils, opportunities that encourage entrepreneurship such as the 'Thank you café', grow a tenner and get together street party, encourage our pupils to become money savvy and service minded. Ultimately, such opportunities pave the way for improved performance of diverse groups (such as PP), their knowledge and attraction towards entrepreneurial careers, managing themselves and others, and strategising for the good of a group of pupils. Enrichment is without a doubt a very powerful tool for social change and our PP pupils are thoroughly invested in it. The skill set our young PP pupils are developing will enable them to access powerful positions of employment in the future, rather than such positions going only to those with the 'right' social connections.

The enrichment program has thoroughly supported the growth of cultural capital of our PP pupils. By unmasking a breadth of cultural experiences in our city, ranging from art, music, religion and sport our pupils have a greater appreciation for the cultural grounding in which they live. This impression and knowledge gathering, gained over time and by frequent exposure, allows PP pupils to understand and react appropriately to new experiences and wider conversation regarding cultural components of life. Specific enriching activities chosen by our PP pupils, such as Spanish, Classic Hindi Movies, Latin, Chinese language and culture, foreign adventures, German, Henna, and Samba drumming enhance our PP pupils linguistic cultural capital, specifically because of the exposure to language, relations, communication, and self-presentation associated and acquired when learning about other cultures.

We are continuing to break barriers of cultural capital with regards to links with higher education. Our PP pupils are not just exposed to universities as one off visits, they are part of the University of Birmingham as

part of their educational experiences, weekly. Specifically, our regular use of university sports facilities, lectures, workshops frequently expose our PP pupils to higher education, in a way that 'it is just what we do' rather than something new and special as a one off experience. Specific highlights to inspire and continue to build confidence were watching the University of Birmingham Women's Premiership hockey side play Bath Buccaneers, to include Gold Olympic Lily Owsley. University is regularly seen as a place within reach and talked about frequently.

Accumulatively such exposure to enriching activities will and has certainly begun to contribute to the evolution of communities both within our school and the wider city (specifically within our admission nodes and their families). However we have only be able to measure this impact through parental and pupil surveyed responses, as a snap shot of the impact of enrichment. For PP pupils specifically, it will be worthwhile considering an approach that allows us to measure this impact more decisively. Perhaps the 2017/18 year 9 options evening will provide some intel as to how well we have inspired our pupils to strive towards career journeys no one in their family has ever pursued, complimented by planned surveys with PP pupils about their education experiences so far and dreams. We will ultimately know the impact of our enrichment programme for the first time in 2022, when our first cohort decide on their post 18 destinations. However we must collaborate to consider how we measure its impact and thus the value of directed PP spending shorter term. This may include providing greater opportunities to recognise individual and group success (e.g. through competition, college system, certification, awards or exams where appropriate) and documenting this. For example the year 9 Duke of Edinburgh programme to be introduced for the first time in 2017/18.

Sixth form Pupil Premium

Funding support for pupil premium pupils in our sixth for exists as a bursary that goes directly to the student. 38% of year 13 and 39% of year 12 sixth form students were pupil premium students. This is a large percentage of pupils for which we receive no direct additional funding in order to deliver targeted intervention and support to such a sizeable group. In summary, the attainment gap from GCSE to A Level has widened slightly for the year 13 Pupil premium cohort. Comparatively, the initial analysis of performance for pupil premium year 12 students indicates the gap in performance to have slightly narrowed from GCSE to AS, indicating that strides forward in supporting this group of students may have been made. This is certainly something that needs to be strategically investigated in 2017-18, on how best to support these students to maximise societal shift and as a great a percentage as possible of disadvantaged pupils to pursue university as their final destination post 18.