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# Pupil Premium Statement 2017-18

September 2017

## Pupil Premium Statement for Academic Year 2017-18

### Rationale:

At The University of Birmingham School we aspire to provide the best possible opportunities for all our learners, so they can grow into the best versions of themselves both academically and as a person in wider society. We strive to achieve this by having the highest possible aspirations and expectations of all our learners and teachers. Succinct with balancing both academia, enrichment and character development, we believe we can transform the lives of all our young people to become flourishing citizens.

To achieve this aspiration, University of Birmingham School welcomes the Governments initiative of Pupil Premium funding. This ring fenced sum, is in addition to the main school budget and is allocated explicitly to those children who need it the most. Specifically, Pupil Premium funding is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked-after (LAC).

In the academic year 2017-18 we will receive £935 for each pupil entitled to FSM in the previous six years. We will receive £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). We will be in receipt of £300 per child of service personnel, specifically to support pupils' social and emotional health.

In total, the estimated income for 2017/18 is £149,366 to meet the needs of 172 pupils eligible for pupil premium funding.

This is a limited fund that we aim to use strategically to ensure our pupils who most need financial help receive targeted support that secures improved outcomes, and ultimately raising attainment, achievement and aspiration of all pupils who are eligible, regardless of prior attainment.

### Barriers

The Pupil Premium grant enables us to take steps further towards academic flourishing and societal change by tackling underlying inequalities. Some of the barriers we endeavour to overcome include:

- EAL (we have a number of disadvantaged pupils for whom English is their second language).
- Literacy and numeracy skills of pupil premium pupils entering year 7 are significantly lower than those of other pupils (as indicated in Key Stage 2 entry data and initial STAR baseline assessments). This can have a detrimental effect on a pupil's academic progress and access to school wide curriculum content.
- The social, emotional and mental health issues for some pupils eligible for pupil premium. Pupil's well-being is of utmost priority to enable happiness and flourishing.
- Financial constraints such as access to books and reading material, access to ICT and the internet, trips, funding for key resources such as calculators and opportunities beyond enrichment to expand cultural capital.
- Expectations and aspirations within families e.g. the desirability, affordability and confidence to strive towards University education. Many of our children may be the first in their family seeking University education.
- Exposure to inspiring life experiences within the Arts and Culture, to include life skill enhancement surrounding music, theatre, art, technology and sport.
- Parental academic support, time to support and the confidence to support pupils at home.
- Travel time from our admissions nodes. This can impact fatigue, especially at the end of a school day, access to after school events if transport is not available at alternative times and punctuality to school.
- SEND (14% of year 7; and 21% of year 8; 23% of year 9 PP pupils receive support for a SEND).

### Allocation of Pupil Premium Funding:

We have drawn from a range of educational research, OFSTED documentation, the EEF Tool Kit and Sutton Trust, to inform the direction of our spending, 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 will enable this added capacity.

We have targeted our funding towards 5 key areas and thus our spending plans are categorised accordingly. Of the total £140,366 expected, we have ear marked £143,684.83 allowing the remaining £5,681.17 to be reactive to any unexpected pupil needs.

1. School enrichment programme.

Our longer school day enables a bespoke enrichment programme to accompany our academic curriculum. In total, pupils participate in three and a half hours of enrichment per week and so regardless of background they have access to a vast array of trips, activities and clubs each week. Two of these hours are chosen by pupils, whilst the remaining hour and a half is tailored to inspire and widen experiences to narrow cultural and social capital gaps in avenues pupils would have otherwise not experienced in their own time. The purpose of our enrichment programme also aims to enhance our pupils character by providing our young people opportunities to practice their character virtues in the local community and within activities that challenge them outside of their comfort zones.

The EEF comments strongly on not only the intrinsic benefits that can be derived from enrichment type programmes, but also that pursuing a varied and cultural rich offering ensures children from disadvantaged backgrounds are well rounded and support pupils attainment. Arts, Sports and Outdoor Adventurous activity participation is reported by the EEF to have a low to moderate impact on pupil progress and is heavily offered on our programme. More specifically though, the EEF clearly states that collaborative learning (tasks or activities where pupils work together in a group small enough for everyone to participate on a clearly defined collective task), where groupings are of mixed ability, has a significant positive impact on the flourishing of young people. Explicitly, research states that tasks that promote dialogue and interaction between learners, that are structured, and well designed, lead to the greatest learning gains. Our enrichment program exploits this advice, across year themed activities on Fridays and ‘pupil choices’ on Mondays and Wednesdays.

*Estimated expenditure 2017 – 2018: £18,192.20*

Expenditure breakdown	Targeted group	Summary
Thankyou Café	Year 7	Creating business mindedness by creating the ‘Thank You Café’. Pupils design and cook a 4 course meal for their family. All ingredients provided for by school.
Big City Writing	Year 7	Afternoon trips ‘out and about’ in our local area, exploring our school nodes and where we come from. Through Stan’s Café poetry and writing sessions, the enrichment aims to widen the awareness of pupil’s knowledge as to what Birmingham offers us, and what peers in our school community have in their nodes that is different to their own. All contributing to cultural capital, literacy and pupil confidence in our local area.
My University	Year 7	Pupils attend tours, meet professors and students and embark on University life experiences to inspire aspirations towards University Education. This includes specific visits to the Lapworth museum, Barber Institute and Winterbourne Gardens.
Stop Motion	Year 7	Pupils are exposed to the world of technology and create their very own animation video.

Foreign Adventures	Year 7	Pupils have the opportunity to learn all about the German culture and language through films, interactive team's games using German resources and language. Pupils explore German cuisine (making pretzels, all ingredients provided by the school) and following the Berlin inspired Bear Buddy programme.
Character in Teamwork	Year 7	Pupils challenge one another's application of character virtues in a broad range of physically and mentally challenging team activities.
'Creative Me'	Year 8	A music Band project, pupils collaborate and learn a new instrument, coming together in a final performance.
'Digital Me'	Year 8	BBC micro:bit schools project, introducing pupils to coding and widening their ICT skills. Widening pupil's experiences of ICT in action, with a trip to the Digital Hub at the University of Birmingham and exploring career opportunities with Capgemini. Pupils in conclusion design and test out their very own computer game.
'Flying High'	Year 8	Learn about the vocation 'travel and tourism'. Plan the perfect trip by factoring in travel, budgeting, currency, local customs to adhere to, must do's in terms of sight-seeing, costs of excursions, time zones, language barriers, luggage use, hotel facilities and bookings and so on.
'My Journey'	Year 8	Round Midnight Theatre company exploring Drama and English with pupils.
'Spiritually Me'	Year 8	All children visited the Sikh Gurdwara and did so by travelling on and subsequently learning how to use the train. All children visit St Frances church in Bourneville and the Quaker house alongside visiting the Buddhist Temple in Mosely.
Build a Bridge	Year 8	Pupils participate in a range of STEM activities with our corporate partners Wilmot Dixon, and face the final engineering challenge of building a life-size bridge from scratch. Warning: hard hats required!
Careers	Year 9	In tem 1, pupils will attend the NEC careers show to start their 'options year' off instilling high aspirations for future career routes. In term 2A pupils will partake in an enriching careers programme, to inspire, upskill and guide all year 9 pupils in their future careers aspirations, This purposely coincides with the Key Stage 4 options timeline and offers careers carousels from a broad range of career routes, GCSE guidance, interview practice, careers networking with professionals, and talks from vocational/academic/STEM remits and employers from a variety of organisations.
Bronze Duke of Edinburgh Award	Year 9	All year 9 pupils embark on the Duke of Edinburgh programme. Each week pupils upskill themselves and their team in navigation skills, survival skills, teamwork skills and camping skills in a bid to prepare for the practice and qualifying expeditions in the summer term which will take place in our local countryside.
Challenge Week	Year 7	<u>'Life Skills' focus</u> Through a variety of locally sourced experiences, pupils were challenged to better their skills in problem solving, team work, communicating with others, negotiating and learning to set goals and plan ahead. This included days out at cannon hill park by navigating the route, making your own lunch (all ingredients provided by school), survival skills with marines (including bush craft) and problem solving challenges such as IKEA flat pack building.

Challenge Week	Year 8	<u>'Water confidence' focus</u> As part of the week's experiences, locally sourced water based recreational experiences aim to enhance water confidence and broaden experiences surrounding the life skill of swimming, that is not only a health-promoting, lifelong and inclusive activity but also saves lives. Such water based challenges seek to enhance self-confidence and courage, alongside team work and problem solving skills. This included 3 full days of water sports activities at Edgbaston reservoir and combined with swimming lessons for less confident swimmers.
Challenge Week	Year 9	<u>Outdoor Adventurous Activities</u> Duke of Edinburgh Expedition (2 day, 1 night excursion in the local countryside).

Enrichment is monitored by pupil voice questionnaires and reflective discussions, pupil's engagement, parent questionnaires, staff feedback. The impact of enrichment is seen all around us and observed in the character virtues demonstrated by our pupils, for example gratitude for the opportunities and curiosity to take their enriching experience further into their curriculum lessons and lifetime aspirations. The impact is also observed in the career choices our pupils aspire to pursue, as recorded in pupil voice questionnaires.

## 2. Teaching and learning

*Total estimated expenditure 2016 - 2017: £73,515.79*

Expenditure breakdown	Targeted group	Summary
Developing teaching pedagogy and staff CPD	Staff	<u>Titles include:</u> Getting to know our most vulnerable students Phonics training Jason Bangbala – conquering challenge behaviour Working with parents and carers Cognitive Load Theory - What does it mean in practice? Metacognition: What is it, and how can we use it to support? Where to look for research? Restorative Justice - Restore, Repair and Reconnect Pastoral support: Positive liaising with parents, dealing with corridor incidents, mental health, difficult conversations. Rush Hour Research: Dr Andrea Krott - Interplay of language acquisition and language processing with general cognitive functions Rush Hour Research: Professor Dave Gillborn—Race and Education
Literacy and numeracy boosters	Pupils	Reading and numeracy interventions led by coaching staff to help diminish the difference in core skills and enable pupils to access all curriculum content in all subjects.
Staff support	Pupils	Staff ratios kept to a maximum of 1:25
Literacy TA	Pupils	Appointment of literacy TA for targeted intervention within English curriculum time as directed by the English subject leader and respective of progress and attainment data. Many pupils of which are PP pupils.
SEND support	SEND Pupils	Provision of learning coaches to provide curriculum support for targeted pupils both within lessons and in addition to timetabled lessons. Learning coaches have a specific focus on numeracy, literacy and social skills, to support those pupils who need the greatest support. This includes PP pupils.

SMSC support and development	Pupils	A well-structured, meaningful and reactive program that responds to the SMSC needs of our pupils, equipping our young people with the life skills and character virtues to flourish within school and beyond in their communities and adult lives. This is delivered during PLAD and is reactive to pupil needs.
Monitoring progress	Staff and pupils	Tracking progress accurately using STAR assessments to provide regular, valid and contextualized data on progress of all pupils including Pupil Premium Pupils.
PP Champion Group	Staff	Appointment of PP specific associate senior leader to raise the profile of PP. Complimented by departments assigning a PP champion post department survey. This champion group will take the time to observe practice and seek methods in their own subject areas initially, which in turn are to then be shared whole school to help diminish the attainment gap between PP and Non PP pupils.
Pupil Voice valued	Pupils	All PP pupils are surveyed regarding their access to educational resources outside of school, their career aspirations, wish list items, worries, successes and barriers they feel stand in their way to achieve what they hope to achieve. This information is used by staff to plan and guide pupils within curriculum lessons and pastorally and meet individual needs.

Teaching and learning impact on PP pupils is monitored through both formal and informal lesson observations and learning walks and through data tracking, attendance data and behavioural measures as guided by SIMS and STAR. The impact on such interventions ensure that staff are fully equipped and knowledgeable to meet the needs of all pupils to include PP pupils, with gaps in literacy and numeracy and therefore access to wider curriculum learning are continuously diminishing.

3. Widening participation and raising aspirations through learning experiences. Some of our calendared experiences for 2017-18 so far include:

*Total estimated expenditure 2017 - 2018: £ 10,000*

- Diana Award Scheme (A yearlong social action project) in which year 8 and 9 PP only pupils are involved.
- Year 7 trip to the University of Birmingham for the Christmas Lecture (philosophy and religion). (Free)
- Year 7 trip to the Symphony Hall Schools Concert (music).
- Harry Potter Event (all pupils dress up and listen to a reading/ act out chapters of Harry Potter in the school Library). (Free).
- Arts Award as a potential project to become involved within.
- Sports Leaders Awards
- Girls Active Leadership projects
- Chris Riddell (author) visit to include assembly and meet and greet opportunity (careers in writing and illustrating).
- Every child in year 7 receives a reading book as a welcome to our school to harness their passion and enjoyment for reading.
- The Spring Music Concert, in which all of Year 7 perform in their class orchestras (all of year 7 do a term of 'Wider Opportunities' instrumental learning on an orchestral instrument and then perform to family and friends).
- Winter and Summer Music concerts in which all pupils involved in ensembles perform composed pieces (ensembles include Orchestra, Jazz band, Dhol drumming, Samba drumming, Steel pans, Wind band, Guitar ensemble, String ensemble, Choir). These pupils also perform at local events in the community.
- Chamber Music Concerts provide opportunities for pupils to perform solos/duets or in small ensembles.
- Instrumental lessons provided by the Birmingham Music Service offer very valuable and affordable lessons in Strings, Brass, Piano, Voice, Steel Pans, Dhol drumming, Guitar, Drumming, Woodwind.
- A series of composition workshops in the summer term with our 'Composer-in-Residence' from the Birmingham Conservatoire
- An improvisation workshop with professionals from the Birmingham Contemporary Music Group

- External music trips to include CBSO Concert (that all of Year 7 go to) in January and a 'Play-along with the UoB Orchestra' (open to all students) in June.
- AIP Chef of the Year Competition (careers in catering).
- Year 8 KPMG Work Ready Day (specifically learning about future/digital careers).
- Opportunities to participate in sport beyond the school curriculum and enrichment programme. To include transport and specialised equipment e.g. spikes and hockey sticks (both on a performance and recreational level).
- Volunteering opportunities in sports leadership (raising aspirations and awareness of performance routes in sports, and careers in sports/coaching/teaching).
- Performance level coaching (Specifically planned in Athletics, Dance, Cricket, Gymnastics, Badminton, Basketball, American Football, Rugby, Table Cricket, Swimming at the time of writing) and costs of transport, coaches and equipment for this (stretching most talented youngsters who have a genuine chance at elite level sport where opportunity beyond school currently sees a drop from 87% participation to 17% in a recent sports survey).
- Participation in the Youth Sports Trust Girls Active Project, empowering young women to take charge of their health and physical activity levels, whilst inspiring others around them in our school and local community.
- Day trips subsidised to sporting events (World Indoor Athletics, Basketball, Cricket and Netball planned at time of writing), (raising awareness of elite sport at a reduced cost of tickets and transport).
- College Events Days that encourage all pupils to participate as part of a team (Languages Quiz, Biology week, GapYearGeog and a vast array of sports to include Rugby, Rowing, Cricket, Buds Run charity event, Rounder's, Squash, Basketball, Tennis, Bench ball and Sports Day activities).
- Year 7 Justice Day (led by The University of Birmingham Law School students, raising aspirations in careers in Law).
- End of term rewards trip – not sure if relevant but it is open for all year 7s, 8s, and 9s to try and get the greatest number of green stamps.
- First aid qualifications for all year 7 pupils.
- Year 9 Globe Theatre trip – to see a Shakespeare performance.

Enrichment is monitored by pupil voice questionnaires and reflective discussions, pupil's engagement, parent questionnaires, staff feedback. The impact of enrichment is seen all around us and observed in the character virtues demonstrated by our pupils, for example gratitude for the opportunities and curiosity to pursue career aspirations. Pupils reflect on such opportunities within PLAD and submit a written passage in an end of year report.

#### 4. Pastoral care and provision

*Total estimated expenditure 2017 - 2018: £11,976.84*

- Malachi family support
- School councillor
- Longer school day, with the school building open from 8 am until 5.45pm for access to computer suites, library and staff support.
- Appointment of Pastoral Assistant Vice principle
- Appointment of Pastoral support manager(s)
- PLAD programme 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.
- Raising the profile of good character and attendance through rewards trips and equating to college points.

Pastoral care and provision is monitored through attendance, behaviour and progress data and above all, the happiness of our young people. Pupils who feel that they belong, are cared for and are safe are more likely to be engaged in their learning. The impact is shown through higher attendance figures, and the diminishing of any academic gaps between PP and non PP pupils gradually over time.

#### 5. Personalised provision

Total estimated expenditure 2017-18 £ 30,000

- For subject champions to request specific money to fund pupil premium specific projects
- Personal tutor team and reflection at the end of each day.
- Providing PE kit for pupils, including trainers that are the right size and suitable for physical activity.
- Providing school shoes and uniform for pupils, to maintain a professional appearance.
- Providing PREP for pupils, to ensure all pupils are prepared with the correct tools each day for learning e.g. scientific calculators and lab coats.
- Providing textbooks and learning resources in the library.
- Providing access to ICT suites and the library before, at lunch and after school.
- Cover provided to enable 'learning conversations' programme with year 7's.

Personalised provision is monitored by all teaching staff, particularly the pupil's tutor. The impact is that all pupils are prepared for their learning journey, and both feel and look professional in this endeavour. All pupils therefore feel as though they belong, and any differences between pupils are diminished.

The review of spending will take place in July 2018. An annual plan and impact report will be produced each September.