



UNIVERSITY OF
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SCHOOL



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Pupil Premium Statement 2016-17

September 2018

Pupil Premium Statement for Academic Year 2016-17

Rationale

At 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. Through balancing both academia, enrichment and character development with success, 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 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). We were in receipt of £300 per child of service personnel, specifically to support pupils' social and emotional health. In total, the income for 2016/17 was £123,194.

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.
- 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 (specifically 65% of PP pupils are non-swimmers – *a non-swimmer is any pupil who cannot swim more than 10m*).
- 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 (23% of year 8 and 21% of year 7 PP pupils receive support for a SEN).

Allocation of Pupil Premium Funding

Considering research into best practice for the allocation of Pupil Premium funding, sourced for instance from the EEF Toolkit, Sutton Trust and OFSTED

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 have allocated £120,051.78, allowing the remaining £3,142.22 to be reactive to any unexpected pupil needs. Our spending plans are as follows:

1. School enrichment programme

Our longer school day enables a bespoke enrichment programme to accompany our academic curriculum. In total, pupils participate in five hours of enrichment and so regardless of background, have access to a vast array of trips, activities and clubs each week. Two of these hours are chosen by pupils, whilst the other three hours are tailored to inspire and widen the experiences of all pupils in avenues they would otherwise have not experienced in their own time. 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. Year 7 focus on 'give it a go', where the year 8 focus is 'looking backwards, looking forwards'.

Total expenditure 2016 - 2017: £ 21,568.46

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.
My Local Area	Year 7	Afternoon trips 'out and about' in our local area. Widening the awareness of pupil's knowledge as to what Birmingham offers us, with specific visits to the Lapworth museum, Barber Institute, Winterbourne Gardens, Birmingham Museum and Art Gallery, Cannon Hill Park. All contributing to cultural capital and pupil confidence in our local area.
Polli:nation	Year 7	A Biodiversity and Education project where pupils explore nature, learning about the importance of bees, plants and contributing to further pollination by increasing the bee population.
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.
'Grow a tenner'	Year 7	Developing entrepreneur skills and mind-set, pupils design product with only £10 and aim to grow this £10 by selling their new product. All proceeds go to the pupil's choice of charity.
'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 pupils experiences of ICT in action, with a trip to the Digital Hub at the University of Birmingham and exploring career opportunities with Capgemini.
'Physically Me'	Year 8	A PE and Sport based enrichment project. The project required pupils to explore their leadership and character development through sport and a range of outdoor and adventurous style activities. Specifically hockey was the chosen sport for year 8, to include high quality coaching, spectating BUCS Hockey championships at University of Birmingham and culminating in fixtures against other schools.
My Journey	Year 8	Round Midnight Theatre company exploring drama and English with pupils.

Expenditure breakdown	Targeted group	Summary
Spiritually Me	Year 8	<p>All children visited the Sikh Gurdwara and did so by travelling on and subsequently learning how to use the train.</p> <p>All children walked to St Frances church in Bourneville and the Quaker house alongside visiting the Buddhist Temple in Mosely.</p>
Challenge week	Year 7	<p><u>'Life Skills' focus</u></p> <p>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.</p>
Challenge week	Year 8	<p><u>'Water confidence' focus</u></p> <p>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.</p>

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.

2. Teaching and learning

Total expenditure 2016 - 2017: £8,384.26

Expenditure breakdown	Targeted group	Summary
Developing teaching pedagogy and staff CPD	Staff	<p><u>Titles include:</u></p> <ul style="list-style-type: none"> • Biosocial Learning: what neuroscience, human biology and sociology can tell us about how children learn – D Youdell • Andrew Moffat – ‘no outsiders’ training • Rush Hour Research – “Teaching controversial issues” Michael Hand • Subject Teams & Connect Futures Event • SEND Workshop • Rush Hour Research – “How the affects how we learn” Jack Rogers • Priestley Lecture at UOB “Chartered College” Alison Peacock • “What if everything you knew about education was wrong?” David Didau
Literacy and numeracy boosters	Pupils	Reading and numeracy interventions led by HLTA to help diminishes 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
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.
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.

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

Total expenditure 2016 - 2017: £ 52,955.87

- 'Poetry with a Punch' programme aimed at pupils whom need to build their confidence, leadership skills and engagement in literacy and learning.
- 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).
- Chris Riddell (author) and Kjartan Poskitt (author) visit to include assembly and meet and greet opportunity (careers in writing and illustrating).
- Music projects to include the Brass ensemble and Jazz Band performing at the Music for Youth Festival; For-forwards Music Project with Composer Bobbie Gardner; Music Trip to BBC Ten Pieces (with the University of Birmingham Orchestra); Music for Youth Regional Fringe Festival, Symphony Hall; Thomas Teago performance (UK School Tour, Universal Records).
- Music concert for all pupils (pupils perform rehearsed pieces from across the year to family and friends).
- 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. (both at performance and recreational level).
- Volunteering opportunities at the Alexander Stadium for the English Schools Athletics Championships (raising aspirations and awareness of performance routes in athletics, and careers in athletics).
- Performance level coaching (Birchfield Harriers and British Athletics coaches and athletes supporting) and costs of transport and equipment for this (mini bus costs to the Alexander Stadium) (stretching most talented youngsters who have a genuine chance at elite level athletics).
- Volunteering opportunities and leadership qualifications gained with the LTA in Tennis, leading primary pupils at the AEGON Classic Women's International Tour at Edgbaston Priory (raising aspirations through watching elite sport and awareness of performance routes in Tennis, and careers in Tennis).
- 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.
- Trips to the Olympic Stadium in London to watch the Para World Championships (raising awareness of para sports and elite sport at a reduced cost of tickets and transport).
- Transport only costs for elite level sporting experiences for all at Edgbaston Cricket Ground (Pakistan vs. South Africa) and Wembley Stadium (Women's FA Cup Final).
- College Events Days that encourage all pupils to participate as part of a team (Languages Quiz, Biology week, 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 8 Doreen Massey politics session, learning how parliament works and raising understanding and aspirations of careers in Politics.
- Year 7 Justice Day (led by The University of Birmingham Law School students, raising aspirations in careers in Law).
- Year 8 BPS Employability Dragons Dens Event

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 expenditure 2016 - 2017: £8,832.85

- 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 mentor staff
- Appointment of specific PLAD coordinator
- 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.
- Appointment of attendance officer
- Our biometric system, together with the school communications system and the cost of upkeep allows us to track that free school meals are being claimed and this pupils receive a good meal every day.

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.

Personalised provision £ 28,310.34

5. Personalised Provision

Total expenditure 2016 - 2017: £28,310.34

- Personal tutor team and tutor meetings at the start and end of every day.
- Providing PE kit for pupils, including trainers that are the right size and suitable for physical activity.
- Providing school shoes 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.
- Providing textbooks and learning resources in the library
- Providing access to ICT suites

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 2017. An annual plan and impact report will be produced each September.