

**Bishop Walsh Pupil Premium Statement 2015 – 2016  
[Total Pupil Population 1055 pupils]**

Pupil Premium funding is allocated to support pupils who are currently known to be eligible for free school meals, have received free school meals in the last six years, pupils of armed forces parents and pupils who have been looked after continuously for more than six months.

*In the academic year 2016-2017 Bishop Walsh is forecast to receive approximately £140,000 of Pupil Premium funding. There were 50 students in receipt of Free School Meals (FSM) at the school, 5 % of the 11-16 school population, and 146 students are registered as having been on FSM within the last six years - 14% of the 11-16 school population.*

Bishop Walsh is committed to “narrowing the gap” in terms of progress and achievement between the disadvantaged and those pupils who are not disadvantaged. The Pupil Premium will be used to narrow the gap by:

- providing pupils access to education and the curriculum
- providing alternative support and intervention within the school environment
  
- 1:1 or small group tuition in Maths and English - Impact see TL results e.g. year 11 -6.6 Gap in Dec which was reduced in March to -3.7
- Small group support across a range of subjects - Impact see TL results
- 

Gap Disadvantaged Vs Non-Disadvantaged			
Year	term 1	term 2	term 3
7	-3.9	-6.8	-10.4
8	-2.3	-1.6	-6.7
9	-4.2	-3.9	-9.4
10	-9.7	-7.2	-8.9
11	-0.7	-6.6	-3.7

- After school revision sessions
- Easter revision sessions
- Social interaction and self-esteem groups
- Financial support for a variety of reasons
- Reduction in size of Maths, English and Science classes
- Contribution for school trips
- Revision guides for KS4 Disadvantaged pupils
- Resources recommended to aid progress further, this can include equipment, revision guides, taxis etc....
- Each Pupil Premium pupil will have a case study which will be regularly reviewed after each assessment.

### **Level 3 Catch-up:**

#### **Pupils have been identified based on their KS2 SATs.**

The money is to be used by schools to deliver additional tuition or intensive support in small groups, giving pupils valuable support to bring them up to speed so that they are more likely to succeed at secondary school. The funding will not be ring-fenced for catch-up activities but we expect that this funding is used for additional literacy and numeracy catch-up during Year 7 given that this can make a critical difference to pupils at this important stage.

#### **What needs to be done this year?**

The School Improvement Plan has included measures to support pupils on Pupil Premium namely with the restructuring of teaching assistant support, whilst the Curriculum Plan has taken into account the needs of all pupils including those on Pupil Premium.

1. Monitor the progress of Disadvantaged Pupils, particularly in Year 10 and Year 11 using a variety of data including Raiseonline, assessment data and attendance figures. Regular reports to SLT meetings in order to plan appropriate interventions eg 1:1 or small group tuition in Maths and English, after school revision sessions, Easter revision, Revision Guides purchased, attendance tracked and discussions and help given to overcome any issues from the discussions and resources purchased.
2. Monitoring the attitudes of all pupils, paying particular attention to the Disadvantaged cohort.
3. Monitor the progress of all pupils on Pupil Premium through book scrutinies, Heads of Year using data such as traffic light reports and attendance figures to support Pupil Premium pupils.
4. Continue to raise awareness of staff to support all pupils who may be disadvantaged in some way.
5. Provide extra class support for vulnerable pupils having decided how best to deploy LPA's (SIP).
6. Make high quality provision for pupils to address their emotional barriers to learning eg. social interaction groups, self-esteem days, ASD 1:1 meetings
7. Support the participation of pupil's financially in enrichment / extension activities eg school trips, ingredients for Culinary Arts, taxis, specialist equipment etc...
8. Measuring the impact of support through data such as Raiseonline, book scrutinies, Heads of Year looking at effect of interventions such as homework club, parents meetings for any pupil with poor attendance
9. Primary Liasion links BN/AD/ED spent time going into each of the feeder schools gaining an insight into all pupils that where coming to Bishop Walsh, with particular emphasis on vulnerable students so we can have strategies in place to help with a smooth transition, this includes the pupils visiting Bishop Walsh at another stage.
10. Strategies: Empower staff – how can we affect change?

**Who will organise this and when?**

1. AH to organise a Pupil Premium List which will be up-dated every half term and re-issued out to all staff.
2. AH will provide the data to SLT following each traffic light or exam result and Raiseonline
3. JK/BD will ensure the support needed for SEND pupils
4. PH/BD/BN/HOY will identify pupils who may require counselling/support.
5. AH/DK will monitor the involvement of pupils in enrichment/extension activities
6. All SLT to look at impact and how to develop strategies within the subjects they support.
7. AH to organise the Case Studies and ensure these are regularly up-dated. These will be linked to recent assessments and when identified, pupil's barriers to learning removed.
8. HOD's to track the pupils in their subject's progress and ensure that each teacher is working to improve their performance and progress.
9. HOY to track pupil's progress across all their subjects to work at removing any barriers to learning.
10. JC/BD/AH/HOY to closely monitor the attendance of all pupils but particularly Disadvantaged Pupils.
11. Multi-agencies helping to ensure we support pupils and parents in the best way that suits their individual need.

**What resources are required?**

- Time to analyse the data and put together report to SLT then governors
- Breakdown of financial commitment for support then put into place, including employing extra staff to tutor pupils AH to meet with DK.
- Time to identify pupils and for counselling to take place with a cost for resources
- Decisions made as to the best use of TAs to support pupils.
- Any IT software or resources required.

The leadership team will review the impact of these measures to ensure that they represent both value for money and have played a direct role in improving the achievements and quality for students of all abilities

**Pupil Premium Report  
(Disadvantaged Pupils) 2016 2017**



Initial results based on unvalidated results Summer 2016

Summer 2016	Cohort		A* to C En and Ma		5A* to C		Attainment 8		Progress 8
	No	%	Nat	%	Nat	Ave	Nat	Ave	
All Students	148	76%	58%	86%	65%	57.15	47.78	0.24	
Male	72	71%	54%	78%	60%	53.99	45.62	0.02	
Female	76	80%	62%	93%	71%	60.14	50.04	0.46	
Gender Gap	-	9%	8%	16%	11%	6.16	4.42	0.44	
Disadvantaged (PPI)	13	54%	38%	92%	45%	54.54	51.19	-0.01	
Not Disadvantaged	135	78%	65%	85%	72%	57.40	51.19	0.26	
PPI Gap	-	24%	27%	7%	27%	2.86	0.00	0.28	

Results based on RaiseOnline 2015

Summer 2015	Cohort		A* to C En and Ma		5A* to C		Attainment 8		Progress 8
	No	%	Nat	%	Nat	Ave	Nat	Ave	
All Students	149	76%	56%	85%	65%	58.50	47.78	0.23	
Male	82	71%	51%	83%	60%	56.80	45.62	0.16	
Female	67	79%	60%	88%	71%	60.60	50.04	0.31	
Gender Gap	-	8%	9%	5%	11%	3.80	4.42	0.15	
Disadvantaged (PPI)	18	28%	36%	44%	45%	43.80	51.19	-0.33	
Not Disadvantaged	131	81%	63%	91%	72%	60.50	51.19	0.30	
PPI Gap	-	53%	27%	47%	27%	16.70	0.00	0.63	

So until the RaiseOnline 2016 document is released we can compare Summer 2016 statistics against the equivalent findings from the 2015 document.

In all instances, pupils at Bishop Walsh have achieved better results than the National Average.

Comparing 2015 to 2016 there are big improvements in all categories

There is a +29% increase in the Gap for 5A\*-C in English and maths, a +40% increase for 5A\*-C, Attainment 8 has increased by almost 14 points and the Progress 8 Gap is +0.35 better. Using this data it is very evident that we are 'Closing the Gap' for Disadvantaged Pupils. We can also see that though boys did particularly similar to girls (in comparison to the National Average), this year that has widen a bit more.

All these results are a direct impact from the amount of INSET time spend emphasising Pupil Premium students, constantly highlighting the Pupil Premium students, tracking and scrutinising

**Pupil Premium Report  
(Disadvantaged Pupils) 2016 2017**



their work – staff ensuring underachieving is tackled. All teachers and support staff should be really proud of these achievements.

Internal Data based on the End of Year 10 examinations (Prior Attainment KS2 – 3.75?????)

Based on End of Year 10 Data					
	No	5A*-C in Eng and Ma	5A*-C	TAPS	APS
All	150	57%	62%	362	39.4
Males	83	50%	55%	345	37.6
Females	67	66%	69%	383	41.6
Gap	-	-16%	-14%	-38	-4
Disadvantaged	18	28%	28%	290	34
Non-Disadvantaged	132	61%	61%	371	40.1
Gap	-	-34%	33%	-81	-5.9

Pupil Premium Ks2 3.35???

The Gap for Disadvantaged Pupils is at 34% for 5A\*-C in English and Maths, which is exasperated due to the specificity lower KS2 level. Clearly there is much improvement needed here. This will begin with the English and maths intervention sessions beginning soon.

Based on internal TL data

Gap Disadvantaged Vs Non-Disadvantaged			
Year	term 1	term 2	term 3
7	-3.9	-6.8	-10.4
8	-2.3	-1.6	-6.7
9	-4.2	-3.9	-9.4
10	-9.7	-7.2	-8.9
11	-0.7	-6.6	-3.7

From this table you can see that the Gap remains small in almost all cases. Year 10, is our current Year 11 pupils and as identified these Disadvantaged Pupils will need a lot of support if we are going to 'Close the Gap'. But if you look at what Year 11's Gap was in term 2 (Mock Exams) the Year 10 results are not much different and so with the same level of support/intervention should see similar results.

**Outcomes based on the RaiseOnline Document in reference to the Summer 2015 results**

Our Overall attainment for Disadvantaged Pupils, according to the RaiseOnline report stands at 979.6 VA. The data shows that English remains a priority but there has been slight improvements. There has been a slight increase in the attainment of pupils in Mathematics. There has been a slight decrease in the attainment of pupils in Science, Languages and the Humanities.

Results based on Validated results (RaiseOnline 2015):

**Closing the Gaps at Key Stage 4**

<b>Value Added</b>						
	<b>2013</b>		<b>2014</b>		<b>2015</b>	
	<b>Cohort</b>	<b>School</b>	<b>Cohort</b>	<b>School</b>	<b>Cohort</b>	<b>School</b>
<b>Overall</b>						
<b>Disadvantaged pupils</b>	<b>14</b>	<b>980.4</b>	<b>17</b>	<b>974.7</b>	<b>17</b>	<b>979.6</b>
Other pupils	141	1020.8	123	1014.6	130	1017.2
<b>English</b>						
<b>Disadvantaged pupils</b>	<b>14</b>	<b>997.3</b>	<b>17</b>	<b>996.0</b>	<b>17</b>	<b>997.1</b>
Other pupils	141	999.4	123	999.6	130	999.4
<b>Mathematics</b>						
<b>Disadvantaged pupils</b>	<b>14</b>	<b>997.9</b>	<b>17</b>	<b>999.1</b>	<b>17</b>	<b>999.2</b>
Other pupils	141	1001.6	123	1000.7	130	1002.0
<b>Science</b>						
<b>Disadvantaged pupils</b>	<b>8</b>	<b>1002.8</b>	<b>12</b>	<b>998.4</b>	<b>13</b>	<b>994.8</b>
Other pupils	129	1003.8	117	1000.6	125	1000.3
<b>Languages</b>						
<b>Disadvantaged pupils</b>	<b>8</b>	<b>994.8</b>	<b>8</b>	<b>996.1</b>	<b>10</b>	<b>989.4</b>
Other pupils	112	998.7	106	995.0	113	995.6
<b>Humanities</b>						
<b>Disadvantaged pupils</b>	<b>10</b>	<b>1001.7</b>	<b>10</b>	<b>1000.6</b>	<b>13</b>	<b>994.6</b>
Other pupils	129	1002.0	117	1002.2	122	1001.9

**Pupil Premium Report  
(Disadvantaged Pupils) 2016 2017**



Our Overall attainment for Disadvantaged Pupils, according to the report, stands at 979.6 VA. The data shows that English remains a priority but there has been slight improvements. There has been a slight increase in the attainment of pupils in Mathematics. There has been a slight decrease in the attainment of pupils in Science, Languages and the Humanities.

Outcomes based on RAISEonline (Validated Results)

BEST 8 VALUE ADDED			CAPPED POINTS SCORES		
2013	School	Nationally	2013	School	Nationally
Pupil Premium	980.4	983.4	Pupil Premium	343.5	303.9
Other Pupils	1020.8	1005.7	Other Pupils	388.8 Sig +	350.9
Gap (difference between the two)	40.4	22.3	Gap (difference between the two)	45.3	47
BEST 8 VALUE ADDED			CAPPED POINTS SCORES		
2014	School	Nationally	2014	School	Nationally
Pupil Premium	974.7	977.5	Pupil Premium	302.1 Sig +	257.7
Other Pupils	1014.6	1008.1	Other Pupils	370.4 Sig +	324.8
Gap (difference between the two)	39.9	30.6	Gap (difference between the two)	68.3	67.1
BEST 8 VALUE ADDED			CAPPED POINTS SCORES		
2015	School	Nationally	2015	School	Nationally
Pupil Premium	977.8	976.3	Pupil Premium	287.2	259.9
Other Pupils	1017.4	1008.5	Other Pupils	374.4 Sig+	326.6
Gap (difference between the two)	39.6	32.2	Gap (difference between the two)	87.2	66.7

Though the “Gap” is still wider than the “National Gap” on Best 8 Value Added, ours is reducing whereas the national gap is increase over this period of time. Also when you compare the Capped Points Score over this period of time our “Gap” is lower than that of the “National Gap”.



## ***Pupil Premium Story from 2015 16***

---

A template was created to help create case studies to help track progress and intervene when an issue has been spotted by a member of staff; this could be any issue but mainly focuses around anything deemed as a barrier to the pupils learning.

All Disadvantaged Pupils received a Revision Goody Bag from their Head of Year Mrs May – which had lots of revision materials and exams essentials, all bespoke to their individual needs.

The Disadvantaged Pupils' progress has been tracked and a variety of interventions put in place in order to maximise their chances of success. This involved in every case revision materials recommended by the HOD/teacher. Each pupil received a revision guide for each subject they took. Teachers were all aware of who the schools' Pupil Premium pupils were and it was the schools aim that these would be our focus group on a number of initiatives like book checks and extra emphasis was placed on this group of students across the whole school. We will provide 'Quality First Teaching' through INSET and CPD. Attendance is key with all students, this is why we have an attendance officer who tracks all pupils attendance but with a particular emphasis on our most vulnerable pupils. While we closely monitor pupils' progress, we identify individual needs within each subject and where necessary facilitate dropping one of these to focus on the remaining subjects and in particular English and mathematics. Heads of Year hold INSET on their year group with the focus on vulnerable groups and strategies that have proven success with their year group, it identifies who they are and gives strategies to help them to achieve.

### **Pupils who made notable progress: (School VA)**

Student A +0.727

Student A's attendance was excellent. Her attendance percentages have always been on or above 90% throughout her time at Bishop Walsh. Her Attitude to Learning and Traffic Light reports always indicated she was making great progress. This pupil was targeted to attend revision sessions for her GCSE's. The revisions sessions were provided with Pupil Premium money.

Student B +0.38

Student B has had attendance issues in the past and was on spotlight at various junctures of his time at Bishop Walsh. Through the work of BD/PH and our attendance officer his attendance in year 11 went into the 90%'s. He was targeted for a number of interventions and requested attendance for the revision sessions



**Pupil Premium Report  
(Disadvantaged Pupils) 2016 2017**



Student C +0.00

Student D has had no attendance issues throughout her time at Bishop Walsh. No year dipped below 98%. Her attitude to learning was always high. She received the revision Goody Bag provided by Mrs May and used this to really good effect.

With Student D,E, F, G, H and I all having -0.08, -0.16, -0.22, -0.22 and -0.30.

**Pupils who didn't make good progress: (School VA)**

Student I -0.8;

Student I's personal issues outside of school were having a big impact on his work/progress. School helped in providing time with the Learning Mentor, having regular meetings with the Head of Year and close monitoring from the Deputy Headteacher. Though this VA is the lowest in the group, it is a massive improvement upon previous years for this student.

Student J -0.7;

Student J arrived in our school at the start of Year 10, all efforts were made to help the transition to Bishop Walsh. Regular meetings with the Learning Mentor and regular discussions with parents on her progress. She was regularly in the top 10% for Attitude to Learning. Excellent attendance record for Student J in year 10 and 11.

Student K -0.57;

Attendance issues in year 9 and 10, but kept on-top-off to have 94.5% in year 11 . This will have caused gaps in his knowledge and understanding with the early work during these years.

Student L -0.5;

Attendance issues caused gaps in her knowledge and understanding. This did improve dramatically in yr 11 with strategies put in place; 96.2% in yr 11 from 79.4% in yr 10.

Year	Schools VA	Disadvantaged Pupils VA	Non Disadvantaged Pupils VA	GAP (between Non Disadvantaged and Disadvantaged)
2013	-0.06	-0.73	-0.01	-0.72
2014	-0.1	-0.63	-0.06	-0.57
2015	-0.06	-0.4	0.00	-0.4
2016	-0.05	-0.1	-0.04	-0.06

**Pupil Premium Report  
(Disadvantaged Pupils) 2016 2017**



So, though the gap still remains, it is clear that this gap is reducing and the strategies are working, they just need to be reinforced and continuously reviewed.

<b>Progress 8</b>	2015	2016
Progress 8 score	+0.23	+0.24
Progress 8 lower confidence interval	+0.05	Tbc
Progress 8 upper confidence interval	+0.40	Tbc
<b>Attainment 8</b>		
Attainment 8 score	8834.00	Tbc
Average Attainment 8 score per pupil	58.50	57.15
<b>Disadvantaged pupils</b>		
Number of disadvantaged pupils in the Progress 8 score	18	13
Average Attainment 8 score per disadvantaged pupil	43.78	54.54
Progress 8 score for disadvantaged pupils	-0.33	-0.01
<b>Progress 8 element breakdown</b>		
English	-0.20	-0.28
Maths	+0.23	+0.28
English Bacc.	+0.35	+0.61

It is clear from the new measures of Progress 8 and Attainment 8 that we are indeed 'Closing the Gap' for our Disadvantaged Pupils. The APS for Disadvantaged Pupils for Best 8 (GCSE only) is a B- which is the same – B- also for the Non-Disadvantaged Pupils.

**Numbers of those Currently on the Pupil Premium List**

Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
tbc	40	32	30	17

Following on from this, case Studies are being compiled in a similar vein to last year and staff are being asked at various times during INSET to fill in the details. A booklet for guidance will be provided to ensure the smooth running of these directed time sessions.

A Hamill

September 2016