

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools are free to spend the PPG as they see fit. However, they are accountable for how they have used the additional funding to support students from low-income families. New measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged pupils covered by the PPG.

In 2015-16 Bournville School and Sixth Form was allocated a PPG of £342, 718

Overview of PPG spending 2015/2016		
Development Plan Objectives:		
<ul style="list-style-type: none"> Reverse the trend in achievement of PP students in Maths, to close the gap The achievement gap of high ability PP students in Mathematics and English Maintain the progress made in reducing the gap in PP students making expected progress in English and Mathematics Close the gap in the % of PP students making more than expected progress in English Maintain and accelerate the attainment gap between PP and non-PP students Close the gap in attendance and exclusion rates for PP students – by prioritising intervention strategies and small group work To ensure that the proportions of students entitled to the PPG are making progress that is similar to their peers who are less disadvantaged across all year groups and subjects. 		
Summary of spending and actions taken:		
Action Plan Strand	Summary of Spending	Spending %
Literacy and numeracy initiatives	Small Group Tutoring Promotion of reading at KS3 Years 7,8 and 9 Progress Groups	11.2%
Academic Outcomes	Mentoring (inc. Academic Mentoring for year 11) Promotion of homework (all years via SAM Learning and Maths- watch Increased staffing in English and Maths Additional Provision- ECDL, after school clubs and sessions, Maths Saturday school, Maths and Science Easter residential) Aspirational Events – Aim Higher for Year 10, visiting speaker for Year 11 and also Aspire to eliminate PP NEETs	39.9%
Well Being	External intervention for students using groups such as Malachi, counsellors Alternative Provision and educational support Rewards to improve behaviour and attendance Targeted behaviour interventions – use of staff with specific focus and roles Peripatetic music lessons Learning Mentors – for emotional and academic support Attendance Intervention Plans and meetings with parents, including targeted work by staff Funding for the cost of uniform and bus passes for travel to school	48.9%
Total Spending	£342, 718	100%

This is not an exhaustive list of interventions that take place within the school, but it includes those that can clearly be identified as being funded in part from Pupil Premium as well as the school's delegated budget. For example, the fMAT Leadership Academy programme focuses leadership projects on PP students – these specific interventions are based in subject areas and focus on student outcomes and are in addition to that listed above.

Narrowing Differences – Impact 2015/2016

GSCE Attainment	2014		2015		2016 (awaiting confirmation)	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students	Disadvantaged Students	Other Students
Number of students	74	124	62 ↓	121	75 ↑	94
Percentage of students	37	63	34 ↓	66	44 ↑	56
Percentage achieving grades A*-C in English and Mathematics or equivalent	27	60	37 ↑	64	39 ↑	66
Percentage achieving 5+ A*-C grades	32	67	45 ↑	73	37 ↓	56
GSCE Progress	2014		2015		2016	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other students	Disadvantaged Students	Other Students
Percentage achieving expected progress in English	62	92	64 ↑	89	50 ↓	73
Percentage achieving more than expected progress in English	23	49	15 ↓	53	22 ↑	27
Percentage achieving expected progress in Mathematics	34	57	41 ↑	76	45 ↑	70
Percentage achieving more than expected progress in Mathematics	10	27	14 ↑	26	14 =	29
Percentage of high ability students making expected progress in English	71	98	79 ↑	89	56 ↓	88
Percentage of high ability students making expected progress in mathematics	57	68	50 ↓	81	65 ↑	91

Percentage of high ability students making more than expected progress in English	29	54	21 ↓	37	33 ↑	46
Percentage of high ability students making more than expected progress in mathematics	43	40	14 ↓	34	35 ↑	51

GSCE Value Added	2014		2015		2016	
	Disadvantaged Students	Other Students	Disadvantaged Students	Other students	Disadvantaged Students	Other Students
Best 8 Value Added Score	928.9	982.4	973.8 ↑ (Progress 8 - 0.24)	998.6	P8 -0.20	P8 -0.05
Significance	Sig-	Sig-	Sig -	Not Statistically significant	TBC	

Evaluation of impact in 2016:

- 2% increase in the number of disadvantaged students attaining A*C in English and Maths
- 7% increase in the number of disadvantaged students making more than expected progress in English
- 4% increase in the number of disadvantaged students making expected progress in Maths
- 15% increase in the number of high ability disadvantaged students making expected progress in maths
- 12% increase in the number of high ability disadvantaged students making more than expected progress in English
- 21% increase in the number of high ability disadvantaged students making more than expected progress in Maths

Priorities for 2016-2017

- The progress of **disadvantaged students** matches or is improving towards that of other students nationally by:
 - English to reduce the differences in the achievement of the middle prior attaining students
 - Maths to reduce the difference in the achievement of the middle and low prior attaining students
 - To reduce the differences in achievement of middle prior attaining students in the E-Bacc element (low prior attaining students in Science and high prior attaining students in Humanities)