

Key Deployment of Funds and Evaluation 2018/2019 for The John Bentley School

Leadership and management Total planned spend= £20,733 (2017/2018 £35,749)					
Strategy	Contribution from PP	Description	Key Stage	Rationale	Success Criteria (Evaluation RAG rated)
Pupil Premium Champion	<p>2018/2019 £13,493</p> <p>2017/2018 £21,970</p>	This is an Assistant Head who focuses on ensuring that Pupil Premium students are given the optimum support and are championed in all areas of the school. The budget has been decreased in 2018/2019 because of changes in leadership structure.	Key Stage 3, 4 and 5	OFSTED 2013: The Pupil Premium; how schools are spending the funding.	<p><i>The gap in progress and attainment between disadvantaged students and non-disadvantaged students will continue to narrow at the end of 2018/2019.</i> P8 -0.86 which is a 0.09 improvement from 2017/18 but there is still a requirement for significant improvement.</p> <p><i>The attendance of disadvantaged students will see a rising trend at the end of 2018/2019.</i> 2017/18 attendance for PP was 88.1% with a PP gap of -5%. Attendance improved by 2.5% to 90.6% and the gap narrowed to -3.2%.</p> <p><i>The behaviour referrals for disadvantaged students will decline throughout 2018/2019.</i> (161 referrals in term 1 for PP students and this dropped to an average of 70 in term 3,4 and 5)</p>
Data driven intervention	Contact time	The Pupil Premium Champion, in their role for raising standards, leads the data capture, analysis and intervention. The link between the data analysis and intervention occurs at Raising Standard meetings where the progress of students is discussed with the PP Champion, Head of Year and representation from the English, Maths and Science departments. Every disadvantaged student is discussed at each year group meeting. A new monitoring of attitude to learning will also lead to timely intervention by the tutor team.	Key Stage 3, 4 and 5 (There are two Raising Standards meetings for each year group.)	DfE 2015: Supporting the attainment of disadvantaged students.	<p><i>The gap in progress and attainment between disadvantaged and non-disadvantaged will narrow in 2018/2019.</i> P8 -0.86 which is a 0.09 improvement from 2017/18 but there is still a requirement for significant improvement. One outlier who sat no exams is estimated to have a -0.13 impact on PP P8 which would improve P8 to -0.73. 6 out of 28 PP students (21%) followed an A+F timetable due to mental health leading to reduced entries.</p>

Head of Key Stages	<p>2018/2019 £5740</p> <p>2017/2018 £11.529</p>	A major focus for the HoKs is proactive work with our disadvantaged learners; including classroom visits to monitor the progress of students as well as monitoring and tracking progress, attainment and attendance, and where necessary support through social and emotional learning. In liaison with the PP Champion, the HoKs manage the disadvantaged students' barrier maps. Due to pastoral restructure the budget has been reduced.	Key Stage 3 Key Stage 4 Key Stage 5	DfE 2015: Supporting the attainment of disadvantaged students.	<p><i>The number of exclusion incidents for disadvantaged students will decrease.</i> 47 exclusions involved PP students, 17 different students. This compares to 37 non PP exclusions with 18 different students. There were 20 exclusions in term 1/2 which fell to 13 by term 5/6.</p> <p><i>The number of behaviour referrals for disadvantaged students will decrease.</i> 161 referrals in term 1 for PP students and this dropped to an average of 70 in Term 3, 4 and 5.</p> <p><i>The gap in progress and attainment between disadvantaged students and non-disadvantaged students will narrow at the end of 2018/2019.</i> P8 -0.86 which is a 0.09 improvement from 2017/18 but there is still a requirement for significant improvement.</p> <p>HOKS have been fundamental in the success of the new behaviour system that has minimised any low level disruption occurrences in the classroom.</p>
Disadvantaged More Able Learners Co-ordinator	<p>2018/2019 Contact Time</p> <p>2017/2018 £750</p>	This person will focus on the disadvantaged, more able. They mentor disadvantaged students specifically through the Year 9 options process.	Key Stage 3 and 4	OFSTED March 2015: The more able students	<p><i>The gap in progress of higher prior attaining disadvantaged students and higher prior attaining non-disadvantaged students will continue to narrow.</i> The suggested P8 of PP HPA students is -1.43. In 2019 an increase in contact time of the disadvantaged more able ambassador will be increased to give greater capacity for provision e.g. Cloud 9 challenges, KG Scholars, learning walks, student voice, mentoring, group metacognition</p>
PiXL	<p>2018/2019 £1500</p> <p>2017/2018 £1500</p>	The school will continue to be a member of PiXL to ensure that it monitors good school practice through collaboration.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	<p><i>The school will benefit from initiatives led by PiXL, focussing on character development and outcomes.</i> The school introduced some many PiXL and attended all main conferences. Initiatives such as consistent PPE feedback sheets and MathsAPP were used but it was not deemed value for money so PiXL membership has been terminated.</p>

Quality of Teaching, Learning and Assessment Total planned spend= £83,889 (2017/2018 - £74,797)					
Alternative Provision	2018/2019 £20,133 2017/2018 £12,654	Alternative and flexible provision is provided for those disadvantaged students whose needs would benefit from it. Some disadvantaged students may also need an alternative curriculum at an external provider. The budget has increased due to the increase in vulnerable learners in the current cohort accessing alternative provision and requiring support from the centre.	Key Stage 3 and 4	Educational Psychology "Permanent Exclusion and its Consequences" Behaviour interventions +3months (EEF)	<i>All disadvantaged students on alternative provision in year 11 go on to access FE at the end of 2018/2019. One student destination is unknown but all others are accessing FE.</i> <i>The number of behaviour referrals for disadvantaged students will decline throughout 2018/2019. 161 referrals in term 1 for PP students and this dropped to an average of 70 in Term 3, 4 and 5.</i> <i>The number of students in Year 11 alternative and flexible achieving GCSE passes in 5 or more subjects will increase. In 2017/18 none of the 6 A+F students achieved 5 level 2 qualifications. In 2018/19 4 of the 13 A+F students achieved 5 or more Level 2 passes. The P8 score for A+F has improved from -2.64 in 2017 to -2.18 in 2018 and estimated P8 of -1.42 for 2019.</i>
First PP	Contact Time	The school will continue to use the First PP strategy in all lessons. This will be supported with CPD time and resources.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	<i>All staff to understand First PP and all staff to demonstrate it in practice during disadvantaged student-focussed learning walks.</i> <i>All PP audits showed clear evidence of First PP however only 60% of learning walks showed evidence of First PP. All learning walks will have a clear PP focus and teachers will be asked about their PP students in 80% of learning walks in 2019/20.</i>
Numeracy and Literacy Intervention	2018/2019 £31,637 2017/2018 £31,637	Small group sessions are held, focussing on Literacy and Numeracy to help raise attainment and increase the rate of progress for those PP students who would benefit from it. A specific focus is given to transition.	Key Stage 3 and 4	Small group tuition +4months (EEF) Peer tutoring	<i>The gap between disadvantaged and non-disadvantaged students will narrow in the percentage gaining maths and English.</i> <i>The gap has not narrowed. 38%, of PP students achieved 4+ in English and maths the same as in 2018 but the achievement of non PP students fell by 3% to 70% in 2019.</i>

				+5months (EEF)	<p><i>The gap in reading and spelling ages of disadvantaged learners in years 7-9 will narrow compared to non-disadvantaged learners.</i></p> <p>Student voice for tutor intervention was positive in 60% of cases. However, attendance in Year 11 was poor. The change in approach to extSLT tutor groups did not prove successful. A new approach with larger intervention groups seen 3 mornings a week will be trialled in 2019.</p>
Teaching Assistants	<p>2018/2019 £25,000</p> <p>2017/2018 £27,000</p>	<p>Teaching assistants play an integral role in supporting the learning of students and help to remove barriers to learning. The strategy will look to build on the success of giving the Teaching Assistants clear PP strategies. The school will continue to provide the TAs with an in house CPD course run every two weeks.</p> <p>This will specifically address the SEN and Literacy barrier.</p> <p>The budget has reduced slightly due to decreasing PP numbers.</p>	Key Stage 3 and 4	Teaching Assistants +1month (EEF)	<p><i>Teaching Assistants understand their role in supporting Disadvantaged students and support them in lessons. This will be evidenced by learning walk and teacher voice.</i></p> <p>Teaching assistants stated they understood their role in supporting PP students but learning walks show approximately 70% fulfil the expectations.</p>
Homework Intervention /Show my Homework	<p>2018/2019 £2,006</p> <p>2017/2018 £2,006</p>	<p>The school continues to believe in the benefit of homework for disadvantaged students. The budget will support the software package "Show my Homework" ensuring all students get the benefits of this in school time. It will also provide additional support through an increased number of homework clubs.</p>	Key Stage 3 And 4	Homework (secondary) +5months (EEF)	<p><i>The progress between disadvantaged and non-disadvantaged narrows in 2018/2019.</i></p> <p>P8 -0.86 which is a 0.09 improvement from 2017/18 but there is still a requirement for significant improvement.</p> <p><i>The number of disadvantaged students who fail to hand in homework will decrease compared to 2017/2018.</i></p> <p>Homework club ran three evenings a week although attendance was poor. SEND homework club was utilised by approximately 5 students on a regular basis.</p>

New curriculum and assessment system	Contact time Leadership time	This will be the third year of a new curriculum for years 7-9 which supports and builds towards the GCSE content. In preparing the new curriculum, the needs of disadvantaged learners have been considered. The assessment system tracks progress towards the new GCSE grades. This new assessment system will ensure swift intervention in years 7 to 11, once underachievement is identified. A review of the options process given the new KS3 curriculum will prioritise the needs to PP students ensuring an opportunity for success is available for all students. This will meet a number of barriers including aspirations, literacy and SEN.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	<i>The gap in progress and attainment between disadvantaged and non-disadvantaged in a range of subjects will narrow in 2018/2019 in years 7-11.</i> The curriculum was reviewed in 2019 to ensure we were meeting the needs of our disadvantaged learners specifically through the development of cultural capital and appropriate sequencing. Assessment tracking has also been improved to remove ant grading in KS3 whilst still communicating is students are meeting expectations. The impact of this will take 2 more years to show the full effect. Currently photography, drama, history and engineering show positive progress for PP students.
Teaching and Learning Cycle	Contact time Leadership time	A new format for teaching will be implemented in 2018/2019. This will increase consistency in lesson structure, student understanding of the learning process and provide clarity of expectations which has been noted as beneficial for our PP and SEND learners though student voice.	Key Stage 3 Key Stage 4 Key Stage 5	Marc Rowland PP guide: quality first, consistent teaching is the most important in closing the attainment gap.	<i>Teaching and Learning cycle evident in 95% of learning walks and lesson observations.</i> The learning cycle was evident in 100% of lessons in TLA. <i>Student voice of pupil premium students suggests improvements in lesson structure/progress.</i> Student voice suggests the structure of lessons has increased consistency. The development for 2019/20 will be for students to understand why each part of the learning cycle is important in the learning process.
MINT (seating plans)	2018/2019 £950	MINT interactive seating plan software allows teacher to share knowledge of PP students to improve teaching and learning practice. It also provides a tool for identifying PP students.	Key Stage 3 Key Stage 4 Key Stage 5	EEF guide to PP, every student is an individual	<i>Use of MINT by all teaching staff to identify PP students.</i> All staff use MINT and it allows staff to identify PP students and share strategies without increasing workload. Plans need to be asked for in a greater number of learning walks in 2019/20.

Staff CPD	Contact time	The training of staff (including teachers and teaching assistants) will continue to focus on disadvantaged students, specifically attendance. Every Monday attendance will be discussed. Individual PP students will be discussed with strategies in line with the raising standards calendar. The CPD will meet the needs and barriers of all our disadvantaged students.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	<i>A majority of teachers and other staff will feel they have the confidence to challenge the gap between the disadvantaged and non-disadvantaged learners. Teachers referred issues to the PP Champion and requests for resources/access to experiences were shared.</i> <i>An improvement in the quality of teaching and learning observed for disadvantaged learners. Lesson observations and learning walks will demonstrate that First PP is embedded.</i> The quality of teaching and learning shows an improving picture for the number of areas 'evidenced' and 'to share'. However, although all staff know First PP the use is often implicit and hard to monitor. During the PP audit all departments will be asked to detail how First PP is personalised in their areas to make this visible.
Targeted Measures (T+L)	2018/2019 £3,500	This amount has been redistributed from the whole targeted measures budget in 2017/2018. It will be used in allowing students to access the curriculum e.g. revision workbooks, food ingredients, participation in course trips etc. These will be distributed based on individual student need.	Key Stage 3 and 4	DfE 2015: Supporting the attainment of disadvantaged students.	Individual case studies/intervention mapping has been evaluated. <i>All students in Year 11 received resources to support revision and resources required for success. KS3 students have had access to calculators, ingredients, stationery and trips. Resilience development session with student leadership co-ordinator.</i> <i>Mentoring through the options process and curriculum review has led to an increase in EBac to 50% (42% PP) for GCSE 2021 (GCSE 2019 = 22% (10% PP), GCSE 2020 = 18% (15% PP))</i>
Personal Development, Behaviour and Welfare Total planned spend=£62,703 (2017/2018)= £92,170)					
Attendance Support -	2018/2019 £16,108 2017/2018 £15,154	The attendance of disadvantaged students at JBS continues to be lower than the national average. To ensure that PP attendance is in line with/above Nat Av the attendance officer will work with families of students with a declining trend or	Key Stage 3 and 4	Taylor, C. Attendance importance on progress Parental involvement	<i>The attendance of disadvantaged students will increase at the end of 2018/2019, compared to non-disadvantaged students.</i> 2017/18 attendance for PP was 88.1% with a PP gap of -5%. Attendance improved by 2.5% to 90.6% and the gap narrowed to -3.2%.

		<p>whose attendance is below 95%. A new monitoring system and whole school focus is planned which is reflected in the increased budget.</p> <p>This will address the attendance barrier.</p>		t +3 months (EEF)	<p><i>The number of disadvantaged students who are persistently absent will decrease (compared to last year) at the end of 2018/2019 compared to non-disadvantaged students.</i></p> <p>The percentage of PP students who are persistently absent reduced by 1.6% whereas non PP reduced by 0.5%</p> <p>The profile of attendance was raised through the use of SOL attendance, weekly updates and AttendFest.</p>
Careers Guidance	<p>2018/2019 £4,400</p> <p>2017/2018 £4,400</p>	<p>To increase the aspirations of disadvantaged students, the careers guidance will be specifically targeted at disadvantaged students. A motivational speaker will also visit to spend time with the disadvantaged students in an aim to increase aspirations. Low aspiration has been identified as a significant barrier for disadvantaged students and the PP champion will work closely with the WIN co-ordinator to increase opportunities for visits, mentoring and in school activities.</p> <p>This addresses the aspirations barrier.</p>	Key Stage 3 and 4	<p>School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation January 2014</p>	<p><i>All disadvantaged students in Year 11 to receive a careers interview.</i></p> <p>All PP and service students received a careers interview.</p> <p><i>The motivational speaker will receive a positive review from students.</i></p> <p>Motivational speaker received positive reviews and requests for work over a longer period of time with targeted students which will be implemented in 2019/20.</p> <p><i>All disadvantaged students in Year 10 to undertake a work experience placement. An evaluation of their experience will take place.</i></p> <p>All disadvantaged students completed work experience and assistance in achieving high quality placements was provided. Transport to Bath and Swindon was provided where necessary.</p> <p><i>There will be no students NEET or not referred to the local NEET co-ordinator at the end of 2018/2019.</i></p> <p>There were no NEET students referred in summer 2019.</p>
Counselling and Guidance	<p>2018/2019 £17,600</p> <p>2017/2018 £17,200</p>	<p>To address the significant and rising number of students with mental health concerns, the budget for counselling and guidance continues to be strongly supported by the PP budget.</p> <p>The counsellor will run well-being and confident learners group, which prioritise disadvantaged students. This addresses the attendance and mental health barrier.</p>	Key Stage 3 and 4	Social and Emotional learning +4 months (EEF)	<p><i>A majority of feedback forms for students using this service will be positive when reviewed at the end of 2018/2019.</i></p> <p>All PP students in Year 7 were seen through transition support groups/confident learners. Access to counselling was monitored to identify PP usage which was reflective of the cohort proportion.</p> <p>Case studies show the positive impact of the counselling and guidance team service on individual, disadvantaged students.</p>

<p>Pastoral Support</p>	<p>2018/2019 £17,612</p> <p>2017/2018 £18,982</p>	<p>Pastoral support is provided to students to help promote a positive approach to learning. This work prioritises our disadvantaged students. A new behaviour system will be introduced promoting zero tolerance in lessons to prevent disruption to learning and restorative conversations to rebuild student-teacher relationships. A significant amount of Team Safe's time is spent on disadvantaged students.</p> <p>This address the attendance, safeguarding, mental health barriers.</p>	<p>Key Stage 3 and 4</p>	<p>Behaviour Intervention s +4 months (EEF) Parental involvement t +3 months (EEF)</p>	<p><i>The majority of disadvantaged students feel they have someone to talk to in school if they are unhappy. This will be verified by student voice at the end of 2018/2019.</i></p> <p>Student voice indicates 98% of students are happy in school. The pastoral restructure to the Hub has made it support clear for students and has improved safeguarding. The challenge for 2019 is to increase the amount of conversations about progress in subjects delivered by the pastoral team including tutors.</p> <p><i>The number of behaviour referrals for disadvantaged students will decline throughout 2018/2019.</i></p> <p>161 referrals in term 1 for PP students and this dropped to an average of 70 in Term 3, 4 and 5. This has had a positive impact on low level disruption in the classroom.</p> <p>Case studies show the positive impact of the pastoral support team on individual students.</p>
<p>University collaboration</p>	<p>Contact time</p>	<p>The school will continue to arrange trips to universities. In collaboration with the University of Bath.</p> <p>This addresses the aspirations barrier.</p>	<p>Key Stage 3 and 4</p>	<p>School and college-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation January 2014</p>	<p><i>The number of disadvantaged students entering the school sixth form will increase in 2018/2019.</i></p> <p>There are 6/62 disadvantaged students in Year 13 and 10/60 in Year 12.</p>

The Brilliant Club	<p>2018/2019 £1,500</p> <p>2017/2018 £1,500</p>	<p>Following the success of The Brilliant Club in 2017/2018, the programme will be undertaken with a new cohort.</p> <p>This addresses the aspirations barrier.</p>	Key Stage 3	<p>Recommended at the Wiltshire networking of secondary school leads on PP.</p>	<p>At least 90% of the Brilliant Club cohort will state that they are now thinking about going to university. <i>100% of the Brilliant Club are considering university. 60% of parents attended the celebration evening, 75% of PP. The programme was completed by 10 students. Due to the expense for 10 students the model will be scaled up in house in 2019.</i></p>
Music Lessons	<p>2018/2019 £2,500</p>	<p>All pupil premium students will have the opportunity to have music lessons in KS3. This is continued in KS4 if students are studying music or are taking graded music exams of Grade 5 or higher.</p>	Key Stage 3 and 4	<p>Arts participation +2months (EEF)</p>	<p>Individual case studies. 1 Pupil in Year 11 who was PP achieved Grade 6. 23% of Year 10 music class are PP indicating the success of the initiative.</p>
Targeted Measures	<p>2018/2019 £2,983</p> <p>2017/2018 £13,500</p>	<p>For additional consumables required to support disadvantaged students e.g. uniform. Also used to support any strategies that are bespoke to individual or groups of students. This budget has been reduced due to the reducing number of PP students and the introduction of music lessons as a strategy. A specific targeted measure for teaching and learning is also included. This covers the costs of participation in enrichment opportunities which will be closely monitored for PP students with the introduction of personal invites.</p>	Key Stage 3 and 4	<p>Outdoor adventure learning +4months (EEF)</p> <p>Sports participation +2months (EEF)</p> <p>Nuffield Foundation 2016 – extracurricular clubs boost performance of disadvantaged students.</p>	<p>Individual case studies. Some funds were used to: Provide uniform in the transition to KGA in term 6, specifically PE kit Duke of Edinburgh subsidy Gym membership Stage school lessons Transport provision Passport to allow access to French trip</p>