

Pupil Premium Strategy Statement

School overview

School name	Balcarras School
Pupils in school	1378
Proportion of disadvantaged pupils	5.7%
Pupil premium allocation this academic year	£83,000
Academic year or years covered by statement	2021-2024
Publish date	September 2021
Review date	September 2024
Statement authorised by	D L Burke (CEO)
Pupil premium lead	G Towers (Assistant Head)
Governor lead	A Lilley-Stewart

Disadvantaged pupil performance overview

See data at end of section

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To exceed national average for all pupils	Every Year until end of SDP - July 2024
Attainment 8	To exceed national average for all pupils	Every Year until end of SDP - July 2024
Percentage of Grade 5+ in English and maths	To exceed national average for all pupils	Every Year until end of SDP - July 2024
Ebacc score	To exceed national average for all pupils	Every Year until end of SDP - July 2024
Students have full access to the curriculum	All pupil premium students have the same curriculum opportunities as their peers.	Every Year until end of SDP- July 2024
Destinations of pupil premium students is in line with peers.	All pupil premium students have a suitable post 16 destination.	Every Year until end of SDP – July 2024

Teaching priorities for current academic year

Measure	Activity
Priority 1	Teaching of core subjects at Key Stage 4 to raise performance at GCSE level. Reduce class sizes in KS4 English, Mathematics and Science by funding additional specialist teaching staff in these areas.
Priority 2	Prioritise literacy across Key Stage 3 teaching for all pupils. Appointed literacy lead to resource and train staff to

	deliver weekly tutor time reading sessions. Literacy Lead to provide and train staff in the use of reading comprehension strategies.
Barriers to learning these priorities address	<p>Priority 1: Limited interactions with and feedback from subject specialists. EEF Teaching and Learning Toolkit indicates reduced class size leads to around 3 months additional progress. The research shows this is the case once class size is reduced to fewer than 20 or even 15 pupils. The strategy taken by the school looks to achieve a number of groups in each of the three core subject where this is the case.</p> <p>Priority 2: Limited opportunities to interact with appropriate challenging texts. Research has shown reading challenging texts with pupils has a positive effect on their literacy increasing reading age by a number of months details can be found at MaryMyatt.com. The EEF toolkit suggests focusing on reading comprehension can lead to 6 months additional progress.</p>
Projected spending	<p>Additional Groups in Mathematics, English and Science at KS4</p> <p>£65,713</p> <p>Appoint literacy co-ordinator, with a particular focus on Key Stage 3 literacy teaching.</p> <p>£7,000</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide a study option for key stage 4 as the 5 th option for those pupils that need extra support. Allowing time/support to focus on core subjects and their other options. Staffing for this is made possible via an extra teaching assistant.
Priority 2	Provide supervised homework support during lunchtimes for both key stage 3 and key stage 4 pupils.
Barriers to learning these priorities address	<p>Priority 1: Insufficient time to focus on key GCSE subjects. Lack of engagement due to difficulty keeping up to date with the curriculum. The EEF Teaching and Learning Toolkit suggests that small group tuition of this type can lead to 3 months additional progress. This is in line with the research on small class sizes. These study classes would fall between these two types of group.</p> <p>Priority 2: Lack of effective space to complete homework. EEF Teaching and Learning Toolkit indicates effective homework can lead to 5 months additional progress at secondary level. The school's policy is to set all pupils high quality homework. A barrier</p>

	to pupil premium students may be access to a space to take best advantage of this.
Projected spending	Funding of additional teaching assistant time to support more vulnerable children £14,780 Pay homework club supervisors £2328

Wider strategies for current academic year

Priority 1	Ensure pupils have full curriculum access. Funding used to support pupils to access paid curriculum trips, visits and activities.
Priority 2	Provide financial support for pupils to access noncurricular activities in order to build cultural capital.
Barriers to learning these priorities address	Priority 1: Reduced access to the curriculum. Priority 2: Pupils becoming disaffected with school. The EEF Teaching and Learning Toolkit suggests the Arts and Sports participation can lead to 2 months additional progress and can also lead to more positive attitudes to learning.
Projected spending	Subsidise school visits, trips and extra-curricular activities for pupil premium pupils to build cultural capital and ensure no child misses out. Provide financial help to families for any aspect of education (including uniform, music lessons, cooking ingredients etc) from time to time, when a need is identified. £3,000 Allocate senior teacher to lead on full strategy to ensure a comprehensive and co-ordinated delivery. £1,200

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Recruitment and staff retention was good and so priority 1 was able to be implemented without mitigation. The school's literacy lead was on maternity leave and so	Literacy Lead left clear guidance and support for staff while on maternity leave. Members of the English department

	management of priority 2 was more difficult.	supported staff in delivering this aspect of the policy.
Targeted support	Staffing was good and so an additional TA was in place to support the KS4 study group. School closures and COVID measures made supervised homework sessions more difficult.	School reintroduced supervised homework clubs as soon as was possible under COVID guidelines.
Wider strategies	Reduced number of curriculum trips due to COVID restrictions.	Funding was used to ensure pupils had full access to remote learning.

Review: last year's aims and outcomes

The last time exam results were published (2019), performance by pupil premium pupils was outstanding.

Progress 8 was 0.31 for pupil premium pupils (compared to -0.03 for all pupils nationally)

Attainment 8 was 47.67 higher than the national average for all pupils of 46.69

Percentage grade 5 in English and maths was 44% higher than the national average for all pupils of 43%.

Ebacc average point score was 4.09 higher than that for all pupils nationally of 4.07.

There were no cases where pupil premium pupils did not have full access to the curriculum.

13 of the 14 pupil premium students in the cohort went into education or employment.

Information for 2020 and 2021 is based on the FFT KS4 dashboard and is intended to give guidance only.

2020

Progress 8 for pupil premium students was 0.32 in comparison to an assumed national figure for all pupils of 0.00.

Attainment 8 was 55.32. No national data is available, but this is above the figure for all pupils in 2019.

Percentage grade 5 in English and maths was 71% higher than the national average for all pupils in 2019.

Ebacc average point score was 5.04 higher than that for all pupils nationally in 2019.

There were no reported cases of pupils premium students not having access to the full curriculum.

External destinations data is not available but the careers department supported and tracked pupil destinations.

2021

Progress 8 for pupil premium students was 0.62 in comparison to an assumed national figure for all pupils of 0.00.

Attainment 8 was 59.11. No national data is available, but this is above the figure for all pupils in 2019.

Percentage grade 5 in English and maths was 67% higher than the national average for all pupils in 2019.

Ebacc average point score was 5.43 higher than that for all pupils nationally in 2019.

There were no reported cases of pupils premium students not having access to the full curriculum.

External destinations data is not available but the careers department supported and tracked pupil destinations.

School Ethos

Balcarras believes that Pupil Premium Pupils **benefit from a whole school approach** to raising achievement. While the tactics employed by the school are for the benefit of all pupils, there is no doubt, looking at examination scores across many years, that **Pupil Premium Pupils gain significantly** from these strategies.

The strategies outlined above are easily costed and no doubt have a significant impact on Pupil Premium Pupils. However, there is a plethora of other strategies employed by the school that are more difficult to cost, but undoubtedly help Pupil Premium Pupils.

It is likely that many of these strategies will benefit Pupil Premium Pupils more than Non-Pupil Premium Pupils, although they are not exclusively aimed at one particular group of pupils. These include:

- Having **excellent pupil behaviour** across the school, through a robust system of pastoral care and clear and consistent sanctions.
- Having **outstanding pastoral support** right across the school, where pupils feel supported, understood, appreciated and cared for. Creating a healthy pastoral structure in the school that is central to all that we do.
- Appointing **outstanding teachers**, experts in their field, who teach stimulating and focused lessons to attentive and very well behaved pupils.
- Having an **outstanding learning environment** across the school that is clean, stimulating, well maintained and always improving.
- Have a **strong middle management** in the school, led by the Heads of Departments, that ensure that lessons are focused, have a clear Scheme of Work, address all aspects of the syllabus in a logical and progressive order and ensure that all teachers are supported and **teach outstanding lessons**.
- Have a **strong senior management** that is cohesive, progressive, always looking for ways to improve, never complacent, and in touch with all current strategies in education.

Data for targets

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total Pupils	194	196	211	194	192	205			
PP Pupils	15 (7.7%)	20 (10.2%)	9 (4.3%)	17 (8.8%)	24 (12.5%)	11 (5.4%)			
Progress 8	0.6	0.33	0.82	0.70	0.74				
Higher	0.39	0.31	0.79	0.86	0.66				
Middle	1.01	0.36	0.92	0.53	0.80				
Lower	0.79	0.40	0.41	0.57	0.81				
Pupil Premium	0.26	-0.28	0.31	0.32	0.62				
National Avg	-0.03	-0.02	-0.03	0.00	0.00				
Attainment 8	60.17	56.20	71.28	63.51	64.63				
Higher	65.92	63.92	75.01	75.75	75.00				
Middle	53.21	44.91	49.64	56.83	61.00				
Lower	33.78	28.69	28.93	42.07	47.00				
Pupil Premium	55.67	45.55	47.67	55.32	59.11				
National Avg	46.29	46.53	46.69	N/A	N/A				
EBACC avg score			5.65	5.95	5.96				
Higher			6.84	7.27	N/A				
Middle			4.28	5.22	N/A				
Lower			2.17	3.68	N/A				
Pupil Premium			4.09	5.04	5.43				
National Avg			4.07	N/A	N/A				
Grade5+ in Eng&Maths	78%	63%	70%	80%	79%				
Higher	89%	82%	95%	100%	N/A				
Middle	68%	36%	41%	80%	N/A				
Lower	0%	0%	0%	13%	N/A				
Pupil Premium	60%	35%	44%	71%	67%				
National Avg	43%	43%	43%	N/A	N/A				
PP funding	£79,830	£82,270	£90,795	£85,835	£83,000				