

Pupil Premium 2014-2015

In planning how the school would spend this grant we have taken the school's three main priorities for the year into account. These priorities were:

- Improve students attendance
- Improve students attitudes to learning
- Teach them even better

In working towards achieving these priorities and thereby improving outcomes for all our students the school planned to spend its pupil premium grant on the following:

- One-to-one tuition.
- Support for students in after school homework clubs.
- Curriculum enrichment.
- Extra support in English so that EVERY child is reading, spelling and writing at their chronological age within 18 months of arriving at Bedford Free School.
- Extra support in Maths
- Targeted intervention and mentoring.
- Improved quality and impact of teachers feedback
- Aiding every member of staff to do their job better
- Increasing opportunity for reward, student leadership and engagement
- Enhanced transitions

The school also took into account that:

- The most important factor in predicting a child's future academic achievement is prior attainment.
- The next most important factor is poverty.

Material deprivation can affect a child's educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors that can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their child's education; low levels of cultural and social capital; and low aspirations. As a result there is traditionally a wide gap between the attainment of pupils from deprived backgrounds and others, at all educational stages. At Bedford Free School we are wholeheartedly committed to narrowing the gaps in achievement, especially for those

disadvantaged students in order to contribute to increased social mobility and a society where a student's life chances cannot be predicted by the income of their parents.

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2014 to 2015 financial year, Bedford Free School received £144,714 in pupil premium funding and £7,000 in catch up funding.

Number of Pupil Premium Pupils	155	Number on roll: 463
% of overall school population	33%	

Our Aim

All students who come to Bedford Free School will exceed expectations of progress both personally and academically and break through any barriers to achieve their full potential.

Pupil Premium is now high on the agenda for Governing Body meetings, as confirmed by the link governor, and evidenced in minutes of the appropriate committee meetings. Staff report a clear identification of PP students through the staff intranet and SIMS; there is an expectation responsibility for checking for any updates.

The school has referred to the PP Toolkit from the Education Endowment Fund to support choices when utilising PP funding. As a result, senior leaders made a conscious decision to restructure the support available to students, for example in the employment of Learning Mentors rather than TAs and increasing the use of small group work where appropriate.

The school believes in an inclusive approach and as a result ensures that activities and opportunities are available to all, enhanced by the extended school day and a mission statement, based around "Respect. Honesty. High Expectations."

The effective use of pupil premium is integral to supporting the school in this mission. In line with this, the school commissioned an independent Pupil Premium review to ensure best use of our funding was made.

The progress and attainment of Pupil Premium students at BFS is very good. Although gaps still exist within the data in school, compared to the national data they are performing excellently.

Progress in Maths and English compared to the national data demonstrates excellent provision for PP students. 12% more PP students at BFS are making the required 3LP in Maths than in FFT-D schools and that gap is greater in English at 19%. A substantial gap between BFS PP students and PP FFT-D students is also indicated with those students making 4 levels progress in Maths and English, with gaps at 11% and 10% respectively.

There are still gaps in terms of progress in Maths and English for BFS PP students compared to the rest, with the exception of 4 levels progress in English. When compared to the gaps that exist nationally and those FFT-D schools it is evident that the gaps in Maths are 11% and 12% at BFS and on average 7% for national data. This is a gap we will actively be seeking to close, although as mentioned our PP students are still making much greater progress than even 'the rest' in FFT-D. In English PP students have made more progress than non-PP students in terms of 3 levels of progress and the gap at 4 levels of progress is only 1% greater than the national benchmark and FFT-D. Again PP students have made significantly more progress at BFS than any other cohort indicated by these statistics.

In terms of forecast attainment 5*-C including Maths and English our pupil premium students are performing 1% below the national benchmark and 7% below FFT-D. There is also a substantial gap between PP and non-PP students, roughly twice the size of the national picture. This statistic needs to be considered in the light of particular students we have on roll still and the strategies planned for many of our PP students in terms of exam entry in Yr 11. When you drill down if you were to remove 5 or 6 students from this cohort (all PP) then there is a huge effect on the data.

Key Objective: Literacy and Numeracy

All students to catch up their reading ages to their age in years within 18months at BFS

All students to make expected progress levels in numeracy

The school utilises a number of intervention programmes to support the development of literacy – particularly reading, including Lexia, Accelerated Reader and Sounds Write. In addition, the school has revised the curriculum and increased the provision of English lessons to four a week and increased the focus on paired and guided reading. Whole school literacy sessions delivered to staff.

In Year 7 students engage in paired reading and Sounds Write as examples. In Year 11 students are offered 1:1 support and small group work for numeracy.

Year 11 students identified in need of maths intervention (including those below their FFT-D) had 1:1 or small group interventions once a fortnight over a term. These sessions were delivered by BFS staff.

Progress made in these areas is evidenced by our Year 11 summer 2015 GCSE results where on the whole progress was significantly above the national average (see Appendix A)

Key Objective: Transition

For all students to improve transition outcomes and bring attainment in line with expected levels of progress

Raising aspirations and improving transition out of BFS through Y10 work experience was highly successful. All students were placed and feedback from students, employers and parents has been excellent.

Sixth Form taster days were also highly successful, with the vast majority of students visited a local sixth form for at least one day, most for two or more. Again feedback from students, parents and the participating schools has been excellent.

Transition outcomes have been central to planning for 2014/2015. Year Seven students have benefitted greatly from the reading and literacy interventions where needed but more needs to be done to ease their transition from Primary to Secondary on a pastoral front.

Transition days were highly successful with students overwhelmingly reporting very positive experiences. Attendance was over 95%.

Open days have been very well attended and again very positive experiences for students and parents.

In July 2015 we ran our first summer school and the feedback from students has been overwhelmingly positive

Key Objective: Character, Behaviour and Curriculum Engagement

For all students to access all areas of the curriculum and overcome specific barriers to learning

Support staff at BFS work closely with many PP students. Learning mentors are used through the key worker system, giving each vulnerable or SEN student access to a member of staff that regularly meets 1:1 with them and is their point of contact. ARU as attendance officer has close contact with many PP students and their families and the gap in attendance between PP students and non-PP students has reducedRCH

works every day with a variety of students, designing programmes and interventions that meet their particular needs in school including social, emotional and behavioural difficulties.

PP students have also benefitted from many external interventions. Regular meetings of the pastoral team analysing data from our behaviour management structures highlight students in need of behaviour or SEAL interventions. Skip Beatz has been particularly successful, with the data suggesting it works best on students that are showing early signs and not necessarily at the top of the behaviour points table.

A counsellor visits the school weekly providing one to one sessions with identified students. Of the students requiring her services only 1 has not been pupil premium

Work has started and staff training given on central records with regards to PP and non-PP students in order to be able to identify students' barriers to learning easily. Recording successful strategies that work for these students will help PP students in particular as it is often their disadvantage that manifests itself in particular barriers eg low aspirations or access to ICT.

Curriculum engagement and progress is mostly dependent on wave 1 outstanding teaching and this will be the biggest key to engaging PP students and closing attainment gaps.

Key Objective: Personalisation - how does Quality First Teaching meet pupil needs?

Aiding every member of staff to do their job better

Encouraging school governor engagement

On joining the school, every teacher engages in a comprehensive induction programme and is provided with a personal copy of *Teach Like a Champion*, which the school endorses as central to the developmental ethos and drives forward for their staff. In addition, all staff engaged in a memory INSET in January 2015 as an additional teaching tool.

The Ofsted report from February 2014 identified teaching and learning as 'requiring improvement' due to "teaching does not expect enough of students and does not capitalise sufficiently on their positive attitudes to learning. Students' books are allowed to be untidy and disorganised" therefore this has been a specific focus for the year.

The introduction of a 'Prep' session every day allows staff the opportunity to mark / conduct admin tasks and also allows students to engage with homework tasks.

The school has a named link governor for Pupil Premium who has taken on this additional responsibility – and who confirms that reports on progress are regular and one of the focus areas for the school is in the development of reading , which is line with the students chronological age , as a large proportion arrive significantly below age related ability

SPENDING OVERVIEW 2014/2015

Key Objective: Literacy and Numeracy

*All students to catch up their reading ages to their age in years by end of first year at BFS
All students to make expected attainment levels in numeracy*

Reading Age Intervention – Small Group Teaching	£12,000
Maths 1:1 interventions	3,000
Literacy across the curriculum	£6,500

Key Objective: Transition

For all students to improve transition outcomes and bring attainment in line with expected levels of progress

Transition and Year 7 Pastoral support worker	£6,000
Transition Days	£2,000
Work Experience	£6,000

Key Objective: Character, Behaviour and Curriculum Engagement

For all students to access all areas of the curriculum and overcome specific barriers to learning

Behaviour Scales Skip Beatz	£9,300
Lifebox Theate company	£720
Way to Work	£1,500
Other Behaviour Interventions	£2,000
Counselling	£5,500
Character Development – Successful Lives	£4,200
Key Worker System, Behaviour Interventions and Attendance	£39,000

ICT Access	£10,000
Educational Resources Fund	£20,000
Staff Training – Pastoral, T&L	£10,000
Homework Club	£4,000
General	
Appointment of Pupil Premium Coordinator	£10,000
Total Expenditure	£151,720
Total Funding Pupil Premium	£144,714
Total catch up funding	£7,000

Appendix A

Year 11 - Summer 2015 Results								
Key Stage 2 to Key Stage 4 performance - percent making expected progress, School and National								
Cohort*		English			Maths			
	School English	School Maths	Spring Forecast* *	Summer Result	National Ave. 2014	Spring Forecast**	Summer Result	National Ave. 2014
All Pupils	80	81	79	88.9	70	78	69.5	65
Gender								
Male	32	32	81	68.6	64	80.5	78.1	62
Female	49	50	77	87.8	76	75	64	67
Pupil Premium								
Pupil Premium	27	28	62	88.9	58	59.5	57.1	48
Non Pupil Premium	53	53	87	88.9	74	87	75.9	71
Children Looked After								
CLA	0	0	-	-	29	-	-	29
Not CLA	78	79	79	88.9	70	78	69.5	65
Prior Attainment								
Low	16	16	70	87.5	47	45.5	35.3	26
Middle	48	48	78	89.6	69	77.5	77.1	65
High	16	17	88	87.5	85	87.5	81.2	84
English as an Additional Language								
English as an Additional Language	1	2	NA	100	76	NA	100	72
English as a First	78	79	79	88.8	70	68	68.8	64

Language								
Special Educational Needs								
SEN Any	7	8	20	60	53	17	40	40
No Identified Special Need	71	73	82	90.8	75	82	71.4	72
Significance Key								
Significantly above national (Sig+)	○					*Number of students with validated progress data		
Significantly below national (Sig-)	•					**Average of secure and insecure forecasts		
Significance confidence level				95%				
Significance threshold +/-				1.96				