

Pupil Premium Review 2017/18

Allocation, spend and impact

Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

Allocation	2017/18 Expected Funding			Funding Received From Sept 17 to June 18
Based on the school Census				
Pupils in year group 7 to 11 recorded as Ever 6 FSM	132	@ £935	£123,420	£96,308
Looked After Children (LAC)	5	@ £1,900	= £9,500	£8,405
Children who have ceased to be looked after by a local authority because of adoption, special guardianship Order, a child arrangements order or a residence order	0	@ £1,900	= £0	£0
Service Children	3	@ £300	= £900	£900
Total			= £133,820	£105,613

Barriers to future attainment for students eligible for the PPG (including high attainers)

Internal barriers	External barriers												
<ul style="list-style-type: none"> In school attainment gaps on entry in English and mathematics <table border="1" style="margin-left: 20px; width: 150px;"> <thead> <tr> <th></th> <th style="text-align: center;">APS gaps</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td></td> </tr> <tr> <td>Y8</td> <td></td> </tr> <tr> <td>Y9</td> <td></td> </tr> <tr> <td>Y10</td> <td></td> </tr> <tr> <td>Y11</td> <td></td> </tr> </tbody> </table> Disadvantaged students often start at Bedford Free School with relatively lower aspirations than other students in the school Lack of strong learning habits on entry 		APS gaps	Y7		Y8		Y9		Y10		Y11		<ul style="list-style-type: none"> Building trust and strong relationships with families can be more complex
	APS gaps												
Y7													
Y8													
Y9													
Y10													
Y11													

How are we spending the PPG?

Bedford Free School draws on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to direct funding to a school offer that is most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is intended to minimise potential barriers to learning and thereby maximise progress and achievement. The whole school and sometimes more targeted offer is aimed primarily to advantage the most disadvantaged students

Quality first teaching (QFT):-

QFT in summary:-

- Tight Structures and routines
- Booklets
- Consistency across the school – (Teach Like a Champion)
- Showmyhomework
- Science of Learning
- Values driven
- Extended school day including morning meeting, DEAR (reading programme), prep and electives
- Data Driven instruction – regular monitoring of progress and subsequent action taken where necessary

We understand the importance of ensuring that all teaching meets the needs of each learner as they are being taught, rather than relying on interventions to compensate. Therefore, we recognise the need for regular reminders of what quality first teaching should consistently be like and ongoing mindfulness of good classroom 'Wave 1' support. Every staff member on their arrival to the school is given a copy of Teach Like A Champion which provides the back bone of our approaches to teaching. The Senior Leadership Team (SLT) in a daily training slot deliver a message around Wave 1 support mostly by recapping techniques from Teach Like A Champion but also include training on other aspects of ensuring QFT. The result is a school that has all staff using the same methods and language in their classroom management routines with tight and consistent structures and high expectations of how students should behave.

We use photocopied work booklets that provide a great basis for quality first teaching. They contain the subject text, which students can interact with for example by highlighting keywords etc. visual clues and images, the lesson content, scaffolding, chunking and dual coding.

The best way to ensure students make progress is to harness the power of quality feedback. There are regular low stakes quizzes and official Data Driven Instruction conversations take place between Heads of Department and SLT take place after more formal assessments approximately every half terms.

Additional staff in maths and English departments.

There are additional staff in both maths and English . Where there is need students are split into smaller groups and receive more individualised or slower paced delivery of lesson. Examples of this is year 7 where the already small 'bottom' set is split even further and for some students to be taught spereatley for some of their English lessons to work with another member of staff to work on a reading programme. Another example is in year 9 where some students receive additional English sessions instead of a second language. In year 11 additional English and maths staff have enabled very targeted teaching approaches with sometimes as few as three students being taught as one small group

Pastoral support

There is a dedicated team of four members of staff provided for pastoral care beyond the tutor. Three of them have dedicated year groups and support in enabling all the students in their care to be able to access the learning. They support in areas such as safeguarding, attendance, mental health and wellbeing, home-school liaison and academic achievement. The fourth member of the team is a behaviour specialist and focuses on working alongside students to help them ensure their conduct is fit for school and in particular for learning.

There are three counsellors available to students in school so where there is a referral students are able to access the support easily.

A team of well-qualified Learning Mentors

A team of well-qualified and experienced Learning Mentors provide for a variety of bespoke interventions such as Guided Reading, nurture clubs, prep support, 1:1 tutoring and some in-class support. The learning mentors are able to provide Keyworker support where there is need which goes beyond that which a tutor or Pastoral Support provides.

Extended School day

A daily prep session features on every student's timetable. This is a forty-minute supervised independent silent study period where students start and in some cases complete their homework. One of the main reason for providing a prep session for all students is to enable them to spend time in a space and environment conducive to concentrated study. During this session there is also an intervention; 'prep support' which allows a select number of students to have closer supervision and support with their homework rather than having to carry it out independently. Additionally optional supervised homework club is available to all students from 4pm until 6pm every evening (3:20-5pm on Fridays).

The wider curriculum

Funds have been allocated to various programmes, which are intended to include enhance and speed learning for students. these include:-

What	Who	When	Comment
Maths Mastery/Complete Maths	All students	Maths lessons	
Times Tables Rockstars	Year 7 students	Morning Meetings (4 days a week)	
Electives	Whole School	Twice weekly (approx.) 2 ½ hours	Every child accesses school clubs
Catch-Up club	Any child who is a Persistent Absentee (attendance <90%) and/or whose attendance is below 95% in the last ten school weeks	Twice weekly (approx.) 2 ½ hours	Student's catch-up on work missed and can do their homework so that they may rest at home. As attendance improves students earn back privileges e.g. Golden Time to get out of Catch-Up club again
Morning Meeting	Whole school	Four times a week 8:30am-9am	Includes weekly spellings, numeracy and self-quizzing
DEAR (Drop everything and read)	Daily	Dedicated ½ hour with tutor or Learning Mentor at lunch	40 students access more tightly guided DEAR (guided reading)
McGraw Hill Reading Programme	Targeted students	In some of their English sessions as break out	
Sporting Fixtures	84% y11 have taken part in a school fixture or extra-curricular sporting event. 92% y7-10 have taken part in a school fixture or extra-curricular sporting event. 34% of y11 students have been a sports leader at a primary school 42% of y7-10 students have been a sports leader at a primary school	Frequently. During prep and after school	School ethos of play for love of sport (participation) rather than play to win

Hardship fund

There is a hardship fund available for those students who need it. Parents who request financial assistance are asked to fill in an application form to ask for up to 50% contribution from the school to assist in payment for trips, visits, textbooks, leaver's dinner etc.

Impact

A positive thriving school for ALL students

GCSE Results best progress 8 in Bedford Town

Bedford Free School gained the highest progress 8 score compared to the other five secondary schools in the town.

Progress 8 figures for disadvantaged pupils are -0.25, not significant, and are very close to 0 once two pupils who did not attend mainstream for two years are removed. This is despite almost all pupils being entered for modern languages, a humanities and only courses which are full GCSE examinations rather than 'more accessible' courses.

70% of disadvantaged pupils entered the English Baccalaureate in 2018.

100% of disadvantaged pupils entered education, employment and training in 2018.

Good behaviour

The school has consistently calm and focused environment. School leaders walk the school on a lesson-by-lesson basis witness this claim and very positive verbal feedback is awarded by external visitors (who are accompanied on guided tours around the school by student leaders).

Quantifiable evidence;

- Isolation data - The reduction in the number of times a student is placed in isolation:- the first, second, third, fourth occasions and so on almost reduces by half the amount of students each time and this is reflected too in the reduction in repeats of fixed term exclusions,
- Exclusion data - >50% excluded students this year have not received another exclusion after their first one.

Parental Engagement

On average over 90% attendance of parents, attend parent evenings

Attendance significantly higher than local and national average

Bedford Free School 2017-2018 attendance figures compared with local and national figures (2016/2017 data

	National data	BFS data – as at week 2017 2018	Current difference Nationally	Bedfordshire data	BFS data – as at week 2017 2018	Current Difference locally
	Autumn term 2016 and spring term 2017			Autumn term 2016 and spring term 2017		
State-funded secondary schools						
Number of schools	3,399					
Number of pupil enrolments (1)	2,870,990	503			503	
Percentage of sessions missed due to: (2)						
Overall absence	5.2	4.1%	-1.10%		4%	
Authorised absence	3.8	2.60%	-1.20%	3.90%	2.60%	-1.30%
Unauthorised absence	1.3	0.90%	-0.40%		1.10%	
Number of enrolments who are persistent absentees (3)	366,055	30			30	
Percentage of enrolments who are persistent absentees (3)	12.80%	5.90%	-6.90%	11.50%	5.90%	-5.60%