

Pupil Premium Report 2019

Purpose

Blatchington Mill is an inclusive school and we are committed to securing excellent outcomes of all students, especially those who are disadvantaged educationally. Within our school development plan we have high level objectives that underpin our agenda for continual improvement, several of these pertain directly to our work in supporting students to overcome disadvantage.

Our school development plan includes our aim to:

- Motivate all students to be committed and enthusiastic **lifelong learners**.
- Improve **attendance**, so that regular attendance is a habit for all students, but particularly for those who are disadvantaged.
- **Develop teaching** to ensure all students learn securely and make good progress.
- **Raise achievement** for all, but particularly for students who are disadvantaged or have SEND.
- Create a **school environment** that is stimulating, inspiring and well resourced.

These aims flow clearly from our *ethos of inclusion, care and aspiration* for all students and underpin the decisions we make, in this context about how we allocate resources to support those most in need.

Context

Blatchington Mill is an inclusive school, our student body includes students with a wide range of Special Educational Needs, pupils from varying backgrounds and a number (237) who qualify for the Pupil Premium, of which (143) also qualify for Free School Meals. This variety makes our school an exciting and rich place to study and work but it also brings challenges, which are outlined in this report, along with our considered approaches to addressing these challenges so that all pupils, especially those from disadvantaged backgrounds, make excellent progress.

The table below outlines the main group numbers here at Blatchington Mill School.

January 2019						Additional Information	
Year	No of Students in year	Students in receipt of Pupil Premium	Students with SEN E or K AND Pupil Premium	Students in care	Students in receipt of Pupil Premium AND Free School Meals	Ever 6	SEN K & E
7	328	32	5	2	28	54	46
8	294	49	15	5	29	45	42
9	298	49	15	4	29	51	58
10	296	60	18	2	33	48	57
11	290	47	16	1	24	42	46
Total	1506	237	69	14	143	239	249
11 (2017/18)	293	68	26	6	28	64	66

FSM: pupils entitled to free school meals in the last census before the end of the key stage (also known as FSM current)

Ever 6: pupils who have been ever been listed on a school census as entitled to free school meals

SEN: Special Educational Needs (E = EHCP) (K = school support)

In terms of resource Blatchington Mill has received the following Pupil Premium Grant.

Source	2019/20 (predicted)	2018/19	2017/18	2016/17
Free School Meals	£269280	£270215	£291125	£331280
Previously looked after children	£55200	£50600	£47700	£30400

We are making significant progress in our efforts to drive up the progress of pupils from disadvantaged backgrounds (figure 1). In 2017, our cohort of Pupil Premium students gained a P8 score of -0.44, and we had a gap of -0.56 between our Pupil Premium and non-Pupil Premium students.

However in 2018 our year 11 cohort of 69 Pupil Premium students had a P8 score of -0.18, with the gap between our Pupil Premium and non-Pupil Premium students reduced to -0.21.

Not only is this significantly better than the national figure of -0.40 for this group in 2017/18 but halving the gap in progress when compared to all other students highlights the positive progress we are making as a result of our approaches below.

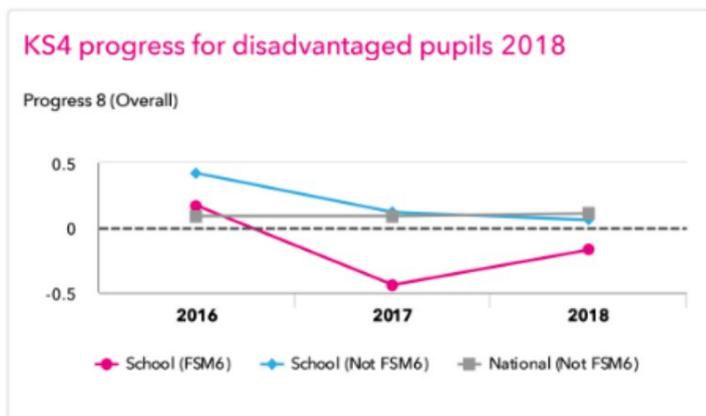


Figure 1: source - Fischer Family Trust ASPIRE

In terms of pupil absence our school works hard to ensure pupils from disadvantaged backgrounds attend school as regularly as all other students. Absence in the last year 11 group was 8% of days for students in receipt of Pupil Premium compared to 10% nationally and compared to 6% for students at Blatchington Mill not in receipt of Pupil Premium.

Pupils with persistent absence was at 23% for students in receipt of Pupil Premium compared to 28% nationally and to 8% for students at BMS not in receipt of Pupil Premium. So compared to other schools across the country it is fair to say we are having a greater impact at ensuring attendance of this group of students, however there is more we must do to narrow the attendance gap within our context. Details of this are outlined later.

As a marker of our dedication to improving the outcomes and opportunities of more vulnerable students, for 2018-19 all staff have an appraisal target *'to improve progress for 'educationally disadvantaged' students'*, from which staff will set targets to directly benefit this group, underlining our commitment to continued improvement.

Barriers to learning

We are clear at Blatchington Mill that a number of our students face barriers to learning that hinder their progress at school and therefore their ability to reach their potential. This can limit the possible range of options for post-16 education and beyond. These barriers can be numerous and varied, impacting students from a range of backgrounds.

Through a combination of our experience and examination of research, including the Department for Education's report: *'Understanding KS4 attainment and progress' (2018)*, we know the barriers to learning our students face beyond the school gates, which include but are not limited to: unstable or chaotic homes; insecure home accommodation; low levels of familial income; truancy; negative peer group influences; low level of parental education and limited or excessive sleep.

Equally, our evaluations of the curriculum and pastoral systems at Blatchington Mill alert us to barriers within school including: variable quality of instruction; difficulty accessing tasks; low prior attainment and provision for additional educational needs.

What is clear is that needs and barriers to learning are often complex and multifaceted. As a school we have designed an approach to focus in on the main causes and effects as they present themselves in school. Although our influence extends beyond the school gates, the classroom and school environment is the domain where we should and indeed can affect positive change.

Our approach begins with a central concept that governs how we identify students in need and that concept is:

Educational Disadvantage.

The Blatchington Mill approach:

The Pupil Premium 'label'

As a school we are moving away from using the Pupil Premium label as a category from which to make decisions about schooling - including the allocation of resources. We believe there is strong evidence in support of such a decision.

Firstly, we must look at the issue of labels. There is a rich vein of research that attests to the negative effects of labels associated with weakness or contextual disadvantage. Babad et al's "*Investigations of biased and unbiased teachers*" (Journal of Educational Psychology: 1982) used the term the **Golem Effect**. The Golem, a 17th century mythical totem, was charged with aggressively protecting the persecuted Jews of Europe yet eventually turned its aggression on those it was protecting. The researchers used this metaphor to highlight the sometimes pernicious impact that labels, initially designed to help identify and support students, can have on student outcomes. Their study concluded that by labelling students as '*in need*' or even '*weak*', teachers lowered their expectations of these students (as the students did of themselves), which in turn led to instruction that was less ambitious and negative behaviours that went unaddressed because they were explained away as symptoms of disadvantage rather than challenged.

Equally, Professor Allen, who has produced notable research on teacher quality, disadvantage and education, stated in her series, '*The pupil premium is not working*' (2018) that:

"poverty is a poor proxy for the thing that teachers and schools care about: the educational and social disadvantage of families.

Moreover, putting students into categories in order to distribute resources in schools is useful but only '*if done along educationally meaningful lines*'. For example the group who do not read at home, the group who cannot write fluently, the group who are frequently late. She posits in her paper that educational resources are allocated most efficiently when done so for educational reasons.

Our experience and the research shows that disadvantaged pupils are not a homogenous group and work needs to be done to understand the specific barriers these pupils face as individuals or small groups. Barriers can be long term, such as a life-long learning difficulty or they can be transient, such as an illness or bereavement. Moreover a student's disadvantage may not be as prevalent in one subject compared to another.

All this points to the fact that we must focus on where underperformance lies in each subject, allocating our resources to tackle the causes rather than focusing in pre-defined groups, membership of which may not result in any tangible disadvantage in school. We can say confidently, that the needs of our student body are complex and dynamic. It is worth noting that, there are students who are disadvantaged due to a lack of financial means, having a special educational need or even being socially or culturally disadvantaged. Eschewing labels does not mean ignoring the underlying factors they seek to label. It means addressing these factors where they cause underperformance not just because they exist. After all, there are those students who are from lower income households that are not actually disadvantaged by this context and make excellent progress. We must surely not be bound to allocate finite resources to them at the expense of those who need it most.

Educational Disadvantage

Given what we know about labelling and need, at Blatchington Mill School we find it more appropriate to seek out those pupils who are **educationally disadvantaged**, which we define as:

‘Students who, at any point in their schooling, are underperforming relative to their expected levels of attainment as judged through class teacher and subject assessments’.

Often this will include those who are in receipt of the Pupil Premium - but not always. We use approaches to teaching and assessment that allow us to review each pupil's barriers and plan to support those most in need at any one time, be it: literacy issues, poor attendance, social and emotional upheaval, cognitive difficulty, slow processing speed or any other need affecting their education.

Our assessment system is central to this process. We rank KS3 students in their year group from baseline data in each subject to give each student a *baseline rank position* - essentially an expectation of their performance in assessments based on their ability compared to peers. Then at each assessment point we rank pupil performance using raw scores to give an *assessment rank position*. It is worth noting that we take great care to develop reliable and meaningful assessments to ensure this data is accurate and the inferences from it valid. Once we have the two rank positions - baseline and assessment - we compare them and identify which pupils are furthest from their expectations in each subject. This gives us or subject specific list of students who are underperforming and therefore disadvantaged in some way. We then begin our Review and Planning process to identify the cause of their disadvantage and plan ways to ameliorate it. Our overall goal though is to focus on those that educationally really need our help, not to waste funding or to target support in the wrong place.

This has implications for our use of the Pupil Premium grant, which we will use as part of wider suite of resources to diminish the gaps in progress and attainment between genuinely disadvantaged students and other students. We believe in a holistic approach that recognises the vital role of academic attainment in a child's future but that looks to address concerns with attendance, conduct, access, participation and other factors key to a child's successful development. Notably, we view **progress as a clear consequence of high quality care and teaching across the school**, and seek to create a culture and systems that support staff to provide the high quality education that enables pupils to make great progress.

This is an evidence informed position. The DfE and National Foundation for Educational Research have published a report entitled: *Supporting the attainment of disadvantaged pupils: Briefing for school leaders* (2015). This report draws together 7 strands of school policy and approach that work for disadvantaged students, three of the highest impact strands are:

“An ethos of high attainment for all pupils”, which is achieved because “they view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.” (p7)

“A consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice”. (p8)

“...data [use] to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching”. (p9)

Compellingly, the policy and research group The Sutton Trust in their paper: *“Improving the impact of teachers on pupil achievement in the UK – interim findings* (2015) found that:

“teachers are the most important factor within schools that policy makers can directly affect to improve student achievement” (p5)

Delving deeper, the report offers the compelling evidence that:

“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very

effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.
(p2)

We fully subscribe to the fact that establishing quality teaching is the most impactful focus a school can have when tackling disadvantage. To do this we have adopted some key principles:

We know 'a rising tide lifts all the boats'

Our view is well aligned with the Sutton Trust and Education Endowment Fund's *Pupil Premium Summit Report* (2015), which states that:

"Great schools tend to be great schools for all children in the school – the statistical correlation between who does well for FSM children and who does well for non FSM children is very high."

Securing high quality teaching for all students will have a markedly positive impact on those from disadvantaged backgrounds, especially those with fewer external opportunities for quality educational instruction or experiences. A focus on lifting the standard of instruction to underpin an ethos of progress for all, as opposed to chasing specific attainment gaps, is likely to have a more sustained impact because the quality of teaching in general is improved, training is spread more widely and resources used to affect more staff and students. As such when prioritising our use of resources, including the Pupil Premium, we start with improving teaching and learning across the school not chasing an attainment gap that can lead to unsound decisions.

We will be evidence informed and impact focused.

As is clear in this report, at Blatchington Mill we choose to focus on strategies for closing the disadvantage gap that have a record of success or that are likely to improve pupil outcomes based on evidence. We believe it is important to examine the possible impact of our decisions based on available evidence, not anecdote.

Accordingly we make decision from an evidence base that includes:

- research into approaches in other relevant contexts (e.g. EEF's Teaching and Learning Toolkit, relevant educational publications, educational journals and blogs),
- in school behaviour and conduct data,
- the observations of fellow professionals,
- local and school academic performance data,
- our own quality assurance processes.

We will invest in sustainable long term improvements, not one- off events.

Our strategy for the Pupil Premium focuses on engendering support and instruction that becomes embedded as best practice so that disadvantaged pupils are supported consistently and effectively as a matter of course.

For sustainable improvement, it is our view that we must invest in teaching and support staff, who with their time, expertise and skill are a school's most important resource and therefore lever for change. Necessarily, we use the Pupil Premium to invest in quality resources, spaces and training to improve how our staff can support our disadvantaged students. We do not look to use the Pupil Premium to fund one off purchases or incentives that we cannot use to have a sustainable impact.

Planning: 2018/19

Below is an outline of what we have invested in to targeted educational disadvantage, including underachieving Pupil Premium students.

Item	Impact
<p><u>Staffing</u></p> <p>Maths Increased the number of teaching groups in Maths to enable mixed ability groupings on both sides of the timetable, along with express and nurture groups. This enables students to remain in a suitably challenging and high expectation environment and prevents the creation of 'sink' groups characterised by poor behaviour for learning. It also facilitates greater focus on underachieving students.</p> <p>Recruitment of AHT i/c Barriers to Learning Strategic Leadership of the approach, planning, implementation and evaluation of strategy, including educational disadvantage.</p>	<p>Positive Rigid setting locked in low expectations, and generated groups with low aspirations - in turn affecting behaviour and attitude. These groups had a higher % of disadvantaged students - creating a major barrier to their progress.</p> <p>Positive Significant progress has been made in establishing systems for educational disadvantage, enabling better tracking and monitoring of need.</p>
<p><u>Intervention strategy</u></p> <p>Educational Disadvantage Inception, launch and review of the educational disadvantage concept.</p> <p>Review and Planning / Data Manager Recruitment of a data manager to support in the design and maintenance of Assessment, Review and Planning and conduct data systems that identify and give detail on students facing educational disadvantage.</p> <p>Appraisal Investment in the training, administration and design of a staff appraisal system that sets improved outcomes for educationally disadvantaged students as a key performance indicator.</p>	<p>Positive, but still being embedded. Underperformance across the school is being more accurately flagged - with classroom strategies then being more accurately targeted</p> <p>Yet to be evaluated - Autumn 2019.</p>
<p>Teaching and Learning Running a research informed staff training programme that promotes effective pedagogy in relation to the specific barriers faced by BMS students (inc: literacy, memory and retention, behaviour regulation, feedback...)</p>	<p>Positive Teacher evaluation shows widespread adoption in 2018-19 of evidence-informed strategies in the classroom. The focus on high quality instruction will impact upon those for whom low-quality instruction does the most educational harm - the ED cohort.</p>
<p><u>Pastoral Support</u></p> <p>Assistant Year Team Leaders Continued use of AYTLs in the pastoral structure to deal with concerns about the conduct, attendance and wider issues.</p> <p>Attendance Officer Continued use of an AO within the admin structure to provide timely attendance data and detail to Year offices and tutors to support better attendance.</p> <p>Restore and Repair Continued investment in time and training to strengthen this key pastoral feature to help students (and staff) deal with barriers to</p>	<p>Positive Strong relationships built between home and school - resulting in high attendance at parents evening (up to 92% in year groups of 330).</p> <p>Positive - but progress slow Attendance increasing across the whole school and for target groups - however the gap needs to close for PP students.</p> <p>Positive Reflective system that ensures all behaviour issues are addressed the same day. Positive</p>

learning.	behaviour in lessons impacts most upon those with barriers to learning.
Transition Support Admin, planning and visits with primary schools to ensure we have accurate and up-to-date information on students to facilitate academic and pastoral transition.	Positive Effective KS2/3 transition in place and students are well supported in meeting secondary school expectations and adapting to routines.
Engagement Funding for select events (e.g. trips, revision guides, etc) that target causes of educational disadvantage.	Mixed No clear evidence at that stage that this investment makes an impact upon attainment or attendance - however we want all students to be able to access all elements of school and not have their opportunities limited or curtailed due to disadvantage.
Information, Advice and Guidance Development of the IAG programme to ensure students facing educational disadvantage are able to understand and plan for the options available to them post-16.	Not yet evaluated
<u>Software and extended classrooms</u> Chromebook trial Investment in Google platform and enabled hardware to support high quality instruction. GCSEpod Investment in online revision materials accessible from smartphones - to deliver content in an engaging and accessible way to all students. This is based on our research showing almost all families have access to at least one smartphone. Hegarty maths Partnership investment with the maths department to fund an online maths tool to promote repetition, independence and understanding in the subject.	Not yet evaluated Positive Usage in 2017/18 correlated with high levels of individual progress. Another year needed to assess long-term impact. Not yet evaluated

Measuring Impact

Measuring the impact of individual measures on student performance is challenging. Educators can easily succumb to a *fallacy of the single cause*, a cognitive bias that sees individuals oversimplify cause and effect by assigning an outcome to a single cause when the reality is far more complex and meaningfully unpicking the influence of individual factors is not possible. Equally, there are also elements of *choice-supportive bias* in occurrence when decision makers, in this case in the education setting, attribute positive effects to the decisions they made. With this in mind, trying to match specific impacts to specific expenditure of the Pupil Premium may be problematic as we have an inherent desire to recognise the positive attributes of our decisions, whilst diminishing the drawbacks. There is a risk of attributing effectiveness where it does not exist.

Indeed the use of progress and attainment data in the evaluation of Pupil Premium spend is challenging. In *'The Five traps of Performance Management'* (2009) the Harvard Business Review outlined that number data is often low quality - gathered through assessments of questionable validity, reliability and accuracy. Equally, comparison between current figures and those of previous years can suggest trends but is often not very helpful. We need to know, and this is especially true of schooling, not how our actions compare year-on-year but whether our chosen actions this year will be effective over the coming months. It is not hard to imagine a situation where number data, such as low pupil progress scores, may erroneously suggest that a particular pedagogical approach is not working despite the approach being a worthy strategy going forward due to changing conditions in the school. Staff can fall into what Kahneman and Tversky in *'On the Psychology of Prediction'* (1973) call the *illusion of validity* - an overestimation of our ability to interpret data into a coherent story and thereby the discrediting or lionising of teaching approach based on questionable data.

Understanding the inherent complexity and inter-related nature of effects, at Blatchington Mill we chose to take a holistic assessment of the impact of our approach to educational disadvantage. A meaningful way to

do this is to include a professional judgement of each approach, noting the success and limitations of our decisions. Read together this provides a narrative of the impact. This is found above next to each approach.

Pupil Premium progress data will be included in the appendix once the system is embedded and the first set of GCSE results under this new system are published. However they should be examined with caution, for the reasons outlined above.

Planning: 2019/20

As far as possible keeping the same headings, our investment plans for the next academic year will include:

Item
Staffing Ongoing, as above, including over staffing in core subjects to provide the resource for targeted teaching of students with long-term educational disadvantage.
TLR Review Funding for new posts of Director of Progress and Director of Learning.
Educational Disadvantage Further embedding and review
Review and Planning / Data Manager Further embedding and review
Teaching and Learning Investment in subject based professional development for staff
Appraisal Further embedding and review
Assistant Year Team Leaders Ongoing, as above.
Year Office Capacity Funding for uplift in YTL non-contact time and additional Year Office admin support.
Restore and Repair Ongoing, as above.
Attendance Officer Ongoing, as above.
Transition Support Ongoing, as above.
Engagement Ongoing, as above.
Information, Advice and Guidance Ongoing, as above.
Chromebook roll out Ongoing, as above.

These plans are subject to change as trends emerge, and further evaluations of efficacy are undertaken.

References:

Lessof, Ross et al DfE (2018): '*Understanding KS4 attainment and progress: evidence from LSYPE2 Research report*' (accessed at: assets.publishing.service.gov.uk/Understanding_KS4_LSYPE2_research-report.pdf)

Babad; Inbar and Rosenthal (1982): '*Pygmalion, Galatea, and the Golem: Investigations of biased and unbiased teachers*'. *Journal of Educational Psychology*.

Allen (2018): '*The pupil premium is not working*'
(accessed at: <https://rebeccaallen.co.uk/2018/09/10/the-pupil-premium-is-not-working/>)

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Sutton Trust (2015): "*Improving the impact of teachers on pupil achievement in the UK – interim findings*"
(accessed at: <https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf>)

Sutton Trust and Education Endowment Fund (2015): '*Pupil Premium Summit Report: Pupil Premium - next steps*'
(accessed at: <https://www.suttontrust.com/Pupil-Premium-Summit-Report.pdf>)'

Likierman, Harvard Business Review (2009) '*The Five traps of Performance Management*'
(accessed at: <https://hbr.org/2009/10/the-five-traps-of-performance-measurement>)

Kahneman and Tivorsky 'On the Psychology of Prediction' (1973)
(accessed at: <https://web.archive.org/web/https://faculty.washington.edu/jmiyamot/kahneman.pdf>)

Notable other sites:

<https://researchschool.org.uk/sandringham/blog/effective-use-of-pupil-premium>

<https://schoolsweek.co.uk/re-focus-pupil-premium-on-teacher-retention-and-cpd-say-mps/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf>

<https://educontrarianblog.com/2016/02/17/red-pill-blue-pill/>