



Benjamin Britten Music Academy

Pupil Premium¹ Report

2018 – 2019

EXECUTIVE SUMMARY (all data in brackets are for Results 2017):

- Percentage of students that are disadvantaged this academic year (2018-19) is **33.8%**
- Attainment 8 Score for GCSE 2018 results for Disadvantaged:**
 - School performance increased to **41.7** (32.4)
 - BBMA outperformed National Attainment 8 score by **+5.0** (-7.1)
- GCSE Results for English and Maths Disadvantaged 2018:**
 - English & Maths 9-4 increased to **48%** (39%)
 - BBMA Eng/Maths 9-4 results outperformed National results by **+3.5%** (-5.4%)
 - English & Maths 9-5 increased to **33%** (32%)
 - BBMA Eng/Maths 9-5 results outperformed National results by **+8.1%** (+7.5%)
- Actual Progress for Disadvantaged 2018:**
 - Overall Progress 8 = **-0.19** (-0.89); For Open Slots - Coastal Schools are -0.55 compared to BBMA **-0.11**
 - Gap between National and BBMA decreased to **-0.32** (-0.99)
 - Progress 8 for English = **-0.05** (-0.72): National to BBMA Gap closed to **-0.16** (-0.83)
 - Progress 8 for Maths = **0.08** (-0.05): National to BBMA Gap closed to **-0.04** (-0.16)
 - Progress 8 for Ebacc Subjects = **-0.56** (-0.91): National to BBMA Gap narrowed to **-0.71** (-1.04)
 - Progress 8 for Open Slots = **-0.11** (-1.53): National to BBMA Gap narrowed to **-0.23** (-1.62)

PUPIL PREMIUM 2019 (Mar '19 numbers; *predicted income* based on pupil profiles January 2019 & mid-term entries)

Year Group & Size	Number of PP pupils + Funding	Pupil Premium Numbers (%)	Predicted Allocated Funds (£)
7 (255)	PP ¹ = 96 x £935 = £89 760 SC ³ = 2 x £300 = £600	98 (38.4)	90 360
8 (220)	PP = 69 x £935 = £64 515 SC = 2 x £300 = £600	71 (32.3)	65 115
9 (152)	PP = 45 x £935 = £42 075 SC = 2 x £300 = £600 AFC* = 1 x £2300 = £2300	48 (31.6)	44 975
10 (148)	PP = 52 x £935 = £48 620 SC = 1 x £300 = £300 LAC ² = 1 x £1900 = £1900	52 (35.1)	48 520
11 (167)	PP = 46 x £935 = £43 010 SC = 2 x £300 = £600 AFC = 1 x £2300 = £2300	49 (29.3)	45 910
Total Y7-11 = 942		318 (33.8)	294 880

¹ Pupil Premium is the term used to refer to monies paid to the school to use specifically in relation to supporting students who are defined as disadvantaged (£935 per student)

² LAC = Looked After Child. Children under Local Authority Care (fostered) are entitled to a higher rate of Pupil Premium funding. The exact amount varies according to the Local Authority in charge of their care. Includes Adopted from Care. (£1900 per student)

³ SC = Service Child. Children of those serving in our armed forces are entitled to a lower rate of PP funding. (£300 per student)

*AFC is a child Adopted from Care and receives £2300

PUPIL PREMIUM 2018 (Sept '18 numbers; income based on January Census 2018)

Year Group & Size	Number of PP pupils + Funding	Pupil Premium Numbers (%)	Allocated Funds (£)
7 (220)	PP ¹ = 69 x £935 = £64 515 SC ² = 3 x £300 = £900	72 (32.7)	65 415
8 (147)	PP = 46 x £935 = £44 880 SC = 2 x £300 = £600 AFC* = 1 x £2300 = £2300	49 (30)	45 910
9 (146)	PP = 50 x £935 = £46 750 SC = 1 x £300 = £300	52 (34.3)	47 050
10 (173)	PP = 52 x £935 = £48 620 SC = 2 x £300 = £600 AFC = 2 x £2300 = £4600	56 (32.4)	53 820
11 (121)	PP = 27 x £935 = £25 245 SC = 2 x £300 = £600	28 (23.1)	25 845
Total Y7-11 = 807		257 (31.9)	238 040

PUPIL PREMIUM 2017 – income based on January census 2017 [April 2018 numbers]*

Year Group & Size	Number of PP Pupils + Funding	Pupil Premium %	Allocated Funds (£)
7 (135)	46 (1x SC ³ , 2x LAC ²)	34	44 305
8 (141)	47 (1x SC ³ , 1x LAC ²)	30	44 245
9 (177)	58 (2x SC ³ , 3x LAC ²) [50 (2x SC ³ , 1x LAC)]*	33 [29]*	56 790
10 (122)	32 (2x SC ³)	26 [24]*	29 585
11 (131)	29 (1x SC ³ , 1x LAC ²)	22	27 445
Total Y7-Y11 = 706		30	202 370

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USE OF THE PUPIL PREMIUM 2016-17

Provision (What the money is spent on)	
How the school has spent the pupil premium: 2016-17	
Amount £: 106 825	Activity
18 000	Small Group Tuition in English
18 000	Small Group tuition in Mathematics
18 000	Small Group Tuition in Literacy
18 000	Small Group Tuition in Numeracy
24 000	Musical Tuition Support
1 800	Additional Equipment Support
3 000	Curricular Enrichment Support
3 200	Independent Careers Advice & Guidance Support
6 000	Student Support Manager (Pupil Premium)
2 500	HLTA Inclusion and Counselling
7 000	Holiday Classes
6 500	Curriculum Support e.g. My Maths accounts
3 500	Breakfast Club
700	Examination Support
8 600	Maths Clinic/Intervention Group
2 000	Attendance Monitoring (Pupil Premium)
2 085	Behaviour Interventions
2 800	Meta-Cognition and Self-Regulation Programmes
13 000	One-to-One Tuition
4 700	More Able Pupil Premium Support
5 500	Social and Emotional Learning Programmes
2 200	Digital Technology

USE OF THE PUPIL PREMIUM 2017-18

Provision (What the money is spent on)	
How the school has spent the pupil premium: 2017-18	
Amount £: 202 370	Activity
20 000	Small Group Tuition in English
20 000	Small Group tuition in Mathematics
20 000	Small Group Tuition in Literacy
20 000	Small Group Tuition in Numeracy
30 000	Musical Tuition Support
3 500	Additional Equipment Support
3 500	Curricular Enrichment Support
4 340	Independent Careers Advice & Guidance Support
7 000	Student Support Manager (Pupil Premium)
3 500	HLTA Inclusion and Counselling
8 000	Holiday Classes
8 000	Curriculum Support e.g. My Maths accounts
4 500	Breakfast Club
1 400	Examination Support
9 600	Maths Clinic/Intervention Group
2 000	Attendance Monitoring (Pupil Premium)
2 430	Behaviour Interventions
3 700	Meta-Cognition and Self-Regulation Programmes
16 000	One-to-One Tuition
5 700	More Able Pupil Premium Support
6 000	Social and Emotional Learning Programmes
3 200	Digital Technology

USE OF THE PUPIL PREMIUM 2018-19

Provision (What the money is spent on)	
How the school has spent the Pupil Premium: 2018-19	
238 040	
Amount £: 238 040	Activity
23 000	Small Group Tuition in English
23 000	Small Group tuition in Mathematics
23 000	Small Group Tuition in Literacy
23 000	Small Group Tuition in Numeracy
32 000	Musical Tuition Support
4 500	Additional Equipment Support
4 500	Curricular Enrichment Support
5 340	Independent Careers Advice & Guidance Support
8 000	Student Support Manager (Pupil Premium)
5 500	HLTA Inclusion and Counselling
9 000	Holiday Classes
9 000	Curriculum Support e.g. My Maths accounts
6 500	Breakfast Club
1 800	Examination Support
10 600	Maths Clinic/Intervention Group
3 000	Attendance Monitoring (Pupil Premium)
3 900	Behaviour Interventions
4 000	Meta-Cognition and Self-Regulation Programmes
20 000	One-to-One Tuition
6 700	More Able Pupil Premium Support
7 500	Social and Emotional Learning Programmes
4 200	Digital Technology

Actual Attainment 2018

(levels of attainment of pupils eligible for pupil premium compared to all pupils)

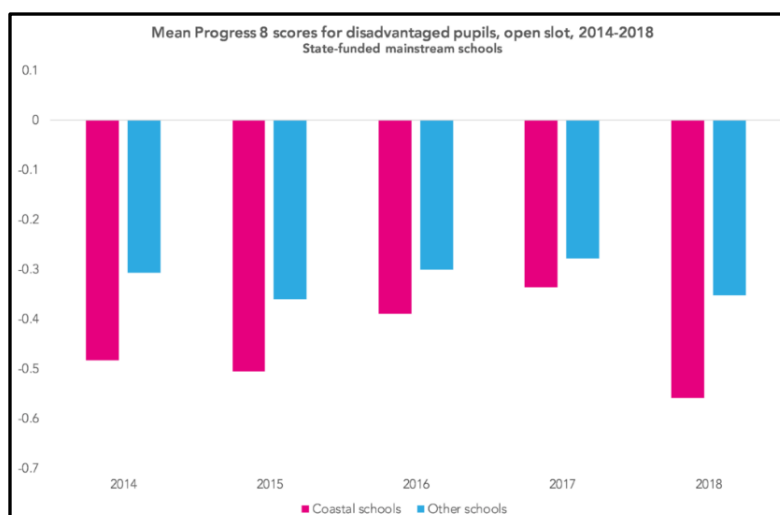
RESULTS 2018 (2017) Cohort	Number of Pupils	Attainment 8 Score	% Achieving English and Maths GCSEs 9-4	% Achieving English and Maths GCSEs 9-5
ALL pupils	116	42.8 (37.95)	56 (60)	40 (37)
Disadvantaged students	28	41.7 (32.39)	48 (39)	33 (32)
Other	88	43.68 (39.46)	59 (66)	42 (39)
National Disadvantaged 2018 (2017)		36.7 (37)	44.5 (44.3)	24.9 (24.5)
Gap (BBMA-National) 2018 (2017)		+5.0 (-7.07)	+3.5 (-5.4)	+8.1 (+7.5)

Actual Progress 2018 (Impact that the use of this funding is making)

2018 (2017) Cohort	Number of Pupils	Pupil Progress 8 score	Progress 8 score for English	Progress 8 score For Mathematics	Progress 8 score for Ebacc slots	Progress 8 score for Open slots
ALL pupils	116	0.05	0.04	0.31	-0.2	0.13
Disadvantaged students	28	-0.19 (-0.89)	-0.05 (-0.72)	0.08 (-0.05)	-0.56 (-0.91)	-0.11 (-1.53)
Other	88	0.27 (-0.29)	0.09 (0.11)	0.38 (0.28)	0.22 (-0.26)	0.02 (-0.96)
National Non-Disadvantaged 2018		0.13	0.11	0.12	0.15	0.12
Gap (BBMA-National) 2018		-0.32 (-0.99)	-0.16 (-0.83)	-0.04 (-0.16)	-0.71 (-1.04)	-0.23 (-1.62)

Progress 8 Disadvantaged comparison for Coastal Schools:

Coastal Schools 2018 = -0.56
BBMA 2018 = -0.11



Previous Attainment: Cohort 2017 (levels of attainment of pupils eligible for pupil premium compared to all pupils)

2017 Cohort (Average Deprivation indicator = 0.097)	Number of Pupils	Attainment 8 Score	% Achieving English and maths GCSEs 9-4	% Achieving English and maths GCSEs 9-5
All Pupils	131	37.95	60	37
Disadvantaged students	28	32.39	39	32
Other	103	39.46	66	39
National Disadvantaged		37	44.3	24.5
Gap (BBMA-National)		-7.07	-5.4	+7.5
National All		46.29	64	43

Previous Progress: Cohort 2017 (Impact that the use of this funding is making)

2017 Cohort (Average Deprivation indicator = 0.097)	Number of Pupils	Pupil progress 8 score	Progress 8 score for English	Progress 8 score for mathematics	Progress 8 score for Ebacc slots	Progress 8 score for Open slots
All Pupils	139	-0.42	-0.07	0.21	-0.40	-1.09
Disadvantaged students	28	-0.89	-0.72	-0.05	-0.91	-1.53
Other	101	-0.29	0.11	0.28	-0.26	-0.96
National Non-Disadvantaged		0.11	0.11	0.11	0.13	0.09
Gap (BBMA-National)		-0.99	-0.83	-0.16	-1.04	-1.62

Attendance 2016-18

Year Group	% Attendance		
	2016 (FSMEv6)	2017 (FSMEv6)	2018 (currentEv6)
7	94.48 (93.76)	95.68 (94.28)	95.19 (93.96)
8	95.73 (94.90)	93.46 (91.98)	94.21 (91.94)
9	93.55 (88.87)	94.29 (92.34)	92.69 (91.1)
10	92.49 (88.25)	92.12 (88.19)	94 (91.41)
11	86.82 (82.41)	87.32 (82.73)	93.02 (90.29)

ATTENDANCE 2019 (March 2019)

YEAR 7

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	255	94.03	40
Pupil Premium	97	93.14	22
Non-PP	158	94.58	18

YEAR 8

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	220	94.79	22
Pupil Premium	71	93.33	13
Non-PP	149	95.48	20

YEAR 9

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	152	94.29	22
Pupil Premium	48	93.13	9
Non-PP	104	94.83	13

YEAR 10

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	148	91.79	30
Pupil Premium	53	90.16	12
Non-PP	95	92.70	18

YEAR 11

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	168	92.36	35
Pupil Premium	49	87.91	15
Non-PP	119	94.20	20

ATTENDANCE 2019 (February 2019)

YEAR 7

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	253	93.89	38
Pupil Premium	96	92.69	21
Non-PP	157	94.62	17

YEAR 8

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	218	94.19	33
Pupil Premium	71	92.97	17
Non-PP	147	94.77	16

YEAR 9

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	147	94.25	26
Pupil Premium	46	93.37	10
Non-PP	101	94.65	16

YEAR 10

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	148	91.83	35
Pupil Premium	52	90.30	13
Non-PP	96	92.66	22

YEAR 11

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	168	91.79	32
Pupil Premium	50	86.63	16
Non-PP	118	93.98	16

ATTENDANCE 2018 (November 2018)

YEAR 7

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	253	95.38	33
Pupil Premium	95	94.69	12
Non-PP	158	95.78	21

YEAR 8

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	219	94.44	36
Pupil Premium	71	92.71	16
Non-PP	148	95.27	20

YEAR 9

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	147	94.63	30
Pupil Premium	46	93.69	13
Non-PP	101	95.06	17

YEAR 10

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	147	91.99	40
Pupil Premium	50	90.30	14
Non-PP	97	92.86	26

YEAR 11

Population	Numbers	Average Attendance (%)	No. Students PA
Year Group	170	91.63	42
Pupil Premium	52	84.31	23
Non-PP	118	94.86	19

Pupil Premium Improvement Plan**Aims:**

To make sure:

- The progress across the curriculum of disadvantaged pupils currently on roll matches or is improving towards that of other pupils with the same starting points.
- That for disadvantaged pupils' progress from starting points is above average across nearly all subject areas.
- Teachers and other staff have consistently high expectations of what each disadvantaged pupil can achieve
- Compared with the national average for all pupils, higher proportions of disadvantaged pupils progress on to a range of higher and further education establishments, apprenticeships, employment or training.

How will we make sure that the progress across the curriculum of disadvantaged pupils currently on roll matches or is improving towards that of other pupils with the same starting points; and that for disadvantaged pupils' progress from starting points is above average across nearly all subject areas.

- Appoint Director of Pupil Premium
- All new teaching appointments demonstrate a deep knowledge and understanding of the subjects they teach by being specialists in their subjects
- All prospective teaching candidates have a past track record of making good progress with disadvantaged students by having a record of pupil progress highlighting the progress of their disadvantaged students
- Raising the profile of disadvantaged students through essential requirements of the success criteria and desirability of skills for the teaching positions
- Making staff aware of groups that are included in Pupil Premium (free school meals, services children, LAC - those in care or adoption/fostering) and the issues faced by PP students through INSET days at the beginning of the new academic year
- Ensuring that PP students are encouraged and successes are celebrated at every opportunity through:
 - Assemblies
 - Rewards
 - Rewards trips
 - Feedback in books
 - Verbal praise
- Promoting a positive mindset – refer to work by Carol Dweck on 'Growth Mindset' in INSET sessions.

- Ensuring that there is an accurate record of all students that qualify as Pupil Premium and that this record is available to all staff through ease of access via G4S and SIMs.
- Staff attention is directed to the list of all pupil premium students and their target grades at the start of the academic year and throughout the year.
- Identification of High Attaining Pupil Premium students and these highlighted to staff on SIMs and Go4Schools (G4S)

By setting pupils challenging goals, given their starting points, and that they are making good progress towards meeting or exceeding these

- Setting challenging goals through the school's reporting three tier system of target setting – Base Target, Stretch Target and School Target
- Reporting at three points throughout the year to inform parents providing them with clear information on how well their child is progressing in relation to their target grades.
- Teacher records of formative assessment periodically checked throughout each term by the class teacher against assessment data and target grades to identify students falling behind
- Once the disadvantaged students are identified as falling behind, then support provided to enable almost all to catch-up through:
 - 100 minute seminars in English, Maths and Science.
 - After-school intervention by subjects
 - Extra numeracy and literacy sessions
 - Records of all sessions with regard to attendance
 - Communication with parents regarding intervention
- Continued use of the Accelerated Reading Programme and 50 minute library reading sessions for Years 7-9
- Appointing PP Champions in English, Science and Maths – to highlight and support PP students in these subjects
- Teachers check pupil premium pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support, and include incisive feedback about what the pupil can do to improve their knowledge, understanding and skills through:
 - regular marking of books (book scrutinies)
 - regular assessments e.g. EOUT
 - verbal feedback
 - use of MEAT sheets
- Lessons are planned effectively with awareness of the PP students in the class – whole school lesson observation focus
- The setting of challenging homework, appropriate to the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for the work to come
- Close scrutiny of PP attendance in all year groups and intervention through Pastoral Support
- Emphasise school-parent communication and monitor attendance of parents at meetings and Parent-teacher Interviews.
- Intervene and push for better communication and face-to-face meetings with PP parents: parental calls by pastoral team to encourage attendance

And also by continually reviewing the school's own curriculum and assessment policies and that pupils are continually gaining and consolidating knowledge, understanding and skills

- This is linked to the School review system developed through the school improvement plan for 'Quality of Teaching, Learning and Assessment'

How will we make sure that teachers and other staff have consistently high expectations of what each disadvantaged pupil can achieve

- Recruitment of new staff that have shown success in enabling PP students to reach beyond base target grades
- Induction programme for all new staff emphasises the school's determination to enable disadvantaged students to reach and/or increase their potential
- All teachers are fully aware of pupil target grades and are determined that Pupil Premium students should aim for Stretch target as a minimum, and School target where possible.
- Staff show a love for teaching to develop and deepen knowledge, understanding and skills at the same time developing curiosity and resilience in PP pupils through:
 - Extra-curricular activities including residential trips
 - Elective programmes
 - After-school activities
- Use of Pupil premium Funds to support activities highlighted above.
- Monitoring of behaviour through SIMs: monthly records of behaviour incidents and early intervention by pastoral team and/or Pupil Premium Champions
- A positive working environment through good quality and resourced classrooms and corridors

How will we make sure that compared with the national average for all pupils, higher proportions of disadvantaged pupils progress on to a range of higher and further education establishments, apprenticeships, employment or training.

- Working with Jo Hand, Network for East Anglian Collaborative Outreach (NEACO), and Anna Stanley to ensure as many PP students are included in the support.
- UEA representative to promote Higher Education established as link and guide to access to Higher Education, working with small groups across all year groups.

By providing high quality, impartial careers guidance that helps pupils to make informed choices about which courses suit their academic needs and aspirations.

- A high quality Independent Careers Advice and Guidance coordinator is in post
- PP students are prioritised to receive ICAG support in Year 10 to enable greater support and success in developing ideas for their futures post-16
- Development of Higher Education 5 week information programme for Year 8 students identified as High Performing

- Visiting speakers to attend assemblies and promote moving to Higher and Further Education: prominent members of the community/business who have links with Lowestoft
- Re-launch Higher Education Field Academy Archaeology Scheme (now called Independent Learning Archaeology Field School) linked to Cambridge University focussing on High Attaining PP students
- Higher Education Champion in place: University of Suffolk's Catherine Duffield providing outreach and support for all students including PP students