Pupil premium strategy / self- evaluation (secondary)

1. Summary information				
School	Beechwood			
Academic Year	2019/20	**Total PP budget**	£223,465.00	
Total number of pupils	703	**Number of pupils eligible for PP**	239	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	**-0.86**	0
Attainment 8 score average	**33.47**	44.5

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Poor Oracy skills; language and knowledge deficit
B.	Lack of awareness of 'how to learn'
C.	Due to a lack of success at Primary School, PP students have display lower self esteem and confidence with regard to school work
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Attendance rates for pupils eligible for PP are below that of Non PP

4. Intended outcomes *(specific outcomes and how they will be measured)*	

A.	Improve the progress and attainment outcomes for PP students at GCSE	Diminished difference between outcomes at GCSE between PP and Non PP students
B.	Further develop the Oracy and Literacy skills for PP students so that they become more confident to participate in lessons and take part in public speaking	PP students will be able to engage in class discussions with more confidence and will be better equipped to articulate answers (both orally and written)
C.	Equip students with a wide variety of skills allowing them to become more independent learners	PP students will be able to plan additional learning and will have the skills to work independently
D.	Diminish difference between PP students attendance and Non PP students	Overall attendance among PP students will be closer matched to that of Non PP students

5. Planned expenditure

Academic year	

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the progress and attainment outcomes for PP students at GCSE -diminish the difference between P8 for PP 'v' Non PP	• Thorough monitoring of progress of PP students, using additional staff support and time • Constant focus on attendance and punctuality	• Gap between Non PP and PP has not decreased and further focus is needed to diminish the difference both within school and nationally • Barriers to learning, such as emotional or social issues, have historically shown to adversely affect outcomes for PP students	• Data to be reviewed after each data collection but interventions and monitoring/mentoring to begin before this for vulnerable students and those already known to DoS/ Learning Mentor/ tutor as needing support	AIR/IPR/AMC	Dec 2019

-close the gap between boys achievement outcomes and girls achievement outcomes -	• Curriculum Leaders monitoring of teaching of exam groups and standardisation of work • Increased support for PP students where emotional and/or academic needs raise concerns • Use of intervention and support classes to diminish difference at first chance • Ensure PP students have revision guides and equipment in preparation for exams	• Ensuring PP students have access to good quality revision materials is key to helping them to be more independent with exam preparation	• PP student voice continued to allow students to share thoughts and ideas. These to be followed up and continued as needed using additional staff where necessary • Monitor registers and attendance at intervention/support classes and follow up non-attendees • Before internal exams begin audit PP students and CL so that all key items and equipment are sought		
			Total budgeted cost		£60,000

ii. Targeted support					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Increase Oracy and literacy skills for PP students -ensure equality in lessons and during reading at tutor times (Y7) -	• Language acquisition and Language recall needs to be of a focus in all subjects • Consistency needed in all subject areas SL's to focus on in Autumn Term • Further training for some staff (particularly those new to school) regarding T4W	• Feedback at PP National Conference suggested this to be an area for development across all schools and so remains a priority for us • Learning Walks showed that there was not always consistency within departments regarding Oracy, and so this needs to be followed up • T4W is known to help students to break down worded questions and to begin to plan and formulate answers plan responses, as such it should be adopted by all staff	• Use of Learning Walks and lesson observations to monitor application of shared resources • CL's to monitor within own departments and to support colleagues with subject specifics • Induction/Inset Programme to allow time for training • Monitoring by SLT as part of 'basics'	SBO/KLA	Jan 2020

Equip students with a wide variety of skills allowing them to become more independent learners	• Continue to embed the work on Metacognition across school, with the introduction of 'research groups' to work to support SoL and resources across school, allowing for more consistency across departments • Continue to work in PSHCE and with tutors to discuss	• Research by ASL's has shown this to be an effective way of teaching and learning and that by working across curriculum students will be able to deepen and further embed the practice introduced this year • Use academic boards to assist with ideas for what/how this may be developed	• Minutes of meetings will show the work across school • PSHCE review and student voice will elicit the effectiveness and progress being made	IAL/KLA	Nov 2019
			Total budgeted cost		£40,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish difference between PP students attendance and Non PP students, so that all students are at 96% attendance	• Constant focus on attendance and punctuality • Monthly meetings with Attendance Officer to review % and to discuss need and support • Daily monitoring of PP students who have a lower than	• Attendance of PP students is lower than that of Non PP • Return to school can be a slow and fragmented for PP students, so careful monitoring and support will assist with reintegration after periods of absence	• Regular reviews of % attendance with Attendance Officer and engagement with families where appropriate • Liaison with staff in Achievement Centre and use of this resource to assist in the process of returning to school and catching up • Attendance Improving Plans continued to be used	AMC	Oct 2019 and on going

	average attendance rate • Earlier contact made with parents/carers where attendance is highlighted as a concern • Reminders to staff and parents/carers of the importance of good attendance and how this affects attainment and progress • Use of additional staff capacity to assist with the student and parent engagement with attendance • Ensure students are supported appropriately after periods of absence		• Regular and prompt contact with parents/guardians when attendance reduces or is not explained		
				Total budgeted cost	**£12,500**

	6. Review of expenditure		
Previous Academic Year			

i.	**ii. Quality of teaching for all**			
Desired outcome	**Chosen action / approach**	**Estimated impact:**	**Lessons learned**	**Cost**

| Improve the progress and attainment outcomes for PP students at GCSE | • Thorough monitoring of progress of PP students, using additional staff support and time
• AMC/IPR/JAS/SL's to complete this and continue to meet regularly to ensure progress
• Constant focus on attendance and punctuality
• Curriculum Leaders monitoring of teaching of exam groups and standardisation of work
• Increased support for PP students where emotional and/or academic needs raise concerns
• Tutors and Learning Mentors to continue this, with the further support of AMC
• Use of intervention and support classes to diminish difference at first chance
• Following PPE's, careful analysis of students identified for intervention and additional support, monitoring the % of PP students who are selected and engaging others as necessary
• Ensure PP students have revision guides and equipment in preparation for exams
• Conduct learning walks to identify best practice and positive student experience
• Actively acknowledge, reward and disseminate best practice within the classroom. | • Robust systems maintained throughout the year to ensure tracking was maintained and that students who were not meeting target were mentored or had appropriate interventions
• Regular meetings with key staff and tutors took place to review progress and to assess necessary additionality. Participation in interventions was kept in line with school %PP, and where not at this point investigated why not
• Attendance and punctuality gaps still appear but these were interrogated and where necessary home visits, attendance action plans and positive praise letters were used. Significant changes were made with some persistent absentees (Y8 boy attendance moved from 53% to 78%, a Y9 girl went from 58% to 75%, a Y11 girl attended on a part-time timetable)
• SL's have been more accountable in standardising students work and through Learning Walks and Pupil shadowing PP students are not noticeable in class, showing any difference in quality of teaching/learning
• Mentoring and student voice have allowed further support to be offered and accessed by PP students, including being equipped for lessons and revision, (purchases made where necessary to support)
• Book looks conducted by SLT and feedback given to all staff involved | • Useful to have
• key overview as PP co-ordinator and to be able to challenge and be an advocate for these students
• More awareness from staff regarding PP students and therefore more considered planning with regard to strategies and interventions
• Parental engagement and shift has been pivotal in changing attendance figures
• Knowledge of PP students and use of Context sheets for planning has been key in moving quality of teaching/learning for all forward

All to be continued with a focus on embedding practice and making progress towards best practice by all staff | |

iii. Targeted support				
Desired outcome	**Chosen action / approach**	**Estimated impact:**	**Lessons learned**	**Cost**
Increase Oracy skills for PP students	- Ensure questioning is considered in planning, Context sheets - Keywords displayed in classrooms and highlighted in lessons, CL's to address at department time - Literacy-based activities embedded in Schemes of Learning - Talk for Writing used as appropriate - Targeted Paired peers in lesson to support oracy and increase confidence	- Context sheets were reviewed and best practice shared via briefings and bulletin - Some good practice with displays and the use of keywords - Students becoming more confident with across school Literacy and oracy, paired peers needs further use	- Needs to be a continued focus with an extended focus on Literacy within subject areas - Language acquisition and Language recall needs to be of a focus in all subjects - Consistency needed in all subject areas SL's to focus on in Autumn Term - Further training for some staff (particularly those new to school) regarding T4W	

| Equip students with a wide variety of skills allowing them to become more independent learners | • Increased awareness amongst staff about 'how to learn'
• Highlighted strategies shared with staff/students
• Ensure students have correct basic skills and strategies to be implemented in lesson plans and Context sheets | • Strategies shared via briefing and bulletins regarding best practice from research (EEF toolkit), and then observed in lessons via Learning Walks
• Pupil shadow and pupil voice allowed observation of strategies with these seen in Context sheets as well | • Best practice effective in some classes but needs embedding across school
• Further Learning walks and pupil shadows needed to allow consistency to be extended | |

iv. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost

| Diminish difference between PP students attendance and Non PP students | Constant focus on attendance and punctuality Monthly meetings with Attendance Officer to review % and to discuss need and support Daily monitoring of PP students who have a lower than average attendance rate Earlier contact made with parents/carers where attendance is highlighted as a concern Reminders to staff and parents/carers of the importance of good attendance and how this affects attainment and progress Use of additional staff capacity to assist with the student and parent engagement with attendance Ensure students are supported appropriately after periods of absence | Monthly reviews of attendance data, shared and reviewed with DoS Daily contact with Attendance Officer meant responses could be immediately to any concerns Parents were able to get the necessary support, (external agencies used where appropriate) earlier An increased awareness for staff/parents/carers to monitor attendance Students who were returning form long term absences felt more supported and felt more supported on their return to school | Really useful to have the additional support and to be reacting to absences in a prompt and supportive manner Allowed some families to work in partnership with school to change attendance patterns and to access external support if needed | |