

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Beckfoot School				
Academic Year	2018	Total PP budget	£276,225	Date of most recent PP Review	September '18 – Post results
Total number of pupils	1666	Number of pupils eligible for PP (October 2018)	258	Date for next internal review of this strategy	December '18 as part of SIP review
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			Year 11 PP P8 -0.27	Year 11 – non PP P8 0.41	
Attainment 8 score average			Year 11 PP A8 38.6	Year 11 – non PP A8 54.6	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Developing literacy skills – Securing Phase 1 curriculum model, Period 6, Accelerated Reader, Homework Hub, Tuition, reading material which can be a subscription, a series of books, a voucher				
B.	Developing numeracy skills – Securing Phase 1 curriculum model, Period 6, MyMaths, Homework Hub, Tuition, equipment				
C.	Ensuring participation in the curriculum – D&T contributions, Peri music lessons, PE kit, maths equipment				
D.	Ensuring access to GCSE curriculum trips – Geography field trip, English Literature productions, Drama productions, Art galleries				
E.	Providing an Alternative Provision at Phase 2				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
F.	Raising attendance and punctuality – Uniform vouchers, Count Me In initiative, HoY budget (uniform, shoes, transport passes, breakfast, equipment, incentives)				
G.	Raising aspiration – Children’s University, SSAT, IAG, targeted careers interviews, trips to colleges, sixth forms and universities				
H.	Securing parental engagement – texting software, refreshments at events, TimeOut For Teens, Parent Forum				
I.	Supporting students with SEMH needs – Baking Club, LS2 Games Club, Homework Hub,				

J.	Addressing barriers for the individual – Art materials, Brownie Camp, Sports Tour, Bradford City Football Club training, personalised incentives	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Raising progress and attainment in English	Data across all year groups: narrowing of gaps of our VL (PP, SEND E, SEND K, LAC) in terms of P8, A8, AtoL, reading ages, spelling ages. T&L: Evidence from seating plans, walkthroughs, observations, book/work scrutiny, planner scrutiny. Curriculum: Evidence from QA of SoW/SoL., data conversations. Other: attendance of PP learners at Homework Hub and/or period 6, engagement of PP with AR, student voice.
B.	Raising progress and attainment in maths	Data across all year groups: narrowing of gaps of our VL (PP, SEND E, SEND K, LAC) in terms of P8, A8, AtoL. T&L: Evidence from seating plans, walkthroughs, observations, book/work scrutiny, planner scrutiny. Curriculum: Evidence from QA of SoW/SoL, data conversations. Other: attendance of PP learners at Homework Hub and/or period 6, student voice.
C.	Ensuring participation in the curriculum	Budget: covers D&T contribution, maths equipment, reading material, revision resources, online resources
D.	Ensuring access to GCSE curriculum trips	Budget: covers Geography field trip, English Literature productions, Drama productions, Art galleries
E.	Providing an Alternative Curriculum at Phase 2	GCSE outcomes, P8, A8, Attendance and AtoL of all students accessing AltPro
F.	Raising attendance and punctuality	97%+ attendance of PP learners, less than 8% PAs of PP learners, 0 lates of PP learners
G.	Raising aspiration	100% of Y7 PP learners graduate from Children’s University, 100% of Y8 PP learners secure SSAT Bronze Award, 100% Y9-11 PP have careers interview
H.	Securing parental engagement	100% of PP learners have a parent or carer attend parental engagement events, 100% of identified VLs (including PP) have ‘buddy’ support
I.	Supporting students with SEMH needs	97%+ attendance and an average of 1.5 for AtoL of PP students with identified SEMH needs
J.	Addressing barriers for the individual	Success is on a case-by-case basis and supported at the Headteacher’s discretion
5. Planned expenditure		

Academic year	2018 - 2019				
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					
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?
High quality teaching first for all and effective deployment of staff	Narrowed gap between PP and non-PP, especially in English and maths	EEF Toolkit; identified national strategy	Data collection analyses, walkthroughs, observations, data conversations	NLS	June 2018
Developing a VL register for years 7 – 11	Greater awareness of VLs and their barriers for all staff	Trust-led pilot 2018	Data collection analyses, walkthroughs, observations, data conversations	ACD	June 2019
Total budgeted cost					£119,843
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?
Providing Homework Hub, intervention and Period 6	Reducing codes for homework	Homework codes, HoYs/teachers/TAs feedback	QA of Homework Hub by MGB	MGB, JHR, HLM, AAW	June 2018
Providing external 1:1 tuition	Improved progress and attainment in English and maths	Progress and attainment in English and maths	Data collection analyses, walkthroughs, observations, data conversations	ACD	June 2018
Removing barriers in terms of attendance, behaviour and attitude to learning	>97% attendance; <9% persistent absence; reduction in B points, detentions, isolations and exclusions; 1.5 average attitude to learning	EEF Toolkit; identified barrier in school	Data collection analyses, walkthroughs, observations, data conversations	TTD, FRW, DPD, ACD, NLS, KMH	June 2018
Ensuring no student is left behind through Alternative Curriculum Provision both internally and externally	>97% attendance; <9% persistent absence; secured outcomes for identified group of Phase 2 students	Beckfoot Vision 2015-2018	Data collection analyses, walkthroughs, observations, data conversations	DPC and ACD	June 2018

Removing barriers to participation and enrichment	100% of PP learners access curriculum; 100% of PP learners access GCSE curriculum trips	Identified barrier in school	100% attendance and 100% access GCSE curriculum trips	HLM and AAW	
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Total budgeted cost £150,438

6. Review of expenditure

Previous Academic Year 2017 - 2018

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Clear, responsive leadership and a whole-school ethos of attainment for all	Closing gaps as the champion and leader for LAC and also investigating spending of PP+ monies	Despite the gaps, significant PP success in outcomes and progress. A minority of hard to reach (complex issues) PP students have impacted on data (5 students)	Whole school approach to continue. DHT appointed with lead for 'Vulnerable Learners' to ensure priority of and clarity with strategies. This role will also link teaching and learning with Support and Challenge (pastoral) strategies, ensuring a relentless focus on	£31,142
Removing barriers in terms of attendance, behaviour and attitude to learning	Improved Attitude to Learning and attendance. Access to mentoring for all PP students	As above. Figures have improved, though not as significantly as we would have wished. The focus is on individual need and strategies to remove barriers to learning, as opposed to a 'group' of learners.	Sustaining strategies that have impacted (Count me In, Attendance Fast track, targeting of parental engagement). Additional hours for the attendance team (PP PA is an issue) to ensure daily 'welfare calls' and home visits.	£74,695

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improve the literacy and numeracy skills of PP students, especially reading and spelling ages, and ensuring high quality first teaching for all	Supporting outstanding teaching in English and Maths	High quality first teaching for all was, and continues to be, a priority. Securing fundamentals group in Year 7 Literacy across the curriculum work, accelerated reader, individual intervention.	Approach will continue. Additional capacity- DHT appointed to strengthen T & L Team. Development of 'fortnightly focus', literacy focus being an example of this. AR strategy re-focused. Faculty reviews to focus on T & L strategies which support VLs.	£135,575

Removing barriers to participation and enrichment.	Access to wider learning and enrichment opportunities	A range of strategies to ensure an inclusive approach across enrichment activities, including targeted D of E participation, monitoring of PP participation in SPA,EW activities and financial support for students with sporting opportunities.(Music lessons and clubs (eg climbing club). Post 16 leading of football (break and lunchtime) impacts on	Strategies to continue. More rigorous monitoring of participation (SIMS application to support this will be used).	£25,538
Ensure no student left behind by personalising the curriculum.	Close the GAP for NEET through IAG and AltPro	IAG 'risk' register developed. 80%+ of current year 11 PP students have already accessed guidance. University and college visits for all. In-house AltPro provision for 5 students delivered outcomes, which they were not predicted to attain with external provision.	AltPro strategy continued with current year 11 cohort. IAG risk register in use, careers interviews targeted. Close monitoring of student attendance / progress with external providers. Additional careers hours added to provision.	£11,621

7. Additional detail

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