

Beckfoot School Pupil Premium Strategy Statement

Overview

Metric	Data																												
School name	Beckfoot School																												
Pupils in school	1365 (1686 including sixth form)																												
Proportion of disadvantaged pupils	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Cohort</th> <th style="text-align: center;">PP</th> <th style="text-align: center;">All</th> <th style="text-align: center;">% PP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">45</td> <td style="text-align: center;">268</td> <td style="text-align: center;">16.8</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">64</td> <td style="text-align: center;">274</td> <td style="text-align: center;">23.4</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">58</td> <td style="text-align: center;">274</td> <td style="text-align: center;">21.2</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">43</td> <td style="text-align: center;">268</td> <td style="text-align: center;">16.0</td> </tr> <tr> <td style="text-align: center;">11</td> <td style="text-align: center;">56</td> <td style="text-align: center;">281</td> <td style="text-align: center;">19.9</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">266</td> <td style="text-align: center;">1365</td> <td style="text-align: center;">19.5</td> </tr> </tbody> </table>	Cohort	PP	All	% PP	7	45	268	16.8	8	64	274	23.4	9	58	274	21.2	10	43	268	16.0	11	56	281	19.9	Total	266	1365	19.5
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Pupil premium allocation this academic year	£295, 725																												
Academic year or years covered by statement	2018/19 – 2020/21																												
Publish date	October 2020																												
Review date	July 2021																												
Statement authorised by	Simon Wade																												
Pupil premium lead	Alex Denham																												
Board lead	Sue Pierce																												

Pupil performance overview for 2018-2019

	All pupils	Pupil Premium pupils
Progress 8	0.16	-0.28
Attainment 8	50.54	36.99
Percentage of Grade 5+ in English and maths	46%	20%
Percentage of Grade 4+ in English and maths	70%	36%
Ebacc entry	31%	16%

Strategy aims for disadvantaged pupils for 2020-21

Aim	Target	Target date
Achieve FFT5 for attainment	A8 is 50.95	July 2021
Achieve FFT5 for progress	P8 is 0.70	
Achieve FFT5 for Basics 9-4 including English and maths	83.6%	
Achieve FFT5 for Basics 9-5 including English and maths	61.8%	
Ensure PP students sustain strong attendance	97%	

Teaching priorities for 2020-2021

Measure	Activity
<p>Priority 1: High quality teaching and learning for all, including blended learning.</p>	<ul style="list-style-type: none"> • Ensure Mint class seating plans mean every member of staff knows who is vulnerable in their lessons and tutor groups. Evidence through use of Mint. • Effective use of GL assessment to identify gaps in knowledge and skills. Evidence through effective mapping of how teachers will close these gaps from Faculty Leaders and how TAs will be utilised from SENCo. • Continue to ensure CPD is in place for all teachers and TAs through self-reflections, appraisals, induction and training programmes, faculty planning time and whole-school training days. Evidence through T&L policy and strategy. • Embed Vulnerable Learners Teaching and Learning strategy. Evidence through QA procedures including walkthroughs and observations, and through data collection analyses at every level, data conversations at every level, HT target setting meetings. • Blended learning is high quality and ensures PP families have the knowledge, skills and resources needed to continue teaching and learning at home, if required. Evidence through student voice, family voice, QA of knowledge organisers by Faculty Leaders and Assistant Faculty Leaders; QA of live lessons through walkthroughs; QA of online resources through Faculty Leaders on Microsoft Teams.
<p>Priority 2: Develop the 7Up Wave 4 provision.</p>	<ul style="list-style-type: none"> • Establish the KS3 Wave 4 groups alongside SENCo and Support & Challenge team. • Develop the KS3 Wave 4 curriculum alongside two newly-appointed nurture teachers and Faculty Leaders. Evidence through effective mapping of the curriculum and schemes of learning by Wave 4 teachers in collaboration with Faculty Leaders and Assistant Faculty Leaders. • Continue to ensure CPD is in place for Wave 4 teachers and TAs that ensures they are equipped with the knowledge and skills to maximise the progress of Wave 4 cohorts. Evidence through T&L policy and strategy. • Utilise Place2Be to ensure SEMH needs are met both in the classroom and beyond. Evidence through close line management. • Develop the KS4 Wave 4 complementary curriculum and alternative provision (including spaces, staffing and courses) to ensure no child is left behind.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Poor progress and attainment. • Limited quality learning opportunities at home. • Gaps in knowledge and skills following school closure due to CV19. • Difficulties retaining knowledge and skills.

	<ul style="list-style-type: none"> • SEMH needs and lack of emotional literacy. • Poor communication skills.
Projected spending	£220,000

Targeted academic support for 2020-2021

Measure	Activity
Priority 1: Improve low levels of literacy and reading to ensure access to and success across the curriculum.	<ul style="list-style-type: none"> • Continue to provide an award-winning reading book for every year 6 prior to their September start at Beckfoot. • Following the appointment of a Literacy Co-ordinator, develop the whole-school literacy and reading strategy, and reading recovery programme. • Ensure there are high quality literacy lessons for year 7 once a week, including a researched spelling strategy. • Ensure there is consistent DEAR time for every year group once a week in tutor time which encourages reading for pleasure. • Use GL and NGRT assessment to identify cohorts/individuals who require intervention. • Effectively use Accelerated Reader to raise reading ages and encourage reading for pleasure. • Effectively utilise staff for Paired Reading intervention. • Research, train and utilise bespoke reading intervention packages (Lexia; Ruth Miskin; Rapid Reading Plus) to raise reading ages and reading stamina. • Pilot 'Rise and Read' – a breakfast reading intervention programme – for years 7 and 8 in the LRC. • Continue to resource and staff KS3 Homework Club.
Priority 2: Raising engagement and attainment through effective support and	<ul style="list-style-type: none"> • Continue with HoY personal budget to support individual barriers (e.g. organisation, equipment, uniform, mental health, food, water, confidence, homework, revision, relationships, social skills etc) • Continue to resource and staff KS3 clubs for homework, baking, gardening and climbing. • Continue to resource KS4 Study Space. • Further develop the Year 11 specific strategy. • Further build on targeted 1:1 tuition for Year 11 through MyTutor.

impactful intervention.	<ul style="list-style-type: none"> • Continue with the targeted 1:1 Year 11 mentoring programme. • Continue with the targeted utilisation of external intervention provider, BCL Consultancy Limited, for Year 11. • Pilot the '5 o'clock club' in the last 6 weeks prior to exams for Year 11s who are not revising at home despite parental support. • Continue to provide resources to ensure access to the GCSE curriculum (DT ingredients, Peripatetic music lessons, PE kit, maths equipment, revision guides etc). • Continue to fund curriculum trips and visits (drama performances, geography field trip etc).
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Limited access to quality reading material at home. • Poor literacy, reading and comprehension skills which limits access to the whole-school curriculum. • Attendance issues due to individual needs and barriers. • Poor communication skills. • Poor attainment. • Risk of NEET. • SEMH needs and lack of emotional literacy. • Lack of organisation and revision skills. • Access to and success in the whole-school curriculum.
Projected spending	£142,000

Wider strategies for 2020-2021

Measure	Activity
Priority 1: Ensure every VL has access to digital learning from home.	<ul style="list-style-type: none"> • Audit all students regarding their access to technology and capacity to use it to enhance independent learning. • Improve access to suitable technology for disadvantaged learners and learners with SEND, to supplement or enhance teaching. • Equip learners with the digital skills and understanding to effectively learn independently at home using email, the school website and Microsoft Teams.

	<ul style="list-style-type: none"> • Continue to provide training, practice, peer support and Home learning buddies where required. • Extend opportunities for working and learning at home, communicating with families, and celebrating success. • Equip families with advice and resources that ensure students have a dedicated learning space at home. • Provide ongoing technical support. • Ensure Support & Challenge Team contact home to identify any engagement barriers due to technology or lack of other forms of support.
Priority 2: Improve attendance and reduce persistent absence.	<ul style="list-style-type: none"> • Continue with targeted transition work with year 6 cohorts to identify and overcome barriers to attendance before their September start. • Continue with our existing attendance systems (i.e. priority calling, fast-track intervention, ESW) • Continue with HoY personal budget to support individual barriers (e.g. organisation, equipment, uniform, mental health, food, water, confidence, homework, revision, relationships etc) • Embed 'Count Me In' strategy to target specific poor attenders. • Utilise Place2Be to ensure learners with SEMH needs are attending school and accessing support. • Targeted utilisation of external intervention provider, BCL Consultancy Limited. • Pilot the 'Wake Up Call initiative' for The Target Twenty (20 learners with low attendance).
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Digital deficit which denies access to remote learning at home. • Limited access to a dedicated learning space at home. • Limited access to quality reading material at home. • Attendance issues due to individual needs and barriers. • SEMH needs and lack of emotional literacy.
Projected spending	£43,000

Monitoring and implementation planning for 2020-2021

Area	Challenge	Mitigating action
Teaching	<p>Ensuring the quality of distance teaching and learning and that there is enough time before self-isolation, local or national lockdown.</p> <p>Ensuring enough time is provided for CPD.</p> <p>Monitoring the impact of the Wave 4 KS3 model.</p>	<p>Use of directed time, middle leadership management time, twilights, and ways of sharing best practice online and interactively.</p> <p>Close line management of Wave 4 team and SENCo by Deputy Headteacher.</p>
Targeted support	<p>Ensuring students 'catch up' following the Covid-19 national lockdown.</p> <p>Ensuring the Literacy Co-ordinator has enough time to prepare training, support for staff and monitor the impact of reading interventions.</p>	<p>Use GL and/or NGRT assessment alongside teacher assessment to identify cohorts/individuals who require intervention early on.</p> <p>Utilise 'catch up' funding to provide meaningful and bespoke intervention that closes gaps in knowledge and skills.</p> <p>Close line management of Literacy Co-ordinator by Deputy Headteacher.</p>
Wider strategies	<p>Ensuring students who require a device are issued with it before self-isolation, local or national lockdown.</p> <p>Ensuring students are confident in using school email, the school website, and Microsoft Teams.</p> <p>Ensuring close monitoring of attendance, especially students who are clinically vulnerable and/or anxious.</p>	<p>Use a simple survey to identify students who require a device early on.</p> <p>Provide an online loan agreement for parents/carers to ensure issuing of devices is simple and quick.</p> <p>Practice Microsoft Teams assignment for all tutor groups in the first fortnight.</p> <p>All home learning on Microsoft Teams to ensure students regularly use it.</p> <p>Close line management of Support & Challenge team by Assistant Headteachers.</p> <p>Close collaboration with Trust Clinical Lead Practitioner for intervention advice, support, and signposting.</p>

Review of aims and outcomes 2019-2020

Aim	Outcome
To close the attainment gap between PP and non-PP in English and maths	A8 41.95; P8 -0.37; Basics 9-4 58.8%; Basics 9-5 35.3%
To ensure PP pupils can fully participate in the curriculum	12 PP students (24% of PP cohort) on EBACC path.
To raise attendance of PP pupils	91% attendance of PP which equalled last year (prior to lockdown) 20% persistence absence of PP and an improvement on previous year (prior to lockdown)
To raise aspiration and ambition of PP pupils	100% of PP achieved Children's University (prior to lockdown) 80% of PP achieved SSAT Bronze Award. 100% of PP Y8, Y9, Y10, Y11 had atleast two meaningful encounters with IAG (e.g. careers panels, careers fair, Aim Higher event, Ryman Challenge 1:1 interview practice, workplace visits, NHS conference, financial literacy lessons). 11 targeted PP Y7 students had workplace visits.
To engage families of PP pupils	85% - 94% of PP parents attended consultation evenings prior to national lockdown (prior to lockdown)
To effectively support PP pupils with SEND	92% attendance of SEND K and 86% attendance of SEND E (prior to lockdown)

Next review date: October 2021