

Beckfoot Thornton Pupil premium strategy statement

1. Summary information					
School					
Academic Year	2017-2018	Total PP budget	£499,620	Date of most recent PP Review	Nov 2017
Total number of pupils	1287	Number of pupils eligible for PP	505	Date for next internal review of this strategy	Jan 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-1.60	0.12	
Attainment 8 score average			21	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Low levels of literacy				
B.	Quality of day to day teaching				
C.					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Poor attendance rate				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	Strong levels of literacy/English			Performance of Year 11 gives P8 of 0	

B.	Strong improvement in reading ages	Reading ages match or exceed chronological ages by end of year 8
C.	Teacher demonstration enables Pupil Premium students to make good progress	Modelling is a strength of 80% of lessons seen.
D.	Attendance of Pupil Premium students improves	Attendance of Pupil Premium students is 94% by July 2018

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they 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	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Modelling enables Pupil Premium students to make good progress	Use of coaching groups to embed high quality modelling in day to day teaching.	Improved modelling has a disproportionately higher impact on students from disadvantaged backgrounds.	Regular CPD for staff is focused on different aspects of modelling and the impact of this is reviewed through observation by the teaching and learning team	LEC	All staff seen using a modelling technique by Feb 2018 Effective modelling in 80% of lessons seen by June 2018
Total budgeted cost					£83,615

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Strong improvement in reading ages	Paired/small group reading initiative led by year 12 students.	EEF toolkit suggests peer tutoring adds 5 months of progress.	Lead teacher appointed to oversee the initiative. Weekly tracking	KAS	July 2018
Total budgeted cost					£44,323
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of Pupil Premium students is at least 94%.	Use of assertive mentoring through support & challenge team. Peer mentoring initiative led by year 8/9 students.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. OFSTED 2013 report on spending the pupil premium effectively. Optimum gap for peer mentoring is 2 years, suggesting Yr9 would be most effective with year 7.	Effectively deploy S&C teams by: <ul style="list-style-type: none"> Placing disadvantaged students with attendance below 92% on attendance contracts, ensuring parents are brought in for meetings. Holding daily return to school meetings with students, setting targets with and monitoring attendance daily. Making contact on first day of absence Booking home visits by attendance welfare officers at first day of absence Attendance officer to liaise with ESWS service to issue penalty notices.	JAH	July 2018
Total budgeted cost					£308318

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Increased student engagement in lessons	Four key strategies for engagement formed the focus of CPD.	Initiative was refocussed onto achieving a basic set of minimum operating procedures in lessons and therefore impact is not known.	The initiative won't be revived. The focus will be on modelling due to the disproportionately high effect it is shown to have on the learning of disadvantaged students.	
ii. Targeted support				
Desired outcome	Chosen action / approach	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
Extracurricular interventions to focus on Pupil Premium students.		Success criteria not met. Disadvantaged students underachieved in the 2017 examinations. See below table.	Focus on achievement of Pupil Premium students was insufficiently sharp. Interventions were not targeted specifically at Pupil Premium students and therefore the gap did not narrow.	
iii. Other approaches				
Desired outcome	Chosen action / approach	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

Improved attendance of Pupil Premium students.		Success criteria not met. Attendance of Pupil Premium students was significantly below other students nationally.	Focus on attendance of Pupil Premium students was insufficiently sharp. Interventions were not targeted specifically at Pupil Premium students and therefore the gap did not narrow.	
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Outcomes for disadvantaged students:

	2016 Result		2017 Result	
	ALL	Disadvantaged	ALL	Disadvantaged
Attainment 8	42.36	33.32	39.16	30.13
Progress 8	-0.62	-1.13	-0.38	-0.82
Basics 9-5 %	40	22	23	8
Ebacc %	10	1	17	4

