

## Pupil premium strategy/self-evaluation Beckfoot Thornton School

1. Summary information					
School	Beckfoot Thornton School				
Academic Year	2020/21	Total PP budget	£497719 ↑	Date of most recent PP Review	Sept 2020
Total number of pupils	1300	Number of pupils eligible for PP	521 (40.1%)	Date for next internal review of this strategy	Mar 2021 Jun 2021

2. Current attainment						
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Progress 8 score average	-0.98	-0.36↑	Not reported	0.13	0.13	Not reported
Attainment 8 score average	27.19	33.09↑	31.58	49.96	46.5	50.30

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Teaching Quality – day to day teaching
B.	Aspirations
C.	Low levels of literacy, especially reading
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance and Parental Engagement

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Impact 2019/20	Success criteria 2020/21
A.	We aim to raise standards to become one of the top 20% of schools nationally and continue to narrow the gap between PP and non PP on all headline measures.	Despite being a predicted 6% from FFT20, PP gap has increased by 23% (est.) There was an 3.3% increase in 9-5% for DV students on 2018-19	In-year progress measures. External results.
B.	To raise attendance for all, whilst closing the gap between PP and Non PP.	Attendance of DV (NDV) students prior to lockdown was 88.7% (95.2%). This is of significant concern and has become a school priority	Attendance figures. (must be at least 94%)
C.	To ensure that by the end of Y8, students' reading matches their chronological age.	Ruth Miskin intervention improved RA by average of 10 months (an improvement on 2 months from 2018/19) Lexonik interventions improved RA by an average of 87.2 months across Y7-10 Lexonik Leap interventions improved all students' specific skills for both SEN and EAL (see reading report for specifics)	Increased percentage of students achieve a greater improvement in their reading ages than 2019/20 (figures to Feb.)

		Long term this has been affected by Covid and will need to be restarted as soon as restrictions are lifted	
<b>D.</b>	To ensure teaching enables PP students to make good progress.	The progress of all students has improved by 10% 9-4 basics. However, the DV students maintained their 9-4 achievement at 40% from 2018/19	Effective communicators strategy: all lessons include pose, pause, pounce, bounce and talk like an expert; Writing to describe, explain, evaluate from 11 to 16 taught consistently by identified subjects
<b>E.</b>	To ensure that all students have the same access to a careers and aspirations programme.	Personal development programme is being finalised including strong careers focus. Careers are also included as part of our whole school curriculum review.	Opportunities monitored via tracking tool. New careers focus in tutor time.

5. Planned expenditure						
Academic year		2020-21				
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 – Sutton Trust 2011 – stated ‘The difference between a very effective teacher and a poorly performing teacher is large. A pupil for one year in a class with a very effective teacher gains 40% more in their learning than they would with a poorly performing teacher.’ Our aims are to increase the number of very effective teachers which will then increase the progress of our students.						
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?	Cost
Ensure levels of challenge are consistently raised by all teachers	At least 80% of teachers achieve the intended target of 75% on target or better  Most departments are prioritising HAP PP students as their target groups for increased progress	The EEFs Pupil Premium guidance 2019 states that “good teaching is the most important lever school has to improve the outcomes for disadvantaged pupils.”	Monitoring cycle ensures that all departments undergo full review at least once a year (core being twice). All HODS are part of a full programme of support, CPD and quality assurance throughout the year. All SLT conduct walkabouts every day with any concerns being forwarded to the T&L team for further review. Data is analysed after each collection with interventions planned as a result.	POT and T&L team	Reviews are undertaken as part of the regular reporting cycle to SLT – this includes departmental reviews and whole school marking scrutinies. Trust review in June	£113,402
Continue to develop quality of teaching staff by delivering high quality CPD around the whole school priorities of confident communication	At least 80% of teachers achieve the intended target of 75% on target or better  Recruitment and retention figures for staff continues to be good	EEF Pupil Premium Guidance 2019 “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly	Analysis of trends within appraisal targets; evaluation of CPD delivered including Trust; regular system of quality assurance as identified above; trust review	POT/T&L Team SSB/POT	Regular SLT reporting cycle Trust review in June	£56,701

Writing to describe, explain, evaluate from 11 to 16 taught consistently by identified subjects	A clear and simple strategy for teaching the three basic types of writing in the same way across all relevant subjects with proper planned progression from 11 to 16 – writing to describe, explain and evaluate.	The knowledge base of how to communicate effectively with confidence is a key intent	Students are consistently able to articulate the common strategies for how to write to describe, explain and evaluate Spotlights and departmental learning walks show increasingly consistent use of strategies across all departments.	POT/HODS of identified depts.	Report to SLT every half term on QofE	£56,701
Whole school focus for improvement of confident communicators in every classroom.  Consistent oracy strategies are implemented by staff: all lessons include pose, pause, pounce, bounce and talk like an expert.  Review of WOW and consistent vocabulary acquisition strategies within lessons	Improve achievement of PP by narrowing any potential vocabulary gaps, increasing confidence in spoken language	EEF Toolkit:  EEF Attainment gap report 2017: Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way	Key focus of SIP. Until January, all monitoring will be focused on ensuring a quality curriculum is being delivered by confident teachers post Covid. This will be measured by MOPS checks.	IME/NEA/POT	Reports of QofE each half term to SLT	£9,448
Full range of reading interventions are carried out to catch up those significantly under chronological reading age	Age appropriate reading standards where the gap is narrowed for DV students	EEF toolkit • Reading comprehension – high impact / very low cost  EEF attainment gap report: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Creation of inclusive classroom minimum operating standards (MOPS) with learning walks to ascertain compliance	SSB/POT	Reading age tests – progress vs baselines. Regular reports to SLT as per schedule	£16,018
<b>Total budgeted cost</b>					£252,270	

**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?	Cost
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Period 6	We aim to raise standards to become one of the top 20% of schools nationally and continue to narrow the gap between PP and non PP on all headline measures.	EEF research shows the actions identified deliver the most impact with low cost. <ul style="list-style-type: none"> <li>• Extending school time</li> <li>• Individualised Instruction</li> <li>• Small group tuition</li> </ul>	Drop-ins by SLT/S&C team to ensure high quality sessions are being delivered. Registers of sessions.	CMV	Weekly attendance reports, data analysis after Nov/Feb mocks to ensure the correct students are being targeted.	£32,539
Saturday school						£13,905
HLTA small group withdrawal	Students' reading age matches chronological by the end of Y8.	EEF Toolkit: <ul style="list-style-type: none"> <li>• Reading comprehension – high impact / very low cost</li> </ul>	Faculty 'champions' trialling Reciprocal Reading methods. Use of reading age tests. Systematic spelling programme. Trial by the English dept using RM/phonics strategy with lower sets	SSB	Reading age tests – progress vs baselines. Data to show an improvement of 8 months.	£19,905
Tutor programme	We aim to improve the achievement of pp students by narrowing gaps in knowledge.	EEF research suggests that small group tuition is effective in progressing students for moderate costs..	Register of sessions, Tutor session drop ins by T&L and SLT to ensure sessions are high quality.	CMV	Weekly attendance reports, data analysis after assessment points / at the end of the round of sessions.	£38,514
Full review of homework policy	Homework is set by all teachers routinely on the school's electronic platform and consistently follows the school's agreed objectives. QA systems show the quality of work set to be consistent across all departments and student return rates to be improving.	The EEF teaching and learning toolkit identifies that homework is low cost and moderate impact (potentially up to 8 months) if it is: <ul style="list-style-type: none"> <li>• Short and focused linked to a particular element of learning</li> <li>• Given high quality feedback</li> <li>• Must relate to the learning that has taken place in normal school time</li> </ul>	Regular analysis of quality and quantity of homework being a.) set and b.) completed Student and parent voice collated	RLW/POT	Reports to be delivered to SLT as per schedule	£500

<p>Improve attendance of disadvantaged students in Yr.11 &amp; Yr.9 that are persistently absent</p>	<p>Enhance provision for identified off-site and Bank Centre students.</p> <p>Youth in Mind to be tasked to produce a report on the barriers to school attendance for disadvantaged students in the following postcode areas BD15, BD13, BD7 &amp; BD8.</p> <p>Youth in Mind to undertake 1 – 1 mentoring for Yr.9 &amp; 11 students with historic low levels of attendance. Average attendance of identified students historically below 70%.</p>	<p>Attendance trends for PP student's in-line with gaps in progress and attainment for PP students. Our internal data analysis shows significant correlation between achievement and attending over 97% which has been shared with all students.</p>	<p>Improve average attendance of the Yr.8 students at TRACKS (37.3% Easter 2019 – 2020) and enhance potential for re-integration into full time education.</p> <p>Reduction in FTEs from Bank Centre. Average attendance of identified five students above 90% (49.7% Easter 2019 – 2020)</p> <p>Reduction in PA of disadvantaged students within the identified postcode areas. (DV %PA BD15 – 38%, BD7 – 36%, BD8 – 20%, BD13 – 47%; Easter 2019 – 2020)</p> <p>Average attendance of identified students to be above 90%</p>	<p>JAH (S+C teams/Attendance team)</p>	<p>Half-termly review.</p>	<p>£11,628</p>
<p>Enhance existing and develop new community / parental engagement programmes within the BD13, BD14, BD15, BD7 &amp; BD8 postcode areas.</p>	<p>Attendance reward events organised and delivered within the identified postcode areas Links made with community food banks in the local area and a system for collection of items within school established.</p>	<p>Attendance trends for PP student's in-line with gaps in progress and attainment for PP students. Our internal data analysis shows significant correlation between achievement and attending over 97% which has been shared with all students.</p>	<p>Average attendance of targeted students to be above 90% Average approach to learning of the identified students to be below 2 (Yr.10 – 2.31, Yr.8 – 2.21 2019 – 2020)</p> <p>75% of identified Yr.11 students on track to achieve target grades (26% of identified students currently on track)</p>	<p>RNC</p>	<p>Half termly review</p>	<p>£2000</p>

School systems robustly ensure that students with poor attendance are given appropriate academic support.	HODs ensure that appropriate catch up material is available to students that miss several lessons. Students in Yr.9 with a combination of poor attendance and low reading age are targeted for reading intervention A programme of peer mentoring by Yr.12 students is established for identified students	Attendance trends for PP student's in-line with gaps in progress and attainment for PP students. Our internal data analysis shows significant correlation between achievement and attending over 97% which has been shared with all students.	Average approach to learning of the identified students to be below 2 (Yr.10 – 2.31, Yr.8 – 2.21 2019 – 2020) 75% of identified Yr.11 students on track to achieve target grades (26% of identified students currently on track) Average reading age of the identified cohort to improve, currently -22.2 months on average.	JAH	Half termly review	£2681
<b>Total budgeted cost</b>						£121,672

<b>Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
Team building and personal development opportunities to be offered to PP students first e.g. Buckden House	Diminish the differences in limiting external factors and opportunities between PP and Non PP. Provide support and challenge pastorally for our DV students.	EEF research shows the actions identified deliver the most impact with low cost.  <ul style="list-style-type: none"> <li>• Behaviour Interventions</li> <li>• Aspirations Intervention</li> <li>• Parental engagement</li> <li>• Social and Emotional Learning</li> </ul>	Student Manager Pastoral report at each data collection.	RNC/JAH/NAH S&C teams	Data collections. Behaviour reports at SLT meetings. ATL, attendance and exclusion data.	£9,000
PP development pot allows for staff to bid for specific opportunities or resources required for PP students e.g. revision materials						£104,247
Pastoral Support including attendance interventions/rewards, meetings between Managers and PP students, breakfast clubs and engagement events for subjects. The provision of free school meals and music lessons for PP students.						

Continuation of careers development	All students receive equal access to a range of providers and activities that provide careers advice, information and guidance. Diminish the differences in limiting external factors and opportunities between PP and Non PP.	EEF reports aspiration intervention as low impact for high cost, but this is a low-cost intervention, designed to form part of a systematic strategy that is designed to build skills that staff at all levels identify as being an issue across a range of students.	SLT attendance of all assemblies to QA delivery Full careers programme planned and evaluated	NAH and ILD	Full report to be delivered to SLT by February half term	£5,200
Supplementation of the food technology budget to provide ingredients for PP students due to the increase in teaching hours – this has been planned in the most cost-efficient way	This funding will enable KS4 DV students to complete the compulsory practical aspect of their controlled assessment, whereby school will purchase the ingredients needed for students.	Students from Ks3 to Ks4 are required to undertake practical making skills which will enhance their learning as well as develop life skills. The practical element of the Hospitality and Catering at KS3 enables students to be better prepared for the KS4 Vocational Hospitality and Catering course	100% of all PP students will cook their chosen dishes in relation to their task and make expected progress in the practical sessions	KSS	PP Impact report review at SLT	£754
Paying for the peripatetic teaching of DV students in GCSE music	To ensure all students have access to studying a musical instruments regardless of their background	PP students will receive smaller group tuition enabling more progress to be made in performance and improved outcomes at KS4.	The guitar tutor provides regular feedback on pupil progress during lessons with weekly targets set. Termly performance assessments will measure the progress made as a result of small group tuition.	HBS	PP Impact report review at SLT	£1152 (based on £36 a week for 32 weeks tuition)
Additional numbers of DV students on the DofE course	To pay the enrolment fee for the Duke of Edinburgh' award scheme	To enrich student's experience of school life and promote being a community collaborator	Achievement of the Bronze award by summer 2020	JSF	PP Impact report review at SLT	£325
Provision of additional art qualification for identified KS3 DV students	17 of the most vulnerable Year 7 and 8 students identified through their art lessons to provide them with a Discover and bronze art awards-short course	Increased skills and self esteem/belief once course completed	Completion of course Change to student behaviour and increased confidence in their abilities	SHG	PP Impact report review at SLT	£600
Purchasing of revision books for all PP students in Year 11	To ensure that all students are provided with key content regardless of social background	To ensure that the highest quality revision materials are available to our most disadvantaged students and that they use these to independently to secure their understanding	All students have appropriate books provided	CMV	Year 11 plan reported at SLT and TAS meetings	£2499

**Total budgeted cost** £123,777

DUE TO COVID-19 PANDEMIC, ALL STRATEGIES HAVE BEEN CARRIED OVER AND/OR ENHANCED FROM 2019/20. Therefore a review of impact of expenditure is not yet applicable.

**1. Additional detail**

**2020/21 Cohort Information:**

<b>Year</b>	<b>Cohort</b>	<b>PP / %</b>
<b>7</b>	<b>269</b>	<b>103/38.3%</b>
<b>8</b>	<b>268</b>	<b>111/41.4%</b>
<b>9</b>	<b>265</b>	<b>117/44.2%</b>
<b>10</b>	<b>256</b>	<b>102/39.8%</b>
<b>11</b>	<b>242</b>	<b>88/36.4%</b>
<b>Lower school</b>	<b>1300</b>	<b>521 / 40.1%</b>
<b>12</b>	<b>66</b>	<b>13/19.7%</b>
<b>13</b>	<b>41</b>	<b>0/0</b>
<b>Whole school</b>	<b>1407</b>	<b>534/38%</b>