

## Beal High School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Beal High School
Number of pupils in school	1,797 in Year 7 - Year11 907 in 6th form 311 pupils eligible for pupil premium
Proportion (%) of pupil premium eligible pupils	17.31% Based on Year 7 to 11 pupils.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Yvonne Andress - Co-headteacher
Pupil premium lead	Yvonne Andress – Co-headteacher
Governor / Trustee lead	Shona Ramsay (S&E Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,005
Recovery premium funding allocation this academic year	£47,788
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£344,793

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent at Beal High School is to enrich the lives of all our students, no matter their background or prior attainment. We aim to both raise achievement of all our students, as well as ensuring that we close the gap between our cohorts of student groups. Our aim is to ensure student needs are met through:

- 1) **Whole school approaches:** High Quality Teaching, pupil assessment & feedback, transition support
- 2) **A broad, tailored and aspirational curriculum**
- 3) **Targeted academic support:** including tutoring, speech and language therapy
- 4) **Wider Strategies:** high quality personal development for all students, tackling non-academic barriers to success in school including attendance, behaviour, social and emotional support.

The plans outlined in this Pupil Premium statement intend to support all students and all of their needs, regardless of whether they are disadvantaged or not.

Our aim is that 100% of students go on to high quality destinations at post-16 and post-18. We aim to widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance.

We will focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

This year, we have a relentless focus on ensuring consistent high quality teaching, learning and assessment in every classroom, underpinned by our [CALIBRE curriculum framework](#). This includes a standardised lesson structure, underpinned by recent research on cognitive science and learning, a coaching programme for ECTs and teachers who need additional support, a robust quality assurance cycle and a simple and consistent approach to ensuring high levels of engagement in all lessons.

The key principles of our strategy plan are:

- 5) Ensuring high quality teaching and curriculum in every classroom
- 6) Ensuring high levels of attendance for all students
- 7) Targeted academic support through the BMAT Tutoring Programme
- 8) Improved 'intelligent assessment' across the school, to identify early gaps in student

knowledge and understanding

- 9) Improving literacy across the school and embedding a culture of reading in all year groups
- 10) Reduced group size/increased team teaching to provide additional support for key groups e.g. inKS2-3 transition, and for students who are re-sitting English and Maths GCSE.
- 11) Targeted pastoral and wellbeing support through our expanded counselling, mentoring, aspirations and careers support programmes
- 12) To develop students' cultural capital through 100% engagement of all students in extra-curricular opportunities and trips.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																														
1	<p><b>Beal - Academic Gap</b> - On 2019 (external assessment) and 2021 (Teacher Assessed Grades) there is a gap in outcomes between disadvantaged students and non-disadvantaged students:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018-2019 Exam Grades</th> <th colspan="2">2019-2020 Teacher Assessed</th> <th colspan="2">2020-2021 Teacher Assessed</th> </tr> <tr> <th>All Students</th> <th>Gap between disadvantaged and non-disadvantaged</th> <th>All Students</th> <th>Gap between disadvantaged and non-disadvantaged</th> <th>All Students</th> <th>Gap between disadvantaged and non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>0.47</td> <td>0.56</td> <td>0.79</td> <td>0.31</td> <td>0.73</td> <td>0.43</td> </tr> <tr> <td>Attainment 8</td> <td>53.86</td> <td>4.18</td> <td>56.46</td> <td>8.44</td> <td>56.82</td> <td>10.88</td> </tr> <tr> <td>% 4+ E&amp;M</td> <td>82%</td> <td>18.3%</td> <td>87%</td> <td>22.3</td> <td>86%</td> <td>18.4</td> </tr> <tr> <td>EBACC Entry</td> <td>45%</td> <td>14%</td> <td>33%</td> <td>16.5</td> <td>39%</td> <td>13.7</td> </tr> </tbody> </table> <p>Overall academic attainment has improved for all students from 2019-2021. There has been a reduced gap for Progress and in EBACC entry but an increased gap in attainment between disadvantaged and non-disadvantaged students.</p>							2018-2019 Exam Grades		2019-2020 Teacher Assessed		2020-2021 Teacher Assessed		All Students	Gap between disadvantaged and non-disadvantaged	All Students	Gap between disadvantaged and non-disadvantaged	All Students	Gap between disadvantaged and non-disadvantaged	Progress 8	0.47	0.56	0.79	0.31	0.73	0.43	Attainment 8	53.86	4.18	56.46	8.44	56.82	10.88	% 4+ E&M	82%	18.3%	87%	22.3	86%	18.4	EBACC Entry	45%	14%	33%	16.5	39%	13.7
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2	<p><b>Beal - Attainment on entry</b> - Attainment on entry of our last 3 cohorts has shown:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">GPS</th> <th style="width: 15%;">Reading</th> <th style="width: 15%;">Maths</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							GPS	Reading	Maths																																					
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3	<p><b>Attendance</b> - Attendance at Beal is well above national average for both pupil premium and non-pupil premium, with persistent absence below national average. There is a gap between disadvantaged students and their peers in attendance. This gap reduced in the last academic year.</p> <table border="1"> <thead> <tr> <th></th> <th>Pupil Premium Attendance</th> <th>Non-PP Attendance</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>93.75%</td> <td>95.42%</td> <td>1.67%</td> </tr> <tr> <td>2020-2021</td> <td>94.32% (Improved by 0.57%)</td> <td>95.65 (Improved by 0.23%)</td> <td>1.33% (Improved by 0.34%)</td> </tr> </tbody> </table>		Pupil Premium Attendance	Non-PP Attendance	Gap	2019-2020	93.75%	95.42%	1.67%	2020-2021	94.32% (Improved by 0.57%)	95.65 (Improved by 0.23%)	1.33% (Improved by 0.34%)																											
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4	<p><b>Hardship</b> - Many of our families, both disadvantaged and those who are not, have experienced significant levels of financial hardship since the onset of the pandemic. Many report through parent meetings and our parent voice activities that they struggle for IT and internet access at home, as well as quiet places for students to complete their homework with a small number of families with insufficient funds for food.</p>																																							
5	<p><b>Wellbeing</b> - Many of our students have experienced challenges during the pandemic and lockdown that has exacerbated mental health concerns and well-being issues. We have experienced a significant spike in safeguarding referrals, need for counselling and mentoring across the school. These issues are repeated nationally.</p>																																							
6	<p><b>Progression</b> - Due to lockdowns, school absence and issues related to the pandemic, there is an increased risk of students becoming NEET (Not in education, employment or training) when they leave school without appropriate careers and progression mentoring.</p>																																							
7	<p><b>EAL</b> - A significant number of our students who are disadvantaged, join us mid-phase, often with limited proficiency in English. This makes it challenging for them to make progress initially, without additional support.</p>																																							

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria						
Disadvantaged students have well-above national average (for disadvantaged students) for P8, A8 and E&M 4+.		National DA 2019	National Average 2019	Target by 2021/2 022 (all Beal DA)	Target by 2023/2 024 (all Beal DA)	Target 2021/2 022 (those DA at Beal more than 2 years)	Target 2023/2 024 (those DA at Beal more than 2 years)
	Progress 8	-0.45	0.00 (approx.)	0.50	+0.55	0.00	0.05
	Attainment 8	36.7	46.7	55.20	55.40	48.94	59.14
	% Students Achieving Grade 5+ in English and Maths	24.7%	43.2%	65%	68%	59%	62%
Disadvantaged students have well-above national average entry rate for EBACC subjects at KS4.		National DA 2019	National Average 2019	Target by 2021/2 022 (all Beal DA)	Target by 2023/2 024 (all Beal DA)	Target 2021/2 022 (those DA at Beal more than 2 years)	Target 2023/2 024 (those DA at Beal more than 2 years)
	EBacc Entry	27.5%	40%	47%	67%	47%	67%
Disadvantaged students have at least national average attendance  Disadvantaged students have below national average (all students) of persistent absence	Attendance for disadvantaged students is in line with all students at Beal High School (target 96%) and at least national average for all students.						

<p>To improve the literacy of all of our students through focus on disciplinary literacy:</p> <ul style="list-style-type: none"> <li>- Implement differentiated strategies for <b>improving writing through oracy and reading</b></li> <li>- Implement <b>Reading Plus</b> scheme in Year 7</li> </ul>	<ul style="list-style-type: none"> <li>- Everybody reading something (ERS) as evidenced in Unifrog</li> <li>- Established <b>reading and research portals</b> for: Students at all key stages, teachers and ITT students</li> <li>- Work scrutiny will indicate that the extended writing of students is improving over time.</li> </ul>												
<p>All students progress on to high quality post-16 and post-18 education, employment or training by:</p> <ul style="list-style-type: none"> <li>- <b>Embed the Beal Character</b> award that develops 21<sup>st</sup> century work related skills for all pupils across every key stage, heightening academic progression, employability and career prospects.</li> <li>- Embed whole school <b>Careers strategy to ensure successful progression for all</b></li> </ul>	<p><b>100% Progression at KS4 and KS5:</b> 1 in 4 taking places at Russell Group universities.</p> <p>% MDV – to maintain and improve 2020 and 2021 numbers (8+)</p> <p>% Oxbridge – to maintain and improve 2020 and 2021 numbers (4+)</p> <p>Summer 2021 data for Year 13:</p> <ul style="list-style-type: none"> <li>- 82% of students take up first choice university options</li> <li>- 27% of students take up places at elite Russell Group universities, including six Medical students</li> </ul> <table border="1" data-bbox="488 1070 1434 1541"> <thead> <tr> <th>Destination</th> <th>BSF</th> </tr> </thead> <tbody> <tr> <td>Total number of year 13 leavers across both sites</td> <td>386</td> </tr> <tr> <td>University</td> <td>316 students (82%)</td> </tr> <tr> <td>Apprenticeships</td> <td>10 students (2%)</td> </tr> <tr> <td>Other Education /Employment/deferred year (includes Gap year) /re-sitting</td> <td>46 students (12%)</td> </tr> <tr> <td>Not yet confirmed – still to decide/take up place offered</td> <td>14 students (4%)</td> </tr> </tbody> </table>	Destination	BSF	Total number of year 13 leavers across both sites	386	University	316 students (82%)	Apprenticeships	10 students (2%)	Other Education /Employment/deferred year (includes Gap year) /re-sitting	46 students (12%)	Not yet confirmed – still to decide/take up place offered	14 students (4%)
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<p><b>Personal development programmes</b>, effective tutoring, essential development, character award, careers and PSHE/RSE fully embedded to achieve and sustain improved wellbeing and successful progression.</p>	<p><b>PSHE/RSE programmes</b> implemented and incorporated into timetable with learning walks, lesson observations and student walks indicating positive outcomes <b>100% engagement with lessons.</b></p>												

<p><b>Mental health strategy</b> fully developed to ensure children have access to specialist advice and guidance.</p> <p>Pastoral Support programmes achieve and sustain improved wellbeing for all students who need additional support through high quality pastoral intervention including mentoring and careers/ progression support.</p>	<p><b>Counselling:</b> Improved KPIs for each individual referred to counselling. 0% of students are re-referred unless with CAMHS.</p> <p>Carnegie Mental Health Gold award accreditation renewed.</p> <p>Re-referrals to counselling are limited, and where necessary are accompanied by wider medical/pastoral support – those whose needs are deemed ‘ongoing’.</p> <p>Mentoring provision – all students deemed in need of additional mentoring are provided with it – either through Lifeline. Boost or the Careers advisor.</p> <p>Attendance above local and national average.</p> <p>Fixed term exclusions below 2020/2021 as well as external benchmarks</p> <p>A <b>golden thread of careers and progression</b> advice and guidance implemented for all students, incorporated into our use of Unifrog (KS3 – KS5)</p>
<p><b>Engagement Strategy</b> provides a broad and balanced extra-curricular provision that develops social interaction and enhances the development of leadership skills</p>	<p>Extra-curricular engagement tracked using Evolve and Unifrog</p> <p>100% attendance in an extra-curricular activity in or out of school.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£145,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring consistently high quality teaching. Learning and assessment with a focus on social and emotional learning, self-regulation and meta-	<a href="#">EEF</a> Teaching and Learning Toolkit: Metacognition and self-regulation	1 – Academic Gap 2 –

<p>cognition.</p> <ul style="list-style-type: none"> <li>- Implement a QA cycle that ensure consistency of marking within and across departments</li> <li>- Supporting student centric curriculum design e.g. introduction of the following new courses in Key Stage 4/5: Creative iMedia, Music technology, Graphic Communication, introduce AAT course; evaluate future of BTEC L3; Consider introduction of T levels (2022).</li> <li>- Ensuring that all staff employed are highly trained and effective, and effective CPD is tailored for all staff including training programmes for ECTs/NQTs, aspiring middle and senior leaders.</li> <li>- RQT (Recently Qualified Teacher) programme with 9 departments having project leaders participating.</li> <li>- appoint 3 X Associate Assistant Principals who will lead on our 'Excalibur Project' focusing on the Key Stage 3 curriculum in terms of literacy, skills for learning, creativity, curriculum mastery and the promotion of a 'can do' culture</li> <li>- Literacy and numeracy and 'everybody reading something'</li> <li>- Challenge. Assessment and Feedback – assessment for learning and the use of intelligent assessment consistently within and across departments</li> <li>- Metacognition (deep learning and memory skills), social and emotional learning and self-regulation</li> <li>- Curriculum design and sequencing</li> <li>- Implement the new Early Career Framework for Early Career Teachers (ECTs, formally known as NQTs) through the NELTA ECT programme</li> <li>- Support recently qualified teachers and others through the introduction of focused pedagogy projects using evidence-based research</li> <li>- Middle leadership development</li> <li>- Ensure high quality delivery of curriculum for all students</li> <li>- Provide whole school, depart-</li> </ul>		<p>Attainment on Entry 6 - Progression 7 – EAL</p>
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<p>mental and 1-2-1 CPD to ensure that staff know which techniques work and can sequence learning appropriately.</p>		
<p><b>Embed high quality summative and formative assessment:</b> Improved ‘intelligent assessment’ across the school, to identify early gaps in student knowledge and understanding</p> <ul style="list-style-type: none"> <li>- Ensure clear baseline assessment for all KS3 students that allows accurate tracking of progress – CATs and Progress Tests</li> <li>- Invest in standardised assessment</li> <li>- Invest in CPD on ‘intelligent assessment’ and use of assessment to increase speed of being able to intervene when students are struggling</li> </ul>	<p>Evidence from EEF for use of standardised assessments to track progress:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Within ‘intelligent assessment’ and responding to assessment, feedback is critical – evidence for this comes from EPI/EEF: <a href="#">Systematic-Review-of-Feedback-EPPI-2021.pdf</a></p>	<p>1 – Academic Gap  2 – Attainment on Entry  6 - Progression  7 – EAL</p>
<p><b>Improving literacy/numeracy across the school and embedding a culture of reading in all year groups</b></p> <ul style="list-style-type: none"> <li>- CPD sessions</li> <li>- Whole-school approach refined</li> <li>- ‘Reading-plus’ software rolled out</li> <li>- Target ‘everyone reading something’ and tracked</li> <li>- Reading Plus and Maths Mastery support for students in Year 7 and 8 to narrow gaps that have emerged as a result of disruptions caused by Covid-19</li> </ul>	<p>Evidence from EEF around how to improve literacy in secondary schools:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Evidence for improving literacy linked to attainment in English and Maths:  <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies evidence of impact from EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 – Academic Gap  6 – Progression  7 – EAL</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£119,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced group size/increased team teaching to provide additional support for key groups</p>	<p>Evidence for in-class small group tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1 – Academic Gap  2 –</p>

<ul style="list-style-type: none"> <li>- Provide additional staffing in the core to provide high quality support within the classroom through team teaching or small group tuition.</li> <li>- <u>Transition support</u>: providing support for those that need help to transition back to school. E.g. running dedicated transition events to support pupils starting a new school e.g. GL reading assessment and literacy and reading intervention provided by English staff, EAL staff and SEND DHOY;</li> <li>- Foster a reading culture in the English department and lower school. Year 9 English project to engage boys in reading; Social skills groups provided by SEND DHOY (Transition lead)</li> <li>- Group size kept small for GCSE English and Maths groups for re-sit students.</li> <li>- Academic monitoring and support provided by our SEND DHOYs</li> <li>- SEND DHOYs overview provision for K students in their year groups and deliver interventions for their year groups, progress and inclusion in interventions e.g. social skills, literacy interventions</li> <li>- Personalised support and access arrangements for SEND students.</li> <li>- Targeted tuition for our Looked after children (LAC)</li> </ul>	<p>Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>Attainment on Entry 6 - Progression 7 – EAL</p>
<p><b>Targeted academic support through the BMAT Tutoring Programme</b></p> <ul style="list-style-type: none"> <li>-Small Group tuition for students across subjects based on progress/attainment and impact of lockdowns</li> </ul>	<p>Evidence from EEF that small group tutoring can, when appropriately targeted, be used to close knowledge and attainment gaps.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>One-to-one tutoring evidence.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 – Academic Gap 2 – Attainment on Entry 6 - Progression 7 – EAL</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Extending school day, including widening access to enrichment and hardship support across our school community</b></p> <ul style="list-style-type: none"> <li>-Providing homework club for all students every day after school</li> <li>-Hardship fund to support with individual barriers to learning and families with short-term financial hardship</li> <li>-Increased extra-curricular programme</li> <li>- Ensure all disadvantaged students have access to <b>technology</b> to support learning. Investing in resources that boost children’s learning, such as laptops or tablets.</li> <li>- Personalised support provided by our Respite and Reintegration provision + mentoring.</li> </ul>	<p>Evidence for extended school day impacting on student progress:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Evidence for impact of improving <a href="#">student physical activity</a> and <a href="#">arts participation</a> through extra-curricular programme.</p>	<p>4 – Hardship            5 – Wellbeing            6 – Progression</p>
<p><b>Targeted pastoral and wellbeing support through:</b></p> <ul style="list-style-type: none"> <li>- <u>Supporting parents and carers</u>: provided extensive pastoral support to pupils and families throughout the pandemic, Improve engagement with disadvantaged parents in the community through phone calls and meeting after parents’ evenings</li> <li>- Appointment of parent support advisors to support students and their families that are looked after or children in need.</li> <li>- <u>Mental health strategy</u>: Maintain and improve the schools’ counselling provision</li> <li>- Provision of a recovery curriculum in PSHE/RSE to incorporate focus on Safeguarding, mental health and wellbeing.</li> <li>- External speakers and agencies invited in to support our RSE/PSHE curriculum and focus on priority areas that have emerged as a result of</li> </ul>	<p>Using the evidence published by the EEF in its guide, <a href="#">Communicating effectively with families</a>. to inform practice.</p> <p>Impact of Behaviour Interventions on student progress:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Strong evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>Significant evidence from Anna Freud centre – recent, open-access publications, with evidence of impact of counselling as part of mental-health  <a href="https://www.annafreud.org/research-and-policy/research-policy/resources/articles/">https://www.annafreud.org/research-and-policy/research-policy/resources/articles/</a></p>	<p>5 – Wellbeing            6 – Progression</p>

<p>Covid-19.</p> <ul style="list-style-type: none"> <li>- Summer school programme that benefits pupils socially, helping to ensure that they return to school ready to learn.</li> <li>- Increased mentoring provisions</li> <li>- Aspirations and careers support programmes including careers advisor</li> <li>- Personal development programme in the 6th form to ensure PP students apply for high calibre universities (MDV and EPQ leads)</li> <li>- <u>Student forum</u>: Ensure that disadvantaged students are represented on the student forum, peer mentors and in any decision making within the school.</li> </ul>	<p>Evidence from Careers and Enterprise Company of “Effective Careers Interventions for Disadvantaged Young People: Evidence review”</p> <p><a href="https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf">https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf</a></p>	
<p><b>Ensuring high levels of attendance for all students</b></p> <ul style="list-style-type: none"> <li>- Rigorous tracking processes</li> <li>- EWO support</li> <li>- Attendance training for key pastoral staff</li> </ul>	<p>EEF Review of attendance</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> <p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p>	<p><b>3 – Attendance</b></p>

**Total budgeted cost: £344,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Attendance Summary 01/11/21

2020/2021					Year To Date (2021/2022)		
Year Group	Attendance All Year (%)	Attendance Summer Term (%)	Persistent Absence All Year (%)	Persistent Absence Summer term (%)	Year Group	Attendance (%)	Persistent Absence (%)
					7	96.69	9.17
7	95.9	96.1	8.97	4.68	8	95.07	13.37
8	95.2	95.6	10.46	8.03	9	95.11	14.96
9	95.1	95.4	11.11	7.52	10	94.98	14.40
10	95.3	95.7	9.34	7.78	11	95.48	14.17
11	95.2	95.5	10.58	7.67	12	94.37	
12	91.6	88.4			13	92.81	
13	89.8	85.8					
7 to 11 Average	95.34	95.66	10.09	7.14		95.47	13.21

**National Average Attendance 7 to 11 = 94.5%**  
**National Average Persistent Average Years 7 to 11 = 13.9%**

### Outcomes summary 2020/21

	2018-2019 Exam Grades		2019-2020 Teacher Assessed		2020-2021 Teacher Assessed	
	All Students	Gap between disadvantaged and non-disadvantaged	All Students	Gap between disadvantaged and non-disadvantaged	All Students	Gap between disadvantaged and non-disadvantaged
Progress 8	0.47	0.56	0.79	0.31	0.73	0.43
Attainment 8	53.86	4.18	56.46	8.44	56.82	10.88
% 4+ E&M	82%	18.3%	87%	22.3	86%	18.4
EBACC Entry	45%	14%	33%	16.5	39%	13.7

### **Pupil Premium Strategy Plan – 2020-2021 – Aims and Outcomes**

Aim	Outcome
Achieve national average for progress made by all pupils nationally	Met based on SISRA and 2019 data – but with caveat of no national comparison figures
Achieve national average for attainment for all pupils	Met – but with caveat of no national comparison figures
2021/22 5+ attainment in English and Maths above the national average for disadvantaged students when compared to similar cohorts nationally	To be confirmed – 2022 data
100% progression, 0% NEET ALPS minimum grade 4 at KS4 and KS5	100% Progression successfully met ALPs minimum grades at KS4 – ALPS grade 2, top 10% of schools in terms of ALPS ALPs minimum at KS5 – not met in 3 subjects, but with significant increase in performance in other subjects.
47%+ target entry in 2021/22	Successfully met for current GCSE Cohort

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Mentoring and Support	Boost and Lifeline Community Projects

Wise Up Team building	WiseUp
Votes for Schools	Votes for Schools
Reading Plus	DreamBox learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	