



# Beaminster School

## Pupil Premium Strategy 2020-2021

The pupil premium was introduced in April 2011 to low income families eligible for Free School Meals in reception to Year 11, children who had been looked after continuously for 6 months by the local authority and Service personnel children. Schools are free to spend the funding as they see fit.

The Pupil Premium will be used by this school to **address the underlying inequalities** between children eligible by ensuring that funding reaches the pupils that need it most.

**Closing the attainment gap** between disadvantaged children and their peers is, perhaps, the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, we know that **schools can make a real difference**, and improve student outcomes when they focus their efforts on three key areas:

### **HIGH QUALITY TEACHING FOR ALL**

The school is driven by a resolute focus on staff development, training and support so that we can provide consistently high standards of teaching and learning by setting ambitious expectations, monitoring performance and sharing best practice; our current focus is on the curriculum and responsive teaching.

### **TARGETED ACADEMIC SUPPORT**

Classroom teachers, teaching assistants and specialist interventions provide timely academic support to link structured one-to-one or small group interventions to high quality classroom teaching.

### **WIDER STRATEGIES**

The school ensures effective behaviour strategies are in place, responds quickly to poor attendance and provides strong social and emotional support, including through working closely with families.

### **The Pupil Premium Grant per pupil for 2020-21 is estimated to be as follows:**

- Pupils in Year Groups 7 to 11 recorded as Ever 6 Free School Meals (FSM) are allocated £955
- Looked after Children (LAC) are allocated £2,345
- Post-Looked After Children (children adopted from care and children who have left care under a Special Guardianship or Residence Order) are allocated £2,345
- Students from families who have a member of the family serving in the armed forces in Year Groups 7 to 11 or who are in receipt of a child pension from the Ministry of Defence are allocated £310
- Funding for most elements of Pupil Premium grant is determined on a backdated basis from the January census each year (i.e. funding follows a year behind the actual student the funding is allocated to support).

<b>Staff involved in the monitoring and support of the Pupil Premium Action Plan</b>			
Governor		Headteacher	Keith Hales
Head of Pastoral Care	Ian Randall	Designated Teacher for Looked After Children	Siobhan Dinsmore
Heads of Department	Monitor classroom standards and the progress of all students. Co-ordinate departmental interventions for all pupil premium students where progress within any particular subject area is not as expected.		
Heads of Year	Monitor the attendance, behaviour, attainment and progress of all students, with a specific focus on pupil premium, service, post-LAC and those who have been identified as otherwise vulnerable / disadvantaged or having additional targeted support with their year group. Additionally, through their termly PP meetings: <ol style="list-style-type: none"> <li>1. Identify and seek help to overcome any barriers to learning and progress.</li> <li>2. Co-ordinate cross-departmental interventions to accelerate progress.</li> </ol>		
All Teachers, Teaching Assistants and Support Staff	All staff are aware of pupil premium students (Class Charts) and the positive impact they can make in the classroom, as tutors and support staff, through high quality, responsive teaching and close monitoring. Teachers use data to identify pupils' learning needs, review progress regularly and address underperformance quickly to close the gap between PP and other students. The school uses a range of evidence to make decisions about their support strategies, particularly their inclusion as a priority in classroom intervention, so that any student at risk of underachieving is supported.		

### **Summary information**

**The 2019 - 20 Pupil Premium Report** is attached and shared publicly on the Beaminster School website.

Due to the Covid-19 school closure from March to July 2020 we were not able to complete all aspects of the strategy, but were very encouraged by the attendance, engagement and feedback regarding the PP support that we provided.

During the 2020 lockdown we developed the '**Vulnerable Student Tracker**' (including PP) to gather all our intelligence and information into one place. This allowed us to intervene quickly, make regular phone calls and provide timely support. This will continue into 2021 with all students having a key worker to check on progress, wellbeing and provide family support.

The 2020-21 strategy, and School Improvement Plan, includes the development of our recovery curriculum and enhanced support for PP students at this incredibly difficult time. All budgetary decisions are based on an evaluation of previous interventions and their impact, EEF evidence of good practice and the tracking of individual student progress.

**In 2020-21 we expect 116 students** (approximately 19.6% of the school population) to receive additional funds, of whom 104 are FSM, 8 are Service children and 2 post-LAC. Therefore, the **expected funding will be about £106, 000.**

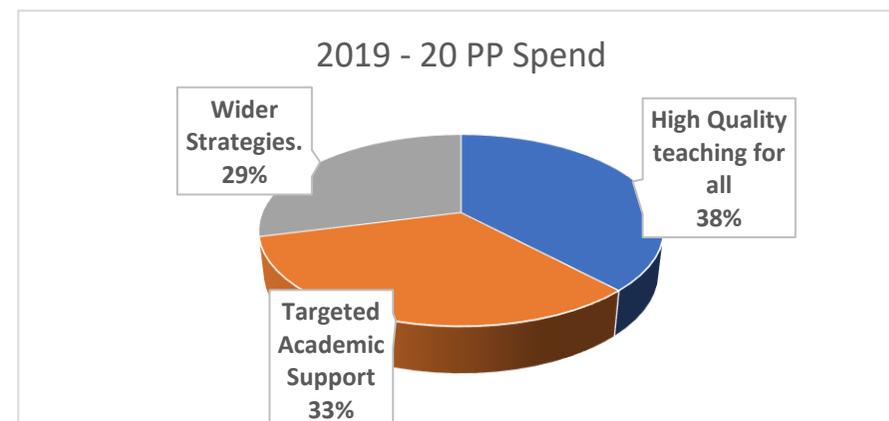
**Successful Strategies as evidenced by Ofsted, The Education Endowment Foundation and NFER**

Research evidence suggests that there is a link between spending and outcomes, but that it is a complex picture and not simply one of more spending. They identify several effective ways to use the pupil premium funding to successfully address the raising of disadvantaged pupils' attainment. These building blocks are:

- **Whole-school ethos for all (Ambition, Service, Kindness)** – the school has an ethos of high attainment for all pupils and avoids stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
- **Addressing attendance and behaviour** – the school ensures effective behaviour strategies are in place, responds quickly to poor attendance and provides strong social and emotional support, including through working closely with families (E.g. First-day calls, Pastoral care, SSGC, PP Reviews)
- **High quality teaching for all** – the school is driven by 'quality first teaching' and provides consistently high standards by setting expectations, monitoring performance and sharing best practice, with a current focus on our curriculum review, formative assessment and 'Responsive Teaching'.
- **Meeting individual learning needs** – Staff identify each pupil's challenges and interests using the *Pupil Passports* which identify how each child learns best. They seek the best strategies to help each pupil make the next step in her / his learning. The school provides individual support for specific learning needs and group support for pupils with similar needs.
- **Deploying staff effectively** – Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and use high quality teaching assistants to support pupils' (E.g. high number of trained TA's supporting PP)
- **Data driven and responsive to evidence** – Teachers use data to identify pupils' learning needs, review progress regularly and address underperformance quickly. Feedback for pupils is clear. The school uses evidence to make decisions about their support strategies.
- **Clear, aspirational leadership** – Senior leaders are ambitious, challenging and lead by example. They hold staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They actively work with staff to share their thinking and invest in training (E.g. Learning walks have focus every half-term on PP).

At Beaminster School we agree that **the best possible learning and support takes place within the classroom** and continue to utilise strategies widely regarded as having the greatest impact. We have carefully evaluated the impact of the Pupil Premium spend over the last five years, cross-referenced with extensive research, and developed a targeted approach across the following three key areas:

1. **High Quality teaching for all.**
2. **Targeted Academic Support**
3. **Wider Strategies.**



Desired outcomes for 2020 -21 Pupil Premium Strategy (including progress of 2019-20)

	Approach	Success Criteria	Progress / Observations from 2019-20	Next Steps
Teaching and Learning	<p>To improve the rates of attainment and progress for all PP students, across all year groups, through high quality, responsive, teaching.</p> <p>Ambitious, broad and appropriate local curriculum for all.</p>	<ul style="list-style-type: none"> <li>- PP students make accelerated progress in line with students from similar starting points</li> <li>- % of students achieving grade 4 or above in English and Maths at least in line with national average.</li> <li>Meet the needs of all students, including PP, so that they can progress onto post-16 of choice.</li> </ul>	<p><b>Y11 P8 increased in 2019.</b>  <u>18</u> -0.32, <u>19</u> -0.69, <u>20</u> -0.34  <b>En/Ma 4+5+ gap improving</b>                      2018 37.2% 4+, 21.1% 5+                      2019 14.5% 4+, 15.2% 5+                      2020 24% 4+, 20% 5+</p>	<ul style="list-style-type: none"> <li>- CPD: <b>Responsive Teaching &amp; Feedback</b></li> <li>- New <b>Schemes of Learning</b> embed high quality teaching focused on progress</li> <li>- <b>Recovery Curriculum</b> / Support Plan</li> <li>- <b>Ready to Learn</b> daily teaching focus</li> <li>- <b>Y11 Student intervention</b> Plans</li> <li>- Class focus on PP students with HoD</li> </ul>
Targeted Academic Support	<p>Improve the tracking of PP students through Class Charts and termly Head of Year meetings to ensure timely and effective interventions.</p> <p>Literacy for PP students through 'Words4all' national project and development of programme</p>	<ul style="list-style-type: none"> <li>- Staff are trained, and regularly use, ClassCharts to access PP information (including high number of SEN on Pupil Passports) and liaise with HoY regarding PP students (Provision maps)</li> <li>- Increased number of Maths interventions, ELSA, MyTutor and other planned support.</li> </ul> <p>Measurable improvements seen from the national '<b>Words4all</b>' project that develops other literacy interventions for PP students.</p>	<ul style="list-style-type: none"> <li>- All staff using, liaising with HoY and attend Pupil Progress.</li> <li>- HoMaths released from Tutor role and Dept. TA undertakes weekly 10hrs of group / 1:1</li> <li>- All Y11 PP offered MyTutor</li> <li>- Students identified &amp; baseline assessments with Spring start.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>ICT / Teams / ClassCharts CPD training</b></li> <li>- ClassCharts &amp; Wellbeing Module</li> <li>- Pupil Progress Meetings</li> <li>- Passport review of 'user' impact</li> <li>- Tutor time and Specialist Maths intervention impact evaluated</li> <li>- MyTutor &amp; Catch-up Evaluation</li> <li>- Summer evaluation of the programme and impact on Literacy</li> </ul>
Wider Strategies	<p>Pupil Premium student attendance to meet the national expectations.</p> <p>For all PP students and families to be supported and work in partnership with Beaminster School to deal with difficulties and build resilience</p> <p>Increase opportunities for pupil premium students to increase their cultural capital through sports, the arts, trips and visits and career opportunities.</p>	<ul style="list-style-type: none"> <li>- % absence at the national average</li> <li>- % PA at / above national average:</li> <li>- Half-termly Inclusion meetings with Dorset Council / Prout Bridge project to support referrals.</li> <li>- Increase in parental engagement at school events and use of Class Charts.</li> <li>- Decrease in exclusions and referrals to SSGC</li> <li>- PP attendance on trips in line with non-PP.</li> <li>- Participate in DfE <b>Health and Wellbeing project</b></li> <li>- Increase % of PP students in leadership roles.</li> <li>- All PP students access Unifrog, have one-to-one Careers interviews in Y11 and % of PP students NEET below national average.</li> </ul>	<p>currently 7.6% compared to 4.3% and PA 23.8% to 10.5%</p> <ul style="list-style-type: none"> <li>- Regular Locality meetings and students attending P. Bridge.</li> <li>- Over 80% of parents using and 98% of students.</li> <li>- Exclusions down 56% in first half of 19-20</li> <li>- 19-20 PP attendance in line</li> <li>- Accepted onto project</li> <li>- N/A</li> <li>- All students accessed Unifrog Autumn 2020 and NEET % below national 19-20. Y11 interviews Spring 2021.</li> </ul>	<ul style="list-style-type: none"> <li>- First day call and FSM focus to reduce absence and PA</li> <li>- Graduated response with additional support from new West Locality</li> <li>- Develop engagement of/with parents/students through SSGC, Pastoral Team and Locality workers.</li> <li>- Whole year trips continue to be attended by all students and record PP participation on all T&amp;V.</li> <li>- Evaluation of DfE project</li> <li>- Develop PP leadership opportunities through School Council / Newspaper Group / Prefects with a focus on Y7-9</li> <li>- Maintain v. low NEET rates and increase Yeovil College Link numbers.</li> </ul>

## Historical Pupil Premium performance for the past three years

Beaminster School is proud to have a **Specialist Resource Provision Base** run by the Local Authority. These students are rarely able to access GCSE qualifications, but make considerable progress and all move on to post-16 education.

	2018 FFT Aspirational Target	2018 Actual Result (22)	2019 FFT Aspirational Target	2019 Actual Result (16)	2020 FFT Aspirational Target	2020 Actual Result (19)	2021 FFT Aspirational Target (18)
Progress 8	-0.23	-0.40	-0.16	-0.76	-0.15	-0.37	+0.09
% of Grade 5+ En/Ma	26%	18%	33%	25%	26%	20%	33%
% of Grade 4+ En/Ma	35%	32%	54%	44%	53%	43%	56%
Ebacc entry	NA	9%	NA	19%	NA	27%	28%

## Pupil Premium Priority Areas 2020 -21

	Activity
<u>Teaching and Learning</u>	<ul style="list-style-type: none"> <li>• <b>Ready to Learn</b> programme used to engage and make efficient use of time</li> <li>• Teachers to deliver the <b>Recovery Curriculum</b> within their new schemes of learning</li> <li>• Teaching and Learning to focus on <b>understanding the gaps, overcoming misconceptions</b> and getting students 'back on track'.</li> <li>• CPD to build on '<b>Responsive Teaching</b>' and ICT essentials around <b>Teams and ClassCharts</b></li> <li>• Implement individual Y11, classroom based, intervention plans; extend to Y10 Spring 2021 with metacognition targets.</li> </ul>
<u>Targeted Academic Support</u>	<ul style="list-style-type: none"> <li>• Thirty <b>MyTutor</b> learning places to run for 10 weeks November – February.</li> <li>• <b>MyMaths</b> purchase, <b>1:1 and Small Group</b> TA interventions and <b>Maths Tutor time</b> Tuition for key PP students</li> <li>• Specific <b>TA's</b> and <b>individual learning plans</b></li> <li>• <b>KS4 Study Support</b> replaces one option and <b>Vocational courses</b> where required.</li> <li>• <b>Literacy weeks</b> every half-term, KS3 <b>Accelerated Reader</b> and <b>Words4All</b> national project.</li> <li>• <b>Revision / Study Skills</b> and <b>Homework Support</b> plus 4x Tuesday / Wednesday sessions in lead up to Mocks</li> </ul>
<u>Wider Strategies</u>	<ul style="list-style-type: none"> <li>• Attendance team to reduce absence and PA for key PP and disadvantaged students</li> <li>• Uniform, textbooks, revision guides resources and ingredients, trips and visits to remove any access barriers</li> <li>• Extra-Curricular support funding (Music, DoE, WXP, Y11 Prom)</li> <li>• Timetabled ELSA, Wellbeing support and outside agencies (E.g. Prout Bridge)</li> <li>• £200 for all PP students to be allocated by HoY in discussion with student, staff and parents.</li> <li>• Unifrog, Careers Advice and Interviews to meet need.</li> </ul>

Services / Costs budget 2020-21	Total Cost	%Allocated for PP	Rationale for 2020-21 Strategy	20/21 PP Allocation
Accelerated Reader / Staff	£5,680	20%	Increase reading age and literacy skills: fortnightly AR in KS3 and Literacy week	£1,686
Access to IT / SEA	£2,390	100%	Effective digital literacy, and blended learning access	£2,390
Activities Week & trips	PP Budget	x	PP students ensured of access to all cultural opportunities and visits.	PP Budget
Additional SENCo planning / review	£7,582	100%	Dedicated time for SENCo to plan and review PP students with SEN	£7,582
Alternative Provision	£6,100	100%	Appropriate curriculum for all students (average of 1 PP per year)	£7,000
Attendance	SSGC Staff	x	Reducing % absence and PA for PP (SSGC staff and Pastoral Support)	see SSGC
Baseline / MidYis Testing	£1,143	20%	Alternative identification of ability profiles to aid level of challenge	£229
Behaviour Support	£3,180	100%	Improved behaviour and provision planning (Dorset Council replacement)	£3,180
Careers / Unifrog	£3,924	20%	Targeted IAG, KRD time and raising aspirations	£785
Class Charts Software / Admin	£14,965	20%	Effective identification, planning and support for PP students (Admin time)	£2,993
Counselling / Wellbeing Service	x	x	Timely and supportive personal and social development and emotional support	£2,500
DoE	£1,800	20%	Aspirational goals and programme encouragement for all PP students	£360
EDL Software	450	36%	Effective numeracy and literacy support identification	£162
EEF / EBE / EBT Networks	£20	x	Latest Evidence-based research information used to plan most effective CPD	x
Extra-curricular support / Music	PP budget	x	Ensure no barriers for PP students to participate	PP Budget
Feedback and Assessment	CPD Budget	x	Challenging and engaging target setting / feedback strategies develop metacognition	CPD Budget
Homework Support	1140	29%	Regular, and ongoing, curriculum support	£331
HoY time with PP students	£7,208	100%	Termly interviews, alongside all other activities, ensure focused review of impact	£7,208
IMedia staffing	16087.5	30%	Appropriate and Engaging curriculum	£5,631
Maths 1:1 & Group Support	£11,136	32%	Effective catch-up programmes and early identification so no student falls behind	£3,564
My Maths	£312	20%	Increase independent learning opportunities, regular practice and progress reviews	£62
MyConcern Licence	£963	35%	Effective programme to intelligently respond to early concerns	£289
Parental engagement	£1,500	20%	Trial new ways to engage parents & raise aspirations (E.g. Technology of Class Charts, online Parents evening)	£300
Pastoral Support Officer	£22,776	40%	Dedicated HoY / Staff support time with promotion of PP support and learning impact	£9,110
PP Budgets	£23,200	100%	HoY / Teachers can plan provision to meet learning needs or respond quickly.	£23,200
<i>Responsive Teaching &amp; CPD</i>	Time	x	Classroom staff CPD and training has the biggest impact on all outcomes	Time
Revision & Study Skills	£4,200	20%	Encourage metacognition skills and remove barriers to independent learning	£840
School Vocational Courses / Staff	£2,000	100%	Personalised curriculum and progression opportunities for identified students	£2,000
Small Group Literacy Y9	£6,435	23%	Increased literacy intervention for Y9 target group and small group MFL support	£1,480
Specialist Literacy PP teaching	£37,470	33%	Dedicated 1:1 and small group work literacy work in KS3	£12,365
SRP Base	£6,420	100%	Vocational placements and modified curriculum meet EHCP strategies.	£6,240
SSGC Staffing	£58,680	30%	Attendance, curriculum support, mentoring, family welfare and exclusion reduction	£17,604
Study Support (KS4)	£11,000	33%	Additional Maths, English and homework support for group of target students	£3,630
Support & Tracking PP	£24,096	20%	Additional admin time, progress analysis and interventions for identified students	£4,819
TA designated time for PP	£17,100	100%	Targeted TA support and mentoring for identified students	£17,100
Vocational Hair and Cooking	£2,418	50%	Appropriate and Engaging curriculum	£1,209
Wellbeing Projects	x	x	Dedicated personal development, counselling and CAMHS support	£4,550
Work Experience Teacher/Support	£2,667	100%	Develop skills, aspirations and parental engagement with post-16 opportunities	£2,667
Year 11 Mentoring / Rewards	£1,760	100%	Encourage engagement with support and additional learning opportunities	£1,760
Yeovil Vocational: Staff & transport	£5,889	67%	Cover Teacher and Minibus for two afternoons per week	£3,946

£163,972