

# Beaminster School

## Pupil Premium Report 2019-20

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### Overview

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.

### Statistics

- In 2019-20, **116 students** received additional funds (106 FSM, 8 Service children and 2 post LAC)
- This accounted for **19.6%** of the school population.
- In total, we received **£ 106,110**

### How should pupil premium be used?

We have looked carefully at the evidence and research from Ofsted, The Education Endowment Fund and NFER. 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** – 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.
- **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 and formative assessment.
- **Meeting individual learning needs** – Staff identify each pupil's challenges and interests. 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'
- **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.

## Spending Summary 2019 – 20

The spending of the pupil premium is focused upon raising the attainment of disadvantaged pupils and closing the gap between them and their peers. Therefore, we have tried to ensure that all pupil premium students are equipped and ready to learn and that any gaps in their attainment were analysed and addressed.

The use of funding and strategies are itemised below:

Use of Funding	Cost	Opportunities / Impact
<b>Supporting pupil personal development and well-being:</b>		
SSGC Staffing (planning, attendance, mentoring, family support)	£ 11152	Monitoring, planning & support: one of lowest exclusions in LA
Behaviour Support Service	£ 3180	Improved behaviour and provision planning
Counselling / Pastoral / Evolve & Projects	£ 4550	Personal Development / well-being (+ CAMHS)
Connexions (Y9-13)	£ 923	Targeted IAG for additional days
<b>Additional Curriculum Opportunities:</b>		
College & WXP placements / SRP courses	£ 6700	Appropriate / personalised curriculum and progression route
Modified timetables		
Activities Week / WXP / Trip Subsidies / Materials / G&T / Learning / Revision skills	£ 4050	Increased opportunities, engagement and access
	£ 1670	Learning Performance / Trips & Visits / Speakers
<b>Quality first teaching:</b>		
Evidence-based teaching / Lesson Study	£900	Lesson Study observations & twilight programme
Ongoing Teacher tracking / planning	£6000	Academic monitoring, support, revision, parents
Assessment, Marking and Feedback	£1000	Training & co-ordination of pupil engagement
<b>Mentoring and Effective Feedback:</b>		
Targeted TA Support / Mentoring / HoY termly meetings / LAC	£ 7,600	Monitoring, planning & support time
Literacy work and RP specialist provision	£ 10,700	Individual and small group work
<b>Early Intervention:</b>		
Specialist Literacy teaching	£ 9,850	Reading / spelling / writing improvement
Additional 1:1 Tuition (Maths and English)	£ 13,200	Literacy and numeracy improvement
Accelerated Reader	£ 970	Increased frequency and access to reading
<b>Other:</b>		
Uniform / Encourage applications	£ 140	Second hand uniform and administration
Access to laptops / SEA arrangements	£ 1100	Quality of work and outcomes
<b>PP Individual budgets (116 x £200)</b>	£ 23200	Specific, targeted and responsive support for individual needs
<b>Total Expenditure</b>	<b>£107680</b>	<b>116 students = £106,110</b>

## Outcomes and Impact

### Student Progress

The table below summaries the good percentage of PP students making expected progress in the three core subjects (National progress rates for English / Maths approx. 70%) as of the Easter 2020 Covid-19 Lockdown. GCSE results for Year 11 are the **Centre Assessed Grades** for PP with brackets indicating the % just one grade below expected.

	<b>Year 7</b> (26)	<b>Year 8</b> (15)	<b>Year 9</b> (34)	<b>Year 10</b> (28)	<b>GCSE</b> (19)
<b>English</b>	90%	79%	71%	77%	52% (73%)
<b>Maths</b>	77%	62%	59%	76%	53% (76%)
<b>Science</b>	85%	69%	67%	86%	70% (76%)

#### Literacy, Study Support and Accelerated Reader

Our employment of a **Specialist Literacy teacher**, the development of our **Learning Hub** and **KS4 Study Support (KS4 SS) programmes** this year, along with all Year 7 and 8 students having dedicated curriculum time for **Accelerated Reader (AR)**, has significantly increased our capacity to support PP students. Our tracking shows that they are making similar progress to non-PP students in AR and our KS4 SS programme accommodates 42% PP students on a more appropriate curriculum.

#### Student Support and Guidance Centre (SSGC)

The team provided **curriculum support** for 36 PP students, of whom 15 were regular, long-term attendees in the SSGC (approx. 30% of students). A similar % of PP referrals were to BSS and Wellbeing Services, alongside family support and work with social care. Of these, 34% have improved their behaviour during this time 46% have better attendance and 29% are showing increased rates of progress by being part of the programme.

The school has had **no permanent exclusions** in the last five years and the number of **PP exclusions was down 39%** in the first two terms of the year until the period of lockdown started. This reflects the success of our 'Ready to Learn' programme and support provided by the SSGC.

The central involvement of SSGC staff in attendance has resulted in much more timely interventions, first day calls from staff who know the family and targeted intelligence to challenge or support. Although the %absence for PP students **reduced to 7.6%**, it is still well above the 4.3% of non-PP and **persistent absence** remained stubbornly at twice the levels of non-PP. Therefore, alongside the improved support being offered by the **West Dorset Locality Team**, we have a resolute and renewed focus on use of the '**Vulnerable student tracker**' to build regular and engaging relationships with families, whilst maintaining the very highest expectations.

#### Wider Strategies

All PP students met with **Heads of Year termly** to review progress and make best use of their **personal PP spend**. This resulted in nearly **£16000 of responsive funding** for classroom support, curriculum modifications, targeted interventions, tuition, mentoring, revision materials and other learning resources, equal access to trips, DoE, work experience and stop the clock days.

Due to the pandemic, new funding was provided so that all **PP students requiring laptops** or an internet connection had their needs met. This was in addition to all PP students having access to our in-school staff support on a weekly basis throughout the summer and being contacted at least fortnightly.