

# Beaminster 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.

Detail	Data
School name	Beaminster School
Number of pupils in school	664
Proportion (%) of Pupil Premium eligible pupils	21%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31/12/2021
Date on which it will be reviewed	09/2022
Statement authorised by	K Hales
Pupil Premium lead	N Gribler
Governor / Trustee lead	L Smith

### Funding overview

Detail	Amount
Pupil Premium funding allocation this financial year	£112,865
Recovery Premium funding allocation this financial year	£18,415
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year	£131,280

### Part A: Pupil Premium strategy plan

#### Statement of Intent

As an inclusive rural secondary school, our intention is to provide an ambitious, enjoyable and supportive learning environment rooted in high quality teaching for all. Our ultimate goal is that no child is left behind academically, or socially because of disadvantage; removing barriers to learning is at the heart of our Pupil Premium strategy.

We understand that needs and costs will differ depending on the barriers to learning that need to be addressed. Therefore, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Through rigorous tracking, careful planning and targeted support and intervention we strive to remove the soft bigotry of low expectations and raise lifelong aspirations so that our children are provided with access and opportunities to enjoy academic success.

## Challenges

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

Challenge number	Detail of challenge
1	Raise the profile of disadvantaged students
2	Reframe T&L Strategies to address attainment gap
3	Review and enhance whole school interventions and communicate those to staff and parents
4	Further develop numeracy and literacy interventions that effectively close identified gaps
5	Improve behaviour and attendance by focussing on relationships with both pupils and parents.
6	Continue to explore evidence-based research training for key staff to assist wider implementation of metacognitive practice for all students.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan in 2024, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Higher profile of all PP students Challenge: 1,6	<p>Disadvantaged students to achieve, or exceed, 4+ basics, in line with national average for all students</p> <p>Increased engagement is evident in classroom observations, access to the curriculum and progress</p> <p>Learning walk logs and intervention plans evidence higher profile of disadvantage students across all key stages and all subjects</p> <p>Disadvantaged students to achieve, or exceed, P8 averages, in line with national averages</p> <p>Disadvantaged students to achieve, or exceed, ATT8 averages in line with national averages</p>
Improved Literacy and Numeracy of disadvantaged students Challenge: 3,4	<p>By the end of KS3 90% of students read at, or above, chronological reading age and able to access GCSE texts successfully</p> <p>Disadvantaged students to achieve, or exceed, 4+ in English and Maths</p> <p>Standardised spelling scores in line with national averages for all students</p>
Measure impact of interventions externally and internally. Challenge: 2,5	<p>Successful continued use of the Inclusion spreadsheet to provide a central resource for staff.</p> <p>NG to monitor and measure impacts of the internal and external interventions and assess value for money at specific data points through each year: Sept/Jan/April/July using a range of measures including:</p> <p>4Matrix Gap analysis Learning walks Book scrutiny Pupil pursuits</p>

	<p>A set of Case studies that evaluate the impact on individual students will be created each year to build a bank to evidence impacts in individual students.</p>
<p>Build improved relationships with disadvantaged students and their families. Challenge: 5</p>	<p>Autumn 2021 attendance gap 3.8% between PP and Non-PP students. Whole school 91.2 % Non-PP students 87.4 % PP</p> <p>Attendance Target of 95% for whole school (COVID Issues aside)</p> <p>Narrow the gap in attendance in line with national averages for disadvantaged students</p> <p>Barriers to Learning interviews to create conversation with students.</p> <p>Academic Monitoring day for engagement with parents</p> <p>Parental workshops for Homework Help, Revision, metacognition</p>
<p>Core Subjects to make disadvantaged students a focus across the school to raise attainment Challenge: 1,3,6</p>	<p>Monitor intervention groups across core subjects Sep/Feb/April/July</p> <p>Diagnostic analysis of knowledge gaps to create resources for targeted academic support packages</p> <p>Give teachers target students from data analysis and help to support them through a range of intervention packages – internally and externally</p> <p>Monitor effectiveness of interventions through case studies</p> <p>Disadvantaged students to achieve, or exceed, 4+ basics, in line with national average for all students</p>
<p>Create a language rich environment for all students Challenge: 4</p>	<p>'The Read Aloud' and 'The Big Write,' Words 4 All and 'Bedrock' interventions increase reading age in students over time and improve vocabulary at KS3</p> <p>90% of KS3 read at, or above, chronological reading age</p> <p>Disadvantaged students to achieve, or exceed, 4+ in English and Maths</p> <p>Standardised spelling scores in line with national averages for all students</p> <p>Literacy boards across all subjects</p> <p>Literacy week 6 times a year</p>
<p>To achieve and sustain improved well being for all pupils including those who are at a disadvantage as a result of Covid Challenge: 1,5</p>	<p>Sustained high levels of wellbeing from 2021/2022 demonstrated by:</p> <p>Current Kirkland Rowell Parent Survey says 'Happiness of child' is 87.4% with 65% Good or better - aim to raise that figure</p> <p>Continued Work with ELSA/Prout Bridge/Mosaic/SSGC/CAMHS</p> <p>Develop 6<sup>th</sup> form mentoring program</p> <p>Develop nurture groups including for LGBT+ community and transition pinch points</p>

	<p>Embed Emotion Coaching successfully through PALAC Project NG/SD/KH</p> <p>Monitor throughout the year and note in case studies</p>
<p>Raising awareness - Mark first Intervention – whole school</p> <p>Challenge: 1</p>	<p>When marking teachers have been asked to take out the PP students' books first when they give feedback.</p> <p>Monitor through book scrutinies and learning walks and report in case studies</p>
<p>Reframe Whole School Responsive Teaching</p> <p>Challenge: 1,2,6</p>	<p>Create innovative CPD sessions throughout each year that reframe and refresh AFL principles in line with Responsive Teaching and ensure staff have opportunity to reflect on training</p> <p>Observe improved Learning objectives, feedback, questioning and scaffolding in learning walks and teacher observations as well as raised profile of disadvantaged students across all teachers</p> <p>Embed metacognitive strategies going forward through Learning Performance and Making the Difference Project</p>
<p>Implement whole school emotion coaching and metacognitive training for staff and students</p> <p>Challenge: 1,2,6</p>	<p>Using evidence-based research program PALAC and Making A Difference, implement and monitor impact of metacognitive training over 3 years through successful learning walks and curriculum planning observations</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: £57,703

Activity	Evidence that supports this approach	Challenge number addressed
Raise the profile of PP students across the school through targeted T&L CPD	<p>Implementation of education research and system change are described in this evidence review from the EEF and it outlines the need for systematic and diagnostic knowledge mobilization</p> <p><a href="https://www.eef.org.uk/evidence-reviews/implementation-in-education-review-protocol">EEF-Implementation-in-education-review-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1,2,3
Raise attainment through a literacy strategy for whole school with a focus on disadvantaged students.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1,3

NG and RB to attend Making A Difference evidence-based research program 2022	<a href="https://www.educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	1,6
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### Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £98,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify mid attaining students for a range of targeted support strategies internally and externally	<a href="https://www.educationendowmentfoundation.org.uk">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,6
Numeracy focus on transition support for Year 7/8 and Year 11 through a range of interventions	<a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4
Impress the Examiner – external support package	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,5
Literacy focus through Words For All, Bedrock, TA Support and SEN support	<a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools</a>	1,4,5
Learning Support team	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,5

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

Budgeted cost: £58,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase relationship building to develop greater participation and attendance with a focus on disadvantaged boys including mental health support with ELSA and Prout Bridge	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,5
Parental/Student Engagement program to further build relationships and boost attendance and behaviour	<a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,5

Total budgeted cost: £ 214237 (over spend of £83,972)

## 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 2019 to 2021 academic year.

#### Overview of Last 3 Years

With the CAG's in 2020 and TAG's in 2021 we see a similar gap in the attainment of disadvantaged students than in pre-pandemic times, although their progress has improved slightly. This means we are addressing the issues behind the gap, but more work needs to be done to create an inclusive and level playing field in the future.

Below is a table with actual grades for each of the last 3 years and then the picture if we take out the PP students who are in our SRP Base. These students do not often take any GCSE, as their learning needs dictate, and so their impact on the data is significant as numbers of PP in each year group are low. We are also preparing for the base to close in 2023 and considering the impact that will have.

	2018/19				2019/20				2020/21			
	PP	Non-PP	PP-Base	Non-PP	PP	Non-PP	PP-Base	Non-PP	PP	Non-PP	PP-Base	Non-PP
	16	98	15	99	19	94	15	98	25	94	23	96
P8	-1.03	-0.32	-1.01	-0.33	-0.43	0.41	-0.19	0.34	-0.02	0.61	0	0.6
A8	32.44	45.63	34.47	45.19	33.11	50.37	40.33	48.56	36.7	54.16	38.46	53.38
En/Ma 4+	44%	61%	47%	61%	37%	71%	47%	68%	48%	83%	52%	81%
En/Ma 5+	25%	41%	27%	41%	16%	40%	20%	39%	24%	56%	26%	55%
Ebacc entries	19%	43%	20%	42%	26%	53%	33%	51%	16%	43%	17%	42%

Our spending was largely focused on quality first teaching and a range of other measures below to improve whole school engagement and learning:

- Establish a broad and balanced curriculum which is ambitious for all students
- Improve the impact of teaching on student progress
- **Challenge under-achievement by improving the delivery and impact of interventions - our aims are set out in Section C of the current school SiP**
- Strengthen the deployment of resources
- Students are safe, happy and healthy

A review of PP was undertaken in November 2020 and this identified key areas that we need to address in the coming 3 years which are detailed here:

- Gaps in attainment and progress must be addressed
- Mid attaining PP students do less well here than their peers
- Low numbers of students mean that small numbers of failing students make enormous differences especially with Base students
- Parental engagement for some PP students' needs to be addressed
- With a 45% crossover of disadvantaged and SEND students, more needs to be done to streamline support mechanisms for their learning.
- How are we addressing the Covid learning gaps for disadvantaged students?

As a result, the school has taken a fresh approach to closing the gap for disadvantaged students with an experienced member of staff taking on a whole school role to embed good practice alongside the SEND provision. This will ensure that PP students are considered across all departments and the impact of the funding monitored and reviewed throughout the 3-year plan detailed above. Provision for our disadvantaged students is at the heart of this year's School Improvement Plan and the staff are committed to this shift in our focus.

## Externally Provided Programmes

Programme	Provider
Bedrock	Bedrock
Words for All	
I have a dream....	The Bank of Dreams and Nightmares
MyTutor National Tutoring Programme	My Tutor
Prout Bridge (Wellbeing / Mental Health)	Prout Bridge Project
TeachUs Camps Y6-7 A one week holiday programme	Teachus
Kirkland Rowell Surveys	GL Assessment
PASS Surveys	GL Assessment
Accelerated Reader	Renaissance
PALAC Project	University College London
Making A Difference	South Central Teaching School Hub
My Time Young Carers	My Time Dorset
CAMHS	Relate
Essential Study Skills	Learning Performance
The National College	National Education Group Ltd

## Further Information

At Beaminster School we recognise that not all disadvantaged students are included in PP or SEND lists and we endeavour to ensure that we include all students who are experiencing a disadvantage from their peers. We have given laptops to all who needed them through the lockdowns last year, moved to TEAMS teaching when students couldn't come in and made extensive checks on all students through the pandemic to make sure that students and parents felt supported through what has been an extraordinary year.

We also do the following which supports disadvantage here:

- Wellbeing / Attendance and family support through SSGC and West Dorset Locality
- Class Charts for better student information and identification
- Government 'Laptops for Schools' to any disadvantaged who requires
- Unifrog, Year 10 WXP and Careers Guidance Counsellor
- College / Vocational courses in KS4
- Whole School Responsive Teaching focus, use of The National College online learning platform.