

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 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	31/12/2022
Date on which it will be reviewed	09/2023
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	£133,370
Recovery Premium funding allocation this financial year	£36,723
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year	£170,093

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.

For 2022-23 we have R/A/G the outcomes as they currently stand:

Red = Not yet achieved

Amber = Ongoing/In progress

Green = 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>ClassCharts information readily available for all staff on students' status PP/SEN/Pupil Passports</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> <p>Increasing numbers of disadvantaged students accessing the MyTutor programme</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>

	<p>Maths Mastery programme for those PP students in KS3 over target to attend sessions at Exeter Mathematical School on the Maths Circles Programme</p> <p>Maths focus their efforts on raising attainment of the disadvantaged in a number of ways: working with SEN Dept on improving numeracy, KS2 Numeracy Link, Maths Mastery program. Clear identification DiP</p> <p>Literacy levels are at the same level as non-PP students in Years 7 & 8</p> <p>Bedrock program is used across the board in KS3 in tutor time and in English lessons to embed improved vocabulary and spelling</p> <p>Literacy is addressed in many ways: Words of the Week, Read Aloud, whole-school reader, to try and address the national decline in reading for students. Whole staff approach boosts the status of reading, including the PTA who gift a book to every student, and the Bank of Dreams and Nightmares project raising the aspirations of PP students</p>
<p>Measure impact of interventions externally and internally.</p> <p>Challenge: 2,5</p>	<p>Establishment and regular update of the Additional Needs Register (ANR) to provide a central resource for staff</p> <p>Monthly report for PP starting Jan 2023 HoD/HoY/PP Lead 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> <ul style="list-style-type: none"> • 4Matrix Gap analysis • Department tracking • Mock exam/GCSE analysis • FFT • Learning walks • Book scrutiny • Pupil pursuits <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>Baseline data: Autumn 2021 attendance gap 3.8% between PP and non-PP students.</p> <p>Whole school 91.2% non-PP students 87.4% PP</p> <p>Wellbeing referral data used to guide students to partners in Prout Bridge, Self-Prescribing team and CAMHs as well as other agencies</p>
<p>Build improved relationships with disadvantaged students and their families.</p> <p>Challenge: 5</p>	<p>Baseline data: 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 November 2022 whole school 95% - in line with National Average</p> <ul style="list-style-type: none"> • Attendance Target of 95% for whole school (COVID Issues aside) • Narrow the gap in attendance in line with national averages for non-disadvantaged students



Ambition · Service · Kindness

	<ul style="list-style-type: none"> • Barriers to Learning interviews to create conversation with students. • Attendance at Academic Monitoring day for engagement with parents is 25% of the whole school attended – in line with the proportion of students at the school • Parental workshops for Homework Help, Revision, metacognition on a termly basis • Embedding Relational Practice and Emotion Coaching through repeated whole school CPD with Ed Psych (July 2022/ October 2022) • Create Wellbeing hub for disadvantaged students • Create a new Student Services model to support disadvantaged and SEN students and signpost to correct help <p>Ask staff who are using Relational Practice to share in staff meetings (NJG/FM/SMD) to encourage more people to share good practice</p>
<p>Core Subjects to make disadvantaged students a focus across the school to raise attainment</p> <p>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 through 4Matrix, FFT, internal report tracking all linked to MyTutor intervention package</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 using internal report data to track whether disadvantaged students are achieving 4+ in line with National Average</p> <p>Effective use of MyTutor programme honed this year (2022/23) to core subjects and specific students who are focused on their progress and staff who are supporting My Tutor with focused targets.</p>
<p>Create a language rich environment for all students</p> <p>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>Standardised spelling scores in line with national averages for all students</p> <p>Literacy boards in every department - 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</p> <p>Challenge: 1,5</p>	<p>Sustained high levels of wellbeing from 2021/2022 demonstrated by:</p> <ul style="list-style-type: none"> • Current Kirkland Rowell Parent Survey says ‘Happiness of child’ is 87.4% with 65% Good or better - aim to raise that figure • Continued Work with ELSA/Prout Bridge Project/ Mosaic/SSGC/CAMHS

	<ul style="list-style-type: none"> • Develop nurture groups including for LGBT+ community and transition pinch points • Embed Emotion Coaching successfully through PALAC Project NJG/SMD/KH • Monitor throughout the year and note in case studies • Create Wellbeing room
<p>Raising awareness - Mark first Intervention – whole school</p> <p>Challenge: 1</p>	<p>When marking, teachers have been asked to take out the books of PP students first when they give feedback. Monitor through book scrutinies and learning walks and report in case studies</p> <p>Asked for PP/SEN to be standing items in all department meetings</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. Booklets given 2022/23 for tracking progress of reflective practice and a series of National College courses throughout the year</p> <p>5-a-day EEF T&L principals reflected in the Responsive Teaching booklets and the CPD sessions attended through the year</p> <p>Series of 'Marketplace' type breakfast CPD sessions planned focusing on strategies for PP students currently on a Friday morning</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 EEF 5-a-day</p> <p>All appraisals linked to PP/SEN across staff body</p>
<p>Implement whole school emotion coaching and metacognitive training for staff and students 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: £59,054

Activity	Evidence that supports this approach	Challenge number addressed
Raise the profile of PP students across the school through targeted T&L CPD	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 mobilisation EEF-Implementation-in-education-review-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3
Raise attainment through a literacy strategy for whole school with a focus on disadvantaged students.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,3

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify mid-attaining students for a range of targeted support strategies internally and externally	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,3,4,6
Focus on Maths transition support for Years 7 and 8 and Year 11 through a range of interventions	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1,3,4
Literacy focus through Words for All, Bedrock, TA Support and SEN support	Improving Literacy in Secondary Schools	1,4,5
Learning Support team	One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,5



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

Budgeted cost: £110.941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase relationship building to develop greater participation and attendance including mental health support with ELSA and Prout Bridge Project	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,5
Parental/Student Engagement program to further build relationships and boost attendance and behaviour	Parental engagement EEF (educationendowmentfoundation.org.uk)	1,5

Total budgeted cost: £240,436 (over spend of £70,343)

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 2021-22 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 in 2022 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 GCSEs, as their learning needs dictate, and so their impact on the data is significant as numbers of PP students in each year group are low.

We are also preparing for the base to close in 2023 and considering the impact that will have on the progress of all.

	2019/20		2020/21		2021/22		2021/22		PP Base – Non			
	PP	Non-PP	PP-Base	Non-PP	PP	Non-PP	PP	Non-PP	PP Base	Non		
	19	94	15	98	25	94	23	96	31	86	88	29
P8	-0.43	0.41	-0.19	0.34	0.02	0.61	0	0.6	-0.56	0.33	-0.53	0.31
A8	33.11	50.37	40.33	48.56	36.7	54.16	38.46	53.38	38.89	50.35	41	49
En/Ma 4+	37%	71%	47%	68%	48%	83%	52%	81%	54%	76%	58%	75%
En/Ma 5+	16%	40%	20%	39%	24%	56%	26%	55%	32%	60%	34%	59%
Ebacc entries	26%	53%	33%	51%	16%	43%	17%	42%	19%	45%	20%	44%



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	Literacy Team in School
I have a dream....	The Bank of Dreams and Nightmares
MyTutor National Tutoring Programme	My Tutor
Prout Bridge Project (Wellbeing / Mental Health)	Prout Bridge Project
TeachUs Camps Y6-7 (One-week holiday programme)	TeachUs
Kirkland Rowell Surveys	GL Assessment
PASS Surveys	GL Assessment
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
The Exeter Mathematics School	Maths Circles Programme
The Bank of Dreams and Nightmares	I have a Dream programme
Self-prescribing Mental Health Clinic	NHS
Careers focus	Unifrog



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, moved to TEAMS teaching when students couldn't come in to school, 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 period.

We also do the following which supports disadvantage here:

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