

Beauchamp College Pupil Premium Strategy Review 2017-2018

In-school barriers		External barriers	
A	Literacy and numeracy skills	G	Attendance
B	Student engagement	H	Parental engagement
C	Organisation and work completion	I	Finances
D	Behaviour and exclusion	J	Cultural capital
E	Social and emotional	K	Previous experience of education
F	Limited aspirations		
Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria	
A	Identified students develop literacy and numeracy skills in line with their peers.	Students below age related expectations reach a level of skill to enable them to succeed in the GCSE curriculum.	
B	Identified students are active learners, making the most of high quality provision.	High levels of engagement are evident in observed lessons. Students report high levels of engagement in lessons.	
C	Identified students have excellent organisation skills and always complete set work.	Work scrutiny evidence shows work completion and organisation is at the same level as for other students.	
D	The behaviour of identified students is improved and the number of exclusions is reduced.	The proportion of identified students excluded does not exceed the size of the group as a proportion of the wider college population.	
E	Identified students make good use of high quality emotional and social support.	Student support records demonstrate improved behaviour, attendance and engagement for those accessing support.	
F	Identified students develop positive aspirations with the support of high quality advice and guidance.	Participation rates in aspiration events show high levels of engagement from identified students.	
G	Attendance of identified students is in line with attendance of all students.	The attendance % for identified students is at least the same as the attendance % for all students.	
H	Parents of identified students attend events organised by The College.	Participations rates in parental engagement events show high levels of engagement from parents of identified students.	
I	Identified students are able to take part in college life with appropriate financial support.	Identified students have accessed funding for appropriate activities / resources.	
J	Identified students are supported in developing a broad range of cultural experiences.	There are high levels of participation in a wide variety of experiences for students in the identified group.	
K	No student is disadvantaged by their prior experience of education.	PP students of all levels of ability make at least expected progress.	

Review of expenditure				
Academic year		2017-2018		
i. Leadership and Management				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
A-K	Ensure effective whole college leadership of PP strategy	Support for disadvantaged students needs to have leadership oversight. This ensures that students in receipt of PP are considered fully in all college activities.	A member of the leadership will continue to direct this area and ensure that pupil premium is considered in all college activities.	£2500
G	Make effective use of attendance officer for all PP students	Attendance for PP students was effectively monitored and intervention led to improvements in attendance for identified students over time.	It is essential to continue with monitoring attendance by pupil groups (PP) and for individual PP students at HOY level, with the support of the student support team.	£1000
F	Make effective use of careers advisor for all PP students	All PP students in year 11 were prioritised for early careers interviews.	This is an important intervention that needs to be rolled out to other year groups.	£1000
A	Reduce class sizes in core subjects	Performance in Maths estimated P8 +0.2, performance in English estimated P8 +0.06.	We have continued to see positive gains from this approach. We need to consider more closely how this approach is implemented in English.	£50,000
E, D	Ensure pastoral support manager retains focus on PP students through all activities	PP Behaviour and Rewards shows that there is not a disproportionate representation in either behaviour or rewards.	We will continue to ensure that PP students are not over-represented in behaviour data, or under-represented in rewards data.	£1000
A	Make effective use of literacy coordinator to support progress for PP students	73% of PP students achieved grade 9-4 in English.	We need to consider how we can improve literacy support and provision for those at risk of not achieving at least a grade 4.	£500
H	Ensure that parent engagement activities reach parents of PP students	There are high levels of participation at parent events. Some parents do not access all of the support available.	This year we aim to focus on improving access to parents evening for parents of PP students.	£1000

A-J	Deliver whole staff training including support from Regional PP lead.	Whole staff training was delivered at the start of the year and revisited periodically. In reviews, improved focus on PP students was evident.	Ensure that quality first teaching remains on the agenda in all aspects of our practice, specifically with PP students in mind.	£2500
A-J	Provide Professional Development Pathway	25 staff focused on PP in PD pathway. Feedback shows this was highly valued.	The impact was evident in 360 reviews. We need to incorporate this into research projects.	£2500
Total budgeted cost				£62,000
ii. Teaching and Learning				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
A, B, C	Ensure Quality First Teaching	Both 360 reviews and PP reviews carried out demonstrated teachers making sure PP students had access to the best quality teaching.	Retain this focus in all reviews across the college.	Already costed
B, C	Ensure PP students receive high quality feedback	In work sampling it was evident that PP students were receiving high quality feedback in line with their peers.	There were some occasions where organisation issues were identified. This must be addressed through targeted intervention for identified students.	Already costed
B, C	Use SISRA to ensure that all teachers can monitor progress of PP students	Guidance was developed for all colleagues to improve their ability to use SISRA to look at the performance of their own classes.	Further tutorial resources need to be rolled out this year.	£500
B, C	Utilise online resources (SAM learning) to maximise progress	Interventions to support PP learners resulted in 51 active PP users. Active users Attainment scores improved between Jan and Aug.	We will continue to encourage students to access this resource to support their exam preparation and revision.	£500
B, C	Provide additional booster / revision classes	Revision skills sessions did not secure improved outcomes for learners. Progress in open bucket subjects did not improve.	Place more emphasis on supporting revision activities in the Open Bucket subjects.	£4000
B, C	Ensure high expectations for homework	Analysis of planner before transition to the new model showed high levels of student engagement.	Implement revised planner and evaluate usage.	£500

A	Utilise oral language interventions	All students benefitted from a dedicated day focused on improving oral literacy. Student voice showed this enhanced student confidence.	This approach should form part of the Pastoral curriculum at KS3 every year.	£1000
A	Set up individual tuition for identified students	MyTutor provision was set up for identified students focusing on Science and Maths provision. This was effective in securing target grades.	We would like to continue with this provision for identified PP students in the year ahead.	£15,000
A, B, C	Implement training programme for support staff	KMP implemented a training programme for LSAs. This has improved the effectiveness of LSA support in the classroom.	An on-going CPD programme for LSAs is essential to ensure that we are maximising the impact of our associate staff.	£1000
A, B, C	Ensure that all PP students are provided with revision materials	Students were provided with revision materials and through mentoring, guidance was given on accessing those materials.	Students benefit from getting access to these resources. We should continue to provide this.	£3500
			Total budgeted cost	£21,000

iii. Personal Development, Behaviour and Welfare

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
C, F	Mentoring through HOYs	Interviews were effective in identifying specific issues for PP students and led to support with transport / revision materials.	Continue with this approach, but implement earlier in the academic year.	£10,000
F	Provide quality careers advice and guidance to all PP students	Destinations data is due to be released in November.	Students reported positive benefits of these priority interviews.	£1000
E	Provide access to counselling for all PP students	Key PP students accessed on-going support from the counselling team over the course of the year.	Access to this resource is essential to support the well-being of our students.	£1000
I, J	Provide support with access to educational trips	We have had high levels of PP participation in trips.	Continue to ensure access for all.	£5000
J	Provide support with purchasing uniform	All students wearing uniform with pride in year 7 and 8.	Continue to provide support for purchasing uniform for students in year	£3600

D	Improve whole school behaviour management system	Increase in rewards given and tighter monitoring of sanctions. There was a 1% gap in the proportion of Non PP students receiving 50 or more achievement points compared to PP. There are similar proportions of PP and Non-PP students receiving behaviour points.	Continue to monitor behaviour and achievement outcomes to ensure consistency of experience for all students.	Already costed
D	Alternative provision	Alternative provision ensured that students requiring support received appropriate education and maintained a purposeful learning environment for other students.	Continue this provision and explore the possibility of securing further access to GCSE qualifications where appropriate.	£25,000
Total budgeted cost				£45,600
iv. Outcomes				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
A-K	Make effective use of data tracking systems to monitor underachievement	Improved tracking using SISRA allows staff to identify students requiring support and ensures that PP students at Beauchamp achieve better than other students nationally.	Departments to show how tracking is used to identify students and determine appropriate intervention going forward.	£1000
G	Ensure that attendance data tracking informs intervention	Attendance tracking data shows that PP attendance is improving based on support and intervention.	Continue to intervene with students at risk, and ensure good attendance.	Already costed
A-K	Regular analysis of underachievement, especially in E&M at data snapshot points	Outcomes in E&M continue to be strong for PP students. This is based on identifying students and providing interventions tailored to needs.	Targeted focus on underperforming students in E&M must continue to ensure continued strong outcomes.	Already costed
				£1000
Total budgeted cost				£129,600