

Pupil premium 2017-18 Strategy – Beacon Hill Community School

1. Summary information					
School	Beacon Hill Community School				
Academic Year	2017-18	Total PP budget	£50,490	Date of most recent PP Review	October 2017
Total number of pupils	113	Number of pupils eligible for PP	54	Date for next internal review of this strategy	January 2018

2. Current attainment			
	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (national average)
Progress 8 score average 2017 (2017 actual data)	-0.31 (excl 1 outlier)	-0.56 (excl 1 outlier)	0.12 (2016)
Attainment 8 score average	37.1	35.3	52 (2016)

3. Barriers to future attainment (for pupils eligible for PP)

It should be noted that as our percentage of disadvantaged students is 50%, each strategy that is designed and delivered for our disadvantaged students is also relevant for non-disadvantaged students. Therefore, our Pupil Premium strategy is driven in part by the whole school strategies defined and driven by internal and external data and, for example, Ofsted judgements, but also by the needs of individual students who are considered and analysed on a case by case basis to ensure their needs are met.

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Poor attitude to work, minimal effort and concentration
B.	Poor attendance at school, possibly due to lack of aspiration and attitude, but also contributed to by other factors which may be outside the control of the school
C.	Lack of deep learning and ability to articulate that learning

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Low aspirations and lack of higher status jobs in the area.				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria		
A.	Improved attainment at all levels, measured internally via progress data		Improved progress scores across the board		
B.	Improved attendance		Improved attendance, particularly in PP cohort – target attendance of 96%		
C.	Improved deeper learning, measured as an improvement in progress and attainment via internal measures		Improved progress scores at KS3		
D.	Higher aspirations		More students go on to higher / further education than in the past		
5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved attainment at all levels	Project Group KS4 Entry Level Classes 1-2-1 interventions in various subjects SI Lesson to solidify red line objectives	Enables better targeted of interventions to students who require additional assistance	Evaluation via progress data. Ongoing evaluation through work scrutiny, lesson observations and learning walks.	Headteacher	At data points

B. Improved attendance	Focus on attendance, communication with students and parents.	Identified by EEF as good practice, future focus for local PP specialist groups; while it is a strength of a school it is also essential to making progress with these students	Regular updates to SLT from Attendance Officer. Continual emphasis at SLT and in day to day communications.	SLT	At SLT meetings
C: Lack of deep learning and ability to articulate that learning	Daily SI (Structured Intervention) lesson including red line objectives as well as development of deeper thinking and oral skills. Normal lessons to include deeper learning / higher order questioning / challenge (EACH)	Our data requires a renewed focus on English, Maths and Science to ensure good progress data.	Evaluation via progress data. Ongoing evaluation through work scrutiny, lesson observations and learning walks. Evaluation of specific interventions through regular reporting by teachers	SLT	Half termly
Total budgeted cost					£30000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, C Individual interventions as identified raising performance	Various, including specific small group work, targeted SI time	As evidenced in case studies for each individual; identified across faculties, sharing good practice	Tracked and monitored by SLT via WS, LOs to ensure interventions are having an impact	SLT	Half termly, with renewed focus on interventions as frequently as necessary
Total budgeted cost					£15000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D: Higher aspirations via P Dev lessons	Access to internal and external mentoring and enrichment activities as identified for individual students	EEF identifies mentoring as being useful in improving attainment.	Monitoring by SLT.	SLT	Half termly
Total budgeted cost					£6000

6. Review of expenditure				
2016-17				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost