

Pupil premium 2016-17 strategy and evaluation – Beacon Hill Community School

1. Summary information					
School	Beacon Hill Community School				
Academic Year	2016-17	Total PP budget	£59,928	Date of most recent PP Review	Aug 2017
Total number of pupils	113	Number of pupils eligible for PP	56	Date for next internal review of this strategy	

2. Current attainment			
	Pupils eligible for PP (15 students in year 11)	Pupils not eligible for PP (17 students in year 11)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. English and Maths	31%	37%	
% achieving A* to C in English AND Maths	50%	40%	
Progress 8 score average 2016/17 (2017 actual data)	-0.31 (excl 1 outlier)	-0.56 (excl 1 outlier)	
Attainment 8 score average	37.1	35.3	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Poor attitude to work, especially in terms of independent study, overcoming difficult problems or completing work outside of school
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.	Poor attainment in English, Maths and Science in KS3, primarily attributable to mid-year entry of students
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 95%			
C.	Improved attainment in English, Maths and Science in KS3, measured via progress data	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		2016-17			
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 Counsellor	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, Ofsted comments in previous report	Regular updates to SLT from Attendance Officer. Continual emphasis at SLT and in day to day communications	SLT	At SLT meetings
C: Improved attainment in English, Maths and Science in KS3	Project Group, 1:2:1 English Maths and Science interventions Break out Maths	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					£40000
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 with SLT after school	As evidenced in case studies for each individual; identified across faculties, sharing good practice	Tracked and monitored by HoF / SLT via WS, LOs to ensure interventions are having an impact	HoF/SLT	Half termly, with renewed focus on interventions as frequently as necessary
Total budgeted cost					£12650

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 individual mentoring	Access to counsellor, internal 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					£7500

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
A. Improved attainment at all levels	Project Group KS4 Entry Level Classes Counsellor	PP gaps across the school as at Summer 2017 data (and Y11 results) show that PP students are doing at least as well as non-PP and progress is good across the school. While the Y11 results overall are not as good as they should be, PP students have broadly out-performed their non PP peers. It is unlikely, however, that we will reach national levels of attainment or progress.	Our caring approach and tailored curriculum for lower prior attainment students has resulted in improved progress at the bottom end – LPA Y11 students have made, compared to MPA and HPA, much better progress, although still below the floor (forecast).	£9992
B. Improved attendance	Focus on attendance, communication with students and parents.	Attendance for pupil premium students was 94% in Autumn 2016, rising to just over 95% in Summer 2017. This is a significant improvement over 2015-16 attendance of 92.46% as at summer 2016.	One of our key areas for 2017-18 will be to continue to focus on attendance – without attending well, the students cannot make progress. This is also a key priority for the whole of our school's PP cluster and local area PP groups, which we are chairing in 2017-18 and will provide a focus on attendance accordingly.	£6779

C: Improved attainment in English, Maths and Science in KS3	Project Group, 1:2:1 English Maths and Science interventions Break out Maths	PP gaps across the school as at Summer 2017 data (and Y11 results) show that PP students are doing at least as well as non-PP and progress is good across the school. Add in data to support – summer 2016 and autumn 2017 analysis	This approach works in helping all KS3 students make progress by providing the support that they need in key subjects, which ensures our Pupil Premium students improve along with everyone else. We will continue with this important strategy next year.	£12793
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
A, C Individual interventions as identified raising performance	Various, including specific small group work with SLT after school. 6 week intensive intervention for Y11 just prior to exams	Anecdotal evidence was that the 6 week intensive intervention with year 11 did reap dividends – see attached. Small group and individual interventions, tailored to the individual child and their needs, were also successful and were evaluated individually at regular intervals to confirm whether they were working effectively enough, and changes made if required. Add in data to support – summer 2016 and autumn 2017 analysis	The individualised approach is time and labour intensive, but is necessary in our size of school, where creating larger groups for interventions is often not possible. We will continue with our individualised action plan, but also have launched from September 2017 an SI lesson each day which will provide additional opportunities for more group-led intervention and support for all students – this idea has been launched as a result of our collaboration with Solway Community School who have seen very positive results with a more structured approach.	£15030

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
D: Higher aspirations via individual mentoring	Access to counsellor, internal mentoring and enrichment activities as identified for individual students	Our learning Mentor and external counsellor have supported several students, particularly in year 10 and 11, with academic, social and emotional issues over the past year, and have also provided aspirational activities to all students. 11 Early Help Assessments completed in 2016-17 were related to Pupil Premium students.	While we can no longer afford a separate Learning Mentor, this role has been re-allocated within school and will be continued. Counselling is also a skill which we have within school and will continue to provide strong pastoral support to our students – an area of strength for our school.	£15841

