

The Beaconsfield School - 3 Year Pupil Premium strategy plan

SUMMARY INFORMATION – 2019 / 2020			
Total number of pupils:	853	Total pupil premium budget:	£145,263 (+CF £59,254)
Number of pupils eligible for pupil premium:	157 [18.4%]	Amount of pupil premium received per child:	£935 + additional from Virtual School for LAC

COHORT INFORMATION												
CHARACTERISTIC	PP	FSM	LAC	POST LAC	Male	Female	SEN	EHCP	PP APS & NOT PP	% PP HAPs & NOT PP	% PP MAPs & NOT PP	% PP LAPs & NOT PP
Year 7	29 / 155	16	1	0	16	15	6	0	93.12 99.2	37.9 47.7	41.4 40.5	10.3 6.5
Year 8	29 / 152	19	1	1	8	22	5	0	100.54 102.4	32.1 42.3	39.3 41.6	25.0 12.8
Year 9	31 / 150	16	0	0	8	23	6	2	100.6 102.95	28.1 40.7	53.1 43.3	15.6 9.3
Year 10	23 / 136	11	1	0	12	11	4	1	102.37 102.76	30.4 36.7	65.2 43.2	4.3 12.2
Year 11	35 / 143	17	0	0	18	15	4	3	27.29 28.75	28.6 39.2	57.1 51.0	14.3 5.6
Year 12 [were PP in Year 11]	7 / 62	4	0	0	20	42	2	0				
Year 13 [were PP in Year 11]	3 / 55	2	1	0	1	2	0	0				

ASSESSMENT DATA									
CURRENT ATTAINMENT (SECONDARY SCHOOLS)									
	Data from previous 3 years			Pupils eligible for PP			Pupils not eligible for PP		
	2016-17	2017-18	2018-19	Yr 11 – 1 12/19	Yr 11 – 2 03/20	Yr 11 – 3	Yr 11 – 1 12/19	Yr 11 – 2 03/20	Yr 11 – 3 05/20
TBS Progress 8 score average	-0.91	-0.77	-1.22	-0.72	-0.55	N/A - lockdown	-0.11	+0.26	N/A - lockdown
National			-0.45						
TBS Attainment 8 score average	36.7	34.7	31.3	33.51	35.93	N/A - lockdown	45.8	49.72	N/A - lockdown

OTHER DATA		
	Strengths	Weaknesses
Attendance data	New Attendance officer and DHT Student Support in post and developing action plans.	PP attendance (91.9%) lower than Non-PP (94.7%) with a gap of -2.8 percentage points. This is larger than last year by 0.1% - see action points on page 3. Mid Year: 10 % of PP students have 100% attendance 30 % of PP students have over 98% attendance
Behaviour data	Mid Year: 19 % of PP students have 0 behaviour points. 40 % have less than 5 behaviour points. 38% of PP students have more than 75 achievement points. 20% have more than 100 achievement points	Years 7, 8 11 PP students have less achievement points and more behavior points than not PP. Years 9 and 10 PP students have equivalent achievement points but more behavior points than not PP. Many PP behaviour points are linked to homework.
Safeguarding referrals / Social Care involvement	Introduction of CPOMs to ensure modern / relevant	75% of the high profile cases are PP students. 38% of tier 2 cases are PP.

LONG-TERM PLAN (3 YEAR TIMESCALE):

	Priority	Why it's a priority	How it links to other school improvement priorities
1	<p>Teaching and Learning - To develop compelling learning throughout the curriculum through a culture of consistency and creativity.</p>	<ul style="list-style-type: none"> Quality first teaching is necessary to increase student engagement and performance. 	<p>Reduce the differences in student outcomes between disadvantage and non-disadvantage to be less than 10%</p> <p>Be the best performing non selective school in Buckinghamshire.</p> <p>Be in the top 10% for all schools nationally for progress</p>
2	<p>Educational engagement –</p> <ul style="list-style-type: none"> To develop independent learners with high aspirations To develop close working relationships with families. 	<ul style="list-style-type: none"> To enable students to develop self-motivation to drive their school performance To increase family resilience; aspiration and support for education 	<p>Reduce the differences in student outcomes between disadvantage and non-disadvantage to be less than 10%</p> <p>To be the focal point of local support for disadvantaged people in our area.</p>
3	<p>Attendance and punctuality - to address the gap in attendance and punctuality rates</p>	<ul style="list-style-type: none"> Attendance has a direct positive impact upon outcomes. Both represent a positive attitude and work ethic. 	<p>Prepare students with the correct skills, behaviours and values to have a fulfilling and rewarding future.</p>
4	<p>Cultural capital - Access to extra-curricular / enrichment opportunities and resources, regardless of the pupil's background</p>	<ul style="list-style-type: none"> Removing barriers to opportunities ensures that all aspects of an extended curriculum are available to all pupils – increased life chances. 	<p>Provide students with high quality careers information and opportunities</p>
5	<p>Specific need – Provide support for pupils who are identified with a specific need including SEND pupils, high attaining pupils on entry and pupils with behavioural issues</p>	<ul style="list-style-type: none"> To ensure individual needs do not create barriers to learning 	<p>Prepare students with the correct skills, behaviours and values to have a fulfilling and rewarding future.</p>

PRIORITY 1. High Quality Teaching and Learning - To develop compelling learning throughout the curriculum through a culture of consistency and creativity.

Member of staff responsible: LJM. T&L Team. All teaching staff.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Visible Learning ethos embedded throughout school, using language to tackle fixed mindset and create a culture of challenge.	<p>VL ethos permeates all lessons:</p> <ul style="list-style-type: none"> All lessons have quality first teaching: fast paced, challenging lessons. SOLO based Success Criteria lead to deeper learning and students working in the extended abstract. Increased impact of feedback to students [for students' self-regulation and on teacher planning] Impact Cycles enable staff to undertake research and develop skills / outcomes TBS Learner Profile embedded Induction Programme trains new staff on requirements. T&L is tilted towards PP students – seating plans / questioning / feedback. 	<p>T&L team. All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>VL coaches All Staff</p> <p>SLT</p> <p>ALK</p> <p>All Staff</p>	On Going	CPD / directed time / PPA time.	<ul style="list-style-type: none"> Students can recognise the learning path they are on and verbalise / evidence high order thinking. Growth Mindset in evidence Teaching body do more of what makes a difference [know thy impact] Consolidation of pre testing / post testing shows impact New staff deliver lessons which meet TBS guidelines 	<ul style="list-style-type: none"> Students show a high level of independence Assessment capable learners self-regulate Lesson Obs and I walks records show good quality teaching and demonstrates improved attainment for PP pupils compared with non-PP pupils across the curriculum. Action is taken where this is not the case. VL Impact Cycles. Book sampling shows evidence of students making rapid progress and taking pride in their work.
Data is used to drive school performance	<ul style="list-style-type: none"> Timely collection of accurate data Investigate alternative programs [DPR] External verification of grading [local network / examiner training / external organisations] 	<p>LJM All staff</p> <p>LJM</p> <p>LJM / MLs</p>	On Going		<ul style="list-style-type: none"> As a result of accurate data, staff know their students well and plan accordingly. Action plans are generated at all levels: <ul style="list-style-type: none"> Celebration BfL - Mentor / Year / SLT Attainment - Class / Subject / SLT 	<ul style="list-style-type: none"> Data shows an improving trend. No Gap for PP students +ve P8 for PP students

<p>All students are effective digital learners</p>	<ul style="list-style-type: none"> • Digital Learning embedded • Resources provided where necessary • Students taught safe and effective use of the facilities 	<p>LJM / ALC / All staff LJM/ ICT / All staff</p>	<p>On Going</p>	<p>Devices CPD O 365</p>	<ul style="list-style-type: none"> • Increased staff confidence with delivery. • Appropriate and effective use of digital learning [barriers removed]. 	<ul style="list-style-type: none"> • All students have access to a device • Staff include effective digital learning in lessons / homework
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PRIORITY 2. Educational engagement –

Member of staff responsible: LJM.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To develop independent learners with high aspirations.	Employ Learning Mentors & develop their role linked to engagement and performance.	LBB / GF1	07/2020	2 x staff members.	<ul style="list-style-type: none"> • JD refined. • LM Handbook created. • Students linked to LMs. • Regular meetings taking place. • Records kept & evidence impact made 	<ul style="list-style-type: none"> • Case load students showing increased: <ul style="list-style-type: none"> • Attainment • BfL data • Attendance data • Engagement data.
To develop close working relationships with families.	Family Liaison Officer to increase educational engagement of families and identify barriers for students.	SA1	On going	1 FLO	<ul style="list-style-type: none"> • All Year 7 PP students seen regularly, • Barriers identified a/ shared for addressing. • Additional case load identified with regular meetings taking place. • Records kept & evidence impact made with relation to barriers. 	<ul style="list-style-type: none"> • Case load students showing increased: <ul style="list-style-type: none"> • Attainment • BfL data • Attendance data • Engagement data • Increased family support for school / school events / processes from hard to reach families.
Identify and remove barriers to engagement	<p>Regular collection of:</p> <ul style="list-style-type: none"> • student voice • parent/carer voice. <p>Increased contact re:</p> <ul style="list-style-type: none"> • events • 1:1s • Concerns • Social aspects of school life 	LJM / LBB / GF1 / SA1 / YLs, mentors.	On going	Funding for action points.	<ul style="list-style-type: none"> • Families engaging & supporting student participation. • School event attendance • Meeting records • Attendance records. Follow up for non-attendees. • Records of interventions 	<ul style="list-style-type: none"> • Parents/ carers support school decisions • Increased attendance at school events by families • Increased participation in opportunities by PP students [eg, prefects / Brilliant Club etc]

PRIORITY 3. Attendance and punctuality - to address the gap in attendance and punctuality rates

Member of staff responsible: AH1 / Attendance Officer

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Remove attendance gap.	<ul style="list-style-type: none"> • Development of tracking systems to directly measure and evaluate impact of attendance interventions. • At risk groups identified through data collation and trends. • Interventions as in attendance policy • Further development of 121 and group work sessions utilising data analysis and identified trends with a PP focus. • Further use of promotion materials and communication with parents, pupils, community groups and staff regarding attendance and learning days /time lost through absence/ punctuality issues. • Liaison Officer to work with individuals and families. Consolidate reward system for attendance • Breakfast provided for disadvantaged students. Targeted at those with punctuality issues • Embed Rewards Program 	<p>AH1 / Attendance Officer</p> <p>AO</p> <p>YL / mentors AO</p> <p>AO</p> <p>SA1</p> <p>LBB / GF1</p> <p>AH1 / YL / AO</p>	On going	<p>Attendance Officer</p> <p>Funding for rewards / breakfast.</p>	<ul style="list-style-type: none"> • Compare TBS attendance, absence and punctuality data to National averages. PP target of 98% attendance. 	<ul style="list-style-type: none"> • Gap reduced in overall attendance of PP pupils.

PRIORITY 4. Cultural capital - Access to extra-curricular / enrichment opportunities, regardless of the pupil's background

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. All Students to have access to a range of life experiences	<p>Actively promote opportunities and encourage engagement in:</p> <ul style="list-style-type: none"> • Clubs • Trips • Music lessons [graded] • DoE • Enrichment Days • Extra-curricular activities • Speakers [Robin L, Martijyn VdS, MADD about exams etc] <p>Tilt places to PP students</p>	<p>All staff</p> <p>Trip Leaders</p> <p>LBB / GF1</p> <p>GKS</p> <p>LJM</p> <p>LJM</p> <p>All staff</p>	Annually	Finance External Speakers	<p>Increased engagement</p> <p>Pre / post survey</p>	
2. All students to be aspirational for their future.	<ul style="list-style-type: none"> • Access to [and support to attend] careers visits / opportunities / UCAS / Workplace visits. • Support with Interview technique / applications [rotary] • Participation in Brilliant Club • Increased access to ADVIZA / connexions appointments • Increased % of PP in leadership roles such as prefects. 	<p>CAC</p> <p>LBB / GF1</p> <p>FIG</p> <p>CAC</p> <p>LBB / GF1</p>	On going	Finance Support Learning mentors	<p>Meeting records,</p> <p>Ks5 applications</p> <p>Feedback from rotary</p> <p>Results of brill club</p> <p>#s appointed.</p>	<p>All students access the KS5 path of their choice.</p> <p>Chosen pathways are more aspirational than historically.</p> <p>No gap in brilliant club results for PP / Not PP</p> <p>Increased % of PP leaders</p>
3. Increase learning / engagement outside the classroom [Sports = +2 months, impact of hwk = +5 m, extending school day = +2 m]	<ul style="list-style-type: none"> • Students to participate in at least 1 sports club • Students to develop good organizational habits <ul style="list-style-type: none"> • Hwk club • Revision strategies 	<p>PE dept</p> <p>LJM / LBB / GF1</p>	On going	Clubs Learning mentors	<p>Increased organizational skills.</p>	<p>Improved hwk BfL grades.</p> <p>Improved exam outcomes</p>

PRIORITY 5. Students with a specific need

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Diminish the gap in literacy levels / reading ages.	4-6 week focused catch up program – small groups.	CAB	Carousel for the year.	Staffing, room, subject resources	Review of attainment & BfL data	Students show rapid improvement. Students sustain this improvement.
Diminish the gap in numeracy levels	4-6 week focused catch up program – small groups.	ECM / SMB / DJT	Carousel for the year.	Staffing, room, subject resources	Review of attainment & BfL data	Students show rapid improvement. Students sustain this improvement.
Provide support for pupils who are identified with a specific SEND need.	Individual plans in place, shared and acted upon	SEND team, all staff	On going	TAs	Staff aware of students' needs and plan accordingly	Student engagement and outcomes are positive.
Provide support for pupils who are high attaining pupils on entry	<ul style="list-style-type: none"> Targeted allocation of in TT intervention groups - rationale based on data. Specific goals to be achieved half termly. Additional intervention sessions to focus on challenging HAPS. Compulsory after school sessions [Tues and Thurs] targeted by subject staff. Extra resources outside the classroom to help develop the wider curriculum for individuals Coaching Program Extended opening times of the LRC 	<p>[CJH/LJM]</p> <p>Core SLs</p> <p>MLs</p> <p>LBB / GF1</p> <p>JMB</p> <p>JME</p>	On going	<p>Timetabled slots</p> <p>Inclusion in directed time.</p> <p>resources, tutoring, revision classes</p> <p>peer mentors</p> <p>LRC</p>	Progress data and BfL	<p>Increase in outcomes</p> <p>Improvement in engagement [BfL</p>

<p>Provide support for pupils with behavioural issues</p>	<ul style="list-style-type: none"> • Embed structures implemented by new DHT. • Development of The Retreat • Restorative work 	<p>AH1</p> <p>AH1 / SEC</p>	<p>On going</p>	<p>Procedures Training</p> <p>Space & staffing</p>	<p>Publication of processes.</p> <p>Staff receive training</p> <p>Engagement statistics</p>	<p>Reduction in behavioural statistics / repeat offenders.</p>
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