

Pupil Premium Strategy Statement

School Overview

Detail	Data
School name	Beechen Cliff School
Number of pupils in school	891
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	21.09.2021
Date on which it will be reviewed	01.09.2022
Statement authorised by	J. Blair
Pupil premium lead	J. Blair, J. Wall, R.Barros
Governor / Trustee lead	Helen Eastwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,895
Recovery premium funding allocation this academic year	£14,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£115,695

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Beechen Cliff School is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at Beechen Cliff School. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Beechen Cliff School
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners

- ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as attendance at careers fairs and the Brilliant Club Scholars Programme
- ensuring that vulnerable learners have access to high quality pastoral and mental health support
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provisions available at Beechen Cliff include but are not limited to:

- frequent monitoring and intervention of progress and needs from heads of Faculty and Heads of House
- literacy and numeracy support which includes in class support and small group withdrawal
- academic mentoring for students in Y10/11 with SLT members
- providing support with transport to school to promote attendance
- running a breakfast club to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources
- providing laptops to support with access to homework and remote learning
- providing priority access to counselling and careers support advisors
- allocating high quality teaching assistants to support and wellbeing

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Staff awareness of PP learners and strategies for success.
2	Lack of fluency in literacy and numeracy.
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
4	The involvement of FSM and services children in extracurricular activities and trips.
5	Low levels of presentation quality in books and homework completion for PP when compared to non-disadvantaged.
6	Overall Progress of PP pupils is lower than Non PP at KS4.
7	Attendance of PP pupils is below that on non-PP.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Progress in Maths</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in maths at KS4.</p> <p>Progress in KS3 maths for PP learners is at or above their expected attainment pathway.</p>	<p>Gap between disadvantaged and non-disadvantaged pupils is 0.0.</p> <p>Disadvantaged achieve at least in line with national.</p> <p>Rigorous testing process in place to identify any needs for intervention.</p> <p>Evident increase in knowledge of key skills in numeracy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations.</p> <p>Effective use of key skills starters in maths support lessons.</p> <p>Pupil voice shows increased confidence and enjoyment in mathematics.</p>
<p>Progress in English</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in English at KS4.</p> <p>Progress in KS3 English for PP learners is at or above their expected attainment pathway.</p>	<p>Rigorous testing process in place to identify any needs for intervention.</p> <p>Disadvantaged achieve at least in line with national.</p> <p>Reading scores show a reduced gap between PP and non-disadvantaged learners.</p> <p>Evident increase in knowledge of key skills in literacy shown through low stakes in-</p>

	<p>class assessments, key skills starters, formal regular assessments and public examinations.</p> <p>Pupil voice shows increased confidence and enjoyment in English.</p>
<p>Ready to Learn</p> <p>Pupil Premium learners are punctual, equipped and ready for school.</p>	<p>Affordable uniform with financial support available to PP learners.</p> <p>Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners.</p> <p>Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved.</p> <p>PP learners access breakfast club, are punctual and have energy for their day.</p>
<p>Extracurricular</p> <p>Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<p>Prioritised places are available on trips for PP learners to ensure fair access.</p> <p>Monitoring of extra curricular activity attendance to show that at least 20% of attendees are PP.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p>
<p>Attendance</p> <p>PP attendance meets the school's attendance target of 96%</p>	<p>The attendance of PP learners meets the school target of 96%.</p> <p>PP Leads meet regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance.</p> <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p>
<p>Exclusion</p> <p>PP pupils are not disproportionately excluded from school/lessons.</p>	<p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p> <p>PP Leads regularly monitor exclusion data and work with key pupils and staff to ensure these learners are accessing support</p>

	<p>and able to remain in lessons, enjoy and achieve.</p> <p>PP pupil exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national.</p>
<p>Parental Engagement</p> <p>Parents/carers of PP pupils are engaged in school, aware of their son's learning and understand how to support their child.</p>	<p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</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 and Learning

Budgeted cost: £46,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Heads of Faculty closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners or below that of their expected attainment pathway. (£12,000)</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.</p> <p>Heads of faculties promote positive engagement and teaching strategies with Pupil Premium Students.</p> <p>Heads of faculties track PP students progress and liaise with PP leads to help signpost needs for targeted intervention. "Evidence consistently shows the positive impact that targeted academic support can have."</p>	1, 2, 3, 5 & 6
<p>Dedicated PP Teaching Assistant in KS3. (9,452)</p>	<p>This model was used last year to support Year 7 and tracking showed significant gains in reading and attendance for the groups supported.</p>	1, 2 & 6
<p>Literacy Lead promotes literacy, provides staff CPD and monitors and</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p>	2 & 6

supports reading interventions. (3,365)		
Numeracy Lead promotes numeracy provides staff CPD and monitors and supports numeracy interventions. (£5,200)	Numeracy is a key determiner for academic and success and financial competency in adult life.	2 & 6
Pupil Premium Leadership and Management The teacher in charge of SEND and the PP Leads work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils (£16,551)	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	3 & 6

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

Budgeted cost: £16,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Doodle Maths online numeracy package to be deployed to lower ability KS3 students (£540)	Where students made regular use of the resource in primary settings and at BCS last year, it led to improved confidence in class and a secure functional maths foundation.	2 & 6
Small group support maths classes taught by maths teachers (£5,000)	Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.	2 & 6

	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	
Small group support literacy classes taught by English teachers (£5,000)	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	2 & 6
Mentoring Plus peer mentor programme in place for Year 7 and 8s (£1,700)	Peer Tutoring teaching strategy from the EEF teacher toolkit. "Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains."	3
Homework and catch up support available after school through the library and a local cafe (£2,000)	Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools."	5
1:1 pupil progress meetings between targeted Year 11 students and SLT mentors. (£2,500)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know	1, 3 & 6

	who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support. (£1,000)	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.	3 & 6
Brilliant Club - PhD students work with PP learners at KS4 to raise ambitions and understanding of university learning and life. (£1,920)	Linked to the Gatsby Benchmark number 7: Encounters with further and higher education	3 & 6
Raising the Game - a programme which provides the opportunity to play rugby to build teamwork skills and prompt engagement in school. (£500)	This intervention was very successful last year at BCS and led to improved self-esteem, self-confidence, attendance and outcomes for those who participated.	4
Off the Record - providing a listening service for pupils who may be experiencing difficulties (£672)	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.	3
Attendance Officer closely monitors and support PP attendance (£2,369)	"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to	7

Heads of House and Tutors monitor and support the attendance, engagement and readiness to learn of PP pupils, (£4,920)	wider barriers to learning, such as attendance and behaviour.” Behaviour interventions strategy from the EEF teacher toolkit.	3,4 & 6
Other Extra-curricular clubs and trip support. (£12,000)	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	4
Equipment, uniform and subject supplies. (£9,000)	Removing potential barriers to participation increases attendance.	5&7
Other Support: Transport support, Breakfast club, Alternative provisions, Data Management, Finance Management, Technology. (£8,000)	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	4 & 7
PP Recovery Premium: Pupil Premium Academic Mentoring (£12,000)	“Mentoring appears to have a positive impact on academic outcomes.Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring.	1,3,6,7

Total budgeted cost: £ 115,649

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 2020 to 2021 academic year.

Outcomes: *(Based on EAP: Expected Attainment Pathway difference)*

KS3:

Year 7	English	Maths	Science
cohort	-0.1	-0.2	-0.3
disadvantaged	-0.1	-0.7	-0.8

Year 8	English	Maths	Science
cohort	0	0	0
disadvantaged	0.1	0.4	0.3

Year 9	English	Maths	Science
cohort	0.2	-0.1	0.8
disadvantaged	0.3	-0.9	0.3

When compared to their expected pathway:

- There is a progress gap Year 7 in all core subjects
- There is a gap for Year 8 in English
- There is a gap for Year 9 in mathematics

Next steps:

Science:

- Build knowledge retrieval quizzes
- Teachers to target underperforming pupils for questioning and closer marking of work using 1-4 rubric and feedback.

English

- Continue to work closely with literacy support teachers to close learning gap
- 18 students in Year 8 selected for Literacy instead of French for September 2021

Maths:

- Continue to use Doodle Maths accounts in order to further improve lower ability pupils' base knowledge
- Resetting Year 9 in 2021/22 with consideration as to who teaches which group

KS4: (Based on SPI: Subject Progress Index shows how pupils have performed with others nationally)

Year 10	English	Maths	Science
cohort	-0.5	0.92	1.46
disadvantaged	-0.45	0.48	0.90

Year 11	English	Maths	Science
cohort	0.06	0.72	1.46
disadvantaged	-0.15	0.29	0.90

Analysis of results

- PP students underperforming in English (Yr 10) when compared to others nationally (note - this is a comparison including girls; when compared to boys they are above national)
- K students underperforming in maths (Yr10) when compared to their peers at BCS
- 1 EHCP student underperformed across core subjects (Yr 11 - see case study analysis)

Next Steps:

- Targeted intervention in core subjects for those below expected attainment pathway
- mentoring from SLT for those underperforming
- increased access to careers advice and support for those with unsecured future pathways

Attendance:

	Cohort	Disadvantaged
Term 1	94.97%	92.30%
Term 2	95.40%	92.70%
Term 3	95.73%	93.00%
Term 4	95.73%	93.05%
Term 5	96%	93.40%
Term 6	96.08%	93.10%

Actions in place:

- SENDCo meets fortnightly with the Attendance Officer to identify actions for key pupils.
- Daily calls home are made for any pupils whose attendance is a concern
- CMES support key cases where BCS staff intervention has not made a suitable impact

Next steps:

- Consideration around rewards for good attendance to be discussed, particularly key for Yr11s and EHCP students with attendance below 90%.
- Continue to work with CMES to address key pupils with significantly low attendance
- Pupil Premium Leads to meet with attendance officer fortnightly to monitor and impact on Pupil Premium attendance

Academic Interventions:

Intervention	Year	No of Pupils (PP)	Staff lead	Frequency (course dates)	Cost (based on 38 weeks)	Impact Report	Next steps
Support English Classes	Year 8	15 (6)	J. Blair (SENDCo)	2 hrs weekly (Sep-July)	£3,500	<p>Reading ages in the group have seen an average increase of 9 months in a 6 month period.</p> <p>The average residual for all students in this year group was 0.0 and -0.01 for SEN showing a reduced gap from their September starting point of -0.10.</p>	<p>Improved liaison between the intervention teacher and other teachers across the school on how best to differentiate literacy tasks to enable and support achievement with these pupils.</p> <p>Use low stake assessments to regularly check on knowledge and retention in 2021/22.</p>
	Year 9	17 (10)	J. Blair (SENDCo)	2 hrs weekly (Sep-July)	£3,500	<p>Reading ages in the group have seen an average increase of 8.5 months in a 6 month period.</p> <p>The average residual for all students in this year group was 0.03 and 0.40 for SEN showing an increasing progress gain from their September starting point of 0.12.</p>	<p>Work with Literacy Lead, Mike Newell to further promote and support reading for pleasure outside of school.</p>
	Year 10	8 (3)	J. Blair (SENDCo)	1 hr weekly (Sep-July)	£1,750	10H - 6 out of 8 pupils in this intervention are meeting their	Continue to ensure close liaison between teacher and

						target grades in English Language and Literature. This is a very positive result for this class which is a result of strong liaison between the SENDCo, TAs and English teacher and a focus on chunked learning and activities which boost their self-confidence and self-esteem as learners. .	SENDCo regarding areas to be addressed through intervention in Yr11.
Support Maths Classes	Year 9	14 (7)	maths staff: DMA NJS YDG maths	2 hrs weekly (Sep-July)	£3,500	The average VA for all students in this year group is -0.1 The 2 classes had respective VAs of +0.4 and +0. This is an increase from the previous data collection which was -0.4 and 0.	Baseline assessments in numeracy along with timetable tests to be used to monitor progress alongside the use of teacher assessments. Improved liaison between intervention teacher and maths teacher.
	Year 8	11 (3)	maths staff: AEH YDG	2 hrs weekly (Sep-July)	£3,500	The average VA for all students in this year group is 0. Both classes had a progress score above the average for all students with +0.25 and +0.67. The class has followed a programme which supports the topics taught in their main Maths lessons. Liaison between the teachers involved has ensured the lessons cover	Use new maths starter booklets to establish a purposeful and crisp start to lessons and support pupils to improve processing speed through repetition of foundation maths activities.

						appropriate topics which require support.	
	Year 10	7 (3)	A. King (Teaching Assistant)	1 hr weekly (Sep-July)	£720	<p>The average VA for all students in this year group is +0.6 This class had an average progress score above the average for the year group with +0.8.</p> <p>Students have been working on topics which they did not get correct in the main maths assessments. Students' understanding of these topics has increased.</p>	<p>Incorporate an assessment on the topics covered each half term to further measure impact.</p> <p>Ensure tests are repeated where needed to identify if progress is being made through intervention.</p>
Small group numeracy intervention	Year 7-9	30 (14)	RS (TA) SSK (TA)	10 hrs weekly	£4,700	<p>During lockdown student attendance at intervention sessions which were held virtually was low. Pupils were invited into school to address this</p> <p>Following lockdown, intervention took place more frequently in the classroom as a specialist TA. The exception is in year 11 where students with a recent change of exam tier were targeted for support with topics that they may have covered less</p>	<p>Improved liaison between intervention teacher and classroom teachers to identify key topics and monitor impact outside of the intervention.</p> <p>Consider complementary homework packages to support.</p> <p>Explore use of Covid Catch-Up Premium and/or Pupil Premium Recovery Premium to fund additional maths</p>

						<p>of in previous years. Extra homework was set in year 11 to further support the work they had completed in support sessions.</p> <p>Students involved indicated that they found the extra support helpful and teachers commented that the students involved had increased engagement in regular Maths lessons.</p>	support for Year 10 in 2021-22.
Year 7 Reading Intervention	Year 7	10 (3)	MMW (TA) and J. Blair (SENDCo)	3hrs weekly (Nov-July)	£2,500	<p>5 out of 15 pupils made gains of at least 1 year in the first three months and graduated out of this intervention. Many of these students are now in an additional literacy intervention for Year 8 with a focus on higher order literacy skills.</p> <p>The remaining 10 continued for the full ten months and had average reading gains of two years by the end of the course. They are all continuing with Literacy Support next year to focus on their next steps. .</p> <p>Pupil and parental engagement remained high throughout and this and staff will continue to</p>	Improved liaison between intervention teacher and classroom teachers to monitor impact outside of the intervention.

						promote the importance of this in Year 8.	
Touch-typing	Year 7-9	10 (3)	MMW (TA)	2-3 x am reg (10 weeks)	£1,200	The national lockdowns and periods of isolation impacted this intervention. 4/10 students graduated out with reading speeds of 30+ wpm and the remainder are picking this up again in September 2021.	Increased liaison with parents and carers, to encourage more practise time at home and to continue to monitor progress through the Nessy Learning touch-typing data.
DoodleMaths online numeracy programme	Year 7-9	64 (8)	J. Wall (PP Lead)	10 mins per day (recommended)	£500	All students in the lowest sets of year 7 and 8 were provided with a login. Targeted students in year 9 were also given access. Doodle Maths reported the average gain of "Doodle Maths age" in Term 3 as +0.09 years (expected progress). Pupil engagement with homework set on Doodle was high. However, students were not using the programme enough outside of the set homework. Average doodle age progress since the Term 4 data point was +0.06 for year 7 and +0.2 for year 8. Prizes and incentives were used in year 8 which evidently had a positive impact on engagement.	To ensure this is consistently accessed by students. Teachers of targeted classes should set homeworks using the programme. To introduce prizes and incentives across all users to promote engagement. To pursue any parents who have not linked their account to ensure support from home.

National Tutoring programme KS4	Year 10-11	21 (21)	R. Barros (PP Lead)	15 x 1hr weekly session per group of 3 (English & Chemistry)	£2,500	<p>Pupils at Beechen Cliff School Bath took part in a series of 15 tutorials which culminated in a challenging end of programme assessment. Based on The Brilliant Cub's standardised mark scheme, tutors marked assessments for three academic competencies that the programme is designed to improve: written communication, subject knowledge and critical thinking. For STEM courses, tutors used problem sets to assess pupil progress with these competencies. To measure the journey travelled by pupils from start to finish of the programme, pupils will complete a baseline assessment that was marked for the same criteria.</p> <p>March update</p>	<p>To improve communication with Phd tutors regarding specific content covered during the NTP sessions. To work closely with parents and students in order to highlight the importance of attending the NTP sessions. Securing pupil engagement proved to be a challenge and it is hoped this will improve once pupils are back on site. To make sure pupils complete the final baseline assessment.</p>

						<p> Yr 11 English : 26/35 sessions: 74% Yr10 Chemistry: 6/12 sessions: 50% April update Yr 11 English 3/6 sessions: 50% Yr10 Chemistry: 1/6 sessions: 16.7% July update (final) Yr 11 English 3/6 sessions: 50% Yr10 Chemistry: 1/6 sessions: 16.7% Yr10 Maths: 3/15 sessions: 20% </p> <p> Unfortunately, due to poor attendance at the end of the term and the disruption caused by the isolation process that some pupils faced, it was difficult to complete the final assessment. However, a general report was provided based on the attended sessions. </p> <p> See full BTP Impact report https://drive.google.com/drive/folders/1PuBsq7y1MDkXEoCkMe3Ks8eE9S5P0OT </p>	
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National Tutoring programme KS3	Year 9	18 (18)	R. Barros (PP Lead)	15 x 1hr weekly session per group of 3 (English & Maths)	<p>Pupils at Beechen Cliff School Bath took part in a series of 15 tutorials which culminated in a challenging end of programme assessment. Based on The Brilliant Cub's standardised mark scheme, tutors marked assessments for three academic competencies that the programme is designed to improve: written communication, subject knowledge and critical thinking. For STEM courses, tutors used problem sets to assess pupil progress with these competencies. To measure the journey travelled by pupils from start to finish of the programme, pupils will complete a baseline assessment that was marked for the same criteria.</p> <p>March update Yr9 English: 32/70 sessions: 46% April update</p>	<p>To improve communication with Phd tutors regarding specific content covered during the NTP sessions. To work closely with parents and students in order to highlight the importance and benefits of attending the NTP sessions. To make sure pupils complete the final baseline assessment.</p>
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						<p>Yr9 English: 5 /11 sessions: 45.5% July update (final) Yr9 Maths: 9/30 sessions: 30%</p> <p>Unfortunately, due to poor attendance at the end of the term and the disruption caused by the isolation process that some pupils faced, it was difficult to complete the final assessment. However, a general report was provided based on the attended sessions.</p> <p>See full BTP Impact report https://drive.google.com/drive/folders/1PuBsqt7y1MDkXEoCkMe3Ks8eE9S5P0OT</p>	
Brilliant Club / The Scholars Programme	Year 9	9 (9)* only 4 completed the programme	R. Barros (PP Lead)	7 x 1hr weekly sessions		<p>Lockdowns and off site learning made retaining engagement a challenge. 33% attended all sessions. Pupils experienced small group university-style tutorials delivered by a PhD tutor, teaching a supra-curricular topic based on their current research.</p> <p>Final task: Essay written (1000-1500 words) marked by the Phd</p>	<p>Maintain close contact with pupils and parents despite covid-19 disruptions. Arrange on-site sessions to avoid pupils missing out on lessons.</p> <p>Consider mechanisms to secure better engagement from those invited to attend next year.</p>

						Tutor. Feedback has been given to pupils after final submission on 12th February. (See Appendix 1 / Sample)	
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Non-Academic Interventions

Intervention	Years	No of Pupils (PP)	Staff lead	Frequency (course dates)	Cost - <i>per pupil, per intervention</i>	Impact	Next steps
Mental Health Support through SfT, OtR and Mentoring Plus	7-13	24 (1 pupil accessing more than one service) Percentages of the total of those attending PP: 21%	Susie Ingram, Clive Hall, OtR - Catherine Harrison, Clare Jones and Sarah Phillips Mentoring Plus	SfT One session per week for 45 minutes - Tara decides how many sessions but range from 3-6 approx OtR Counselling One session per week for 50 minutes for 6 weeks OtR Listening One session per week for 20 minutes for 6 weeks	SfT, 10 session course: £160 OtR, 6 session course: £60 Mentoring Plus, 6 session course: £90	120 pupils in total have accessed the school's mental health offer. The % of PP pupils accessing these services is strong. PP represents 11.5% of the school roll but 21% of PP pupils have accessed the service. Scrutiny of referrals show they have come from a range of teachers, leaders	Monitor data following intervention to collect quantitative progress evidence.

			- Mark de Lisser and Anna Brownell Solution Focused Training - Tara Gretton	Mentoring Plus One session per week - sessions continue throughout the year		and subjects suggesting the profile of PP and SEND pupils is high and that staff are aware of the services available to support these pupils. Qualitative data (pupil voice) shows these services have had a positive impact on pupil wellbeing and access to learning.	
Prep Club after school	7-11	7	Raul Barros and Andy King	Daily 15:30-16:30	£5,000	On average there were 12 students attending this intervention each day. Pupil and parent voice shows that boys value the opportunity to complete HW with staff support.	Find more effective ways to promote this opportunity to PP/SEND learners who are not accessing HW at home.
Duke Of Edinburgh Bronze Award	9	13	Jane Fox	Sep-July	£95.00 per pupil PP Contribution	22% of participants were SEND/PP. All boys engaged well with this award and, thanks to their hard work and the support of many SEND/PP staff. The attendance of vulnerable learners on this programme has led to an increase of interest from	Continue to support engagement of vulnerable groups, particularly on expeditions. Aim for 20%+ PP/SEND again next year. Open the Bronze Award to Yr10s in 2021/22 who did not participate this year.

						learners who may not have previously thought it possible for them to complete such an award.	
Bath Rugby Programme (Raising the Game)	9	4 x PP 1 x PP (PLAC) 6 x PP + SEN Total: 11 (up to 12)	Raul Barros	March to May 2021 (2 sessions per week / 9 weeks)	£400	Terms 4-5 The programme's aim was to increase pupils' engagement by aiding the development of resilience through a growth mindset. 100% attendance for all participants which resulted in an improved overall attendance score for many boys. Pupil voice showed they valued the opportunity and were able to reflect on how they had developed throughout the course.	Follow the progress of last year's participants and encourage them to reflect on and hold on to the skills learnt through mentoring new participants.
PP Parents Evening	All year groups	All	Raul Barros	All parents' evenings.	NA	Parents' Evening appointments were pre-booked for PP learners. All Pupil Premium Parents offered a PP Lead meeting at parents' evening. 1:1 Conversations with parents regarding PP requests, guidance, support or any other query that the parents may have.	Offer pre-booking of parents' evening appointments for PP learners. Promote more effective ways to advertise PP parents' evenings to all parents who have knowledge of when they are happening. Further support PP/SEN parents to engage with and

						Pupil Premium attendance at parents' evening rose by 12%.	maximise the use of the meetings with teachers.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Raising the Game	Bath Rugby
Brilliant Club - Scholars Programme	Brilliant Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Funding is used to provide a wide range of diverse mental health support at the school which includes:</p> <p>Mentoring Plus (6 x 1hr 1:1 sessions)</p> <p>Off the Record (6 x 30 minute counselling sessions 1:1 - focus on listening)</p> <p>Solution Focused Therapy (6-10 x 40-50 minute sessions - focused on self-empowerment).</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>22% of Services students required and accessed Off the Record.</p> <p>22% of Services students required and accessed Solution Focused Therapy</p> <p>The average attendance for Services students was 96.7%</p> <p>The average VA for Services Students was: +0.25</p> <p>The average VA for Services Students in actual GCSE results: +0.6</p> <p>100% of Services students attended at least 2 extra-curricular school clubs including:</p>

	Football, Rugby, Hockey and Duke of Edinburgh.
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