

Special Educational Needs and Disability and Pupil Premium Report to Governors - September 2021

Name of School: Beechen Cliff School

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PP Coordinators: Jimmy Wall and Raul Barros

Date of report: September 2021

Chair of Governors: Helen Eastwood

SEN Governor: Yet to be allocated due to changes to governors in September 2021

As part of their statutory duties, Governing bodies must publish information about and report on the school's policy on Special Educational Needs and Pupil Premium.

Inclusion at Beechen Cliff School

At Beechen Cliff School we strive to support all our pupils and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some pupils there are occasions when additional support may be needed to help them fully access the learning environment and achieve their targets.

Our aim in the Learning Support Centre is to equip pupils with the skills to become confident in the management of their special educational needs, to become independent learners with high aspirations and to achieve their potential.

Our aim as leaders of Pupil Premium is to remove any barriers to learning and ensure that all Pupil Premium learners achieve in line with other 'non-disadvantaged' pupils nationally and that they have full access to the rich extra-curricular provision on offer at Beechen Cliff School.

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SEND Register Data 2021-22

Year Group	Number on roll	%SEN					
		SEN Support K	%	E	%	Total SEN	% SEND
7	171	32	19%	0	0%	32	19%
8	175	23	13%	0	0%	23	13%
9	177	18	10%	4	2.3%	22	12%
10	184	18	10%	5	2.7%	22	12%
11	172	30	17%	5	2.9%	35	20%
Total	879	121	14%	14 (now 16)	1.8%	134	15%
12	230	13	6%	1	0.4%	14	6%
13	203	7	3%	1	0.5%	8	4%
Total all	1,282						

Analysis of Results:

Nationally, Special Educational Needs remain more prevalent in boys than girls. In June 2019 government statistics showed that 4.4% of boys and 1.7% of girls had an EHCP (E) plan. Similarly boys were almost twice as likely to be on SEN support - 15% compared to 8% of girls.

SEN support (K) is most prevalent among primary age pupils, before decreasing as age increases through secondary ages as intervention reduces the gap and enables progress. For EHC plans however, as age increases the percentage of pupils with EHC plans also increases, up to age 16, where nearly 4% of pupils have an EHC plan.

At Beechen Cliff 12% of the school as a whole (including 6th Form) or 16% for KS3 & KS4 (Y7 – Y11) are identified as having Special Educational Needs. This is 1% higher than the number identified last year. This is partly due to more rigorous processes for identifying SEND needs and partly due to Covid which has resulted in learning gaps from KS2-3 and greater concern from parents about their child's individual needs as a learner being recognised and met in the classroom.

National Picture: The Children and Families Act 2014 is clear that children and young people with special educational needs (SEN) should be educated in mainstream schools and other mainstream provision unless their SEND needs require more specialist provision. 11.1% of school pupils in England are identified as having SEN; 1.8% have more complex needs, requiring an Education, Health and Care Plan (EHCP). This means that 11.6% – some 992,000 pupils – receive SEN support through their mainstream school.

Comparing the national picture in England to Beechen Cliff School:

Beechen Cliff's SEN statistics are broadly in-line with the national picture for ALL secondary age mainstream pupils.

- Beechen Cliff has 4.9% more than the national figure for SEN within school at 16% compared to the *national figure of 11.1%, although it should be noted that boys make up 64.6% of all pupils with SEN support
- Beechen Cliff has fewer than the national figure for EHCPs within the main school at 1.6% with the national figure being 1.8%. It should be noted that two boys are awaiting EHCP needs assessment outcomes and that should these be successful, Beechen will have 1.8% EHCP and come in-line with National figures. Given that 73.1% of all pupils with an EHC plan are boys, Beechen has arguably fewer than average boys with EHCPs than the *national figure.

**Statistics above taken from:*

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Next Steps

- Further rigorous procedures for identification of need are required. Greater use of standardised assessments for all pupils on the SEN register with a learning gap will be used to identify severity of need, required intervention and progress made. including the use of CATs, GL Literacy assessments in Year 7, Accelerated Reader and Star Reading Tests at KS3.
- It is anticipated that Covid may lead to the identification of further learning gaps for some pupils with special educational needs. Further consideration needs to be given to how this will be managed and what additional support can be offered.
- An 'Achieve' catch-up curriculum for learners with significant learning gaps is now in place for Year 7 and 8 in 2021/22 to address the Covid learning gap and strengthen our catch-up curriculum at KS3. standardised assessments are now needed to support the creation of a personalised learning plan for these pupils.

SEND Data by Category 2021-22

Year Group	Number on SEN Register	SEN Codes									
		SEMH	%	SPLD	%	MLD	%	SLCN	%	PD/VI	%
7	32	11	34%	10	31%	6	19%	4	13%	1	3%
8	23	6	22%	11	48%	3	13%	3	13%	0	0%
9	22	5	23%	7	32%	3	14%	6	27%	1	5%
10	22	10	46%	5	23%	4	18%	2	9%	1	5%
11	35	7	20%	15	43%	6	17%	5	14%	2	6%
Total	134	39	29%	48	36%	22	16%	20	15%	5	4%
12	13	1	8%	7	54%	2	16%	1	8%	2	16%
13	8	1	11%	5	63%	1	11%	1	11%	0	0%
Total all	155	41	26%	60	39%	27	17%	22	14%	7	5%

Analysis of results

The number of pupils with a Specific Learning Difficulty at Beechen Cliff is significantly higher than that nationally for secondary age, mainstream pupils. This is possibly due to the socio-economic background of a large number of pupils at the school who have a privately obtained diagnosis of dyslexia (35) and a number of others with evident dyslexic type difficulties but no diagnosis and also that boys are 2-3 times more likely to have dyslexia than females. However, it is estimated that 10% of the UK population have dyslexia (4% severely). As tests are not routinely available through schools, the cost can prohibit many less affluent families from accessing a diagnosis.

The number of pupils with Social, Emotional and Mental Health Needs is also higher than the national figure for secondary age, mainstream pupils. This is possibly due to the high number of boys with an ADHD diagnosis who attend the school. Nationally, ADHD affects about 3-5% of children and is more common in males than females (4:1).

Next Steps

- SENDCo to disseminate knowledge from Post Graduate Certificate in Dyslexia to inform best practice for teaching pupils with dyslexia.
- Social Use of Language Intervention to be further developed in 2021/22 to reach more boys.
- Continue to make use of standardised assessments and professional reports to ensure that pupils' SEN needs are accurately identified and that the root cause of presenting difficulties is addressed rather than any resulting behaviour.
- SENDCo to work with Deborah Chalke, Public Health Nurse and Alex Dunbar, Hub Manager to deliver 'Understanding my ADHD' to all boys who would benefit from this self-awareness creating course.

PP Register Data 2021-22

	Number of Pupils	% of Pupils on Roll (7-11)	Including VI Form	National Statistics 7-11
Free School Meals (FSM)	75	8.4%	+4	18.9%
Ever 6	22	2.4%	+13	
FSM/Ever 6 total	97	10.9%	+17	
Services	11	1.2%	+0	0.8%
Child Looked After (CLA)	1	0.1%	+0	1.2%
Previously Looked After Child (PLAC)	2	0.2%	+0	

Context

The number of students in receipt of Free School Meals and Ever 6 at Beechen Cliff School is significantly lower than the national average. This means that each Pupil Premium student at Beechen Cliff School has a greater weighting on the academic progress figure than a Pupil Premium student in a school with a larger proportion. At Beechen Cliff School, the gap is further widened by the Socio-economic status of the students who are not in receipt of Pupil Premium. There is a large proportion of Students who could be considered "privileged" which is a stark contrast to the disadvantaged students. The cost of targeted support both in and out of the classroom can be more difficult when targeting a smaller number of students. We are working hard to address these areas.

Next Steps

- PP Coordinators to reiterate the “non-negotiables” with teaching staff, to ensure that PP strategies remain at the forefront of teachers' minds.
- PP Coordinators to publish posters containing information and strategies to key staff areas which further promote supporting Pupil Premium Students.
- Pupil premium Leads, along with Heads of Faculty/Subject to continue using academic data to highlight the key students requiring intervention and respond to these needs in a timely manner.
- Through the use of a noticeboard in the staffroom, Pupil Premium student’s individual progress is displayed along with key actions in place.
- To continue monitoring attendance and work with individual students to improve attendance when required.
- Continue to support Pupil Premium Students engagement in Extracurricular activities and maintain the high proportion of Pupil Premium students attending trips.
- Prioritise Pupil Premium students for early careers guidance.

National data taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/873936/2019_to_2020_pupil_premium_allocations_national_LA_PC_level_March_2020.xlsx

<https://drive.google.com/file/d/1kr03XfTH5My7WF9-Kf6WRZYrInwc-1yL/view?usp=sharing>

Exclusions for Pupils with SEND (2020-21)

2020-21						
Yr Group	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total number of exclusions	8	6	11	11	8	42
Total number of missed days	24	16	25.5	33	22	116
Number of repeat exclusions	0	1	1	4	1	6
SEN E	0	0	2.5 (23%)	0	2 (25%)	4 (10%)
SEN K	2 (25%)	0	2 (20%)	2 18%	1 (10%)	6 (14%)
2019-20						
Yr Group	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total number of exclusions	0	3	7 (5 pupils)	19 (13 pupils)	7 (6 pupils)	36 (27 pupils)
Total number of missed days	0	12	22	68	26	128
Number of repeat exclusions	0	0	2	4	1	7
SEN E	0	1	0	1	1	3
SEN K	0	2	2	4	1	9
2018-19						
Yr Group	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total number of exclusions	4 (2 pupils)	7 (pupils)	5 (5 pupils)	8 (7 pupils)	23 (12 pupils)	47 (23 pupils)
Total number of missed days	12	25	14	26	110	187
Number of repeat exclusions	1 (3)	1 (4)	0	1 (2)	19 (8)	22

	9 days	13 days		5 days	95 days	
SEN E	2	0	0	0	0	2
SEN K	0	1	3	1	3	8

Analysis of results

Fixed term exclusion data for pupils with Education, Health and Care Plans is in-line with the national average for all pupils but lower than that for boys nationally. The number of exclusions for SEND pupils without EHPS is lower than the national average. The new Exclusion Checklist 2020-21 contains four questions which probe whether SEND needs have been met prior to considering an exclusion. This means that a pupil cannot be excluded without prior consideration as to whether their behaviour was a result of unmet SEND needs.

2020-21

The numbers of exclusions was disproportionately high in terms 1-2 as a result of the school's non-negotiables borne out of the Covid risk assessment. Without access to a 'work room' or isolation space the school was left without option but to exclude pupils who breached covid safety rules or the school's main behaviour policy. Measures have been put in place since this to significantly reduce numbers of exclusions and a full time member of staff has been appointed to run the new isolation room, to be known as The Hub. The Hub has been a positive addition to the school's behaviour system to date. The focus is on restorative and reflective support resulting in reduced repeat issues. The number of SEND referrals to the Hub dropped from 45% of all referrals in its first two terms to 35% in the following terms. PP attendance also fell from 40% to 25%.

2019-20

Year 10 - 4 pupils account for 10 FTEs and 35 days. 1 pupil had 4 FTEs (13 days). This pupil now has a personalised TT and an EHCP to support his high needs. Interventions are in place for others to reduce further incidence. Total 36 for period 2019-20 with 39 for same period 2018-19.

2018-19

Year 11 accounts for 59% of all FTE days. 8 pupils account for 19 FTEs and 95 days.

It was recognised at a pastoral level that the needs of this year group were particularly high with several interventions in place to support these.

Comparing the national picture* in England to Beechen Cliff School:

The permanent exclusion rate (calculated as the total number of exclusions, divided by the total number of pupils (x100)) for SEN pupils with an education, health and care (EHC) plan is 0.15, and for pupils with SEN with no EHC plan (SEN support) is 0.32, compared to 0.06 for those without SEN.

The fixed period exclusion rate is higher also, at 16.11 for EHC pupils and 15.59 for SEN support pupils, compared to 3.57 for those not eligible.

Boys have more than three times the number of permanent exclusions, with 6,000 permanent exclusions, at a rate of 0.14 compared to 1,900 for girls in 2018/19 (0.05).

The rate of fixed period exclusions has risen for boys, from 7.23 to 7.55 and for girls from 2.83 to 3.08.

The rate of exclusion at Beechen Cliff remains below the national figure at 4.05 for SEN pupils (calculated as the total number of exclusions, divided by the total number of pupils (x100)) for the period September 2020 to January 2021.

*Data taken from:

<https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>

Next Steps

- The school's Public Health Nurse, Deborah Chalke will deliver further training for staff in supporting pupils with ADHD.
- The SENDCo, Joanna Blair and Hub Lead, Alex Dunbar will continue to support pupils with a diagnosis to understand how to manage their impulsivity and de-escalate when in a heightened state.
- It is recognised in school that additional staff training for staff whose behaviour management strategies for pupils with SEMH needs are not sufficient. Plans are in place for this for September 2021.

Exclusions for Pupil Premium (2020-21)

2020-21 (September-January)						
Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total Number of Exclusions (PP)	0	4	6	2	0	12
Total Number of Missed Days (PP)	0	6	8	4	0	17
Number of Repeat Exclusions	0	1	1	1	0	3
Total number of Exclusions (PP and Non-PP)	8	6	11	11	8	43
Percentage of exclusions which are PP	0%	66%	55%	18.2%	0%	25.6%

Analysis of results:

Pupil Premium Students are disproportionately excluded from school; Pupil Premium Students make up 11.5% of the student population at Beechen Cliff School. For Years 7 and 11 there were no exclusions and in year 10 the 2 exclusions for PP are accounted for by a single student. The key area to address is the exclusions served by Year 8 and 9 in 2021 which account for 83% of PP exclusions and 23% of all exclusions.

Comparing the national picture* in England to Beechen Cliff School:

Nationally, exclusion rates (number of fixed period exclusions as a proportion of the overall school population) are higher among Free school meal (FSM) eligible pupils

The fixed period exclusion rate is four times higher for PP learners with 13.76 for FSM eligible pupils, compared to 3.83 for those not eligible.

*Data taken from:

<https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>

Next Steps

- Identify repeat offenders and put a plan in for intervention.
- The SENCo is now part of the exclusion process. Careful consideration of whether an exclusion is the best course of action will lead to more suitable interventions for vulnerable learners.
- Liaise with the House team to promote positive conduct in Year 9 and 10.

Attendance (2020-21)

	All	PP	SEND EHCP	SEND K
Term 1	94.97%	92.30%	88.10%	94.80%
Term 2	95.40%	92.70%	90.20%	94.80%
Term 3	95.73%	93.00%	91.60%	94.90%
Term 4	95.73%	93.05%	92.60%	95.30%
Term 5	96%	93.40%	92.00%	95.20%
Term 6	96.08%	93.10%	93.00%	95.00%

Actions in place:

- JLB 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 EHCP pupils with significantly low attendance
- Pupil Premium Leads to meet with attendance officer fortnightly to monitor and impact on Pupil Premium attendance

KS3 Progress Data (2020-21)

	English		Maths		Science	
Year 7	*Residual	**EAP Difference	Residual	EAP Difference	Residual	EAP Difference
Whole cohort	-0.6	-0.1	0.38	-0.2	-0.05	-0.3
PP	-0.7	-0.1	0.50	-0.2	0.21	-0.2
SEN (EHCP)	N/A	N/A	N/A	N/A	N/A	N/A
SEN (K)	0.14	-0.1	-0.07	-0.7	-0.21	-0.8
	English		Maths		Science	
Year 8	Residual	EAP Difference	Residual	EAP Difference	Residual	EAP Difference
Whole cohort	0.10	0	0.38	0	-0.01	0
PP	0.23	0.1	0.05	-0.4	-0.36	-0.4
SEN (EHCP)	0.56	0.0	0.56	0.4	0.89	0.3
SEN (K)	-0.09		0.38		0.15	
	English		Maths		Science	
Year 9	Residual	EAP Difference	Residual	EAP Difference	Residual	EAP Difference
Whole cohort	0.03	0.2	0.16	-0.1	0.62	0.8
PP	0.36	0.2	-0.24	-1.2	0.57	0.6
SEN (EHCP)	0.93	0.7	-0.08	-0.3	0.19	1.0
SEN (K)	0.27	0.3	-0.24	-0.9	0.25	0.3

**residual is the difference between the outcome points score in the subject and the average score in all other subjects*

*** EAP is the Expected Attainment Pathway difference*

Analysis of results

When compared to their progress in other subjects:

- PP students underperforming in science (Yr 7)
- SEND K students underperforming in maths and science (Yr 7)
- SEND K students underperforming in English (Yr 7)
- PP students underperforming in science (Yr 8)
- SEND K students underperforming in English (Yr 8)
- PP, EHCP and SEND K students underperforming in maths (Yr 9)

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

Actions to improve outcomes:

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
- Two hours of additional maths support per fortnight to be given to key PP/SEND pupils in Year 9

KS4 Progress Data (2020-21)

By Subject

	English Language		Maths		Science	
Year 10	*Residual	**Subject Progress Index	Residual	Subject Progress Index	Residual	Subject Progress Index
Whole cohort	-0.35	-0.05	0.73	0.92	0.37	0.62
Non-PP	-0.33	0.02	0.74	1.00	0.30	0.67
PP	-0.24	-0.45	0.68	0.48	0.63	0.44
SEN (EHCP)	-0.47	0.23	-0.07	1.47	0.73	1.88
SEN (K)	-0.48	-0.47	0.67	0.86	0.30	0.55
	English Language		Maths		Science	
Year 11	Residual	Subject Progress Index	Residual	Subject Progress Index	Residual	Subject Progress Index
Whole cohort	-0.36	0.06	0.23	0.72	0.92	1.46
Non-PP	-0.39	0.09	0.27	0.78	0.96	1.57
PP	-0.15	-0.15	-0.07	0.29	0.69	0.90
SEN (EHCP)	-0.29	-0.10	-1.54	-0.15	-0.06	1.47
SEN (K)	-0.41	0.18	0.15	0.88	0.18	0.72

*Residual is the difference between the outcome points score in the subject and the average score in all other subjects

** Subject Progress Index shows how pupils have performed with others nationally (SISRA)

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)

*Action: *Provide scatter graphs at next review to show outliers*

Lockdown 3 SEND/PP Engagement Data (2020-21)

Overall		7	8	9	10	11	Whole school
Percentage	%1s	61	62	61	61	67	62
	%2s	32	26	29	26	23	27
	%3s	7	12	10	13	9	10
Pupil Premium		7	8	9	10	11	Whole school
Percentage	%1s	44	38	40	38	51	41
	%2s	45	33	36	36	33	36
	%3s	11	29	25	27	16	23
SEN	Year	7	8	9	10	11	Whole school
Percentage	%1s	54	57	40	48	68	52
	%2s	35	33	35	32	24	33
	%3s	11	10	25	20	8	15

(*1 = Fully, 2 = Partly, 3 = Not engaging in remote learning)

Analysis of results

- SEND/PP Engagement in Years 9-10 was a cause for concern
- PP engagement in Year 8 is a cause for concern

Actions

- Continued to spotlight non-engagers and the progress being made to engage them through weekly SEND updates circulated to all staff
- Continued to offer virtual and in school support to those not engaging
- Continued to promote use of weekly calls to PP learners by tutors (involve HOH for particularly hard to reach pupils)
- Considered mechanisms for catch-up for those who have not engaged when they return to school
- Captured a second set of data in Term 4 to monitor progress with engagement of vulnerable groups

Quality of Teaching and Learning for SEND/PP Pupils (2020-21)

Work scrutinies undertaken in 2021/22 showed that Teaching Assistants were being used effectively to support SEND students and allow them to access the full curriculum. 150 books were seen over the course of the year. Of those seen, 33 had TA support in their lessons and there was evidence of effective TA support/scribing in 87%. Progress was also evident in SEND pupils' books, with this being noted in 82%. There was some strong practice of green pen (pupil response to marking) which showed that SEND pupils are supported well in their learning by teacher feedback, though this area was not quite as strong, with green pen response being evident in 59% of books seen.

Lesson observations have seen progress in the consistent use of key words/learning objectives, seating plans and targeted questioning to support vulnerable pupils.

Actions In Place

- The GCSE curriculum provision for 2021 has been developed to include a third pathway to ensure needs are effectively met. This builds on the success of the reduced curriculum in Year 10 for pupils who require greater opportunities for over-learning. 13 pupils will benefit from this in 2021/22
- Timetable planning for 2021/22 has prioritised strong staffing for numeracy/literacy support groups
- improved staffing with a 0.5 English teacher and 0.2 maths teacher with dedicated SEND time

Next Steps

- Promote PP/SEND non-negotiables and check these are embedded into all lessons
- Work with faculties to support scheme of work differentiation
- Embed green (peer) and purple (self) pen feedback next year
- Improve expert support for literacy through the employment of a 0.5 English teacher within SEND
- Improve expert maths support – additional hours in SEN for a maths teacher next year (0.2)
- Devise 'Achieve Curriculum' for incoming Year 7 and lower ability Year 8 (focus on literacy and transferable learning skills)

SEND/PP Academic Interventions and Progress to Date: (2020-21)

Intervention	Year Groups	No of Pupils (PP)	Staff lead	Frequency (course dates)	Cost (based on 38 weeks)	Impact Report	Next steps
Support English Classes	Year 8	15	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 <i>for all</i> 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. Use low stake assessments to regularly check on knowledge and retention in 2021/22. Work with Literacy Lead, Mike Newell to further promote and support reading for pleasure outside of school.</p>
	Year 9	17	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 <i>for all</i> 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>	
	Year 10	8	J. Blair (SENDCo)	1 hr weekly (Sep-July)	£1,750	<p>10H - 6 out of 8 pupils in this intervention are meeting their 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.</p>	
Support Maths Classes	Year 9	14	D. Matthais and N. Smith (maths teachers)	2 hrs weekly (Sep-July)	£3,500	<p>The average VA for all students in this year group is -0.1</p> <p>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.</p>	<p>Baseline assessments in numeracy along with timetable tests to be used to monitor progress alongside the use of teacher assessments. Improved</p>

	Year 8	11	Y. DeGlanville and A. Hedger (Maths teachers)	2 hrs weekly (Sep-July)	£3,500	<p>The average VA for all students in this year group is 0.</p> <p>Both classes had a progress score above the average for all students with +0.25 and +0.67.</p> <p>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 appropriate topics which require support.</p>	<p>liaison between intervention teacher and maths teacher.</p> <p>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.</p>
	Year 10	7	A. King (Teaching Assistant)	1 hr weekly (Sep-July)		<p>The average VA for all students in this year group is +0.6</p> <p>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	R. Smith (TA) S. Skabraho va (TA)	10 hrs weekly		<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 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>	<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 support for Year 10 in 2021-22.</p>
Year 7 Reading Intervention	Year 7	10	M. MCwater	3hrs weekly	£2,500	5 out of 15 pupils made gains of at least 1 year in the first three months and graduated out of this	Improved liaison between intervention teacher and

			s (Teaching Assistant) and J. Blair (SENDCo)	(Nov-July)		intervention. Many of these students are now in an additional literacy intervention for Year 8 with a focus on higher order literacy skills. 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. . Pupil and parental engagement remained high throughout and this and staff will continue to promote the importance of this in Year 8.	classroom teachers to monitor impact outside of the intervention.
Touch-typing	Year 7-9	10	M. McWater s (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 Nesy Learning touch-typing data.
DoodleMaths online numeracy programme	Year 7-9	64	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	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><u>March update</u> Yr 11 English : 26/35 sessions: 74% Yr10 Chemistry: 6/12 sessions: 50%</p> <p><u>April update</u> Yr 11 English 3/6 sessions: 50% Yr10 Chemistry: 1/6 sessions: 16.7%</p> <p><u>July update (final)</u> 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/1PuBsqt7y1MDkXEoCkMe3Ks8eE9S5P0OT</p>	<p>To improve communication with Phd tutors regarding specific content covered during the NTP sessions.</p> <p>To work closely with parents and students in order to highlight the importance of attending the NTP sessions.</p> <p>Securing pupil engagement proved to be a challenge and it is hoped this will improve once pupils are back on site.</p> <p>To make sure pupils complete the final baseline assessment.</p>
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National Tutoring programme KS3	Year 9	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><u>March update</u> Yr9 English: 32/70 sessions: 46%</p> <p><u>April update</u> Yr9 English: 5 /11 sessions: 45.5%</p> <p><u>July update (final)</u> 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/1PuBsq7y1MDkXEoCkMe3Ks8eE9S5P00T</p>	<p>To improve communication with Phd tutors regarding specific content covered during the NTP sessions.</p> <p>To work closely with parents and students in order to highlight the importance and benefits of attending the NTP sessions.</p> <p>To make sure pupils complete the final baseline assessment.</p>
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Brilliant Club / The Scholars Programme	Year 9	9	R. Barros (PP Lead)	7 x 1hr weekly sessions		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. Final task: Essay written (1000-1500 words) marked by the Phd Tutor. Feedback has been given to pupils after final submission on 12th February. (See Appendix 1 / Sample)	Maintain close contact with pupils and parents despite covid-19 disruptions. Arrange on-site sessions to avoid pupils missing out on lessons. Consider mechanisms to secure better engagement from those invited to attend next year.
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Analysis of results

A range of interventions are in place which cover the full age range and focus on the key skills needed to access the wider curriculum.

It is evident that reducing the number of SEN/PP interventions has had a positive impact on outcomes. Covid 19 has meant that some interventions have had to be adapted or paused whilst pupils are off site. Wherever possible interventions have been adapted and continue to run.

Securing pupil engagement and attendance at off site/online interventions remains a barrier to outcomes. On site, teacher led interventions have led to better outcomes.

Next Steps

- Baseline assessments for KS3 in spelling and reading to be used to identify needs and monitor progress, alongside the use of teacher assessments.
- Improved liaison between intervention teachers and subject teachers needed to focus on pupil's individual areas of need.
- Further training for staff leading interventions to be provided.
- Continue to work with Local Trust schools to create tutoring programmes using staff across the schools.

SEND/PP Non-Academic Interventions and Progress to Date: (2020-21)

Intervention	Years	No of SEND Pupils	No of Pupils (PP)	Staff lead	Frequency (course dates)	Cost - per pupil, per intervention	Impact	Next steps
Mental Health Support through SFT, OtR and Mentoring Plus	7-13	E=5 K=27 (1 pupil accessing more than one service) Percentages of the total of those attending E:3% K: 24%	24 (1 pupil accessing more than one service) <u>Percentage of the total of those attending</u> PP: 21%	Susie Ingram, Clive Hall, OtR - Catherine Harrison, Clare Jones and Sarah Phillips Mentoring Plus - Mark de Lisser and Anna Brownell Solution Focused Training - Tara Gretton	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 Mentoring Plus One session per week - sessions continue throughout the year	<i>Sft, 10 session course: £160</i> <i>OtR, 6 session course: £60</i> <i>Mentoring Plus, 6 session course: £90</i>	120 pupils in total have accessed the school's mental health offer. The % of PP and SEND pupils accessing these services is strong. SEND represents 16% of the school roll but 24% of SEND pupils have accessed the service. 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 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.	Monitor data following intervention to collect quantitative progress evidence.
Prep Club after school	7-11	5	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	8	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 staff. The attendance of vulnerable learners on this programme has led to an increase of interest from learners who may not have previously thought it possible for them to complete such an award.	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.
Bath Rugby Programme (Raising the Game)	9	4 x PP 1 x PP (PLAC) 6 x PP + SEN <u>Total: 11 (up to 12)</u>		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	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

							<p>Pupil Premium attendance at parents' evening rose by 12%.</p>	<p>parents who have knowledge of when they are happening.</p> <p>Further support PP/SEN parents to engage with and maximise the use of the meetings with teachers.</p>
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VI form Progress Data (value added) (2020-21)

	Year 12	Year 13
Overall	-0.43	0.60
FSM Ever 6	N/A	N/A
Pupil Premium	-0.89	0.24
SEND E	-1.88	0.73
SEND K	-0.52	0.45

Engagement Scores in Lockdown

VI form engagement data showed very good engagement from SEN/non-advantaged learners during the lockdown periods. Only 3 of the 39 students with an engagement score of 3 were SEND/disadvantaged. Effective support was quickly put in place for these learners to secure engagement.

Analysis of results

- SEND/PP progress in VI form was strong in last year's Year 13 but shows a number of gaps in Year 12, now Year 13. One of the EHCP learners in Year 12 has chosen to retake the year for personal reasons and this decision has been highly successful to date.
- We were delighted when one of our VI form students with an EHCP was offered a place at Cambridge and achieved the grades to take up this offer - a real achievement and example of the inclusive practice at Beechen Cliff VI form

Next Steps

- Enhance staff awareness of and support for vulnerable learners in VI form
- Continue to work closely with VI form teachers to ensure needs are identified and supported as needed

