

Pupil Premium Strategy Statement 2022-23

School Overview

Detail	Data
School name	Beechen Cliff School
Number of pupils in school	891
Proportion (%) of pupil premium eligible pupils	12% (PP register)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1: 2021-22 Year 2: 2022-23 (<i>current year</i>) Year 3: 2023-24
Date this statement was first published	21.09.2021
Date this statement was last reviewed	21.09.2022
Date on which it will be reviewed	01.09.2023
Statement authorised by	J. Blair
Pupil premium leaders	J. Blair, J. Wall, T.Layton
Governor / Trustee lead	Neil McKim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,000
School Led Tutoring Premium (60%)	£16,200
Recovery Premium funding allocation this academic year (£276 per FSM/EVER6/LAC/PLAC)	£26,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£147,420

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
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-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>Suspension</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 suspension data and work with key pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve.</p> <p>PP pupil suspension 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: £78,568

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.</p> <p>(£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>	<p>1, 2, 3, 5 & 6</p>
<p>Dedicated PP Teaching Assistant in KS3.</p> <p>(£9,452)</p> <p>Increased to 2 x TAs in 2022/23</p> <p>£10,000</p>	<p>This model was used in 2020/21 and 2021/22 to support Year 7 and 8; tracking showed significant gains in reading and attendance for the groups supported.</p>	<p>1, 2 & 6</p>
<p>Literacy Lead promotes literacy, provides staff CPD and monitors and supports reading interventions.</p> <p>(£3,365)</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p>	<p>2 & 6</p>
<p>Numeracy Lead promotes numeracy provides staff CPD and monitors and supports numeracy interventions.</p> <p>(£5,200)</p>	<p>Numeracy is a key determiner for academic and success and financial competency in adult life.</p>	<p>2 & 6</p>
<p>Pupil Premium Leadership and Management</p> <p>The teacher in charge of SEND and the PP Leads work together to identify any staff who would benefit</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>3 & 6</p>

from further CPD to support the learning of vulnerable pupils (£16,551)	Staff who feel skilled and confident leading an intervention will see better progress from the children. 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.	
School Led Tutoring tutoring packages offered to Year 11 pupils to close learning gaps caused by Covid (£22,000)	"Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons." Our tuition is led by Beechen Cliff teachers/associated staff and linked back to their lessons. EEF	2, 6 & 7

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

Budgeted cost: £11,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Doodle Maths online numeracy package to be deployed to lower ability KS3 students This has been replaced with Times Table Rockstars for 2022/23 (£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. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	2 & 6

<p>Small group support literacy classes taught by English teachers (£5,000)</p>	<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>	<p>2 & 6</p>
<p>Mentoring Plus peer mentor programme in place for Year 7 and 8s (£1,700)</p>	<p>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.”</p>	<p>3</p>
<p>Homework and catch up support available after school through the library (£2,000)</p>	<p>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.”</p>	<p>5</p>
<p>1:1 pupil progress meetings between targeted Year 11 students and SLT mentors. (£2,500)</p>	<p>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 who they are, their barriers to learning and any</p>	<p>1, 3 & 6</p>

	strategies needed to meet their educational and emotional needs.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,381

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 wider barriers to learning, such as attendance and behaviour." Behaviour interventions strategy from the EEF teacher toolkit.	7
Heads of House and Tutors monitor and support the attendance, engagement and readiness to learn of PP pupils, (£4,920)		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	4

	<p>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.”</p> <p>Social Mobility Commission research.</p>	
<p>Equipment, uniform and subject supplies. (£9,000)</p>	<p>Removing potential barriers to participation increases attendance.</p>	5&7
<p>Other Support: Transport support, Breakfast club, Alternative provisions, Data Management, Finance Management, Technology. (£8,000)</p>	<p>Tracking and monitoring progress to implement interventions effectively.</p> <p>Removing barriers to participation increases attendance.</p>	4 & 7
<p>PP Recovery Premium: Pupil Premium Academic Mentoring (£16,000)</p> <p><i>(The remainder of this budget is spent on TA support at KS3.)</i></p>	<p>“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.</p>	1,3,6,7

Total budgeted cost: £ 146,689

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 2021 to 2022 academic year.

KS3 Progress Data (2021-22)

English

English Y7	*Y7 Aut	Yr7 Spr	Yr7 Sum
Cohort	-0.4	-0.4	0.2
Pupil Premium	-0.3	0	0.3

English Y8	Y7 20-21	*Yr 8 2022	Yr8 Spr	Yr8 Sum
Cohort	-0.6	-1	-0.9	0
Pupil Premium	-0.7	-0.8	-0.6	0.1

English Y9	Y7 19-20	Y8 20-21	*Yr9 2022	Yr9 Spr	Yr9 Sum
Cohort	0	0.1	-0.8	-0.5	0.2
Pupil Premium	-0.1	0.2	-0.4	0.1	0.9

**Note that changes to school systems for data in 2021/22 means that reporting moved from a six point scale to a nine point scale. In addition to this, targets which were previously benchmarked against the adjusted FFT 20 are now benchmarked against data which will result in a progress 8 score of +0.3 at GCSE.*

Commentary:

- KS3 progress in English is secure across all sub-groups.
- Literacy interventions at KS3 have proven effective in reducing the reading gap.

Actions:

- Continue to closely monitor the performance of individuals and provide support where needed.

Maths

Maths Y7	*Y7 Aut	Yr7 Spr	Yr7 Sum
Cohort	0.2	-0.4	-0.1
Pupil Premium	-0.3	-0.8	-0.5

Maths Y8	Y7 20-21	*Yr8 Aut	Yr8 Spr	Yr8 Sum
Cohort	0.38	0	0.3	0.2
Pupil Premium	0.5	0.1	0.3	0.2

Maths Y9	Y7 19-20	Y8 20-21	*Yr9 Aut	Yr9 Spr	Yr9 Sum
Cohort	0.3	0.38	-0.4	-0.5	-0.3
Pupil Premium	-0.4	0.05	-0.6	-0.7	-0.8

** Note that changes to school systems for data in 2021/22 means that reporting moved from a six point scale to a nine point scale. In addition to this, targets which were previously benchmarked against the adjusted FFT 20 are now benchmarked against data which will result in a progress 8 score of +0.3 at GCSE.*

Commentary:

- Year 7 progress in maths is below target in all sub-groups.
- Year 8 progress in maths is secure for all sub-groups.
- Year 9 progress in maths is not secure for PP (this figure relates to 3 learners and when removed this would take the figure to -0.17).

Actions:

- An additional hour of numeracy has been added for Year 8 Achieve in 2022/23 to address the gap noted in Year 7.
- Targeted intervention is planned for all PP learners in Year 9 who are below target.
- Targeted support for Year 10 Pupil Premium learners with a gap is in place

Science

Science Y7	*Y7 Aut	Yr7 Spr	Yr7 Sum
Cohort	-0.1	0	0
Pupil Premium	-0.9	-0.4	0

Science Y8	Y7 20-21	*Yr8 Aut	Yr8 Spr	Yr8 Sum
Cohort	-0.06	-0.4	-0.4	-0.1
Pupil Premium	-0.14	0	-0.4	-0.2

Science Y9	Y7 19-20	Y8 20-21	*Yr9 Aut	Yr9 Spr	Yr9 Sum
Cohort	0.09	-0.01	-0.1	-0.5	-0.5
Pupil Premium	-0.42	-0.41	0	0.1	-0.3

**Note that changes to school systems for data in 2021/22 means that reporting moved from a six point scale to a nine point scale. In addition to this, targets which were previously benchmarked against the adjusted FFT 20 are now benchmarked against data which will result in a progress 8 score of +0.3 at GCSE.*

Commentary:

- Year 7 progress in science is secure in all sub-groups.
- Year 8 progress in science is just below for Year 8 (this figure relates to 1 learner and would be +0.38 with this pupil removed).
- Year 9 progress in science is not secure for PP (this figure relates to 1 learner and would be +0.13 with this pupil removed).

Actions:

- Learning Walks to focus on engagement and attention from Pupil Premium learners.

KS4 Progress Data (2021-22)

Year 10

	English Language		Maths		Science
Year 10 (WTG)	VA	**Subject Progress Index	VA	Subject Progress Index	VA
Whole cohort	-0.6	1.02	-0.5	0.9	1.52
Non-PP	-0.5	1.06	-1	0.52	1.55
PP	-0.9	0.71	-0.6	0.85	1.27

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

Commentary

- Yr 10 PP progress shows under performance against target grades but positive progress when compared to national outcomes

Actions

- Targeted support through School Led Tutoring, attendance monitoring and Academic Mentoring to close this gap into Yr11
- Vulnerable groups to be a key focus of Learning walks, Book Looks and other monitoring
- Close monitoring of progress data through in class assessments and mocks

Year 11 2021/22 Headlines (based on 2019 SISRA datasets)

	2022 Targets	2022 Results*	2022 PR3 LtA	2019 Results	2021 Results (TAGs)	Update using SISRA 2022 DC*
Overall P8 (PP P8) [SEND P8]	0.3 (0.1)	0.48 (-0.4) [0.4]	0.77 (-0.09) [0.6]	0.12 (-1.2) [-0.06]	0.78 (+0.47) 0.47 [0.91]	0.32 (-0.57) [0.22]
P8 English (PP P8 Eng) [SEND P8 Eng]	0.2 (0.0) [0.1]	0.21 (-0.7) [-0.1]	0.33 (-0.08) [0.18]	-0.10 (-1.13) [-0.18]	0.35 (0.10) [0.60]	0.04 (-0.90) [-0.24]
SISRA P8 Maths (PP P8 Maths) [SEND P8 Maths]	0.6 (0.2) [0.4]	0.6 (-0.1) [0.6]	0.50 (-0.13) [0.51]	0.20 (-0.86) [0.22]	0.81 (0.36) [0.86]	0.47 (-0.26) [0.46]
SISRA P8 E Bacc (PP P8 E Bacc) [SEND P8 E Bacc]	0.6 () []	0.7 (-0.2) [0.6]	1.27 (0.35) [0.88]	0.47 (-0.90) [0.51]	1.20 (0.64) [0.89]	0.53 (-0.41) [0.41]
SISRA P8 Open (PP P8 Open) [SEND P8 Open]	0.3 () []	0.4 (-0.6) [0.3]	0.75 (0.10) [0.65]	-0.15 (-1.70) [-0.72]	0.56 (0.14) [1.18]	0.20 (-0.71) [0.19]

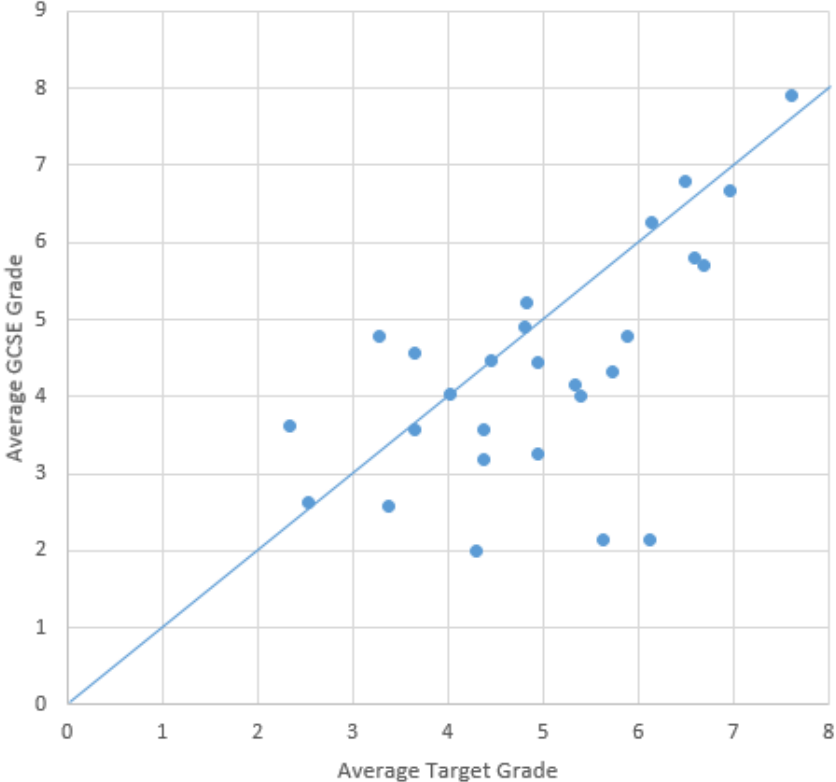
***2022 P8 scores will change once all data has been reviewed and national datasets released.**

2022 Headlines figures based on SISRA 2022 Data Collaboration using Scaled Scores. 1300 schools opted in including 240,000 students.

Commentary

- Yr 11 PP progress shows a reducing gap when compared to 2019 data and improved progress when compared to all
- The scatter graph below shows the majority of PP learners fit the trend with a few significant outliers although more pupils are below the line than above it.

Year 11 PP GCSE Results



A student on the line is meeting their target grade on average.

SEND/PP Academic Interventions

Literacy and Numeracy Support Groups (Summer MRA)

Maths	8X	8Y	9X	9Y	10B3	10B2	11B4
Support VA	-0.3	0.1	0.3	0.5	-3	-1.5	0.8
VA*	-0.4	-0.3	-0.2	-0.5	-3	-2.2	0.1

English	8	9	10	11
Support VA	-0.1	1.8	-2.4	0.2
VA*	0	0.2	-2	0.4

Commentary

- These intervention groups are having a positive impact on pupil progress in maths and English with the exception of Yr10 progress which, when compared to the progress of all pupils, is significantly lower

Actions

- Further targeted intervention is needed for Year 11 2022/23 both in their support lessons and main classes.
- Overall attendance for vulnerable groups is impacting progress and this also remains a priority
- PP Leads to work closely with class teachers and support class leads to ensure any remaining gaps are closed

**Maths is setted by ability so VA row is the class which contains the support group students. English is mixed ability so VA row is the whole cohort.*

Reading Interventions

Reading interventions were delivered through the above literacy intervention groups and by the schools Literacy Lead, Mike Newell. Year 7 pupils who participated in the phonics intervention, Read Write Fresh Start made an average gain of at least 9 months progress in 6 months with an average gain of 1.6years over the course of the 10 month intervention. The focus on reading/phonics continues for those with a gap whilst wider literacy is now a focus for the remainder.

All new pupils to the school now take the GL assessment, New Group Reading Test. This is used to identify any potential reading difficulties and those with a reading age of two or more years below chronological age are assessed by the SENDCo to identify the appropriate support that is needed.

INSET and staff meeting training has ensured all staff are aware that we are building a reading culture and have strategies to develop reading and vocabulary at their disposal. Staff have a basic understanding of phonics for supporting weaker pupils. All staff are aware that we are building a reading culture, that they are expected to promote reading in lessons and have strategies to do so. Teaching and learning briefing held on 23/09 on building a reading culture, held by Mike Newell, Literacy Lead.

Actions:

- SENDCo to ensure NGRT is used for all new joiners.
- SENDCo to monitor reading intention for all boys with a reading gap
- SENDCo to work with Bath Rugby to launch Rugby Reading Partners
- Literacy Lead, Mike Newell to work with Heads of House to develop reading partners as part of the tutor programme

Touch Typing

In 2021/22 15 pupils participated in a touch-typing intervention and 11 of these graduated out with speeds and accuracy which has enabled them to use this as an effective means of recording. Those who have not yet graduated will continue to receive support in 2022/3.

Actions:

- Record of all laptop users (currently 52) to be carefully monitored to ensure this is working effectively as a system
- Ensure staff are informed and able to support laptop users through the sharing of documents on Google Classroom

Speech and Language

Speech and Language support is provided fortnightly by a qualified Speech and Language Therapist, Sorcha Murphy. Last year 10 boys had regular support from the SLIP therapist as part of their EHCPs. 15 boys were assessed as part of identifying needs and appropriate strategies to support. Social Communication groups were also delivered by the SLIP therapist. These have been successful in supporting boys with social communication difficulties.

The SLIP therapist has now been commissioned on a weekly basis for 2022/23 to allow us to expand our assessment and support in this area.

VI form Progress Data (value added)

	Year 12 (2020/21)	Year 13 (2020/21)	Year 12 (2021/22)	Year 13 (2021/22)
Overall	-0.43	0.60	-0.31	-0.15
Pupil Premium	-0.89	0.24	-1.34 (7)	-0.20

Analysis of results

- Disadvantaged student progress was +0.2 in 2019. In 2020 and 2021 there was no national data.
- In 2022 disadvantaged student progress (compared with 2019 national data) was not significantly different to that of the rest of the cohort.

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
- Schemes of learning are being improved to ensure appropriate scaffolding and support are in place for those who require it
- Mentoring led by the Sixth Form leadership team supports students who require it
- Study Skills courses have been added to the curriculum to ensure students are well supported and have good independent study skills.

PP Register Data 2022-23

	Number of Pupils	% of Pupils on Roll (7-11) <i>(874 on roll)</i>	National Statistics 7-11
Free School Meals (FSM)	77	8.8%	26.5 %
Ever 6	12	1.4%	
FSM/Ever 6 total	89	10.2%	
Services	10	1.1%	1.1 %
Child Looked After (CLA)	1	0.7%	0.7 %
Previously Looked After Child (PLAC)	5		
Total	105	12%	

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

- “Non-negotiables” continue to be promoted and monitored through learning walks.
- Learning Mentor to support key Pupil Premium underachievers in KS4.
- Pupil Premium Leads, along with Heads of Faculty/Subject to continue to use academic data to highlight the key Pupil Premium students requiring intervention and respond to these needs in a timely manner.
- New Pupil Premium Lead to work weekly with the school’s Attendance Officer and to improve attendance where required.
- Pupil Premium Leads to continue to promote and monitor 20% Pupil Premium engagement in Extracurricular activities.
- Pupil Premium students are prioritised for early careers guidance ensuring a Year 10 appointment is given to all PP students.
- All Pupil Premium Year 11 to be offered the opportunity to visit local Post 16 provisions in terms 5-6 of Year 10 and Term 1 of Year 11.

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>

[2021-22 PP National LA PC Tables -Nov 21 -v2 - suppressed.xlsx \(live.com\)](#)

Suspensions

Suspension rate (Year 7-11)	2017-18	2018-2019	2019-2020	2020-2021	2021- 2022
Total Suspensions	42	47	36	48	37
Total on roll	923	921	904	889	877
Suspension rate	5.1	5.1	5.1	5.4	4.2

Suspensions for Pupil Premium Pupils

Suspension proportions - PP	2017-18	2018-2019	2019-2020	2020-2021	2021- 2022
Total No of PP suspensions		17	8	9	17
Total No of suspensions		47	36	48	41
% of Suspensions - PP		36.2	22.2	18.8	41.5

Analysis of results for 2021/22

The overall suspension rate at Beechen Cliff has declined compared to national rates which showed an increase of 17% in 2020/21.

A key focus area for 2022/23 is the proportion of vulnerable pupils receiving a suspension from school.

2020-21

The numbers of suspensions was disproportionately high in terms 1-2 as a result of safety related non-negotiables borne out of the Covid risk assessment. Pupils who breached covid safety rules were excluded to ensure the safety of all those on site.

In 2021/22 a full time member of staff was appointed to run the new isolation room, 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:

Nationally, boys continue to have more than three times the number of permanent exclusions and pupils who are SEND and/or Pupil premium are disproportionately excluded.

Nationally, the permanent suspension rate for pupils eligible for FSM is around four times higher than for those not eligible. The suspension rate for pupils eligible for FSM is three and a half times higher than for those not eligible.

Nationally, the permanent exclusion rate for pupils with an education, health and care (EHC) plan is two and a half times higher than for those without SEN and is five times higher for those on SEN support. The suspension rate for pupils with SEN and EHC plans is more than four times higher than for those without SEN.

Therefore, although there is a higher number of SEND/PP boys who are suspended at Beechen Cliff when compared to figures for all, our figures are below the national average for suspensions of pupils with SEND and those eligible for FSM.

*Data taken from:

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

Next Steps

- We are aware of the need to more effectively support children with SEMH and this is reflected in the SIP for 2022/23
- A second Conduct Support Officer has been appointed to work two days in 2022/23 to support SEMH needs.
- Identify repeat offenders and put robust plans in for intervention (addressed in SIP with 3 x yearly checks).
- Two ELSAs have been trained in school and will begin intervention support in 2022/23.
- 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 2022/23.

Attendance (2020-21)

	All	PP
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%

Attendance (2021-22)

	All	PP
Term 1	94.25	91.10
Term 2	93.04	87.65
Term 3	92.6	86.8
National *	91.0	86.4
Difference from National	+1.6	-0.03
Difference from National All	+1.6	-3.8
Term 4	91.5	86.7
Term 5	91.80	86.99
Term 6	91.4	84.5
National *	90.6	85.8
Difference from National	+0.8	-1.4
Difference from National All	+0.8	-6.1

- *Final data taken from FFT Aspire on 8th August 2022*

Commentary:

- PP attendance shows a disproportionate number of PP pupils had covid when compared to national and the rest of the school. PP attendance is below national averages in all areas and needs rigorous action/support in 2022/3.

Next Steps:

- Whole school attendance and monitoring systems to be reviewed in 2022/23
- Attendance Officer, Heads of House and Pupil Premium Leads to target pupils with persistent absenteeism who are Pupil Premium
- Improved liaison between Attendance Officer and Child Missing Education Officer
- Weekly attendance reports to be issued to tutors with interventions in place for those at risk of persistent absenteeism
- School further developing Attendance Procedures to ensure clarity on roles and actions to be taken at different stages of attendance concerns

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?	Funding is used to provide a wide range of diverse mental health support at the school which includes: Mentoring Plus (6 x 1hr 1:1 sessions) Off the Record (6 x 30 minute counselling sessions 1:1 - focus on listening) Solution Focused Therapy (6-10 x 40-50 minute sessions - focused on self-empowerment).
What was the impact of that spending on service pupil premium eligible pupils?	22% of Services students required and accessed Off the Record. 22% of Services students required and accessed Solution Focused Therapy

	<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: Football, Rugby, Hockey and Duke of Edinburgh.</p>
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Key Priorities for Academic Year 2022-23

Target Area

PP Progress

Reduce the progress gap between disadvantaged and non-disadvantaged pupils to 0.0

Key areas from 21/22:

- Yr11 core
- Yr 10 science
- Yr10 maths
- Yr9 science
- Yr8 maths

Reading

Ensure all pupils are equipped with the reading skills required to access the curriculum and to build cultural capital.

Ensure pupils with a reading gap make rapid progress to close the gap.

Reading target for PP students: All students to be reading at or above their chronological age by the end of year 9.

SEND/PP Presentation of Pupil Work/Marking and Feedback

Improve the presentation of pupil work at both KS3 and 4 along with the quality of marking, feedback and assessment.

suspension

Reduce suspension rate of vulnerable groups

Attendance

Ensure PP/SEND attendance meets the school target of 95%+

Extra-Curricular

Ensure all pupils benefit from a rebuilt and enhanced extra-curricular programme (vulnerable groups to make up at least 20%)

Parental Engagement

Ensure good progress and personal development for all vulnerable pupils and high levels of family engagement with school/education

Attendance at parents evening of parents of pupils in receipt of pupil premium to match or exceed the attendance of the rest of the cohort.