



BEECHEN CLIFF

Barriers to Learning for Pupil Premium Pupils 2022/23

Pupil Premium pupils may encounter greater barriers than other pupils; pupils in receipt of pupil premium in England achieve lower than their peers. The Pupil Premium funding is spent on a variety of resources, which help identify and remove barriers to learning limiting pupils' progress. The key barriers of low attendance, limited aspiration and opportunity for enrichment are all focus areas to enhance pupil engagement and end a situation where disadvantaged pupils do not achieve in line with their peers. The barriers faced by Pupil Premium pupils at Beechen Cliff School are outlined below within six categories:

1. Readiness for Learning & Engagement
2. Safeguarding
3. Behaviour
4. Low Aspirations
5. Attendance
6. Academic

Improving the attainment and progress of vulnerable children and those from disadvantaged backgrounds is a key priority for Beechen Cliff School. The needs of each pupil are identified and assessed, ensuring that any academic or social barriers they have in their learning and progression are overcome. Whilst individual pupils have their own Personalised Education Plan within school to which staff can refer, some of the key barriers faced are outlined below.

1. Readiness for Learning & Engagement

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils are fully equipped for lessons.	<ul style="list-style-type: none">• Each Pupil has an individual allowance to buy necessary equipment throughout the year.• Pastoral teams regularly check equipment and request replenishments where required (GCSE pupil equipment is checked prior to all mock and external examinations).• All pupils are issued with all desired subject specific resources (eg. Art packs, cameras, food technology ingredients).	<ul style="list-style-type: none">• Every PP pupil has the required equipment for daily learning.• pupils are regularly checked and supported in replenishing equipment• pupils are fully prepared for internal & external examinations.
PP pupils wear the school uniform.	<ul style="list-style-type: none">• Pastoral teams and PP lead work with parents to ensure uniform is correct and replenished as required.	<ul style="list-style-type: none">• Each PP pupil is properly dressed and wears the correct school uniform.

		<ul style="list-style-type: none"> Financial barriers to uniform which may affect attendance are removed
All PP pupils have access to subject material and reading books.	<ul style="list-style-type: none"> All pupils are fully equipped with revision guides and reading books (this includes all revision materials for GCSE subjects being studied at KS4 and English, Mathematics and Science at KS3). 	<ul style="list-style-type: none"> Pupils are able to access their chosen curriculum fully and are well supported in their studies across KS3 and KS4.
PP Pupils have access to food and drink at school.	<ul style="list-style-type: none"> For FSM pupils, the biometric systems and 'Parent Pay' avoid sensitivity over accessing food in the school refectory. Breakfast is available for pupils via cashless catering at morning Breakfast Club. Breaktime snacks are available to those in need 	<ul style="list-style-type: none"> Pupils confidently and confidentially access the refectory throughout the day. Pupils use their FSM entitlement to ensure they are fuelled and ready to learn.
PP pupils have access to IT and online resources at home.	<ul style="list-style-type: none"> Laptops are available for loan by request. Tutors monitor trends in homework submissions of PP pupils within their subject. Phone calls are made to parents of PP pupils to ensure pupils have adequate IT access at home. 	<ul style="list-style-type: none"> Pupils complete homework to a standard in line with their peers A decrease in logged events of non-completion of homework.
PP pupils attend educational visits, represent the school in sport fixtures and are involved in extra-curricular and performing arts activities.	<ul style="list-style-type: none"> Places reserved for PP pupils ahead of the trip being advertised to all. Educational and curriculum trips are subsidised via the 'parent pay'. Heads of Faculty & Pupil Premium coordinator contact parents to ensure they are aware of payment options to maximise PP participation. Director of Sport, outdoor leaders, Heads of Faculty and tutors encourage and support PP pupils to take part in trips, sport, outdoor education, performing arts and extra-curricular activities 	<ul style="list-style-type: none"> PP pupils have access to all educational visit opportunities on offer. Increased involvement of PP pupils in sport fixtures (PP target involvement >20%). Increased involvement of PP pupils in outdoor education, performing arts and extra-curricular activities (PP target involvement: >20%).

2. Safeguarding

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils feel safe at Beechen Cliff School and part of the school community.	<ul style="list-style-type: none"> All pupils have a tutor and are part of a 'House'. Heads of House regularly monitors progress and updates the PP coordinator on a termly basis. Progress of pupils is monitored by the PP coordinator. 	<ul style="list-style-type: none"> Pupils feel part of their House and tutor group – a 'family' unit. Pupils are confident around the school site and have a sense of ownership and belonging.

	<ul style="list-style-type: none"> All pupils meet with their tutor during their first term. 	<ul style="list-style-type: none"> PASS assessments show pupils feel safe at school.
PP pupils experiencing personal issues or 'adverse childhood experiences'	<ul style="list-style-type: none"> Staff trained in 'Solution focused practice' Heads of House/Tutors share appropriate information with relevant staff (including strategies to support pupil's individual needs). SfT, OTR and MP therapies/support offered to all PP pupils. Attendance and engagement with this is monitored. 	<ul style="list-style-type: none"> Staff are aware of individual pupils' barriers and utilise appropriate strategies to ensure success. A wide and personalised range of mental health support is available. Therapies improve overall wellbeing, attendance and progress.
PP pupils build positive relationships with all members of the school community.	<ul style="list-style-type: none"> Tutors and Heads of House monitor friendships and social groups. PP pupils prioritised for 'Peer Mentoring Programme'. PP pupils supported and encouraged to attend the school's rich extra-curricular offer. 	<ul style="list-style-type: none"> Pupils quickly form positive relationships with peers and staff alike. PP pupils feel comfortable approaching staff about their problems.

3. Behaviour

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
<p>Disengagement in learning.</p> <p>Breach of the School's code of conduct in unstructured times.</p>	<ul style="list-style-type: none"> There is regular contact between Pastoral/SEND (where required) teams and parents to promote and maintain high standards. Learning walks focus on the engagement and inclusion of PP pupils. Pupils with identified needs in this area are prioritised for personal tutoring to discuss 'barriers to learning' in and out of the classroom and are supported to resolve these issues. Good behaviour is celebrated and rewarded through the schools 'positive' system (vouchers are presented to pupils with the most positives in each term). The Pupil Premium Lead has regular contact with the parents of PP pupils to ensure that they understand how they can support their child's engagement and progress in school. 	<ul style="list-style-type: none"> There are clear boundaries and expectations throughout all aspects of the school. PP pupils behave well around the school site. Parents of PP pupils engage in, and have a positive impact on their child's behaviour and progress.

4. Low Aspirations

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
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PP pupils with low self-esteem and self-belief.	<ul style="list-style-type: none"> • Tutors monitor the progress of pupils. • Pupils are encouraged to achieve the school's four values (aspiration, compassion, independence and respect.) • PP engagement in the Character/Community programme is monitored, and support given when required. 	<ul style="list-style-type: none"> • Pupils have three examples of each character strength. • PP pupil voice shows they are happy in school and have high aspirations.
PP pupils have low expectations and sense of accomplishment.	<ul style="list-style-type: none"> • School contacts PP pupil parents prior to parents evening to encourage attendance and offer pre-booked appointments. • PP pupils are prioritised for careers mentoring. • Teachers are encouraged to notice and name good learning behaviours and outcomes for PP pupils. 	<ul style="list-style-type: none"> • Target of 100% attendance of PP parents at parent's evenings. • Pupils can identify their personal skills and qualities'. • Pupils speak highly of their achievements and accomplishments.
PP pupils have low aspiration regarding their future and Post-16 options.	<ul style="list-style-type: none"> • Pupils are prioritised for personal tutoring by tutors. • Pupils are prioritised for Careers advice with an independent careers advisor in Years 9, 10 and 11. 	<ul style="list-style-type: none"> • Pupils have a target and plan for when they leave school which they can aspire to and work towards.

5. Attendance

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils attend school with good-excellent attendance	<ul style="list-style-type: none"> • Excellent/Good attendance is celebrated. • PP Leads and Pastoral team are aware of individual needs and follow a set of non-negotiable standards directly relating pastoral support and attendance. • PP Leads monitor and intervene with attendance fortnightly. • BaNES Children Missing Education officer attends school regularly to offer advice and support to Deputy Heads of house. • Breakfast club, bus passes and transport support is offered to pupils with poor attendance or punctuality. 	<ul style="list-style-type: none"> • Target PP overall attendance >95%. • PP pupils with good attendance will access the curriculum and therefore be making desired progress.

6. Academic

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils can access the learning in every lesson.	<ul style="list-style-type: none"> • All staff are aware of individual needs of PP pupils and follow a set of non-negotiable standards directly relating to the teaching and learning of vulnerable and disadvantaged pupils. • PP Pupils in years 10-11 may access extract Maths and English lessons, taught by experienced teachers to secure achievement in these key core subjects • Pupils will be targeted to school and Trust wide Tutoring Programmes • Targeted PP pupils can access the DoodleMaths program for online numeracy intervention at Ks3. 	<ul style="list-style-type: none"> • Teaching of vulnerable and disadvantaged pupils is good to outstanding across the school (examples of effective practise are shared amongst staff). • All PP learners achieve at or above their target grades. • Progress score of 0.0 achieved by PP pupils.
PP pupils have confidence in their literacy ability.	<ul style="list-style-type: none"> • Small group intervention delivered by experienced teachers within the English faculty (these lessons focus on exam technique and English Language (pupils are prioritised on forecast negative progress 8 scores). • Pupils identified as having significant SPAG concerns are provided with literacy support workbooks. • Literacy coordinator and librarians ensure active participation in literacy-based activities and the ability to access age and ability appropriate texts. • Pupils with identified weaknesses in foreign languages have timetabled bespoke literacy support in Foreign Language and Literacy lessons (taught by the SENDCo and literacy specialists). 	<ul style="list-style-type: none"> • PP pupils show significant improvements in literacy and therefore can access the full curriculum. • Pupils are working on their target in all subject areas. • PP pupils will have a reading age that is at or above their chronological age by the end of Year 9.
PP pupils have confidence in their numeracy ability.	<ul style="list-style-type: none"> • Small group intervention delivered by experienced teachers within the Maths faculty (these lessons focus on numeracy key skills and support topics on the main curriculum.) (pupils are prioritised on forecast negative progress 8 scores). • Pupils with identified weaknesses in numeracy have timetabled bespoke numeracy support (taught by maths specialists). 	<ul style="list-style-type: none"> • PP pupils show significant improvements in numeracy and therefore can access the curriculum. • Pupils are working on their target in all subject areas. • PP pupils show improved scores on the repeated key skill starter tests.
PP pupils complete homework and are well prepared for assessments	<ul style="list-style-type: none"> • PP pupils are encouraged to attend Homework support (every day in the library from 3.20-4.20pm). 	<ul style="list-style-type: none"> • Homework completed more consistently and to a better standard (in line with their

	<ul style="list-style-type: none"> • All pupils are fully equipped with revision guides and reading books (this includes all revision materials for GCSE subjects being studied at KS4 and English, Mathematics and Science at KS3). • Laptops are available for loan by request so pupils have access to online learning at home. 	<p>peers) across the curriculum thus securing knowledge.</p>
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