

Pupil Premium Strategy Statement

School Overview

Detail		Data	
School name		Beechen Cliff School	
Number of pupils in school		862	
Proportion (%) of pupil premium eligible pupils		12% (PP register)	
Category	Number of Pupils	% of Roll (862 on roll)	National Statistics
Free School Meals (FSM)	87	10%	26 %
Ever 6	7	8%	
FSM/Ever 6 total	94	11%	
Services	8	1%	1 %
Child Looked After (CLA)	0	1%	1 %
Adopted (PLAC)	5		
Total	107	12%	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)		Year 1: 2021-22 Year 2: 2022-23 Year 3: 2023-24 <i>(current year)</i>	
Date this statement was first published		01/09/21	
Date this statement was last reviewed		05/10/23	
Date on which it will be reviewed		01/09/24	
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	£111,688
School Led Tutoring Premium (50%)	£6,750
Recovery Premium funding allocation this academic year (£276 per FSM/EVER6/LAC/PLAC)	£28,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£147,418

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>

	Pupil voice shows increased confidence and enjoyment in mathematics.
<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	Tweaks since 21/22
<p>Heads of Faculty closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners or below that of their expected attainment pathway. (£12,000)</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Heads of faculties promote positive engagement and teaching strategies with Pupil Premium Students.</p> <p>Heads of faculties track PP students progress and liaise with PP leads to help signpost needs for targeted intervention. “Evidence consistently shows the positive impact that targeted academic support can have.”</p>	1, 2, 3, 5 & 6	
<p>Dedicated PP Teaching Assistant in KS3. (£9,452)</p>	<p>This model was used 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>	1, 2 & 6	<p>Increased to 2 x TAs in 2022/23 £10,000 2023/24</p>

			£20,000 allocated for TA support.
<p>Literacy Lead promotes literacy, provides staff CPD and monitors and supports reading interventions. (£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>	2 & 6	£4,052 with on-costs
<p>Numeracy Lead promotes numeracy provides staff CPD and monitors and supports numeracy interventions. (£5,200)</p>	<p>Numeracy is a key determiner for academic and success and financial competency in adult life.</p>	2 & 6	This is now JWA's post as Numeracy intervention teacher in tutor time.
<p>Pupil Premium Leadership and Management The teacher in charge of SEND and the PP Leads work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils (£16,551)</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. 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.</p>	3 & 6	

<p>School Led Tutoring tutoring packages offered to Year 11 pupils to close learning gaps caused by Covid (£22,000)</p>	<p>"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</p>	<p>2, 6 & 7</p>	<p>Amount has been reduced each year.</p> <p>In 2023/24 this is £6,750 from grant and the school contribution will be £6,750</p>
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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	Tweaks since 21/22
<p>Doodle Maths online numeracy package to be deployed to lower ability KS3 students (£540)</p>	<p>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.</p>	<p>2 & 6</p>	<p>This has been replaced with Times Table Rockstars and Numeracy Ninjas for 2022/23 and 2023/24</p>
<p>Small group support maths classes taught by Deputy SENDCo/maths 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>2 & 6</p>	

	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”		
Small group support literacy classes taught by SENDCo/English teachers (£5,000)	<p>Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p>	2 & 6	
Mentoring Plus peer mentor programme in place for Year 7 and 8s (£1,700)	Peer Tutoring teaching strategy from the EEF teacher toolkit. “Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.”	3	

<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.</p>	<p>5</p>	<p>Led by TA 3 days per week and librarian two days per week in 2022/23. TA 5 days per week in 2023/24.</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 collective responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	<p>1, 3 & 6</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,381

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tweaks since 21/22
<p>Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support. (£1,000)</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p>	<p>3 & 6</p>	

<p>Brilliant Club - PhD students work with PP learners at KS4 to raise ambitions and understanding of university learning and life. (£1,920)</p>	<p>Linked to the Gatsby Benchmark number 7: Encounters with further and higher education</p>	<p>3 & 6</p>	<p>Tracey Layton to lead on this in 2023/24</p>
<p>Raising the Game - a programme which provides the opportunity to play rugby to build teamwork skills and prompt engagement in school. (£500)</p>	<p>This intervention was very successful last year at BCS and led to improved self-esteem, self-confidence, attendance and outcomes for those who participated.</p>	<p>4</p>	<p>Replaced with Grow for Life in 23/24 led by Jim Cumpson in 2023/24</p>
<p>Off the Record - providing a listening service for pupils who may be experiencing difficulties (£672)</p>	<p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p>	<p>3</p>	
<p>Attendance Officer closely monitors and support PP attendance (£2,369)</p>	<p>“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.”</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p>	<p>7</p>	
<p>Heads of House and Tutors monitor and support the attendance, engagement and readiness to learn of PP pupils, (£4,920)</p>		<p>3,4 & 6</p>	<p>Now Heads of Year contribution</p>
<p>Other Extra-curricular clubs and trip support. (£12,000)</p>	<p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our</p>	<p>4</p>	

	analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.		
Equipment, uniform and subject supplies. (£9,000)	Removing potential barriers to participation increases attendance.	5&7	Increased second hand sales in 2023/24.
Other Support: Transport support, Breakfast club, Alternative provisions, Data Management, Finance Management, Technology. (£8,000)	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	4 & 7	Need to buy laptops to top-up supply in 2023/24
PP Recovery Premium: Pupil Premium Academic Mentoring (£16,000) <i>(The remainder of this budget is spent on TA support at KS3.)</i>	“Mentoring appears to have a positive impact on academic outcomes.Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring.	1,3,6,7	£28,980 allocated in 2023/24 to Academic Mentoring Role

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 2022 to 2023 academic year.

KS3 Progress Data

English

English Y8	Y7 Aut	Yr7 Spr	Yr7 Sum
Cohort	-0.6	0	0.1
Disadvantage d	-0.7	0.2	0.1
Pupil Premium	-0.7	0.2	0.1

English Y9	Y7 Aut	Yr7 Spr	Yr7 Sum	Yr 8 Aut	Yr8 Spr	Yr8 Sum
Cohort	-0.4	-0.4	0.2	-1.1	-0.1	-0.1
Disadvantage d	-0.2	-0.1	0.5	-0.1	0.3	-0.1
Pupil Premium	-0.3	0	0.3	-0.4	0	-0.2

English Y10	Y7 20-21	Yr 8 2022	Yr8 Spr	Yr8 Sum	Yr9 Aut	Yr9 Spr	Yr9 Sum
Cohort	-0.6	-1	-0.9	0	-1	-1	0.3
Disadvantage d	-0.7	-0.8	-0.9	0.1	-1.5	-1.5	0.5
Pupil Premium	-0.7	-0.8	-0.6	0.1	-1.7	-1.7	0.3

Commentary:

Disadvantaged students in KS3 continue to achieve in line with the rest of the cohort. Current Year 9 Pupil Premium students have a negative VA.

Last Years Actions:

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

Further Actions:

Students with a reading age below their actual age attend at least one of a number of literacy interventions which include: Achieve/Support English, Librarian Led Reading, Vocabulary Support and Lexia Power-Up.

Continue to monitor progress of PP students in KS3 English.

Maths

Maths Y8	Y7 Aut	Yr7 Spr	Yr7 Sum
Cohort	-0.3	0	0.1
Disadvantaged	-1	-0.3	-0.3
Pupil Premium	-1	-0.3	-0.3

Maths Y9	Y7 Aut	Yr7 Spr	Yr7 Sum	Yr8 2022	Yr8 Spr	Yr8 Sum
Cohort	0.2	-0.4	-0.1	-0.1	-0.1	0.1
Disadvantaged	-0.3	-0.8	-0.4	-0.5	-0.7	-0.6
Pupil Premium	-0.3	-0.8	-0.5	-0.6	-0.8	-0.6

Maths Y10	Y7 20-21	Yr8 2022	Yr8 Spr	Yr8 Sum	Yr9 2022	Yr9 Spr	Yr9 Sum
Cohort	0.38	0	0.3	0.2	0.1	0.1	-0.2
Disadvantaged	0.5	0.1	0.5	0.3	-0.4	-0.4	-0.1
Pupil Premium	0.5	0.1	0.3	0.2	-0.3	-0.3	-0.3

Commentary:

The gap between PP learners and the rest of the cohort has stayed consistent but PP learners still have a negative value added score overall.

Last Year's 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

Further Actions:

Tutor time interventions will be enhanced for the 2023-24 year. These will be taught by a specialist maths teacher and target key underachievers in KS3 using the Times Table Rockstars and Numeracy Ninjas packages.

Science

Science Y8	Y7 Aut	Yr7 Spr	r7 Sum MR
Cohort	0.6	0.4	0.7
Disadvantage	0.6	0.3	0.1
Pupil Premium	0.6	0.4	0.3

Science Y9	Y7 Aut	Yr7 Spr	Yr7 Sum	Yr8 Aut	Yr8 Spr	Yr8 Sum
Cohort	-0.1	0	0	-0.1	0.1	-0.1
Disadvantage	-0.8	-0.4	0.2	0.3	0.2	-0.4
Pupil Premium	-0.9	-0.4	0	0.1	0	-0.6

Science Y10	Y7	Yr8	Yr8 Aut	Yr8 Spr	Yr8 Sum	Yr9 Aut	Yr9 Spr	Yr9 Sum
Cohort	-0.06	-0.4	-0.4	-0.4	-0.1	-1.7	-1.7	0.2
Disadvantage	0.13	-0.1	0	-0.2	-0.1	-2.4	-2.4	0.1
Pupil Premium	-0.14	-0.4	0	-0.4	-0.2	-2.1	-2.1	-0.1

Commentary:

- Although students in current Year 8 and 10 are achieving a positive value added, there is still a gap between PP and the rest of the cohort. Key individuals in current Year 9 will be a focus for intervention.

Last Years Actions:

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

Further Actions:

Liaise with the Science department to target key individuals in current Year 9 for intervention.

KS4 Progress Data (2022-23)

Year 10 (class of 2024)

	English Language	Maths	Science
Year 10 (WTG)	**SPI	**SPI	**SPI
Whole Cohort	0.96	1.02	0.86
PP	0.84	0.17	0.12

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

Commentary

- Pupil premium students in Y10 are predicted to achieve positive progress across the core subjects. There is however a gap to the rest of the cohort for Maths and Science.

Last Years Actions

- Targeted support through School Led Tutoring, attendance monitoring and Academic Mentoring to close this gap into Y11
- 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

Further Actions

- Students in Maths to be targeted for Inner Core revision for mock papers in an reg weekly intervention in Terms 1-2.

Year 11 2022/23 unvalidated GCSE results (in comparison with previous years)

Attainment

	Previous cohorts				2023 Cohort		
	2019	2020* CAG's	2021* TAG's	2022	Nov Mock	March Mock	2023
Average Total Attainment 8 Score	30.57	46.00	50.33	38.69	34.58	38.37	39.44
National for reference	36.7	40.2	40.3	37.6	-	-	
National Boys for reference	33.7	37.1	37.3	35.0	-	-	
% achieving a strong pass in basics (7+)							4.5%
% achieving a strong pass in basics (5+)	6%	50%	56.5%	28%	13%	8.7%	22.7%
National % for reference	24.7	30.4	31.7	29.6	-	-	
National Boys % for reference	21.9	26.7	28.4	27.4	-	-	
% achieving a standard pass in basics (4+)	39%	73%	82.6%	48%	30%	39%	54.5%
National % for reference	44.7	52.5	53.1	48.4	-	-	
National Boys % for reference	40.4	47.9	49.4	45.6	-	-	
% entering the English Baccalaureate	33%	59%	39%	36%	35%	35%	31.8%
National % for reference	27.5	27.8	27.0	26.9	-	-	
National Boys % for reference	22.4	22.7	22.2	22.5	-	-	
% achieving a strong pass in EBacc (5+)	4%	36%	17%	8%	5%	4%	9.1%
National % for reference	7.4	10.0	10.1	9.3	-	-	
National Boys % for reference	5.1	7.1	7.3	7.0	-	-	
% achieving a standard pass in EBacc (4+)	9%	50%	30%	12%	9%	13%	13.6%
National % for reference	12.6	16.5	16.3	14.1	-	-	
National Boys % for reference	9.1	12.3	12.3	10.7	-	-	

Progress

	2019	2022	2023
Disadvantaged Pupil P8	-1.10	-0.53	-0.06
National Disadvantaged P8	-0.45	-0.55	TBC
National Disadvantaged Boys P8	-0.70	-0.72	TBC
Overall P8	0.12	0.31	0.55
Disadvantaged Gap vs Cohort	-1.22	-0.84	-0.54

Commentary

What the data shows:

- Since 2019, progress for Disadvantaged pupils has grown each year and continues (in the last two years) to exceed national standards, particularly for boys.
- National trends show reducing progress for Pupil Premium whereas Beechen Cliff has bucked this trend and our progress is improving as is our gap, which is reducing.
- Unvalidated data for 2023 shows progress for Pupil Premium as -0.06 and a gap of -0.54 which shows a three year improving trend in both.

Next steps:

- Continue with the strong programme of support for Disadvantaged students
- For disadvantaged pupils at Beechen Cliff to have a positive P8 score.
- Increase the number of disadvantaged pupils entering the English Baccalaureate
- More work is needed to support outliers who are at risk of significant underperformance

Attendance Analysis

(2022-23)

	Overall %	National	FSM6	FSM6 National
Year 7	94.2	92.8	89.5	88.7
Year 8	93	91.2	88.9	86.2
Year 9	92	90.1	86.2	84.2
Year 10	91.8	89.6	83.5	83
Year 11	93.1	89.4	84.9	82.9
All	92.8		86.6	85.3
National	90.7	90.7	85.3	
Difference	2.1		1.3	

(2021-22)

	Overall %	National	FSM6	FSM6 National
Year 7	92.6	92.5	88.4	89.0
Year 8	91.6	91.2	87	86.6
Year 9	92.4	90.2	86.7	84.9
Year 10	92.1	89.7	84.6	83.9
Year 11	87.2	89	77.5	83.5
All	91.4		84.5	85.8
National	90.6	90.6	85.8	
Difference	0.8		-1.4	

McAttendance intervention

This is a rewards based initiative aimed at raising the profile of attendance amongst vulnerable students. A McDonalds breakfast or pizza voucher is earned if attendance has improved over a fixed period, usually the last four weeks of a term. The hope is to forge new routines and habits as well as positively improve relationships with SLT through the use of queue jump passes each week.

Term	No of Pupils	No of Weeks	Average Change	% of group + attendance	NOTES
1	40	4	+2.7%	63%	KS3 had a much greater improvement than KS4. Buddying students didn't really work as it became more of an individual challenge. Positive outcome.
2	41	5	-2.4%	34%	Difficult term illness in all years mainly KS3. All PP were -3.1% whereas those on this initiative were -2.4% which was more in line with the whole school, -2.2%. So the drop was not as great for those on the initiative. Also a 5 week period.
3	40	3	+1.3%	60%	Positive change Yr 7, 9-11. Slight drop 0.2% in Yr 8. 25 students got MacDs!! Probably due to a shorter period. Positive Outcome.
4	51	5	+0.2%	58%	+0.6% Yr 7-10. 5 week period. Positive Outcome.
5	46	4	+0.8%	73%	Biggest impact remains at KS3. Need for new ideas for KS4 boost.
6	42	4	+0.3%	52%	Need for new initiative and/or inclusion of wider group as potential for this become stigmatised

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.

Last Year Actions:

- 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

Further Actions:

Continue to refine the McAttendance initiative. This is having a positive impact but will need some adaptation to improve support for KS4 students.

Externally provided programmes

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

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

Service pupil premium funding (optional)

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

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

Key Priorities 2023/24

Ensure effective adaptive teaching so disadvantaged pupils make good progress

Embed attendance intervention protocols to continue to reduce Persistent Absenteeism in disadvantaged pupils

Ensure PD opportunities have a clear purpose, high uptake for disadvantaged and are enjoyed by all pupils.