



Barr Beacon School Pupil Premium Report & Review of Spending

Summary					
School	Barr Beacon School				
Academic Year	2017/18	Total Pupil Premium Budget	£235,420	Date of Most Recent Pupil Premium Review	September 2017
Total Number of Pupils	1532	Total Number of Pupils Eligible for Pupil Premium	280	Date for next Internal Review of Pupil Premium	January 2018

Current Attainment			
	Pupils Eligible for Pupil Premium at Barr Beacon School (2017)	Pupils not eligible for Pupil Premium at Barr Beacon School (2017)	Pupils not Eligible for Pupil Premium (National Average)
% achieving English & Maths	61%	76%	70% (2016) -9%
Progress 8 score average (from 2016/17)	-0.14 -0.38 (2016)	0.5	0.12 (2016)
Attainment 8 score average (from 2016/17)	41.96	52.10	52.72 (2016)

Barriers to future attainment	
In-school barriers (<i>informed by Raise Online 2016</i>)	
A	Progress made by Disadvantaged High Prior Attainers
B	Progress made by Disadvantaged Low Prior Attainers
C	Low Literacy levels for Disadvantaged Year 7 pupils



Barr Beacon School Pupil Premium Report & Review of Spending

External barriers	
D	Attendance rates for pupils eligible for pupil premium was 93.5% compared to 96.4% non-pupil premium pupils
E	Limited Cultural Capital of pupils eligible for pupil premium in all years

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Increase progress of Disadvantaged High Prior attaining pupils measured using external exam results and Progress 8 measures.	Achievement of disadvantaged high prior attainers at least in line with National Average. This will be measured by internal mock exam results in January 2018 and external results in Summer 2018.
B	Increase achievement of Disadvantaged Low Prior attaining pupils measured using external exam results and Progress 8 measures.	Achievement of disadvantaged low prior attainers at least in line with National Average. This will be measured by internal mock exam results in January 2018 and external results in Summer 2018.
C	Increase the reading levels of all disadvantaged pupils.	Disadvantaged pupils to attain reading ages in line with their chronological age and make accelerated progress to catch up with their peers in reading.
D	Increase the attendance rate of disadvantaged pupils to be in line with non-disadvantaged pupils and above the national average.	Attendance rate of all disadvantaged pupils in line with non-disadvantaged pupils and to exceed the national average.
E	All disadvantaged pupils to experience a range of learning opportunities and experiences to enhance their cultural capital.	All disadvantaged pupils to experience a range of learning opportunities through the curriculum both internally and externally to enhance their cultural capital and raise expectations of their own potential.



Barr Beacon School Pupil Premium Report & Review of Spending

Planned Expenditure					
Academic Year 2017/18					
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved achievement of Disadvantaged High and Low Prior Attainers	Staff CPD to review effective practices	To review the impact and effectiveness of outcomes and activities; to ensure the sharing of best practice between faculties to highlight what is effective and why.	CPD at the start of the academic year delivered by Leadership to all teaching staff. Effectiveness and impact to be monitored in lesson observations and Faculty Monitoring	Leadership	December 2017



Barr Beacon School Pupil Premium Report & Review of Spending

	Faculties to access training for new specifications	To ensure that staff are fully equipped to support pupils to access new specifications and assessments	Calendared CPD opportunities. Review dates scheduled to judge the impact of the CPD. Access to training materials. Review mock data results.	Leadership	January 2018
	Implement proven methods of teaching and learning as supported by the Education Endowment Fund specifically focusing on quality of feedback.	EEF research purports that the highest impact on achievement can be made using effective feedback.	Training for all teaching staff implemented through department CPD on how to feed - back effectively. Monitored through monitoring cycle.	Leadership	December 2017
	Study Hall	An effective measure used previously to provide an environment where pupils can study independently developing learning habits and access specialized support	Introduced Study Hall earlier in the academic calendar. Staffed by Leadership each	Leadership	December 2017



Barr Beacon School Pupil Premium Report & Review of Spending

		beyond the classroom.	evening as well as staff from across faculties. Resourced effectively. Registers of attendance recorded and monitored. Impact to be measured through correlation of attendance with pupil outcomes in mock data (January 2018) and external results Summer 2018.		
	Revision materials for all year 11 FSM pupils	Pupils have access to revision materials to support their independent study and to complement their in class learning.	Monitoring in lesson observations and Faculty Monitoring procedures. Mock exam results.	Leadership	January 2018 & Summer Term 2018.



Barr Beacon School Pupil Premium Report & Review of Spending

Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the reading of disadvantaged pupils	Accelerated Reader	Proven impact on reading ages in previous cohorts.	Targeted intervention for specific pupils. Track progress. Reward and celebrate participation and progress.	Leadership & Fresh Start Leader	December 2017
	Literacy Coaching	1:1 or small group work shown to impact on previous cohort's literacy skills	Targeted intervention for specific pupils. Clear entrance and exit criteria. CPD for personnel to ensure efficacy. Personalised and targeted programme of support.	Leadership	December 2017



Barr Beacon School Pupil Premium Report & Review of Spending

	Raise the profile of reading across school to reward and encourage reading	Encourage and motivate wider reading to support pupils to access texts as the demands of assessment materials increases.	Whole school promotion, celebration and reward of reading. Involve all pupils in reading. Involve all Pastoral and Academic staff in reading for pleasure and make explicit links to reading for academic development	Leadership & Literacy Lead	December 2017
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Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the attendance of disadvantage pupils	Assistant Head of House (AHOH) to monitor the attendance of disadvantaged pupils and implement support strategies	Reviews have shown that tracking, monitoring and supporting pupils' attendance increases their attendance	AHOH in place to monitor attendance. Reports to HOH and Leadership on actions and outcomes. AHOH to liaise with Attendance Officer to ensure swift and targeted action for	Leadership	December 2017



Barr Beacon School Pupil Premium Report & Review of Spending

			any unauthorized absence		
	Attendance Officer	Any attendance concerns actioned by the Attendance Officer to include home visits.	AHOH and HOH liaise with Attendance Officer using structured referral system.	Leadership	December 2017
	Success Centre Programmes	Courses support to increase pupil's confidence and develop strategies that enable pupils to stay in school	Clear referral system through the pastoral system and monitored by Head of House. Evaluations completed at the end of each course	Leadership	December 2017
Increase the aspirations of disadvantaged year 11 pupils	Pupil Premium conferences targeted to need External motivational speakers to encourage and drive year 11 aspirations.	Proven to raise aspirations and feelings of self-worth to motivate and engage pupils	Planned calendar of activities with bespoke interventions to meet the range of pupils' needs and drives. Review practice and make amendments to the programme as appropriate following evaluations.	Leadership	December 2017
Increase the cultural	Provide a range of	Pupil feedback has	Provide at least one	Leadership &	December 2017



Barr Beacon School Pupil Premium Report & Review of Spending

capital of all disadvantaged learners	learning experiences both in school and out of school that will tackle the barriers of disadvantage to enhance pupils' exposure to the positive learning opportunities beyond the classroom	shown that they value being provided with opportunities and experiences that they have not benefited from previously. Enriching experiences enhances pupils' learning for deeper understanding.	learning experience per subject, per year group for all disadvantaged pupils to access learning which will enhance their journey at Barr Beacon School.	Directors of Learning	
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Barr Beacon School Pupil Premium Report & Review of Spending

Previous Academic Year 2016/17			
Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned
Reduce the gap in attainment between disadvantaged pupils and national non disadvantaged pupils.	Designated member of Leadership team to drive the focus on the attainment of disadvantaged pupils.	The progress 8 score for disadvantaged pupils has increased from -0.38 (2016) to -0.14 in 2017 reducing the gap further between disadvantaged pupils and national non disadvantaged pupils nationally. (National Average P8 -0.38 2016.)	Focus on achievement of disadvantaged pupils was heightened and remains a drive into this year. This approach will be repeated to continue to narrow the gap further.
	Careers Advisor	100% of all pupils had a designated pathway beyond year 11 in 2016. 2017 figures pending.	Pupils received guidance on pathways and were supported in making appropriate choices. This service will be continued to ensure that all pupils have support and guidance.
	Post- Holders within Core Subjects	The achievement of disadvantaged pupils was tracked and monitored by a specific lead within departments. Interventions were planned and implemented forcing a focus on the achievement on specific group of pupils.	The role of Post Holders in core has focused faculties on the achievement of disadvantaged pupils. It has sharpened interventions and enabled reviews of effective approaches that impact upon pupil achievement.
	Study Hall	Dedicated Study Area between 3-4pm each evening; resourced and staffed for one term in lead up to external exams for year 11.	Pupils who attended evaluated Study Hall as helpful. They valued the support and the resources as well as the development of study habits. Of the Pupil Premium pupils who did not attend, they reported working more effectively elsewhere. This group of pupils will become a focus to ensure effective study habits in 2017/18. Study Hall is being repeated in 2017/18 and will start earlier in the academic year from Term 1 2017 to develop study habits earlier.
	Revision Conference	Pupils taken off site to a venue to focus on revision for core subjects. Bespoke to need. Held in a venue to raise aspirations. All pupils who attended engaged in the new learning opportunity.	Pupils evaluated the conference as very useful. They suggested that the programme is introduced earlier in the academic year. This mechanism will be repeated. More refinement on target groups will be applied this academic year to separate groups further in order to support increased outcomes in assessments.
	Revision Materials for all FSM pupils	All disadvantaged pupils had access to revision materials. Staff modelled how to use the materials in	Pupils accessed revision materials. Focus in lesson observations for effective use of resources and models of



Barr Beacon School Pupil Premium Report & Review of Spending

		the classroom and independently for home study.	good practice shared amongst faculties. This will be repeated in 2017/18 building on modelled examples.
	Literacy and Numeracy Coaches	Target pupils supported in core subjects: Maths and English following referrals from subject specialists, HOH and Directors of Learning.	Pupils' needs targeted during 1:1 and small group work. In class support provided to enhance learning of pupils. This resource will be maintained. In class support in being used to ensure most effective deployment of resource.
	Accelerated Reader	Pupils' Reading Ages improved with focused intervention	Pupils' reading ages increased using the Accelerated Reader programme. This resource will be maintained. More staff training is required to build scope of impact beyond two year groups and for consistency.
Improve the attendance of disadvantaged pupils	Attendance Officer focusing on the attendance of disadvantaged pupils.	The attendance of disadvantaged pupils is below the whole school average and below the National Average for overall attendance. However, individual pupils are tracked and families are supported to improve attendance.	A close focus on the attendance of disadvantaged pupils challenges the view that absence is acceptable. This raises the expectations placed upon pupils. The approach will be repeated to continue to improve attendance of disadvantaged pupils.
	Assistant Head of House focusing on attendance of disadvantaged pupils	The attendance on disadvantaged pupils is below the whole school average and below the National Average of overall attendance. AHOH have a clear focus on daily monitoring of attendance.	AHOH focuses on the attendance of disadvantaged pupils. This has enabled the close tracking and monitoring of target pupils. Mentoring to motivate pupils has increased the attendance of disadvantaged pupils. This will be repeated.
	School Counsellor	To support disadvantaged pupils' social emotional needs that may be impacting upon academic achievement and attendance.	A supportive outlet for pupils. This service has enabled pupils to access a resource which has supported their reintegration back to the classroom or alleviated concerns that have impacted upon their social emotional well-being. As such, their attendance and or their achievements will have been supported. This is an invaluable resource that will be maintained.
	Success Centre	To support disadvantaged pupils with matters beyond the classroom including social and emotional well-being; confidence building; revision and exam preparation; organisation; maintaining friendships; college applications etc.	Another invaluable resource that supports pupils achieve well at school and plan for their future. This will be maintained.
Enriching Cultural Capital of disadvantaged pupils	Subsidised School Trips	Enable all Free School Meal pupils to attend activities that they would not otherwise be able to afford.	This has enabled pupils to access enrichment that they may not have otherwise been able to access. The pupils have experienced opportunities to enrich their learning beyond the classroom. This will be repeated. Tracking to



Barr Beacon School Pupil Premium Report & Review of Spending

			ensure access and opportunity for all is being developed in 2017/18.
	Intensive Swimming for non-swimmers	For all non-swimmers in KS3 to learn essential basic swimming skills	All pupils targeted learned the skills. All positively received the activities. Their confidence improved in and out of the water. This will be repeated.
	Peripatetic Lessons	All peripatetic lessons for disadvantaged pupils funded to enable access to enrichment	Pupils' confidence and engagement in extracurricular activities increased. This will be repeated in 2017/18.