



## Barr Beacon School Pupil Premium Report & Review of Spending

Summary					
<b>School</b>	Barr Beacon School				
<b>Academic Year</b>	2018/19	<b>Total Pupil Premium Budget 2018/19 estimate</b>	£286,110	<b>Date of Most Recent Internal Pupil Premium Review</b>	September 2018
<b>Total Number of Pupils 7-11</b>	1588	<b>Total Number of Pupils Eligible for Pupil Premium</b>	306 (Ever 6) 318 Total	<b>Date for next Internal Review of Pupil Premium</b>	January 2019

Current Attainment			
	<b>Pupils Eligible for Pupil Premium at Barr Beacon School (2018)*</b>	<b>Pupils not eligible for Pupil Premium at Barr Beacon School (2018)*</b>	<b>Pupils not Eligible for Pupil Premium (National Average)</b>
<b>% achieving English &amp; Maths (Standard)</b>	70	77	TBC
<b>Progress 8 score</b>	0.00	0.06	TBC
<b>Attainment 8 score</b>	45.27	48.51	TBC

Barriers to future attainment	
In-school barriers	
A	Progress made by disadvantaged High Prior Attainers
B	Progress made by disadvantaged pupils in all non core subjects



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External barriers	
C	Improve the literacy and numeracy skills of disadvantaged pupils
D	Attendance rates for pupils eligible for Pupil Premium
E	Enhanced cultural capital of pupils eligible for Pupil Premium
F	Applying skills of independent study outside of school hours

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Increase progress of Disadvantaged High Prior attaining pupils measured using internal and external exam results and the Progress 8 measure 2018/19	Achievement of disadvantaged high prior attainers at least in line with National Average. This will be measured by internal mock exam results in January 2019 and external results in Summer 2019
<b>B</b>	Increase the progress made by disadvantaged pupils in all non core subjects	The percentage of disadvantaged pupils who achieve 'Amber or above' will increase to at least match the achievement of non-disadvantaged pupils in non core subjects
<b>C</b>	Improve the literacy and numeracy skills of disadvantaged pupils. To be measured by Reading Ages and GCSE English & Maths outcomes	Disadvantaged pupils to attain reading ages at least in line with their chronological ages, increased outcomes of disadvantaged pupils at 'Amber or above' in English Language and Maths GCSE 2018/19
<b>D</b>	Increase the attendance rate of disadvantaged pupils to be in line with non-disadvantaged pupils and above the national average of all pupils	Attendance rate of all disadvantaged pupils in line with non-disadvantaged pupils and to exceed the national average.
<b>E</b>	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.



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F	Disadvantaged pupils develop independent study habits	Pupils independently using Study Hall, Revision Materials and developing study habits to continue their learning beyond the school day for revision and homework.
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- Unvalidated data

Planned Expenditure					
Academic Year 2018/19					
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	Projected Spend
A. Improved achievement of Disadvantaged High Prior Attainers	<ol style="list-style-type: none"> <li>Staff CPD to review effective practices with pupils</li> <li>Mentoring of High Prior Attaining Disadvantaged pupils (HPA)</li> <li>Study Habits assemblies and workshops</li> </ol>	<ol style="list-style-type: none"> <li>To support staff to access the requirements and rubric of assessment for the highest grades</li> <li>Provide focus for HPA pupils to support their study habits and motivate their learning and revision</li> <li>Focus on strategies for exam preparation &amp; how to study</li> </ol>	<ul style="list-style-type: none"> <li>Implement CPD, workshop and assembly schedule</li> <li>Department monitoring</li> <li>Meeting with pupils and monitoring their progress each half term</li> </ul>	Leadership	Careers Advisor £ Oxbridge workshops £ External CPD £ Quality First Teaching £ Staffing £



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	<p>4. Access to Oxbridge workshops and study schools</p> <p>5. Careers Interviews</p> <p>6. Quality First Teaching</p> <p>7. Faculties to access training for exam updates</p>	<p>4. Motivation, developing study habits and increase aspirations</p> <p>5. Focus pupils on what they need to achieve in order to access their chosen careers</p> <p>6. For pupils to be able to access the requirements of assessments to match their baseline grades</p> <p>7. To ensure that staff are fully equipped to support pupils to access specifications and the rubric of assessments</p>	<ul style="list-style-type: none"> <li>• Allocate pupils to Careers Interviews</li> <li>• Calendared CPD opportunities. Review dates scheduled to judge the impact of the CPD. Access to training materials. Review mock data results.</li> </ul>	Leadership	
	<p>Implement proven methods of teaching and learning as supported by the Education Endowment Fund specifically focusing on quality of feedback.</p>	<p>EEF research purports that the highest impact on achievement can be made using effective feedback.</p>	<p>Training for all teaching staff implemented through department CPD on how to feed -back effectively. Monitored through monitoring cycle.</p>	Leadership	-
	<p>Study Materials Provided for all FSM pupils including study boxes for Form Rooms</p>	<p>Pupils to have own revision materials to support access to learning in school and a home.</p> <p>Teachers to model how to use the resources and</p>	<p>Department Faculty Monitoring, lesson Observations &amp; Pupil Voice</p>	Leadership	<p>Resources: £</p> <p>Staffing: £</p>



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	Study Hall	materials so that pupils can independently use the resources			
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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	Projected Spend
B. Increase the Progress made by disadvantaged pupils in non core subjects at GCSE	<ul style="list-style-type: none"> <li>• CPD for staff on rubric of assessment and examiner's feedback 2017/18</li> <li>• Target intervention focused on need</li> <li>• Quality first teaching</li> <li>• Sharing success between departments and schools within the Matrix Academy Trust</li> </ul>		<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning</li> <li>• Tracking pupil achievement</li> </ul>	Leadership Directors of Learning	TLR Posts:  Teaching & Learning:  CPD:

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	Projected Spend



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C. Improve the literacy and numeracy skills of disadvantaged pupils. To be measured by Reading Ages and GCSE English & Maths outcomes	Accelerated Reader	Proven impact on reading ages in previous cohorts.	Targeted intervention for specific pupils. Track progress. Reward and celebrate participation and progress.	Leadership & KS3 Leader in English	Accelerated Reader £
	Literacy & Numeracy 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. CPD for Teaching Staff on how to use additional staff effectively in the classroom	Leadership	Coaches £



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	Raise the profile of reading across school to reward and encourage reading at Key Stage 3	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 at KS3. Involve all pupils in reading. Involve all Pastoral and Academic staff in reading for pleasure and make explicit links to reading for academic development. CPD on using reading material appropriate to need and to support the stretch of all pupils	Leadership & Literacy Lead	Reading Scheme Rewards & Materials £1000
	Tailored teaching and learning in lessons for all disadvantaged learners and specifically in low ability sets	Fresh Start Phonics programme & Numeracy Ninjas both proven strategies that motivate and support pupil progress	Departmental monitoring, lesson observations and pupil voice	Directors of Maths and English Leadership	Staffing costs £



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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	Projected Spend
D. Increase the attendance of disadvantage pupils	Assistant Head of House (AHOH) to monitor the attendance of disadvantaged pupils and implement support strategies: Bus passes, uniform, PE Kit, learning materials	Reviews have shown that tracking, monitoring and supporting pupils' specific needs 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 any unauthorized absence	Leadership	AHOH: £ Resources: £
	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	Attendance Officer £
	Success Centre Programmes	Courses to support 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	Leadership	Success Centre Staffing £ School Counsellor:





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			completed at the end of each course		
	Provide Bus Passes to FSM pupils	Enabling pupils to get to school by removing the barrier of paying for a bus pass for FSM pupils supports them to attend	Provide bus passes to FSM pupils who require them	Leadership, AHOH & HOH PA	Costs of passes £
E. Increase the cultural capital of all disadvantaged learners	Provide a range of 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: music lessons, swimming lessons, theatre visits etc	Pupil feedback has shown that they value being provided with opportunities and experiences Enriching experiences enhances pupils' learning for deeper understanding.	Ensure staff access spending to support disadvantaged learners. Encourage staff to access opportunities that will enhance the achievement of learners	Leadership & Directors of Learning	Access to enriching activities: £16000



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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	Projected Spend
F.	<ul style="list-style-type: none"><li>• Study Hall</li><li>• Issue Revision Materials</li><li>• Material for revision used in classrooms</li><li>• Whole school use of Knowledge Organisers for retention of knowledge</li><li>• Revision / Study materials in all Year 11 form room</li><li>• Focused Year 11 assemblies for exam preparedness</li></ul>		<ul style="list-style-type: none"><li>• Monitoring of lessons</li><li>• Monitoring of form time</li><li>• Quizzing for knowledge retention</li></ul>	<ul style="list-style-type: none"><li>• Leadership</li><li>• Directors of Learning</li></ul>	£2000.00



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<b>Previous Academic Year 2017/18 – also included were some of the strategies to be repeated noted above in the strategies for 2018/19</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
To close the gap in achievement between disadvantaged pupils and national non disadvantaged pupils.	Designated member of Leadership team to drive the focus on the attainment of disadvantaged pupils.	2018 Progress 8 PP = 0.00 2018 Progress 8 Non PP = 0.06 (National Average P8 -0.38 2016.) P8 English PP = 0.30 (Non PP = 0.17) P8 Maths PP = 0.60 (Non PP = 0.54)	Focus on achievement of disadvantaged pupils was heightened and remains a drive into this year. The success in the core subjects should now be replicated in non core subjects with practices being shared and refined
	Careers Advisor	All PP pupils received a Careers Interview All PP pupils had a pathway for Post 16 study	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. Lessons can be shared and refined with non core subjects
	Study Hall	Dedicated Study Area between 3-4pm each evening; resourced and staffed for at least 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.
	Revision Materials for all FSM pupils	All disadvantaged pupils had access to revision materials. Staff modelled how to use the materials in the classroom and independently for home study.	Pupils accessed revision materials. Focus in lesson observations for effective use of resources and models of good practice shared amongst faculties. To develop this will follow modelled examples of practice for all staff.



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	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 is 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 when used consistently and repeated by pupils. This resource will be maintained.
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 continue as it has shown 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 and punctuality of disadvantaged pupils. This role has enabled the close tracking and monitoring of target pupils. Mentoring has motivated pupils to improve their attendance.
	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 have been supported. This is an invaluable resource that will be maintained as the incidents of Mental Health concerns has increased.
	Success Centre	To support all pupils including, but not exclusively, 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. Pupils have experienced opportunities to enrich their learning beyond the classroom.
	Intensive Swimming for non-swimmers	For all non-swimmers in KS3 to learn essential basic swimming skills	All pupils involved made progress and received externally recognised certification for their achievements.



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	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.
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## **Barr Beacon School Pupil Premium Report & Review of Spending**

Actions / Interventions used to target the achievement of disadvantaged pupils (not exhaustive):

- Quality First Teaching
- Careers Advisor
- Attendance Officer
- Fresh Start Phonics
- Accelerated Reader
- Enrichment through access to extra curricular activities: theatre visits, Cadets, sporting activities etc
- Subject Resources
- Study Materials for PP pupils
- AHOH focused on attendance
- Success Centre Staffing
- Bus passes, Alarm clocks, uniform, cooking ingredients etc
- Literacy and Numeracy Coaches
- Exam remarks
- CPD for staff
- Environment enhancements / activities
- Study Hall / study materials
- School counsellor
- Meals