

Pupil premium strategy statement

School overview

Metric	Data
School name	Beckfoot Upper Heaton
Pupils in school	593 (January 2020 Census, amended).
Proportion of disadvantaged pupils	40.13% 238 PPg of 593 (January 2020 Census & DfE Data)
Pupil premium allocation this academic year	£227,290 (Total Expenditure £286,120)
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	
Pupil premium Lead	Alison Smith
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	0.86
Ebacc entry	0
Attainment 8	44.53
Percentage of Grade 5+ in English and maths	51.9% (14 of 27 students)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	We do not have a P8 target	Click or tap here to enter text.
Attainment 8	41.00 (FFT 20)	Summer 2021 target
Percentage of Grade 5+ in English and maths	31% (FFT 20)	Summer 2021 target
Other		
Ebacc entry		

Teaching priorities for current academic year

Measure	Activity
	<p>A focus on Q1st inclusive teaching and what this will look like in a Covid dominated academic year, to include:</p> <ul style="list-style-type: none"> Bespoke staff CPD x 5 (1.5) sessions across the year, to focus on two priorities outlined below and linked to enquiry questions which will become an essential element of teacher appraisal Inset days (6.5X2): Pivotal Behaviour training and in school follow up focus on a change in approach and building authentic and positive practice embedded in daily rules and routines
Priority 1	Metacognition, self-regulated learning, explicit instruction
Priority 2	The development of new, positive approaches to the management of student behaviour which will be embedded in daily rules and routines
Barriers to learning these priorities address	<ol style="list-style-type: none"> Students, particularly vulnerable learners, with poor understanding of self -regulation and the use of metacognitive strategies to support their learning The challenge created by teachers being required to “teach from the front” during a time of unprecedented restrictions on classrooms, which may result in the adoption of an exclusively “lecturing” or “transmission” teaching style which creates barriers for students The adaptation of Q1st teaching to a blended learning environment Excessive reliance on sanction/consequence based behaviour management systems which may not support vulnerable learners appropriately
Projected spending	<p>Senior Leadership time & Staff Training £17,933</p> <p>Staff training and associated time implementing positive behaviour strategies £58,862</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	To develop Wave 4 “Harbour” provision across school to support the inclusion of socially/emotionally vulnerable students into mainstream teaching
Priority 2	To continue to ensure a focus on reducing the disadvantage gap between PP and non PP students via the “The Basics” strategy in English and Maths and across all Faculties, so that all students are supported to reach their potential and PP students are achieving at least expectations. Targeted interventions to support this are assessment led and planned by SENDCo and

	<p>experienced teaching staff alongside the associate staff who are delivering, to maximise benefit for students in their classroom settings.</p> <p>Specific interventions:</p> <p>EAL Catch Up</p> <p>Ruth Miskin</p> <p>Blended learning support for PP students</p> <p>Provision of laptop for PP students in case of isolation/bubble closure</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Socially/emotionally complex students may be inadequately supported/challenged and so may resort to inappropriate behaviours that put them at risk of exclusion from school 2. Students with the greatest need/vulnerability may not be supported by the most experienced teachers, thereby impacting on their progress 3. PP students failing to access classroom settings and blended learning, IT challenges etc
Projected spending	<p>Staffing of Harbours £38,155</p> <p>Reducing the gap strategy expenditure, staffing, training and resources £25,252</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To ensure the effective deployment of teaching assistants to maximise their impact on student progress:</p> <ul style="list-style-type: none"> • Roll out of agreed expectations to support the work of TA's • Observation and monitoring of the work of TA's • Links with school based research into new ways of working for support staff • Pilot new ways of working and the review
Priority 2	<ul style="list-style-type: none"> • Continue to work to improve the attendance of disadvantaged students who are persistent absentees, via the agreed school MyEd message system, home visits if necessary and then team around the student meetings if appropriate to move a situation forward • Tutoring to be further developed as a highly effective part of the school curriculum, tutors to mentor

	<p>vulnerable students to develop their skills and values which in turn leads to academic progress.</p> <ul style="list-style-type: none"> • New Personal Development Leads to ensure close support for vulnerable learners and the development of a “team around the student” approach
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Vulnerable students may experience teaching which is not planned by/with an experienced teacher and which may therefore be inappropriately targeted, repetitive or provide inadequate challenge, thereby impacting on their progress/them reaching their potential 2. Support from teaching assistants may be inadequately targeted/focused 3. Support from teaching assistants in classrooms may not develop fully due to Covid /social distancing restrictions in classrooms 4. Pressures as a result of Covid pandemic impacting on vulnerable student attendance 5. Vulnerable learners may lose motivation which may in turn impact on their academic progress 6. Vulnerable learners may not be supported by multi-agency teams in the most effective way
Projected spending	<p>Effective deployment of Teaching Assistance across the school £92,740</p> <p>Support of vulnerable learners and their families £53,178</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Disruption to CPD programme as a result of school closures or staff absence • Establishment of systems to ensure quality assurance of Blended Learning and to embed staff training around this area 	<ul style="list-style-type: none"> • Ensure that delivery is by Teams and always recorded • Ensure staff training re. Blended Learning is included within programme – Autumn term 2020
Targeted support	<ul style="list-style-type: none"> • Opportunities for teaching and associate staff to meet to analyse assessment and plan interventions is limited during the school day • Need for a systematic and graduated approach to assessment to be established 	<ul style="list-style-type: none"> • Expectation that teaching staff will use PPA and after school hours opportunities to plan interventions with associate staff and SENDCo • GL assessment to be established as a starting point to a systematic and graduated approach to student

	and made available to drive interventions	assessment, learning and social/emotional
Wider strategies	<ul style="list-style-type: none"> • Covid restrictions impact on the ability of students to move across Harbour and year group “bubbles” during the school day • Newly established A & I Team with a range of challenging agenda items needing to confront ways of working that may have become less effective over time, but which are nevertheless, well established and understood by staff 	<ul style="list-style-type: none"> • Adoption of the “mini” (year group) Harbour model to extend provision into each year group • Year group Harbour model to be understood by all staff – then provides a vehicle for change

Review: last year’s aims and outcomes

Aim	Outcome
MINT context sheets used to identify PP students	Now successfully replaced by Class Charts
<p>Whole school literacy strategy:</p> <ul style="list-style-type: none"> • Reading age data and regular testing • Catch Up Literacy Strategy • Literacy marking • Students leaders as Literacy Champions • Literacy focus at tutor times 	<ul style="list-style-type: none"> • Reading age assessment: 89% of students made progress • Catch up Literacy: 90% progress • Literacy marking: pupils achieved national award from literacy Trust. • Literacy focus at tutor times: half termly event which supported teachers to own literacy
<ul style="list-style-type: none"> • Careers programme to ensure PP students meet all 8 Gatsby benchmarks • Bespoke programme to link curriculum subjects to careers • Work experience opportunities • Careers advisor, bespoke advice/guidance 	<ul style="list-style-type: none"> • Did not meet 100% of Gatsby benchmarks as website was not informative enough and work experience did not take place • Bespoke programme linked to curriculum subjects and work experience opportunities were impacted by Covid school closures • Careers bespoke advice/guidance in place and effective via Prospects Career Advisor’s work in school <p>Foundation now in place for new AHT to take this work forward</p>

<ul style="list-style-type: none">• Extended home learning strategy for home and P6	<ul style="list-style-type: none">• The P6 strategy was in place for a group of carefully targeted year 11 students and successfully tackled gaps in their learning, misconceptions and poor confidence• Home learning strategy now in a position to transfer to a full Blended Learning programme via Class Charts
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