

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Beckfoot Upper Heaton	
Number of pupils in school	716
Proportion (%) of pupil premium eligible pupils	307
Academic year/years that our current pupil premium strategy plan covers	2021-22, then reviewed and adjusted/updated
Date this statement was published	16/12/21
Date on which it will be reviewed	
Statement authorised by	Graeme Wrightson (HT)
Pupil premium lead:	Alison Smith (AHT Access/Inclusion)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,725
Recovery premium funding allocation this academic year	£39,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£321,455

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential as learners in our school.

Our strategy is integral to our wider school plans for education recovery, notably our use of targeted support through the National Tutoring Programme to support the many disadvantaged students in our school whose education has particularly badly affected by the Covid 19 pandemic.

Our aim is that our pupil premium strategy is rooted in an “assess/plan/do/review” approach rather than an assumption about the impact of disadvantage and we will aim to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

The focus of our pupil premium strategy will be:

- The development of a robust strategy to support disadvantaged students who are currently behind targets to achieve at least target levels at the end of year 11. Ensuring that high quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support
- The development of a planned programme of literacy interventions for disadvantaged students assessed as currently below age related reading expectations
- The development of a focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach aiming to raise attendance to Trust target level.
- The development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement, the majority of such students in our come from disadvantaged backgrounds
- The development of a coherent, “assess/plan/do/review” based strategy to support all disadvantaged students who also have a special educational need/disability to ensure that they reach their potential as learners in our school
- The development of a new strategy around food being served to students in our canteen and the introduction of a breakfast offer each morning and to ensure that this offer is available at no cost to disadvantaged students

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor attendance, persistently absent students are at 38.34% November 2021, 47% of these students are known to be disadvantaged
2	70% of students for whom English is an additional language or who are new to English
3	67% of students are at least 3 years behind their expected reading level, thus impacting on their ability to access classroom teaching
4	In-year admission, high number joining school KS4
5	Personal Development, students struggling to maintain good physical and mental health and well-being following the disruption of Covid pandemic
6	Disadvantaged students with SEND, there is a need to further develop provision and support for classroom teachers
7	Evident from data analysis, social/emotional delay and behavioural challenges demonstrates that many disadvantaged and SEND students in year 11 are likely to require substantial additional support to reach targets

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
1. A focus on disadvantaged year 11 students who are currently behind targets, developing a robust strategy to support them to achieve at least target levels at the end of year 11	100% of PP year 11 students will have met targets by end of academic year 2021-22
2. Literacy interventions for all students assessed as below age related reading expectations 48% of students assessed as being below age related reading are disadvantaged	At least 30% of students assessed as 3+ years below age related expectations will have shown improvement to a level required to learn in a mainstream classroom setting
3. A focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach aiming to raise attendance to Trust target level	<ul style="list-style-type: none"> Attendance in line with national (current 87.72, national 90%) PP students picked up quickly, links made with families, clarity around barriers, plans in place quickly and gap with non PP reduced

	<ul style="list-style-type: none"> PA students currently at 38.34%, aim is to reduced this to 22/24% (pre Covid levels+)
<p>4. The development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement</p>	<ul style="list-style-type: none"> A clear and transparent admission process in place coordinated by the Admission Team and which ensures that students are nurtured and supported into school A smooth admission assessment process is in place coordinated by the Admission Team alongside the SENDCo and Catch-Up Coordinator and FLs which ensures accurate assessment of need and the identification of the most appropriate interventions The development of a specialist teaching team offering specific support for students for whom English is a second language to ensure that they are able to reach their potential as learners, linking with other providers who are able to model ways of working and offer training to staff
<p>5. A focus on the food in the canteen served to students and the introduction of a breakfast offer, available free to all disadvantaged students</p>	<ul style="list-style-type: none"> Students are well nourished during the school day, in particular eating breakfast either at home or in school and are eating during the middle of the day at some point Food is culturally appropriate, well balanced and healthy
<p>6. The development of a coherent, “assess/plan/do/review” based strategy to support all disadvantaged students with SEND to ensure that they reach their potential as learners in our school</p>	<ul style="list-style-type: none"> Specialist support for teaching staff around specific classroom strategies -link to SEND Register, outreach for staff Modelling of strategies to staff by SENDCo and other SEND colleagues Support for Faculty Leads to refine curriculum planning so that it more accurately meets the needs of SEND students Accurate school based assessment of SEND students with both specific and general learning difficulties to ensure that exam access adjustments are appropriately tailored so that no SEND student is disadvantaged as a consequent of their special educational need or disability

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 (for example, CPD, recruitment and retention)

Budgeted cost: £53,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement</p> <p>First year:</p> <ul style="list-style-type: none"> • Access/Inclusion teacher to coordinate bespoke packages of provision • Catch-Up Coordinator coordinating the admission assessment process one morning a week • SEND/Teaching Assistant, available 50% of her week as an interpreter • Work beginning with local College ESOL provision, exploring capacity for up to 6 student places 	<ul style="list-style-type: none"> • 70% of our students currently speak English as an additional language to the one which is spoken within their family home or are new to English on their admission to school • The school currently has places and so the LA are allocating new students to us on a regular basis, a significant proportion of these new admissions are new to English or speak English as an additional language • We have a robust assessment process in place to support students in this position, but interventions are currently run by one colleague, supported by one interpreter and the provision is nearing capacity • We need to move towards the development of a specialist team of colleagues who will support the EAL students in both curriculum areas and bespoke interventions within a specialist area 	1,2,4,5

<ul style="list-style-type: none"> Links to be made with other provisions/settings exemplar re. EAL around professional development for colleagues – AHT Access/Inclusion & Teacher Access/Inclusion 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 116,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> A focus on disadvantaged year 11 students who are behind targets for summer 2022 Implementation of Faculty specific interventions and support for disadvantaged students <p>Geography: Support for trips and other enrichment opportunities</p> <p>IT/Vocational: A bank of laptops with the appropriate software to support PP students who may not have access to specialist software to engage in homeworking.</p> <p>Science: Revision guides @ £660</p>	<p>Data related to the behaviour system evidences social/emotional challenges that impact on students' ability to focus during lessons and maintain appropriate and safe behaviours.</p> <p>As a direct consequence of the Covid 19 pandemic there is a demonstrable need to re-engage all our students in education and raise their aspirations. Disadvantaged students dominate concerns around school attendance and failure to thrive in the classroom.</p>	1,2,3,5,6,7

<p>Maths: specific resources to support disadvantaged students, including revision guides, workbooks and practical resources @ £1500</p> <p>Vocational:</p> <ul style="list-style-type: none"> ✓ Digital Boost resources OCR Cambridge National Engineering Design Second Edition Boost, 48 x Y10/11 students - £360 ✓ Revision Guides £50 ✓ Tactile resources £14000 ✓ Resources packs for KS3 home learning £1000 ✓ Support for trips/visits £1000 ✓ A bank of laptops with the appropriate software to support PP students who may not have access to specialist software to engage in homeworking • Year 11 disadvantaged students not on track or at risk of not hitting targets to attend focused P6 lessons, running Dec 2021- start of exams 		
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<ul style="list-style-type: none"> • The provision of “tea” for year 11 disadvantaged students attending P6 lessons • The provision of targeted holiday sessions to support year 11 disadvantaged students not on track or at risk of not hitting targets 		
<p>Focused literacy interventions for students assessed as having reading ages below 9 years</p> <p>2 SEND TA's, 50% of their week:</p> <ul style="list-style-type: none"> • 3 x weekly 1/1 reading intervention for all students below reading age 7 years. ✓ Use of Ruth Miskin intervention programme in first instance ✓ Use of Toe by Toe for students needing a different approach/failing to make expected progress with Ruth Miskin <p>An additional member of staff to be appointed to support to develop the following pieces work:</p> <ul style="list-style-type: none"> • Small group guided reading sessions for year 9 students with 	<p>Reading assessments October 2021 demonstrate that 67% of students are behind expected reading levels, broken down by year group as follows:</p> <p>The number of students with reading ages below age 7 are:</p> <ul style="list-style-type: none"> • Year 7 = 12 • Year 8 = 9 • Year 9 = 4 • Year 11 = 3 <p>The numbers of students with reading ages between years 7-9 are:</p> <ul style="list-style-type: none"> • Year 7 = 19 • Year 8 = 14 • Year 9 = 10 • year 10 = 5 • Year 11 = 7 	<p>3</p>

<p>reading ages 7-9 years</p> <ul style="list-style-type: none"> • “Reading buddy” support for year 7 & 8 students with reading ages 7-9 years 		
<p>The development of a secure space for vulnerable disadvantaged learners who need support around a bespoke curriculum offer, with appropriate technology in place to support the provision of a bespoke curriculum offer where this will support engagement with learning and progress towards targets</p> <p>First year start-up costs:</p> <ul style="list-style-type: none"> ✓ The acquisition of temporary classroom space, appropriately furnished, along with the creation of a safe maglock environment ✓ The installation of appropriate technology to support teaching and learning ✓ Lead teaching staff in place ✓ HLTA to support ✓ Counsellor and other specialist staff involved in provision/assessment ✓ Teaching staff from across school to deliver identified lessons ✓ The provision of additional training for a small number of staff who have not yet received this i.e. 	<ul style="list-style-type: none"> • The school currently has places and so the LA are allocating new students to us on a regular basis, a significant proportion of these new admissions are new to English or speak English as an additional language • Support from the local authority regarding the provision of specialist places for highly vulnerable students unable to manage a mainstream environment is inadequate and the school needs to respond accordingly • The provision will support the further development of a graduated approach to behaviour management across school, which is a key element of the implementation of a new behaviour policy 	

Team Teach, DSL training ○		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £160,867

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A focused and well-structured attendance strategy focusing on a graduated approach aiming to raise attendance to Trust target level</p> <p>Identification of and contact with PA students, plus engagement with parents/carers regarding a “back to school” plan, to include:</p> <ul style="list-style-type: none"> ✓ Individual stepped plans, with rigorous consequences in line with LA expectations ✓ Identification of family groups who need support and challenge around school attendance ✓ Early Help process to begin as part of support and the developments of work with other agencies to support 	<p>PA students currently at 38.34%, aim is to reduce this to 22/24% (pre Covid levels+)</p>	<p>1,5,7</p>

<ul style="list-style-type: none"> ✓ The development of a range of attendance raising strategies, to include, a range of rewards for improved attendance, other incentives to come to school such as the provision of snacks to support intervention attendance ✓ School PCSO supporting attendance strategies via home visits and holiday schemes/support that focus on PP students 		
<p>A focus on the food in the canteen served to students, to include breakfast, break-time, lunchtime</p> <p>Details of changes:</p> <ul style="list-style-type: none"> ✓ Breakfast to be launched 22/11/21. ✓ Nachos to be removed from menu. ✓ A new menu to be agreed with providers ✓ A "Sub bar" to be introduced - healthier and popular. ✓ Home-made buns and biscuits to be available in the morning. ✓ Students to sample from the main menu options to select an 	<p>Dissatisfaction with existing school menu which was felt to be inconsistent, unhealthy and not value for money.</p> <p>Breakfast emerging as a vital need due to the number of students arriving at school hungry and unable to focus on learning.</p>	<p>5</p>

<p>agreed 3-weekly menu.</p> <p>✓ “Yummi” bar to sell a wider range of food -</p>		
<p>School counsellor providing mentoring and counselling support 4 days across the week, focused on disadvantaged students</p>		
<p>Initial set up of a uniform shop to support PP students not able to access full uniform</p>		
<p>Initial set up of a food Bank to support families in need of basic items.</p> <p>Plan to keep basic items in stock across the year</p>		

Total budgeted cost: £ 330,812

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Review: last year's aims and outcomes

Aim	Outcome
<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 	<ul style="list-style-type: none"> Staff CPD x 5 sessions complete Enquiry questions impacted by Covid pandemic and consequent school closures, many rolled over into new school year Pivotal training complete and impacted on development of new school behaviour policy
<p>To develop Wave 4 "Harbour" provision across school to support the inclusion of socially/emotionally vulnerable students into mainstream teaching</p>	<ul style="list-style-type: none"> Staff team doubled in size to 4 colleagues An additional room acquired for 1/1 work Students reached by Harbour work Sept 2021 = 50
<p>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 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>	<ul style="list-style-type: none"> Vulnerable Learners provision in place throughout whole school closures attended by up to 60 students daily 59% of year 11 PP students attained grade 4 or above in 2021 TAGS VL student referral form developed, referral process to roll out Oct 2021 EAL catch-up intervention on-going, including throughout Covid school closures Blended learning support in place for all PP student during whole school/bubble closures via school based VL provision and the provision of laptops and telephone support if students working at home
<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 	<ul style="list-style-type: none"> This work to roll over into new academic year, impact from Covid Observation and monitoring of the work of TA's has continued all year and information gathered will support on-going work

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • New ways of working to be developed into new academic year, in particular the introduction of more assessment led intervention/small group work and the move away from Foundation classes
<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 vulnerable students to develop their skills and values which in turn leads to academic progress. • New Personal Development Leads to ensure close support for vulnerable learners and the development of a "team around the student" approach 	<ul style="list-style-type: none"> • Home visits now an established way of working around attendance support • Team around the family meeting also established as an effective strategy to support attendance • Tutoring programme has become successfully embedded in the school curriculum and will be at the heart of the roll out of the new PHSCE curriculum moving forward • Vulnerable Learner meetings established in November 2020, are held fortnightly, and are on-going. All PDLs attend and are at the heart of the safeguarding team and decision making around next steps for vulnerable students

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.