PUPIL PREMIUM STRATEGY PLANNING TOOL (SECONDARY)

Create a bespoke barrier driven strategy to build a DfE approved statement

Abstract

This planning tool guides users through the thought processes required to produce a robust and coherent PP strategy which meets the new conditions of grant from 2021-22 onwards. Using the tool will automatically generate a strategy statement using DfE approved templates for publication on the school website.

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Pupil premium strategy statement

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
School name	Beverley High School
Number of pupils in school	744
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2021 – July 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	**Error! Reference source not found.**
Pupil premium lead	Mrs J Laven
Governor / Trustee lead	**Error! Reference source not found.**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£**Error! Reference source not found.**107,770
Recovery premium funding allocation this academic year	£**Error! Reference source not found.**14,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£**Error! Reference source not found.**39,117
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	£**Error! Reference source not found.**160,887

Part A: Pupil premium strategy plan

Statement of intent

At Beverley High School we want to ensure that *all* students are able to fully access high-quality teaching and learning which will not only support them academically but to also 'inspire a love of learning'. It is our intent that we provide the opportunity for students to develop their knowledge and cultural capital to give them a broader understanding of the society and the world that we live in and to help them succeed in all aspects of life. This cultural competence is further developed by broadening their experiences through extra-curricular activities. Our aim is to develop individuals to be independent, confident, well-educated, happy and successful. To equip students and staff with the knowledge, skills and habits to enable them to maximise their potential and achieve the best possible outcomes.

We use data and evidence/research-based approaches to inform interventions and to personalise our approaches to meet the needs of the individual rather than viewing pupil premium students as a homogenous group. Our support addresses the barriers to learning which some pupils may face with accessing learning. The barriers might include disengagement and poor attendance; resources and equipment both at home and at school; social and emotional issues resulting in low confidence and self-esteem and / or low aspirations for their future and a lack of drive for academic achievement. This support then enables students to fully access the high-quality teaching and learning within classroom which is supported and developed by researched based CPD.

Challenges

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

Challenge number	Detail of challenge
1 Barriers to Accessing Learning	**Attendance:** There are significant issues to improving attendance including lack of parental engagement; attitude towards school and education; different priorities behind the reasons for absence and resilience towards learning and early morning routines. Attendance data indicates this challenge: 2020-2021 attendance for all students was 93.36% and PP students 87.75%. 2019-2020 93.92% and 88.68%. 2018-2019 96.2% and 92.3% respectively.

	Independent Learning and Homework: Some students/ families have identified that working at home is a challenge due to limited IT and access to the internet. Further barriers to learning outside of the classroom is the access to a focused and calm study environment. **Emotional Wellbeing and Behaviour Interventions:** Currently 41% of students in our PP cohort are supported either within school by our Wellbeing and SEND Teams or through external agencies. This will limit their ability to access teaching and learning in the classroom as their emotional health affects their engagement, knowledge retention and resilience. Restorative practice followed through the behaviour policy and SLT callouts and proactive behaviour interventions with students in our 'Return to Learn' room with Pastoral Managers. The purpose of this is to teach learning behaviours rather than relying on sanctions which can impact on engagement with the school and lessons. We aim to be proactive with our approach and to meet behaviour needs with personalised interventions. **Uniform and Breakfast** We need to ensure that all students are on a 'level playing field' in terms of uniform, equipment and a healthy start to the day. **Engagement and Resilience** Some students display a lack of resilience not only towards attendance but also towards the level of challenge in the classroom and independent learning. Resilience affects engagement leading often to ritual compliance.	
2 Cultural Capital	Disadvantaged pupils aren't one homogenous low-achieving mass, but research shows that there's a correlation between deprivation students from disadvantaged households not being exposed to cultural experiences and knowledge. Therefore, as a school we want to extend *all* students thinking and understanding about society, politics, and culture from Year 7 to 11, so they leave school with the confidence to inform their own opinions, whilst continuing to be curious about the world around them. Students have the knowledge, skills and attributes needed to manage their lives now and in the future.	
3 Attainment and engagement in lesson.	School closure produced unequal learning opportunities; whilst it is too early to understand the true impact of this loss learning we did have a higher number of disadvantaged students than non-PP students reporting issues with completing work at home. Remote learning relies on good IT connections, suitable working conditions in the home, motivation and good student/teacher communication. The PP pupils are more likely to have issues in any/all of these areas. As a school we did support students with their access to learning but we still had a significant number of PP students who were not completing the work set. The disruption to examinations in the last two years mean that there is no national data on the gaps as a comparison. Attainment has been affected for students of all groups due to Covid. With a small cohort of PP students this	

	makes data unreliable as the causes for low performance are less easily identified.
	Engagement is affected by low resilience, image anxiety and subsequent communication barriers with staff. The small cohorts of PP in an affluent area suffer the issue of 'double disadvantage'. The financial and cultural advantages are exacerbated by the image anxiety of being a noticeable minority. Engagement in lesson is also impacted by low confidence as a result of the difficulties with engagement with remote learning.
	Low reading ages, less academic reading fluency and low 'word count experience' affect the attainment of many PP students across the curriculum. 'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life'-EEF. 'Disadvantaged children start school behind their more advantaged peers, and the gap in performance widens as they progress through the education system. Our analysis shows that, on average, disadvantaged pupils are 4.3 months behind in the early years phase, 9.4 months behind in primary school, and 18.4 months behind at Key Stage 4, with persistently disadvantaged pupils 23.4 months behind at KS4. For this analysis, we used the DfE definition of disadvantage i.e. pupils who are eligible for the Pupil Premium; persistently disadvantaged pupils are those who have been eligible for Free School Meals for at least 80 per cent of their school lives'- from Key Drivers of the Disadvantage Gap Literature review 2018- Education Policy Institute.
Aspirations	To help all students pursue high aspirations and goals. Covid and lockdowns have affected student confidence; belief in themselves and their academic progress and it has also led to an increase number of school refusers. It is vital that we remove these barriers to learning and aspirations for the future.

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
To reduce the barriers to learning in terms of attendance, equipment and uniform by supporting individual students with personalised interventions to meet their specific needs.	Attendance monitoring and early identification of students who need support / intervention for the identified cohort. Organised and effective systems with dealing with poor attendance. More effective communication with parents / carers for students with low attendance rates. Productive use of data to help inform and drive interventions.

	Uniformity of pupils with equipment, appearance and resources.
	Access to learning outside of the classroom – laptops and internet support.
Proactive emotional wellbeing and behaviour interventions.	Consistency of approach from staff when supporting behaviour and attitudes in lesson and around school. Students and staff feel well supported which not only benefits their emotional health but the learning within the classroom. Excellent behaviour and attitude across the school. Visibly notice positive mindsets during assessment and exam periods. Excellent communication with parents. Proactive support provided through the Wellbeing department targeting specific students – shorter more frequent support sessions which focuses more on social interaction and self esteem
Raised aspirations and greater resilience.	SLT support for students at KS3 and KS4 for GCSE choices and their next destination. Form time activities and pupil talk about growth mindsets. Proactive support provided through the Wellbeing department targeting specific students – shorter more frequent support sessions.
Improved engagement/ attitude towards learning.	Attitude towards learning grades of the cohort to be >3.5 as a metric for improved engagement showing that the engagement is significantly better than 'satisfactory' and often 'good' on average.
Pupils will be able to read more fluently and with greater understanding and therefore be able to access the full curriculum in order to attain GCSEs at grade 4+ in order to progress to higher level qualifications and ultimately reach their full potential.	Improved reading age on CAT NGRT retests following one to one reading intervention and the engagement in the whole school reading strategy.
Improved progress in maths across the year.	KS3: To have positive 'Key Concept' residuals on the termly reports.

Equality of access to a diverse range of challenging literary fiction for all students and an opportunity for all students to listen to an expert modelling reading during tutor time. Students have the cultural literacy to enable them to operate effectively as citizens.	Tutor reading routines during form time. Pupil focus groups to provide reflection on tutor reading books. Staff to feel supported in their delivery of the tutor reading programme (book summaries, pre and post reading PPTs). Weekly Big Ideas presentations are shown to all form groups Pupil focus group to provide reflection on the selection of topics. Big Ideas becomes a habit and a mindset. Students remain curious about the world around them.
Students have the knowledge, skills and attributes needed to manage their lives now and, in the future.	All students participate in 6 PSHE mornings per year Students participate in a range of careers talks throughout their time in KS3 and 4 Students receive a 1:1 Careers appointment and leave with a bespoke plan of next steps. Students receive and act upon information/guidance relating to their post 16 options

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.

Access to learning:

Budgeted cost: £**Error! Reference source not found.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Error! Reference source not found. Attendan	**Error! Reference source not found.** *DfE: Improving school attendance: support for schools and local authorities*	1

ce – improved systems, greater data analysis and increased communication with parents / carers	'Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Make sure these systems are inclusive and appropriate for all pupils. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups.'	
Emotional Wellbeing and Behaviour Interventions	**Error! Reference source not found.** Behaviour interventions Moderate impact for low cost based on limited evidence (£)(£)(£)(£)(£) (🔒)(🔒)(🔒)(🔒)(🔒) + *EEF School Improvement:* This addresses the importance of 'Developing healthy peer networks and dealing with issues around bullying.' *EEF Social and Emotional Learning:* 'Three broad categories of SEL interventions can be identified: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.' Interventions which are 'shorter (30 mins or so) frequent sessions (4−5 times a week)' appear to be the most successful structure for interventions especially when they focus on 'improving social interaction' + 6 months	1
Raised aspirations and resilience – development of a growth mindset, career guidance, SLT support at KS3 and 4	Raising aspirations through explicit teaching of growth mindset supported with metacognition and self-regulation. Metacognition and self-regulation Very high impact for very low cost based on extensive evidence (£)(£)(£)(£)(£) (🔒)(🔒)(🔒)(🔒)(🔒) +	1 and 4
Developing a 'level playing field' in terms of uniform and a healthy start to the day.	*DfE Breakfast clubs programme 2021-2023:* 'The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'	1
Provision of laptop and access to the internet at home.	Evidence on the importance of this is reflected in the government's £100m package to find laptops scheme and 4G	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Curriculum Support sessions in school to provide a focused working atmosphere with staff support	wireless routers to vulnerable and disadvantaged students during the Covid-19 pandemic.	

The development of cultural capital:

Budgeted cost: £**Error! Reference source not found.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Error! Reference source not found.	The 2019 Neilsen Book Research's annual survey into the reading habits of British children show that only 32% of children under 13 are read to daily by an adult, for pleasure. By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes (Achievement of 15 year-olds in England: PISA 2015 National Report)	2
Super curriculum	"Support for the highly able should be as inclusive as possible. Highly able students can be difficult to identify. To ensure that all such students (especially those from disadvantaged backgrounds) have access to work that will fit their needs, programmes should be made widely available where possible." *The Sutton Trust*	
Extra curricula	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF Students are able to access a range of music related activities. In particular we believe in "the democratisation of Classical music" We actively promote to PP students that all opportunities in school including residential, day trips are accessible.	2

Budgeted cost: £**Error! Reference source not found.**

Attainment and Engagement:

Activity	Evidence that supports this approach	Challenge number(s) addressed

Maximising learning through effective CPD led by our Research Leads and developed through individual departments	*EEF School Improvement:* The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	3
Targeted academic support – reading and maths	*EEF School Improvement:* Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. Small group tuition Moderate impact for low cost based on moderate evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Reading comprehension strategies Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6	3

Managing their lives now and in the future:

Budgeted cost: £**Error! Reference source not found.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE morning**Error! Reference source not found.**	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. **Error! Reference source not found.**	4
Careers Guidance**Error! Reference source not found.**	"A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations" Gatsby Benchmarks **Error! Reference source not found.**	

Total budgeted cost: £Error! Reference source not found.

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.

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Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	**Error! Reference source not found.**
Attainment 8	Achieve national average for attainment for all pupils	**Error! Reference source not found.**
Percentage of Grade 5+ in English & maths	Achieve average English and maths 5+ scores for similar schools	**Error! Reference source not found.**
Other	Maintain good attendance despite global pandemic	Summer 2021
Ebacc Entry	Better national average EBacc Entry for all pupils	**Error! Reference source not found.**

The average P8 score for the PP students in this cohort was 0.03 and the collaboration 0.01. The P8 gap with national is therefore +0.02.

The average A8 score for the PP students in this cohort was 49.56 and in the collaboration 51.16. The A8 gap with national is therefore -1.60. However, the Average KS2 Prior Attainment gap is -0.95. When this is accounted for the A8 gap is also +0.02.

The percentage of 5+ En & Ma for the PP students in this cohort was 41.2% and the collaboration 51.8%. This is a gap of -10.6% which is 2 students.

EBacc entry for the PP cohort was 76.5% and the collaboration 36.4%. This is a gap 40.1%. Those achieving the EBacc strong gap is 15.4% and standard gap 19.4%.

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Externally provided programmes

Programme	Provider
Media, English and Maths, Health and Beauty and Employability Skills GCSEs/ BTEC for one Year 11 student.	**Error! Reference source not found.**

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	**Error! Reference source not found.**
What was the impact of that spending on service pupil premium eligible pupils?	**Error! Reference source not found.**

Further information (optional)

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