



Pupil Premium Strategy Statement: Beverley High School

1. Summary information					
School	Beverley High School				
Academic Year	2019/20	Total PP budget (C/F from previous financial yr)	£100,385(ac tual) (c/f nil)	Date of most recent PP Review	September 2019
Total number of pupils	860 incl. 6 th form girls	Number of pupils eligible for PP (Including PLAC and Service Children)	102 (actual)	Date for next internal review of this strategy	Sept 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower average attitude to learning than non-eligible pupils
B.	Successful completion of independent learning
C.	Lower levels of engagement in positive activities in school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attitude to learning grades	Average attitude to learning grades are in line with non-disadvantaged pupils
B.	Improved independent learning grades	Average independent learning grades are in line with non-disadvantaged pupils Fewer behaviour points given for independent learning
C.	Reduction in behaviour related incidents	Behaviour related data will show fewer incidents
D.	Reduction in the number of sessions missed	Improved attendance data

4. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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?
Positive engagement and increased retention	1:1 meeting with AHT Inclusion and all pupils entitled to Pupil Premium to discuss option choices with all data available and suitability	A number of pupils changed or requested a change in option subjects within the first few weeks of teaching causing disruption to group balance, numbers and missing out on initial subject content	Schedule 1:1 meetings before options evening and after. Pupil retention rate within option subjects	BCa / JLa / KMa	December 2019 £4,896
Positive ATL grades	Staffing of additional option groups	A wider variety of option choices gives pupils the opportunity to find interest and success in their learning	The range of option subjects timetabled for KS4 curriculum; monitoring of pupil uptake and retention	MCo	July 2020 £17,898
Positive ATL grades	Staffing curriculum support sessions	A reduced curriculum timetable to provide small group support for pupils who require reinforcement of learning	Monitoring of ATL grades of pupils with Support sessions. Monitor work completed – book scrutiny	BCa Termly	Termly. £6399
Access to alternative learning services from other specialists to reach pupils	Purchase of teaching sessions from local college for specialist subjects. Personal teaching services	Meeting student specific needs, enhancing achievement and reducing sessions missed because students are engaged in subject.	Monitoring of service provision	JLa/BCa	Ongoing £1,868

October 2020

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?
Positive IL grades	Learning Resource Centre access before school, after school and at social times	Provides a supported environment with ICT facilities available for pupils to complete IL tasks or additional work	Timetabled TA allocation to Learning Resource Centre. Register taken of pupils accessing resource	BCa/HBu	Termly £6,909
Awareness of Local Authority strategies and opportunities for pupils eligible for Pupil Premium	Staff attend LA/other led CPD sessions	LA focus on Pupil Premium population outcomes could provide opportunities for our pupils and other appropriate CPD	Engagement with appropriate strategies and opportunities	JLa	On-going £1,953
Total budgeted cost					£39923

ii. 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?
Pupils have a positive start to secondary education	Team and confidence building residential	Identified barrier to learning is low confidence and this type of activity builds confidence and also staff relationships	Scheduled on the calendar, list of pupils selected to be cross referenced with staff perception of relationship building	JLa	Autumn 2019 £3475
Pupils to have a positive approach to school	PP Leader regular meetings and communication with students.	Planned structured conversations around wellbeing and individual needs and barriers to learning to inform personalised intervention	Record of conversations ATL data	JLa	July 2020 £13772

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?
Pupil Progress over time	Assistant Headteacher to evaluate data and teacher intervention	Holding staff to account for the intervention they put in place embeds awareness of pupils and their individual needs	Context sheets completed SLT Link meetings evidence Heads of Department confidence in discussing data and intervention	JLa	Termly £5188
Pupils to feel included – positive wellbeing	Provide uniform	Pupils look the same as other pupils and therefore feel they are equal members of the community	Letters sent to pupils in the summer term for allocation the following September	JLa	July 2020 £4463
Pupils Pastoral Challenges, identified and support given.	Provide Pastoral Manager Access	Pupils, including service pupils, are listened to and support is given to enhance their well-being and bring a personalised approach. Used as a pathway to aid improved behaviour and attainment.	Well-being team meetings to allow information to be shared and appropriate support given/strategies developed as appropriate	JLa /KMa	Ongoing £10876
Extra curricular opportunities	Payment for peri music lessons	Finances should not be a barrier to pupils engaging with playing an instrument	Record maintained	AMo/JLa	Termly £4347
Additional curriculum opportunities Positive ATL	Payment for curriculum based trips	Curriculum based trips enhance pupil engagement in the subject area; all day trips to be supported and up to one UK residential and one international residential trip during school career	All curriculum trip letters include opportunity to use Pupil Premium funding	JLa/RMa	Ongoing £6992
Pupils are prepared for learning	Curriculum resources available as required	Equipment is essential for accessing teaching and learning	Regular meetings with Head of Wellbeing to identify need	JLa / KMa	Ongoing £4142

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?
Reduction of sessions missed	Provision of breakfast club	Pupils prepared for lessons, with a good start to the day. Reduction in sessions missed – encouraging good attendance and arriving for teaching sessions on time.	Take-up of provision	JLa	Ongoing £7284
Total budgeted cost					£60539
Total in-year PP Spend as at end of financial year					£100,462

5. Review of expenditure 18/19

Previous Academic Year				
Outcomes		2019	PP	2018
	P8 (initial indication)	0.49	- 0.1 4	0.58/- 0.21
	A8	54.3	39. 6	57.9/42.3

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
Positive engagement inc. ATL grades	Staffing of additional option groups	Wide variety of options in multiple lines allowed all pupils to enrol on their courses of choice	99% of students got their first choice in their options. Student voice supported the need for a wide choice of subjects. We will continue to look at other options for GCSE to increase engagement.	17678
Access to alternative learning services from other specialists to reach pupils	Purchase of teaching sessions from local college for specialist subjects. Personal teaching services	Access to the curriculum for a disengaged / school refuser.	Engagement: The student felt supported and that school was responding to her needs. The college course gave her opportunity to explore a different avenue. English and maths teachers saw a greater engagement in their lessons.	2635

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
Positive ATL grades	Tangible rewards; Vivo system	Pupil feedback suggested the reward system was effective	Tangible rewards are effective but the use of contact with home as a reward has been seen to be equally positive for pupils and this also supports positive pupil engagement – to look at alternatives	1000
Positive IL grades	Learning Resource Centre access before school, after school and at social times	Signing in sheets show use of the LRC by a wide range of pupils including those eligible for Pupil Premium.	Where pupils receive poor ATL grades the LRC is used as a strategy for improvement and staff are becoming more familiar with referring pupils to staff in the LRC- to maintain	3500
Awareness of Local Authority strategies and opportunities for pupils eligible for Pupil Premium and staff CPD	LA CPD and research leads in school	AHT Inclusion designated as Pupil Premium Champion in line with Local Authority strategy. School CPD led by Research Team.	Some meetings more useful than others in elements that could be applied within the school but networking opportunities are useful – to maintain	1700

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
Pupils have a positive start to secondary education	Team and confidence building residential	Pupils with an identified barrier to learning as low confidence attended residential building confidence and staff relationships	To continue with support; a great opportunity for positive engagement and pupil selection appears appropriate	4098

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
Pupils to have a positive approach to school	Assistant Year Leader attached to each year group	Structured conversations around wellbeing and individual needs and barriers to learning held at least termly to inform personalised intervention	To continue with support; the personalisation of support that is possible from these meetings allows greater level of individual needs to be met. Some further development needed in the structure of the meetings and development through the school, including measuring 'soft data'	22280
Pupil Progress over time	Assistant Headteacher to evaluate data and teacher intervention	Staff account for the intervention they put in place by adding information to the context sheet which is evaluated at SLT level	To continue with support; overall wave one support can be seen and sharing of good practice. Information can be transferred between teachers as pupils transition.	7633
Pupils to feel included – positive wellbeing	Provide uniform	Pupils do not look different to others, with no discrepancy between affordability of clothing	To continue with support; positive inclusion	4937
Extra curricular opportunities	Payment for peri music lessons	A number of pupils take up a music lessons which engages them not only with an extra curricular activity but positive engagement in mixed age group activities such as ensembles, orchestras, and performances	To continue with support; widen opportunities	4499
Additional curriculum opportunities Positive ATL	Payment for curriculum based trips	Curriculum based trips enhance pupil engagement in the subject area; all day trips to be supported and up to one UK residential and one international residential trip during school career	To continue with some modification to improve accountability and reduce drop out as some pupils have expressed interest, had consent and the place booked to then withdraw without any apparent implications.	15373

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
Pupils are prepared for learning	Curriculum resources available as required	Pupils have all the equipment that is essential for accessing teaching and learning within their curriculum areas, to prevent this becoming a barrier to learning	To continue with support; specific equipment for option subjects provided to support engagement; additional essential equipment needs are assessed by H0Y in 1:1 meetings	4252
Reduction of sessions missed	Provision of Breakfast club	Pupils prepared for lessons, with a good start to the day. Reduction in sessions missed encouraging good attendance and arriving for teaching sessions on time	Take up of provision – continue with provision	3218
Pupils Pastoral Challenges, identified and support given.	Provide Pastoral Manager Access	Pupils, including service pupils, are listened to and support is given to enhance their well-being and bring a personalised approach. Used as a pathway to aid improved behaviour and attainment.	Well-being team meetings to allow information to be shared and appropriate support given/strategies developed as appropriate	8831
Positive engagement and increased retention	1:1 meeting with AHT Inclusion and all pupils entitled to Pupil Premium to discuss option choices with all data available and suitability	A number of pupils changed or requested a change in option subjects within the first few weeks of teaching causing disruption to group balance, numbers and missing out on initial subject content	Schedule 1:1 meetings before options evening and after. Positive engagement and increased retention	4800
Positive ATL grades	Staffing curriculum support sessions	A reduced curriculum timetable to provide small group support for pupils who require reinforcement of learning	Monitoring of ATL grades of pupils with Support sessions. Monitor work completed – book scrutiny	7399

Total

87,320