

The Henry Beaufort School Pupil premium strategy statement 2019/2020

Please note: Pupil premium funding is estimated because the student census and financial year are different.

1) Summary information

Metric	Data
School name	The Henry Beaufort School
Pupils in school	1003
Proportion of disadvantaged pupils	24% (244/1003)
Pupil premium allocation this academic year	£190,990
Academic year or years covered by statement	2019/2020
Publish date	January 2020
Review date	September 2020
Pupil premium lead	Sonia Atkins

2) Key indicators (Year 11 PP disadvantaged leaving 2019)

Progress 8	-0.467 (28 students)
Ebacc entry	7% (2 students) school 40%
Attainment 8	37.60
<i>Percentage of Grade 4+ in English and maths</i>	51.7%
Percentage of Grade 5+ in English and maths	27.6%

3) Barriers to future attainment (for PP disadvantaged pupils)

In-school barriers (to be addressed in school)	
A.	<p>Recognition of the bespoke needs of each PP disadvantaged cohort by year group and at an individual student level requiring Teacher intervention at a classroom level and structure pastoral support.</p> <p>Year 7 42/241 – 17% (PP Dis have 5.0% more below grades for CLA) Year 8 39/209 – 19% (PP Dis have 8.9% more below grades for CLA) Year 9 33/210 -16% (Current A8 v FFT20 = Dis -3.23, Non-Dis -3.81) Year 10 33/165 – 20% (Current A8 v FFT20 = Dis -2.75, Non-Dis -2.74) Year 11 40/175 – 23% (Current A8 v FFT20 = Dis -1.94, Non-Dis -1.96)</p>
B.	<p>Boys progress- Year 11 performance data shows a significant gap for male pupils, particularly those who fall into the low and middle attaining pupil premium bracket.</p>
C.	<p>Home learning/Revision- Internal data for home learning suggests there is a Pupil premium gap surrounding home learning. This is supported by student voice evidence through questionnaires and student panels, departmental data drop analysis that documents gaps with knowledge retention and recall.</p>
D.	<p>Literacy- Pupil premium students are more likely to arrive below KS2 expectations for English skills. Alongside this PP disadvantaged students may lack the cultural capital in knowledge and vocabulary meaning within subject specific and carrier language causing them difficulty in accessing subject curriculums.</p>
External barriers (which require action outside school)	
E.	<p>Attendance Pupil premium disadvantaged students have lower attendance in school than their non-disadvantaged peers.</p>
F.	<p>Reduced experiences to build the required cultural capital to successfully access the higher levels of the curriculum and be successful beyond Secondary school</p>
G.	<p>Digital technology- Pupil premium students less likely to have access to digital technology available to boost learning through online resources</p>

4) Desired outcomes

	Desired outcome- for all Disadvantaged Pupil premium students to be in line with their non-disadvantaged peers in the following areas	Success criteria
A.	Year 11 basics measure 5+ GCSEs including English and Maths grade 4+	Difference diminished
B.	Subject progress scores in line with nationally reported subject grades	Difference diminished
C.	Internal progress measures indicate they are on track (FFT 20 data and SISRA)	Difference diminished
D.	Our disadvantaged students are happy to attend school regularly, engage well taking pride in their work and complete home learning and revision	Internal register showing increase on previous year
E.	Students exposure to experiences that develop cultural capital is increased	hbX and trip log log showing deficit areas being addressed
F.	Students have high ambitions for their future and enrolment into higher education or training increased	Destinations data, achievements and apprenticeship figres showing increase on previous year
G.	Increased parental engagement with school life throughout 5 year journey	Internal attendance data to events showing increase on previous year
H.	Students attend afterschool opportunities for enrichment and academic support	Attendance data- increase on previous years

Long term plan (3 Year Timescale)	
Priority 1	Bespoke identification of needs for each Pupil premium Disadvantaged students. As a school our vision recognises that we are not a one size fits all school, this should be mirrored in our approach to identifying the needs of our Pupil Premium disadvantaged students to ensure any interventions can have most impact. For example from support with mental health, providing uniform, to supporting with home learning and positive relationships in school we have a vast array of support within school which needs to be deployed precisely for maximum impact.
Priority 2	Development of Cultural Capital for all and address gaps for Pupil Premium disadvantaged students where this is most lacking. At The Henry Beaufort School we believe that all students should be exposed to opportunities and experiences beyond the classroom. These opportunities and experiences will help students to broaden their horizons and develop and challenge them personally. (please see our Cultural Capital pages on the website)
Priority 3	Distributed Leadership for Identification of Pupil premium disadvantaged students needs and funding allocation. All academic areas, pastoral teams and professional support areas should have access to identify the specific needs of Pupil premium students within their areas, create priorities within their improvement plans

5) Planned expenditure 2019/2020

This section is split into three headings to demonstrate how we are using Pupil Premium disadvantaged spending to focus on **Quality first teaching for all**, **Targeted academic support** and **Wider whole school strategies**.

i) Quality first teaching for all						
Desired outcome	Chosen action/approach	Our evidence and rationale for this choice?	How we ensure it is implemented well?	Henry Beaufort Staff lead	When we will review implementation?	Budgeted cost per year
Pupil premium students have high quality teaching	Recruitment and retention of high quality leaders and teachers Performance management structure in place to ensure highest quality teaching available Staff CPD	Improving teaching has the largest impact on disadvantaged students (EEF)	Line management meetings, Middle leaders meetings, Staff training and INSET events	All Senior Leaders and middle leaders	Quality assurance in place through line management of subject areas	£4,000
5 Year Curriculum plans are well sequenced to address gaps and barriers to learning in knowledge and cultural capital	CPD, INSET, TLM planning time, Middle leaders sharing good practice and training. Subject Leader and hub network meetings.	Improving teaching has the largest impact on disadvantaged students (EEF)	5 year curriculum maps in place by Summer term 2020	All Senior Leaders, middle leaders and class teachers	5 year curriculum maps in place by Summer term 2020	Directed time

High quality teaching for all to maximise student progress	Relaunch of successful no hands up policy PP disadvantaged students are front and centre All lessons to include scaffolding and focus on language needed for success	Teaching and learning focus for all staff in all subject areas	Relaunch at INSET Sept 2019, Middle leaders meetings, evidence from lesson observations and learning walks	All Senior Leaders, middle leaders and class teachers	Through line management and quality assurance within subject areas	Meeting time
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ii) Targeted academic support

Desired outcome	Chosen action/approach	Our evidence and rationale for this choice?	How we ensure it is implemented well?	Henry Beaufort Staff lead	When we will review implementation?	Budgeted cost per year																						
All Pupil premium students have access to resources and experiences that are 1) 'needed' for success in each subject areas throughout the 5 year learning journey 2) 'culturally enriching' for success in each subject areas	Wave 1 'need funding' to take place in the Autumn term 2019. All departments to take part and member of the professional services team allocated to centrally order all resources to reduce timescales. Wave 2 'cultural enrichment bids approved before 2020 with full consideration of	Previously access to this funding for 'need' resources was not distributed evenly across team areas and the time resources were ordered and delivered to students varied significantly. Centralising this prevents learning time lost for Pupil premium disadvantaged students.	Regular review of the process and the amount of funding that has been spent throughout the year. Team areas will need to robustly evidence the impact of this funding to be included in bidding for funds for future years.	AAHT-PP Dis	SLT meetings, link meetings and as part of interim and annual review of team improvement plans.	£1872 PST administrative support																						
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throughout the 5 year learning journey

the bigger picture to ensure students needs addressed across all subject areas across the 5 year journey

Wave 2 'cultural enrichment bids' considered as a whole school package to prevent uneven allocation of funds.

Year	Total Cost
7	1,221.51
8	961.91
9	1,408.79
10	4,286.54
11	3,084.54
TOTAL	10,963.29

YEAR	No in yr	Total Cost	AV Cost per pupil
7	44	1,221.51	27.76
8	40	961.91	24.05
9	33	1,408.79	42.69
10	33	4,286.54	129.90
11	39	3,084.54	79.09

Wave 2

SUBJECT	PP COST
TECH	140.00
MFL	800.00
SCIENCE	146.25
ART&PHOTO	338.00
MUSIC	80.00
DRAMA	420.00
HUMS	312.50
PE	450.00
MATHS	660.00
ENGLISH	779.00
HIRB	218.00

						Computing	28.00
						EW	1680.00
						TOTAL	6051.75
						YEAR	PP COST
						7	2292.75
						8	1400.00
						9	1023.00
						10	1144.50
						11	191.50
						TOTAL	6051.75
Pupil Premium students not making progress identified and given extra tuition in Maths and English or a Revision mentor	Lead teachers removed from being tutors to offer bespoke intervention in Maths and English Staff employed in addition to the school day to offer small group revision support where independent revision at home is a barrier	EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months.	Reviewed as part of data drop analysis 3 times a year	AL English AL Maths AAHT PP Dis	Student voice of students and staff involved alongside quantitative analysis of performance data.	£23,400 After school revision mentor- £1460 Easter PP dis revision room-£800	
iii) Wider Whole School strategies							
Desired outcome	Chosen action/approach	Our evidence and rationale for this choice?	How we ensure it is implemented well?	Henry Beaufort Staff lead	When we will review implementation?	Budgeted cost per year	
Students are happy to attend	Student					£8773 attendance administrative support	

school regularly, engage well taking pride in their work and complete home learning and revision						£14,737 Head of year funding £13,489 Social Inclusion officer £8,500 OLC Learning Manager
All Pupil premium students have quick access to PP funding to quickly remove individual barriers to learning and engagement	Heads of year trial new approach 2019/2020. Funding can be directly approved by HoY to reduce the time taken to provide equipment, transport, uniform etc.	Staff working directly with students can identify needs for small scale funding however the time needed to approve this was too long. This reduces the time taken to reengage the student with their learning once this barrier is removed.	Regular review of the use of funding and publicity within the school community of this new approach	AAHT-PP Dis	Termly with finance team, Review Sept 2020 for consideration for 2020/2021	£750 HoY allocated PP disadvantaged budget
Developed Cultural Capital At The Henry Beaufort School we believe that all students should be exposed to opportunities and experiences beyond the classroom.	These opportunities and experiences will help students to broaden their horizons and develop and challenge them personally. (please see our Cultural Capital pages on the website)	EEF toolkit Metacognition and self reflection +7, Outdoor adventure learning +4, Social and emotional learning +4, Sports and arts participation +2	Cultural Capital plan in place for September 2020 including hbX- see website	TLR- SLT Cultural capital	During CC tutor times, SLT meetings	£5000

Careers	EBP days within school and individual careers interviews with PP dis as the first priority	To develop career aspirations and encourage social mobility - Sutton Trust	Meetings have occurred and destinations data	AHT careers and working party	Termly review and QA as part of Personal development days	£6000
Students to all have access to literacy intervention and home learning club	Literacy intervention strategies delivered in library during intervention time. Home learning club available for all in library, targeted students in M9 and with HoY.	Home learning data and student voice indicate that home learning is challenge for many PP dis students and that doing HL in school is beneficial to this.	Records of attendance at intervention at HL club showing impact on progress in CLA data.	TLR- SLT	At each data drop	£26,639 Librarian
Removal of barriers to Digital technology - Pupil premium students less likely to have access to digital technology available to boost learning through online resources	Tablets purchased and preloaded with engaging literature for trail group of year 8 students. Training for students to access learning resources from each academic area.	EEF toolkit- digital technology can accelerate progress 4+months. School produced student voice data sites lack of technology as significant barrier.	Tracking of student data throughout trial, use of student voice evidence.	AAHT PP Dis	At each data drop, 9 months after start of the trial.	£4000 for trial year
						+£3790 AAHT for strategic oversight of all above
Total						£140,224 (other remaining funding allocated as part of Services Pupil Premium and LAC funding)

