

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 | Beacon Hill Community School |
| Number of pupils in school | 144 |
| Proportion (%) of pupil premium eligible pupils | 50% |
| Academic years that our current pupil premium strategy plan covers | 2021-22 to 2024-25 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Tom Hailwood |
| Pupil premium lead | Jennifer Rowlands |
| Governor / Trustee lead | David Davidson / Angela Slack |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £58255 |
| Recovery premium funding allocation this academic year | £8990 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £67245 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our students achieve well, regardless of their advantage or disadvantage, regardless of background and home circumstances, regardless of starting point, ability or aptitude.

From our historical data and current analysis of our students, we have identified literacy as one of our key challenges, and therefore our key building blocks to enable students to access better outcomes for themselves. Together with a focus on addressing barriers to learning, we feel this primary focus will enable us to streamline our approaches to make a real, lasting difference to our students' lives. In line with EEF research, high quality, quality first teaching, and an explicit focus on literacy and vocabulary, will provide the building blocks to support high attainment.

Our approaches will not only focus on the disadvantaged, but because of the relative proportion of disadvantaged students will provide whole-school initiatives to improve outcomes for everyone, raising the bar and expecting more from all our students. In this way, a tide of improvement will bring all students with it, enabling them to challenge and support each other to achieve more. Non-disadvantaged attainment will be sustained and improved alongside that of their disadvantaged peers.

We will ensure that we take a holistic view, addressing issues and gaps as well as tailoring to the individual child. Our small size enables us to know our students well and provide tailored support to them, to ensure they are in the best possible position to learn and learn well. We will work equally hard for high attainers, ensuring they continue to achieve and thrive, as we do for those who struggle the most.

Our strategy will also link to wider plans for education recovery, targeted in-school and NTP support for those who have been worst affected by the Covid pandemic.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reading ages of our students are generally below their real age. Assessments show that in all year groups a significant proportion of our students have a reading age which is below their actual age. From recent evidence, this gap widens during their time at our school. |
| 2 | Scrutiny of assessments indicate that students are not able to access complex language and texts, and struggle with academic and subject specific vocabulary. This is evident in analysis of external examination outcomes, and in internal assessment of literacy and vocabulary use. |

| | |
|---|---|
| 3 | Our assessment of access to learning through lockdown indicate that disadvantaged students have struggled the most to engage with online learning. This has resulted in some knowledge gaps which are being addressed by individual subjects as well as in identifying students for additional support from tutors. |
| 4 | Our parents, while they have engaged with us more than in previous years during the pandemic, are not particularly engaged with school. |
| 5 | In previous years pastoral support has sometimes focused on resolving issues rather than going the step further to resolve issues and support effective learning. Attendance has not been good and disadvantaged students have had higher absence rates than non-disadvantaged. |

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 |
|--|--|
| Improved attainment by disadvantaged group of students across the curriculum at the end of KS4 | By the end of our current plan in 2024-25, disadvantaged students will have consistently achieved as well as non-disadvantaged students in our school. In 2024-25 academic year, outcomes demonstrate that disadvantaged students achieve an attainment 8 score of 0 or greater. |
| Improved literacy scores across all year groups | Literacy scores demonstrate improved reading ages compared to actual age for disadvantaged students. Teachers have noticed improvement in comprehension of tasks and activities, as well as improved outcomes in assessments, observed in lessons and demonstrated in work scrutinies as well as improved attainment scores at internal data points. |
| Improved engagement with learning both online and in person | Teachers report improved engagement with learning, and improved ability to engage with online activities, evidenced by improved behaviour, attitude to learning and homework scores. |
| Improved engagement with parents | Parents are attending parents evenings more consistently and are anecdotally more involved in their child's learning. |
| Improved attendance and engagement with learning | Students are in school, and are learning actively. Pastoral focus is on enabling learning and successful engagement in classes. Attitude to learning and behaviour scores have increased across all student groups. |

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

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementation of Literacy Improvement strategies | EEF research clearly shows that a focus on literacy is key in secondary schools. The EEF Guidance Report ' Improving Literacy in Secondary Schools ' outlines the interventions that are recommended. Our approach incorporates implementing many of the elements of the guidance report. | 1, 2 |
| Further develop opportunities for blended learning and use of technology to support additional learning | EEF guidance report ' Using Digital Technology to Improve Learning ' gives several recommendations to improve the quality of education by harnessing technology. Given lockdown has given us an opportunity to expand our use of technology and increasing the quality and quantity of practice that students undertake, both inside and outside the classroom. | 3 |

Targeted academic support

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted tutoring through NTP, school-led tutoring and small group and 1:1 work with Teaching Assistants and other staff to support improvements in literacy and reading | EEF research clearly shows that a focus on literacy is key in secondary schools. The EEF Guidance Report ' Improving Literacy in Secondary Schools ' outlines the interventions that are recommended. Our approach incorporates implementing many of the elements of the guidance report. | 1, 2 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Proactively improve parental engagement by quality of education team focused on appropriate engagement with parents | EEF research supports the effective engagement of parents as a way of supporting their child's academic learning. A positive dialogue about learning and flexible communications are key to engaging the parents of older students. | 4 |
| Pastoral support focusing on behaviour for learning and engagement with learning as a priority | EEF research supports focusing on improving learning behaviours as well as managing misbehaviour . A focus on pastoral support that enables good learning to happen successfully is key to supporting good attainment. | 5 |

Total budgeted cost: £ 70,000

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.

In academic years 2019-20 and 2020-21, student outcomes were significantly impacted by the global pandemic. Many students were absent for much of the time and online learning was more effective for some students than others. This has resulted in some gaps in knowledge in various curriculum areas which are being addressed as part of our wider recovery curriculum work.

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

We are also in receipt of additional funding through a local initiative, WELL (Western Excellence in Learning and Leadership) which supports the literacy aspects of our strategy.