

Beaumont School Student Premium strategy statement

Summary information

School	Beaumont School				
Academic year	2017-18	Total PP budget	£79,955 ('16-17) plus £7539 (CLA) £89,500 ('17-18 est) plus £7500 (CLA)	Date of most recent PP review	13/09/17
Total no of students	1273 928 (Yrs 7-11)	No of PP eligible students	Total: 91	Date for next internal review of this strategy	05/09/18

Current attainment

	Students eligible for PP (Beaumont)	Students not eligible for PP (national average)
% achieving 5 4+ incl EM	5+ 27% 4+ 40%	71%
Progress 8 score average	0.05	-0.44
Attainment 8 score average	38.1	39.2
EBacc	20%	28%
Key Stage 2 Average point score	25.1	National data TBC

Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged students	<i>'Students supported by student-premium funding achieve better than is typically found nationally. Current data in the school indicate that the gap between the performance of this small group of students and their peers in school is continuing to close. In 2013 the attainment of students eligible for student premium was approximately one GCSE grade lower overall in English and mathematics in comparison with other students in the school'. Ofsted 2014.</i>
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Potential barriers to future attainment for PP students including high ability

In school barriers

A	Home learning environment/lack of access to resources to supplement learning outside of the classroom.
B	Literacy skills entering Year 7 are lower for disadvantaged students than for other students which prevents them from making good progress in Year 7 and beyond.
C	Less access to curriculum enrichment opportunities.
D	Transition to study skills required in Key Stage 4 from Key Stage 3

External barriers

E	Attendance rates for disadvantaged students are below the school average. This reduces their school hours and causes them to fall behind.
F	Parental support at home and engagement with school activities.

Desired outcomes		Success criteria
A	To gain a deeper understanding of each disadvantaged student and their specific barriers to learning. To support students to complete home learning	<ul style="list-style-type: none"> Database for each year group detailing specifics for each disadvantaged student that staff can access and plan more effectively for each learner's needs. Disadvantaged students completing home learning on time and to a high standard. Disadvantaged students attending extended learning club after school.
B	High levels of progress in literacy for Key Stage 3 disadvantaged students	<ul style="list-style-type: none"> Disadvantaged students improve rapidly in reading and spelling ages throughout Year 7 and the rest of Key Stage 3. Accelerated Reader results to confirm this.
C	Disadvantaged students are able to take part in the curriculum enrichment programme offered through subjects and curriculum enrichment days/week.	<ul style="list-style-type: none"> Improved confidence and integration of disadvantaged students in school life.
D	Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Disadvantaged students' Progress 8 score overall improves from end of Year 10 (2017) and students achieve their target grades.
E	Increased attendance rates for disadvantaged students	<ul style="list-style-type: none"> Attendance of disadvantaged students exceeds current figures of 92.65% and makes greater progress to the overall school target of 96%. (CLA figures for 2016-17 were 98.18%)
F	Improved engagement of parents of disadvantaged students	<ul style="list-style-type: none"> Parental attendance at information and consultation evenings improves (hard to reach parents).

Planned expenditure

Academic year

2017-18

i Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that is implemented well?	Budgeted cost	When will you review implementation?
Outcome A To gain a deeper understanding of each disadvantaged student and their specific barriers to learning.	<ul style="list-style-type: none"> Disadvantaged students discreetly identified in teacher planners and through photos available to staff. 	Supporting the attainment of disadvantaged students: success and good practice (DFE: 2015)	<ul style="list-style-type: none"> Information to be disseminated to staff. Departmental reviews and department meetings to monitor progress of disadvantaged students. Heads of Year monitor progress each term. Look to include INSET session on disadvantaged students. 	n/a	<ul style="list-style-type: none"> September 2017 At department and pastoral reviews throughout the year
Outcome B High levels of progress in literacy for Key Stage 3 disadvantaged students	<ul style="list-style-type: none"> Accelerated Reader scheme and Star reading tests. Spelling test for Year 7 and 8 students. Targeted students in Year 9 complete additional reading 	Accelerated Reader programme endorsed by Educational Endowment Foundation. Produces 'particularly positive results' for improving reading ages.	<ul style="list-style-type: none"> Member of staff leads as Literacy Co-ordinator. Librarian and library staff manage the quiz programme by liaising with staff. Spelling tests led by SEN department in curriculum time. 	£22,000	<ul style="list-style-type: none"> Year 7 and 8 students take a reading test (Star test) at the beginning of each term to determine their reading level. This data is used to monitor student progress and identify students who need intervention.
Outcome C Access to curriculum enrichment opportunities	<ul style="list-style-type: none"> Staff request resources and equipment for their disadvantaged students including revision guides. 	The student premium: how schools are spending the funding successfully (Ofsted, 2013)	<ul style="list-style-type: none"> Resource requests directed to EDu who will authorise funding from the PP budget. 	£700	<ul style="list-style-type: none"> EDu reviews budget each half term and tracks in shared documents with Finance Officer.
Outcome C Access to curriculum enrichment opportunities	<ul style="list-style-type: none"> Staff request funding for school trips, Dof E expeditions and CED/CEW 	The student premium: how schools are spending the funding successfully (Ofsted, 2013)	<ul style="list-style-type: none"> Funding requests directed to EDu who will authorise from the PP budget. 	£3000	<ul style="list-style-type: none"> EDu reviews budget each half term and tracks in shared documents with Finance Officer.

Outcome C Access to curriculum enrichment opportunities	<ul style="list-style-type: none"> Disadvantaged students receive funding for music lessons 	The student premium: how schools are spending the funding successfully (Ofsted, 2013)	<ul style="list-style-type: none"> Funding requests directed to EDu who will authorise from the PP budget. 	£500	<ul style="list-style-type: none"> EDu reviews budget each half term and tracks in shared documents with Finance Officer.
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> All staff set high expectations of disadvantaged students 	EEF teaching toolkit Supporting the attainment of disadvantaged students: success and good practice (DFE, 2015)	<ul style="list-style-type: none"> Lesson observations and feedback. Teaching and Learning INSET sessions. New staff INSET sessions – ‘Educating Beaumont’ series. 	n/a	<ul style="list-style-type: none"> There are 3 observation cycles throughout the year as well as annual department reviews and learning walks.
Outcome D and F Improved study skills at Key Stage 4	<ul style="list-style-type: none"> All staff engage meaningfully with disadvantaged students and their parents/carers 	EEF teaching toolkit Supporting the attainment of disadvantaged students: success and good practice (DFE, 2015)	<ul style="list-style-type: none"> Positive comments on Bromcom. Postcards sent home. Phone calls home. 	n/a	<ul style="list-style-type: none"> Rewards report run each term on Bromcom for disadvantaged students.
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Year 9 guidance interviews for Key Stage 4 choices & Year 11 guidance interviews for Key Stage 5 choices 	Disadvantaged students advised carefully on option choices to maximise their Progress 8 and Attainment 8 scores. Staff support engagement and motivation for subjects.	<ul style="list-style-type: none"> Close monitoring of disadvantaged students throughout Year 9 and beyond. 	n/a	<ul style="list-style-type: none"> Review option choice forms for Year 9 in March and Year 11 course choices ahead of Sixth Form conference in July.
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Staff mentoring for students identified through English/Maths or Progress 8 scores 	Educational Endowment Foundation Teaching Toolkit (2017)	<ul style="list-style-type: none"> Students formally identified by Head of Year 11 and Deputy Headteacher. Parents notified by letter. Senior staff allocated to students in addition to some teaching staff. 	£10,000	<ul style="list-style-type: none"> Data capture at each reporting cycle to monitor progress. Mock exams in November.
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Alternative provision offered to Key Stage 4 students 	Some students will not be suited to more academic subjects	<ul style="list-style-type: none"> ASDAN course or college courses offered to specific students 	£1200	<ul style="list-style-type: none"> Offering reviewed as Year 9 make option choices in March each year.
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Extended learning opportunities 	Home learning completion highlights itself as a problem in previous reporting cycles	<ul style="list-style-type: none"> Students formally invited to attend extended learning club after school. 	n/a	<ul style="list-style-type: none"> Data reviewed at each reporting cycle.
£37,400					

ii Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that is implemented well?	Budgeted cost	When will you review implementation?
Outcome A To support students to complete home learning.	<ul style="list-style-type: none"> Extended learning attendance encouraged for disadvantaged students. 	Interim and full reports indicate that home learning completion is an issue for disadvantaged students. Educational Endowment Foundation Teaching Toolkit (2017) shows that home learning style can affect progress. Home learning that is most effective when it is a short, focused intervention.	<ul style="list-style-type: none"> Home learning strategy has recently been reviewed at Key Stage 3. Home learning now only set in English, Maths, Science, Languages and Reading (Year 7) and English, Maths, Science, Languages, Reading (Year 8), History, Geography, RE (Year 8 & 9) and is based on the idea of 'prep' or 'review'. Register to be kept at extended learning and refreshments offered for the specific disadvantaged students group 	£500	<ul style="list-style-type: none"> Data capture at each reporting cycle to monitor progress.
Outcome B High levels of progress in literacy in Year 7 and beyond for students eligible for PP.	<ul style="list-style-type: none"> Language withdrawal Teaching assistant support in lessons 	In place of studying a language, students receive intensive literacy support	<ul style="list-style-type: none"> Staff trained to deliver Freshstart programme in Year 7 and 8 Literacy co-ordinator has written specific SoW for Year 9 List of students is co-ordinated with DH and SENco along with Head of Year 7 and 8 	£38,000	<ul style="list-style-type: none"> Withdrawal groups are reviewed each term with Heads of Year and after data capture for each reporting cycle.
Outcome B High levels of progress in literacy in Year 7 and beyond for students eligible for PP.	<ul style="list-style-type: none"> 1:1 Tuition (Student Premium Plus) 	Educational Endowment Foundation Teaching Toolkit shows that tutoring can create up to 5 months progress of additional progress.	<ul style="list-style-type: none"> Members of teaching staff to be asked to tutor each specific student. Carers informed by letter/phone call. 	£3000	<ul style="list-style-type: none"> Reporting cycles will document progress made by targeted students. Heads of Year to monitor progress of students. The PEP process also reviews the progress of Premium plus students
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Key Stage 4 English/Maths 1:1 support and specialist staffing 	Educational Endowment Foundation Teaching Toolkit shows that tutoring can create up to 5 months progress of additional progress.	<ul style="list-style-type: none"> Members of subject specific teaching staff to be asked to tutor each specific student. Parents informed by letter/phone call. 	£10,000	<ul style="list-style-type: none"> Progress monitored each term to determine progress. Improvements from mock to real GCSEs.
Outcome E Improved attendance of disadvantaged students	<ul style="list-style-type: none"> Half termly tracking of attendance. Heads of Year have weekly meetings with DH (i/c Student Progress and Behaviour). 	Regular attendance at school is a key factor to progress in learning.	<ul style="list-style-type: none"> Regular liaison with Heads of Year and internal attendance officer. Monitoring forms for each year group track attendance concerns. DH to involve AIO if attendance falls below 85% 	£1800	<ul style="list-style-type: none"> Attendance reviewed on a weekly basis by Heads of Year and YPo and information is disseminated to form tutors to action or left with Head of Year to action. Monitoring forms updated each term.

	<ul style="list-style-type: none"> Involvement of AIO when necessary. 				
Total budgeted cost					£53,300
iii Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that is implemented well?	Budgeted cost	When will you review implementation?
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Counselling/mentoring 	Counselling and mentoring can help to improve engagement with school and improve attendance. Supporting the attainment of disadvantaged students: success and good practice (2015) shows that social and emotional support is a commonly used successfully strategy.	<ul style="list-style-type: none"> Heads of Year nominate students that would benefit from social/emotional support. AH i/c of interventions manages the referral process. Attendance rates improve for students. Exit surveys completed for students that have finished working with the counsellor/mentors. 	£5000	<ul style="list-style-type: none"> 6 week review meetings are held with counselling/ mentoring staff to discuss the progress of students.
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Accountability for the progress of disadvantaged students 	Supporting the attainment of disadvantaged students: success and good practice (DFE, 2015)	<ul style="list-style-type: none"> Agenda item for department meetings and pastoral meetings. Lesson observation feedback and departmental reviews. 	n/a	<ul style="list-style-type: none"> Report analysis after each reporting cycle. There are 3 observation cycles throughout the year as well as annual department reviews and learning walks.
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Challenging targets set for disadvantaged students at whole school level 	Divergent Pathways (Education Policy Institute, 2016)	<ul style="list-style-type: none"> Heads of Department to discuss rationale if targets for disadvantaged students are moved down. SLT discussion and data analysis. 	n/a	<ul style="list-style-type: none"> Targets for Year 10 are released in September.
Outcome E Improved attendance	<ul style="list-style-type: none"> Counselling/mentoring 	Counselling and mentoring can help to improve engagement with school and improve attendance. Supporting the attainment of disadvantaged students: success and good practice (2015) shows that social and emotional support is a commonly used successfully strategy	<ul style="list-style-type: none"> Heads of Year nominate students that would benefit from social/emotional support. Senior teacher i/c of interventions manages the referral process. Attendance rates improve for students. Exit surveys completed for students that have finished working with the counsellor/mentors. 	See above for Counselling/ Mentoring	<ul style="list-style-type: none"> 6 week review meetings are held with counselling/ mentoring staff to discuss the progress of students.

Outcome F Improved engagement of parents of disadvantaged students	<ul style="list-style-type: none"> Parents contacted by Heads of Year ahead of Parent Information evening and Parent Consultation evening 	Educational Endowment Foundation Toolkit shows that there is a well-established association between parental engagement and student success.	<ul style="list-style-type: none"> Hard to reach parents are identified prior to evenings requiring parent attendance. Heads of Year phone to confirm attendance. 	n/a	<ul style="list-style-type: none"> Consultation and information evenings take place annually. Attendance is analysed post event and acted on accordingly.
Total budgeted cost					£5000
Overall Student Premium strategy budgeted cost*					£95,700

*Please note that the full amount of Student Premium funding is not fully budgeted for so that we have the flexibility to respond to student needs, as they arise. We spend more than the allocated funding through our provision of withdrawal classes in KS4 and KS5 and our TA support in many lessons.

The above information does not consider expenses linked to planning, preparation and administration of targeted support, although some staffing 'on costs' have been included where they are identifiable. Some of the budget is held back to allow us to pay for opportunities for our students as they arise and as need becomes apparent.

The review of expenditure on the following pages may not be directly related to all of the desired outcomes described in the earlier section. The next section is based on a different format of report used for 2016/17.

Review of expenditure

Previous academic year 2016-17

i Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Outcomes	Budgeted cost	Actual cost
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Alternative provision for Key Stage 4 students 	ASDAN programme offered as an alternative to more academic subjects.	All students achieved the Personal Effectiveness qualification. One PP student achieved the Level 2 qualification.	£1000	£1221.00
Outcome C Access to curriculum enrichment opportunities	<ul style="list-style-type: none"> Funding music lessons 	Enrichment to build confidence and allow access to GCSE courses, such as Music.	Students able to enjoy enrichment opportunities.	£1200	£1100
Outcome C Access to curriculum enrichment opportunities	<ul style="list-style-type: none"> Funding educational visits 	Increased social confidence and full access to the curriculum for study visits and field trips.	Students supported to attend subject trips to supplement courses and CED/CEW activities.	£5000	£3619.03
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Justin Craig revision course during May half term 	Intensive support for English. Improvements from mock exam to real GCSE in English.	Progress 8 for disadvantaged students for English was 0.71. Attainment 8 for disadvantaged students for English was 4.8. Progress 8 for Maths for disadvantaged students was 0.41. Attainment 8 for disadvantaged students for Maths was 3.9.	£0	£2827.50

ii Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Outcomes	Budgeted cost	Actual cost
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Key Stage 4 English/Maths 1:1 support and specialist staffing 	Two extra lessons per week to work on either English or Maths. Improvements from mock exam to real GCSE result in both English and Maths.	Progress 8 for disadvantaged students for English was 0.71. Attainment 8 for disadvantaged students for English was 4.8. Progress 8 for Maths for disadvantaged students was 0.41. Attainment 8 for disadvantaged students for Maths was 3.9.	£12,000	£24,960
Outcome B High levels of progress in literacy for Key Stage 3 disadvantaged students	<ul style="list-style-type: none"> Literacy withdrawal, specialist teaching (including KS3) 	Increased confidence in reading and writing which can be applied across the curriculum. Improved reading and spelling ages. Support with harder texts and	For Year 7, reading ages improved, on average, by 0.6 years and spelling ages improved, on average by 1.2 years. For Year 8, reading ages did not	£42,000	£41,164

		styles of writing to support English attainment.	make accelerated progress. There was a regression in some cases. This will need to be reviewed for this coming academic year. For Year 8, spelling ages improved by 0.6 years on average.		
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> 1-1 Tuition (Student Premium Plus) 	Weekly and fortnightly 1-1 tuition in English, Maths and Science for our CLA. Targeted one-off support with specific coursework requirements, as requested by subject leaders.	CLA students showed some improvements from mocks to real exams in the core subjects. Maths support successful with one CLA student. Home learning and literacy support with another CLA student helped to improve reading age and English attainment. English attainment, reading age and spelling age increased for a third CLA student also.	£3500	£5860

iii Other approaches					
Desired outcome	Chosen action/approach	Estimated impact:	Outcomes	Budgeted cost	Actual cost
Outcome E Improved attendance	<ul style="list-style-type: none"> Attendance Improvement officer 	Increased ability to work with families who are finding it difficult to improve their child's attendance independently.	Attendance improvement officer role was reviewed in summer term. Most work completed by AIO was with disadvantaged students.	£3050	£2200
Outcome E Improved attendance	<ul style="list-style-type: none"> School counsellor/mentor 	Improved attendance and wellbeing for students	Students encouraged to attend school and increased confidence that they are empowered to manage their anxieties/concerns in their personal lives.	£9705	£3300
Outcome A To gain a deeper understanding of each of PP students and their specific barriers to learning.	<ul style="list-style-type: none"> Staff mentoring 	Targeted support for all selected students (including disadvantaged students) to support to create and follow revision timetables, careers advice and guidance. Includes staff & 6 th form mentors	<p>Peer mentoring has helped younger students to manage the expectations of starting secondary school and armed them with strategies to transition successfully.</p> <p>Staff mentoring has helped students to develop study skills for Key Stage 4. Attainment 8 and Progress 8 scores for Pupil Premium were positive scores with particular success in English and Maths. Need to review their P8 and A8 scores in the 'open' bucket of EBacc.</p>	£10,000	£780 (6 th form mentors) £10,081.50 (Staff mentors) Total: £10,861.50
Total budget for 2016-17				£87,445.00	
Total spend for 2016-17					£97,113.03

The above information does not take into account expenses linked to planning, preparation and administration of targeted support, although some staffing 'on costs' have been included where they are identifiable. Some of the budget is held back to allow us to pay for opportunities for our students as they arise and as need becomes apparent.