

Beaumont School Student Premium strategy statement

Summary information					
School	Beaumont School				
Academic year	2020-21	Total PP budget	2019-20: £106,115 (plus £25, 795 CLA) Estimated figures for 2020-21: £104, 920 plus CLA funding £23,450	Date of most recent PP review	01/09/20
Total no of students	Year 7-11: 1007 Total: 1539 (Sept'20)	No of PP eligible students	Total: 113 (9.9% of Year 7-11) Year 7: 12 (est.) Year 8: 35 Year 9: 25 Year 10: 19 Year 11: 22 (Sept'20)	Date for next internal review of this strategy	05/09/21

Current attainment		
	Students eligible for PP (Beaumont)	Students not eligible for PP (national average)
% achieving 5 4+ incl EM	85.7% <i>(SISRA exams data)</i>	n/a
Progress 8 score average	0.91	n/a
Attainment 8 score average	52.18	n/a
EBacc APS	4.71	n/a
EBacc	42.9%	n/a

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>

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 and a lower level of cultural capital	
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 rAHTces their school hours and causes them to fall behind.	
F	Parental disengagement – poor attendance at key events	
G	Disadvantaged students' status coupled with SEMH	
Desired outcomes	Success criteria	
A	<p>To gain a deeper understanding of each disadvantaged student and their specific barriers to learning.</p> <p>To support students to complete home learning</p>	<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. • Bedrock data to be used also.
C	Disadvantaged students are able to take part in the curriculum enrichment programme offered through subjects and curriculum enrichment days/week and aspirations are increased.	<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 (2020) and students achieve their target grades.
E	Increased attendance rates for disadvantaged students	<ul style="list-style-type: none"> • Attendance of disadvantaged students makes greater progress to the overall school target of 96%. (CLA figures for 2019-20 were 98.7%)
F	To improve attendance of parents/carers at information evenings and consultation evenings	<ul style="list-style-type: none"> • Parents/carers attend all evening events, particularly for Year 7
G	To respond to any presenting SEMH issues and put support in place	<ul style="list-style-type: none"> • Students report an improvement in their mental health through surveys • Attendance of disadvantaged students increases

Planned expenditure

Academic year

2020-21

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?
<p>Outcome A To gain a deeper understanding of each disadvantaged student and their specific barriers to learning.</p>	<ul style="list-style-type: none"> Disadvantaged students discreetly identified in teacher planners and through photos available to staff. To discuss progress of disadvantaged students at each department meeting cycle LT member to meet with HoY each term to discuss progress of disadvantaged students New Head of Key Stage roles to take lead role on monitoring and supporting progress 	<p>Supporting the attainment of disadvantaged students: success and good practice (DFE: 2015)</p>	<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 and discuss with Head of Key Stage and LT member. 	n/a	<p>September 2021</p> <p>During meeting cycles for HOS and HOY</p> <p>At each data capture point for reporting cycles.</p>
<p>Outcome A To gain a deeper understanding of each disadvantaged student and their specific barriers to learning.</p>	<ul style="list-style-type: none"> Disadvantaged students to complete the PASS (Pupils Attitude to Self and School) survey online 	<p>The school needs to do more work on understanding the specific barriers that our disadvantaged students experience, particularly as a result of lockdown. This survey will allow us to access this information efficiently and also follow up later on in the year.</p>	<ul style="list-style-type: none"> Organise computer time whilst minimising contact between form and year group bubbles. 	£460	<ul style="list-style-type: none"> Survey is completed twice across the year. Results reviewed at each completion point.
<p>Outcome B High levels of progress in literacy for Key Stage 3 disadvantaged students</p>	<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 	<p>Accelerated Reader programme endorsed by Educational Endowment Foundation. Produces 'particularly positive results' for improving reading ages.</p>	<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. 	£27,000	<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.
<p>Outcome C</p>	<ul style="list-style-type: none"> Staff request resources and 	<p>The student premium:</p>	<ul style="list-style-type: none"> Resource requests directed to AHT who 	£1200	<ul style="list-style-type: none"> AHT reviews budget each half term

Access to curriculum enrichment opportunities	equipment for their disadvantaged students including revision guides	how schools are spending the funding successfully (Ofsted, 2013)	will authorise funding from the PP budget.		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 AHT who will authorise from the PP budget. 	£4000	<ul style="list-style-type: none"> AHT 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 AHT who will authorise from the PP budget. 	£300	<ul style="list-style-type: none"> AHT reviews budget each half term and tracks in shared documents with Finance Officer.
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. Effort, Achievement and Pastoral awards given to disadvantaged students Phone calls home. 	n/a	<ul style="list-style-type: none"> Rewards report run each term on Bromcom for disadvantaged students. HOY and Head of Key Stage to monitor.
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)	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.	n/a	<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 'Narrowing the Gap' by Daniel Sobel recommends pre-learn and over learn	<ul style="list-style-type: none"> This will have to be considered carefully in light of every changing COVID-19 safety adaptations. 	n/a	<ul style="list-style-type: none">

		as key strategy to close the gap.			
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Subscription to 'Your Favourite Teacher' to support core subject progress for all disadvantaged students in Year 10 and 11. 	To improve the confidence levels of all students in the core subjects ahead of their key exam prep time before GCSEs	<ul style="list-style-type: none"> Subscription to the web based learning platform. Letter home to parents/carers to explain the format and purpose of the platform. 	£1500	<ul style="list-style-type: none"> P8 and A8 scores analysed from spring report data to actual exam results.
Total budgeted cost					£35, 660

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/additional learning encourage for disadvantaged students through access to Your Favourite Teacher. 	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"> Head of Key Stage 4 and AHT to monitor use of Your Favourite Teacher and to use the reward system that the company offers to motivate. 	Accounted for in Quality Teaching for All section	<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 specific literacy 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 	£43,000	<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"> Online live tuition organised for PP+ students, where needed. Staff tutoring may be a later addition to the programme. National Tutoring Programme being investigated. 	£4000	<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. Internal AIO meets with post LAC students on a weekly basis. 	£3000	<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. 				
Outcome F Improved parental/carer engagement	<ul style="list-style-type: none"> • Parents/carers to be contacted ahead of key evening events • School Family Worker to engage with specific families 	Educational Endowment Foundation Teaching Toolkit shows that parental engagement can improve progress by 2-3 months (short term)	<ul style="list-style-type: none"> • Head of Year to phone key parents/carers. • Register to be taken at key school events (when operating) • AHT co-ordinates parent support and FFA cases 	£1800	<ul style="list-style-type: none"> • Weekly meetings between DH, Head of Key Stage and HoY to discuss year group
Total budgeted cost					£61, 800

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?
<p>Outcome D Improved study skills at Key Stage 4</p> <p>Outcome E Improved attendance</p> <p>Outcome G To respond to any presenting SEMH issues and put support in place</p>	<ul style="list-style-type: none"> Counselling/mentoring 	<p>Counselling and mentoring can help to improve engagement with school and improve attendance.</p> <p>Supporting the attainment of disadvantaged students: success and good practice (2015) shows that social and emotional support is a commonly used successfully strategy.</p>	<ul style="list-style-type: none"> Heads of Year nominate students that would benefit from social/emotional support. SLT member 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. 	£3500	<ul style="list-style-type: none"> 6 week review meetings are held with counselling/mentoring staff to discuss the progress of students.
<p>Outcome G To respond to any presenting SEMH issues and put support in place</p>	<ul style="list-style-type: none"> Mentoring – The Mentoring Lab (6 week programme) 	<p>Counselling and mentoring can help to improve engagement with school and improve attendance.</p> <p>Supporting the attainment of disadvantaged students: success and good practice (2015) shows that social and emotional support is a commonly used successfully strategy.</p>	<ul style="list-style-type: none"> The Mentoring Lab will be working with two BAME students to support their progress and engagement with their studies. This will be a 6 week programme. 	£552	<ul style="list-style-type: none"> When the programme is completed.
<p>Outcome D Improved study skills at Key Stage 4</p>	<ul style="list-style-type: none"> Accountability for the progress of disadvantaged students 	<p>Supporting the attainment of disadvantaged students: success and good practice (DFE, 2015)</p>	<ul style="list-style-type: none"> PSI item ‘Improve KS3 and KS4 outcomes’. 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.
<p>Outcome D Improved study skills at Key Stage 4</p>	<ul style="list-style-type: none"> Challenging targets set for disadvantaged students at whole school level 	<p>Divergent Pathways (AHTcation Policy Institute, 2016)</p>	<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 July for the next academic year.

Total budgeted cost	£4052
Overall Student Premium strategy budgeted cost*	£101, 512

Review of expenditure

Previous academic year | 2019-20

i Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Outcomes	Budgeted cost	Actual cost
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. To discuss progress of disadvantaged students at each department meeting cycle LT member to meet with HoY each term to discuss progress of disadvantaged students 	Disadvantaged students have a higher profile in school and staff are aware of strategies that can be used in the classroom to support them.	Google sheet continues to help identify how students are being supported. Weekly meetings have helped to identify students that need extra support. Tutoring has been organised, particularly in Maths for KS3 students. Actions: Weekly meetings with SENCo, HOY new Head of KS3 and KS4 (appointed in September) which will allow time to discover barriers to learning.	n/a	n/a
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 to complete the PASS (Pupils Attitude to Self and School) survey online 	The survey will highlight key pieces of information about each student that can be acted upon.	It was decided to not complete the PASS survey this year. It would only have provided new information about the Year 7 students. Action: AHT to complete to get a refreshed view of barriers in light of COVID 19.	£452.30	£0
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. 	Disadvantaged students make rapid progress in their reading and spelling ages. They have increased confidence in reading and writing which can be applied across the curriculum.	Year 7: On average, students made 0.4 years progress in reading ages. Several students increased their reading ages by 2 years. Year 8: On average, students made 0.3 years progress in reading ages. Several students increased their reading ages by 2 years, one by 3 years. Actions: Some CLA students fell backwards in their reading between Spring and Summer. AHT to highlight to their teachers.	£25,000	£25,000 approx
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 	Students are able to use resources to support their learning and access the curriculum.	Revision guides purchased for Year 10 and 11 this academic year. Resources for Art and Art Textiles also purchased. Some theatre trips prior to lockdown were supported also. Uniform and sporting activities were supported also. Actions: Continue to support students with any	£800	£494.56

			resources that they need to access their education.		
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 	Increased social confidence and full access to the curriculum for study visits and field trips.	Due to COVID-19, the summer residential trips did not take place which left a large proportion of our funding unspent.	£6000	£496.25
Outcome C Access to curriculum enrichment opportunities	<ul style="list-style-type: none"> Disadvantaged students receive funding for music lessons 	Funding music lessons	No requests for funding came through this year.	£300	£0
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> All staff set high expectations of disadvantaged students 	Raising aspirations of disadvantaged students to ensure that they are being challenged and stretched.	<p>INSET for new staff on disadvantaged students delivered in July 2020.</p> <p>INSET delivered on Herts Virtual School Attachment Toolkit.</p> <p>Coding INSET for all staff delivered in February 2020.</p> <p>Engagement of PP students during lockdown - Chromebooks were provided to students that did not have to a laptop for distance learning.</p> <p>Targeted students received weekly phone call during lockdown to ensure work was being accessed.</p> <p>Year 10 students were able to return for 1 day of school a week for the last 6 weeks of term. Staff were able to speak to specific students about accessing work.</p> <p>Actions: Continue to support those students that struggled to engage through support of new Head of Key Stage roles.</p> <p>AHT signed up for National Tutoring Programme.</p>	n/a	n/a
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 	Raising the profile of disadvantaged students across the school and engaging parents in their child's progress.	<p>Staff mentoring required staff to contact home ahead of the process.</p> <p>Attendance at PCE tracked and post evening phone calls made.</p> <p>Staff encouraged to award positives on Bromcom, particularly for those that were experiencing difficulties at home.</p> <p>During lockdown, disadvantaged students received Awards: 7% of all awards (Achievement and Effort)</p> <p>Positives: 8.9% of all positives</p> <p>Negatives: 23.3% of all negatives</p> <p>Action: AHT to provide weekly update in briefing about positives and comments for disadvantaged students.</p> <p>Weekly postcards home.</p>	n/a	n/a
Outcome D Improved study skills at Key	<ul style="list-style-type: none"> Year 9 guidance interviews for Key Stage 	Disadvantaged students encouraged with their aspirations	Year 11: 10/14 disadvantaged students are continuing to our 6 th form.	n/a	

Stage 4	4 choices & Year 11 guidance interviews for Key Stage 5 choices	and GCSE course choices. Year 11 disadvantaged students supported to make the best decisions to ensure that they remain in EET.	The remaining 6 have secured an apprenticeship, a place at Oaklands College or West Herts College. Year 9: Through the Year 9 interviews in 2019-20: 2 students will receive additional literacy lessons in place of a language.		
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 	Students allocated a 'key person' to check in with on a weekly or fortnightly basis and keep them on track with their studies.	<p>Progress 8 for disadvantaged students for English was 0.49. Progress 8 for Maths was 0.9. Students achieving 5 GCSEs incl Eng and Maths was 85.7%.</p> <p>Action: Online tutoring used through lockdown for CLA students could be utilised more. AHT is organising for one CLA student and one post LAC student at KS4. National tutoring programme needs to be investigated more. AHT signed up for updates.</p>	n/a	
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Alternative provision offered to Key Stage 4 students 	Finding courses for students that are not suited to academic courses.	<p>2 disadvantaged students in Year 10 started the ASDAN course.</p> <p>One Year 10 student was not able to complete any online learning. Tutoring was organised due to their ability to visit students at home during lockdown.</p>	£1200	£2820
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Extended learning opportunities 	To improve completion of home learning and coursework.	<p>Extended learning run by HOY and SLT links. Targeted students attended.</p> <p>Year 10 home learning negatives: Disadvantaged students accounted for 16.5% of home learning negatives.</p> <p>Year 11 home learning negatives: Disadvantaged students accounted for 13% of home learning negatives.</p>	n/a	n/a
Outcome D Improved study skills at Key Stage 4	<ul style="list-style-type: none"> Subscription to 'Your Favourite Teacher' to support core subject progress for all disadvantaged students in Year 10 and 11. 	Online learning to supplement English and Maths progress.	<p>See data above for progress in English and Maths. However, engagement levels from disadvantaged students has been low (<20%).</p> <p>Action: AHT to discuss how to engage students more with new role of Head of KS4.</p>	£1250	£1250
ii Targeted support					
Desired outcome	Chose action/approach	Estimated impact:	Outcomes	Budgeted cost	Actual cost

Outcome A To support students to complete home learning.	<ul style="list-style-type: none"> Extended learning attendance encouraged for disadvantaged students. 	To improve completion of home learning and non examined assessment (NEA).	See above for 'Improved study skills at Key Stage 4'.	Accounted for in Quality Teaching section	n/a
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 	Disadvantaged students make rapid progress in increasing their reading and spelling ages. They have increased confidence in reading and writing which can be applied across the curriculum.	<p>Year 7: 3 students did not achieve their English target at the Spring data capture point. 5 achieved above their target level. (30 students).</p> <p>Year 8: 4 students did not achieve their English target at the Spring data capture point. 1 achieved above. (24 students).</p> <p>Year 9: There is only the Autumn data capture. 2 students were working above level and 2 were working below. There was no spring data capture point due to the change to GCSE courses. (15 students).</p> <p>Year 10: 5 students did not achieve their English target at the Spring data capture point. (21 students).</p>	£42,000	£47, 000 (approx.)
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) 	Weekly and fortnightly 1-1 tuition in the core subjects for our CLA students.	The academic year began with 6 th form and staff tutoring. TLC Live tutoring organised during lockdown. This proved to be more successful than face to face tutoring in school on the whole. This will be continued in September 2020 and beyond.	£4000	£2900
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 mocks to real GCSE results in English and Maths.	<p>Progress 8 for disadvantaged students for English was 0.5. (-0.11 in mocks).</p> <p>Progress 8 for disadvantaged students for Maths was 0.9 (-0.60 in mocks).</p> <p>Mock results showed that 5 GCSEs including English and Maths was 64.3%, the final result was 85.7%.</p>	£10,000	£10,000 approx
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). Involvement of AIO when necessary. 	Improve attendance of disadvantaged students to try and increase their subject knowledge as much as possible and create positive relationships with their peers in school.	HOY tracking attendance on a weekly basis for all students. AIO officer targeting those students with attendance of below 90%. Attendance for disadvantaged students for 2019-20 is TBC. Attendance for CLA students was 98.7%.	£3000	£3000
Outcome F Improved parental/carers engagement	<ul style="list-style-type: none"> Parents/carers to be contacted ahead of key evening events 	HOY highlight parents/carers that might be a concern in terms of attendance at school events.	Attendance at parent consultation evenings is higher but still, some of the most high profile students do not attend.	£1500	£1800

	<ul style="list-style-type: none"> School Family Worker to engage with specific families 	<p>Phone calls home to check attendance. Family Support worker support parents/carers that are struggling at home.</p>	<p>Our Family Support worker had to extend her case load for us this year due to the volume of issues.</p> <p>Deputy Mental Health Lead and AHT ran 2 parent workshops – well being and resilience.</p> <p>Action: How do we target the most vulnerable parents and encourage them to attend?</p>		
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iii Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Outcomes	Budgeted cost	Actual cost
<p>Outcome D Improved study skills at Key Stage 4</p> <p>Outcome E Improved attendance</p> <p>Outcome G To respond to any presenting SEMH issues and put support in place</p>	<ul style="list-style-type: none"> Counselling/mentoring 	<p>Students will feel supported in school with their emotional health so that they feel more confident and can focus on their learning.</p>	<p>Disadvantaged students received a total of 84 sessions with either our school mentor, male mentor or behaviour support worker.</p> <p>Safe Space counselling organised for 3 of our 10 CLA students. This is funded separately from the relevant local authority.</p> <p>The post LAC mentoring role performed by CCh last year certainly rAHTced the pressure on our external outreach services as well as the Growing Minds programme.</p> <p>Action: AHT to develop the working relationship with the Early Mental Health Practitioner team (Trailblazer programme).</p> <p>Intervention overview document will help the pastoral team to plan support for a student.</p> <p>@BeaumontSupport twitter account to be publicised more due to the volume of external support programmes. HOY can easily direct parents/carers to it.</p>	£4000	£2300
<p>Outcome D Improved study skills at Key Stage 4</p>	<ul style="list-style-type: none"> Accountability for the progress of disadvantaged students 	<p>Raising the profile of disadvantaged students across the school and making tangible steps to 'closing the gap'.</p>	<p>Improved tracking of disadvantaged students by members of LT and HOY.</p> <p>Action: continue to challenge the idea that a 'gap is inevitable'.</p> <p>AHT investigating the National Tutoring Programme.</p>	n/a	n/a
<p>Outcome D Improved study skills at Key Stage 4</p>	<ul style="list-style-type: none"> Challenging targets set for disadvantaged students at whole school level 	<p>Increasing the aspirations of our disadvantaged students.</p>	<p>Target setting analysed by heads of department and adjusted if necessary.</p> <p>71% of our disadvantaged students are staying on to 6th form.</p> <p>Our CLA student has secured an apprenticeship for 2020-21.</p>	n/a	n/a

Total budget for 2019-20	£106,115 * no CLA funding included
Total spend for 2019-20	£97,060.81