

Pupil premium strategy/self-evaluation Beckfoot Oakbank School

1. Summary information					
School	Beckfoot Oakbank School				
Academic Year	2018/19	Total PP budget	£508,170	Date of most recent PP Review	Nov 2018
Total number of pupils	1551	Number of pupils eligible for PP	594	Date for next internal review of this strategy	Apr 2019

2. Current attainment August 2018		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.589	0
Attainment 8 score average	32.6	44.3

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Teaching Quality
B.	Curriculum pathways and aspirations
C.	Literacy, especially reading

Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and Parental Engagement

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To narrow the gap between PP and non PP on all headline measures.	In-year progress measures. External results.
B.	To raise attendance for all, whilst closing the gap between PP and Non PP.	Attendance figures.
C.	To ensure that by the end of Y8, students' reading matches their chronological age.	Progress from reading age baselines.
D.	To ensure that all students have the same access to a careers and aspirations programme.	Opportunities monitored via tracking tool.

5. Planned expenditure						
Academic year						
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Whole school CPD: questioning	Improved in-class learning for all students.	EEF Toolkit: <ul style="list-style-type: none"> Reading comprehension – including questioning – is high impact / very low cost Feedback is high impact / very low cost Teaching quality in school as evidenced by outcomes.	Learning walk programme (all teaching staff seen at least once per half-term). Strengths and areas for development collected. Lesson observation programme (all staff seen once per term). Feedback, including strengths and areas for development, collected. CPD calendar including 4 inputs from Teaching Quality team for all teaching staff. All in-class support staff also receive inputs.	LWA (AWA/PHO)	Trust reviews (November and June). Data collections in-year. Two stars and wish feedback (staff voice).	£2,557
Whole school CPD: feedback	Improved feedback for all students.			LWA (AWA/PHO)		£2,557
'3 for PP' strategy	All PP students are seated strategically. All PP students receive individual questioning in class. All PP students receive feedback first (verbal, written).			PHO		£2,262
Innovation group	Whole school CPD on specific teaching practice to impact on vulnerable learners.	SV – quality first teaching. EEF toolkit (reading, feedback).	Research, development, trialling, review – working group with sample cohorts.	DLI (PHO)	February post-trial review 1. May – final evaluation and reporting on findings (used to shape whole school CPD for Summer / Autumn 2019).	£1,579
TQA capacity (additional Assistant Head appointed with PP focus)	Improve the proportion of good and better provision across the school.	SV – quality first teaching.	Line management from Headteacher.	PHO	Trust reviews (November and June). Data collections in-year. Terminal / external assessment.	£29,345
Core subject teaching team capacity	Increase capacity in English, Maths and Science by over-staffing by one specialist teacher.	SV – quality first teaching.	Line management. Monitoring by Faculty Leads. Line management of English and Maths (Headteacher); line management of Science (Assistant Headteacher – subject specialist).	TSM / CCM	Trust reviews (November and June). Data collections in-year. Terminal / external assessment.	£105,024
Total budgeted cost						£143,324

Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Attendance strategy (inc Girls' Rock)	Improved PP student attendance (closing gaps with non-PP students).	Attendance trends for PP students in-line with gaps in progress and attainment for PP students.	Prioritisation of attendance contact (home visits, phone calls).	SPH (CCM)	Half-termly review.	£2,886 £33,768 £500
SLT mentoring (Y11)	Greater engagement from 'high risk' PP students in Year 11.	Although EEF research suggests this is a high cost method, with limited impact, we feel that a member of the Senior Leadership team will be able to encourage the students to attend, engage and	Identification of cohort from mock exams (November). Updates in SLT meetings. Review at February mocks.	PHO / CCM	Data collections (from mock exams and 'Exit Poll').	£12,533
Parental Contact	Greater parental engagement with school, and attendance at school events.	EEF found moderate impact (cost dependent on method) – our method will be phone calls / text messages, therefore low cost.	Distribution of parent contacts to SLT and S & C team staff prior to parent events e.g. parents' evening.	SPH	Attendance figures after each event.	£3,759
HLTA (Literacy, Numeracy, SEMH)	Support for vulnerable students. Improved outcomes through engagement in, and access	Many students have a range of needs, some complex, that require specialist intervention, including guidance for classroom teachers.	SENDCO line management (SENCO line managed by Deputy Head – Climate)	RSL (SPH)	In-year progress data of targeted students.	£59,176
Positive Pathways	Targeting students at risk of exclusion and requiring adjustment to curriculum, mind-set and individual mentoring. Re-engage students with school.	Many students have a range of needs, some complex. External provision is limited and expensive.	Line management	JRE (SPH)	Rate of exclusions. Attendance and behaviour monitoring systems. In-year progress measures.	£79,761
Total budgeted cost						£192,383
Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
All staff appraisal focus	All teaching staff appraisals include an outcomes target involving vulnerable learner groups.	Gaps in outcomes for vulnerable learner groups over time.	Appraisal training for all appraisers.	LWA	Appraisal target review (SLT). Mid-term review (appraisers). End of year review (appraisers).	£2,557 £7,778

Support and Challenge Teams (pastoral intervention)	Improved academic outcomes through attendance, engagement in lessons and behaviour.	Many students have a range of needs, some complex, that require systematic pastoral support, in line with what is offered in most schools.	A structured approach to pastoral wellbeing, which supports attendance, continues to be a priority to support outcomes.	SPH	Attendance figures and in-year data collection	£90,690
Reading strategy	All students' reading age matches chronological by the end of Y8.	EEF Toolkit: • Reading comprehension – high impact / very low cost	Faculty 'champions' trialling Reciprocal Reading methods. Use of reading age tests. Systematic spelling programme.	JFI / SKI	Reading age tests – progress vs baselines. Evaluation of faculty success (including data collection of trial classes).	£3,390
Careers programme	All students receive equal access to a range of providers and activities that provide careers advice, information and guidance.	Aspirational gaps for a range of students that affect their motivation to achieve academic success, and explore a range of possible careers pathways.	Strategy involving tutors, Open Minds teachers, S+C teams, assemblies, school-based HEPO.	PHO (HEPO)	Student voice in Summer term 2019. Analysis of access data termly.	£2,262
Enrichment / Student leadership (appointment of Assistant Head to lead this)	Develop transferrable skills (leadership, employability, resilience).		Tracking of opportunities for all students, and specific groups. Delivery of Enrichment Week to Y7-10 and 12. Develop engagement with SL teams, and ensure clear actions and evaluation of impact.	GHI (PHO)	Enrichment tracker. SL participation.	£42,939
Tic Tac (on-site counselling service for students)	Improve wellbeing for students with SEMH.	A flexible approach based on needs (targeted in discussion with S+C teams) is appropriate to support students; it continues to make a valuable contribution to student wellbeing.	Line management by Deputy Head (Climate).	SPH	Attendance figures and in-year data collections for vulnerable students.	£28,120
'Dream Big Journal' (Y7 tutor programme)	Developing aspirational mind-set and emotional resilience in Y7 students.	EEF reports aspiration intervention as low impact for high cost, but this is a low cost intervention, designed to form part of a systematic strategy that is designed to build skills that staff at all levels identify as being an issue across a range of students.	Y7 tutor training. Centralised creation of resources. Assembly launch. Reinforcement in assemblies on a regular basis. Review using staff / student voice.	DLI (PHO)	June 2019. Potential to roll out to Y8 and repeat (with any adjustments made following review) for new Y7 intake.	£600
Total budgeted cost						£178,336
Total budgeted cost (all actions)					Budget Costs £514,043 PP Budget £508,170 (£5,873)	

6. Review of expenditure

Previous Academic Year	Total budgeted cost: £504,831 (PP budget 2017-2018 = £494,615)
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i. Quality of teaching for all £31,220

Action	Intended outcome	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
Appointment of 'Lead teachers' to provide support for teachers not yet 'good'.	Higher proportion of teaching that is 'good' or better. Improved outcomes for all students (research suggests that PP students will close gaps on their peers with high quality teaching).	Whole school results improved in all main headline measures. All students in Year 11 experienced improved outcomes, but the gap between PP students and non-PP students widened.	Restructuring of SLT: 'Teaching Quality Assurance' strand has a Deputy Head, two Assistant Heads and a team of four Lead Practitioners. The structure also includes an ITT/NQT Co-ordinator. Roles are now more specific and focused on support to improve teaching.	£21,220 (through TLR payments)
Purchase and development of curriculum resources for delivering the new specifications at Level 2 and 3.	Improved outcomes for all students.	New specifications are in place for all courses. Resources have been purchased to enable all students to achieve positive outcomes.	Further purchases will be considered as new specifications certificate.	£10,000

ii. Targeted support £295,410

Action	Intended outcome	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
Attendance strategy, including Attendance Officer, admin support and rewards.	Improve attendance figures and narrow gaps.	Whole school attendance 2017-18 dropped by 0.2%, while PP attendance dropped by 0.7%. However, both figures remained above the National averages (PP was above by 1.4%).	Development of new strategy in line with new school structures and leadership.	£49,490 £15,000
Engagement for students at risk of exclusion through Achievement Centre provision.	Reduce Permanent Exclusion rates, especially for PP students.	No permanent exclusions 2017-18.	Although exclusion rates were very low, outcomes for these students were poor (progress and attainment). In 2018-19, students are receiving teaching in the main school, with English, Maths and Science specialists. A phased return to normal lesson is the aim for all students.	£110,000
College Provision	Provide tailored pathways for GCSE students and reduce NEETS by providing a route into the local college.	Three NEETs 2017-2018 as of October 2018 (below Bradford District average).	Gradual reduction in College provisions to cater specifically for Level 1 students (reflecting relatively poor outcomes for students who were targeted Level 2 outcomes).	£60,000

Tic Tac (on-site counselling service for students)	Improve wellbeing for students with SEMH.	Support and Challenge teams made various referrals, including for a high-risk Year 11 group, to manage anxiety around final examinations.	A flexible approach based on needs is appropriate to support students; it continues to make a valuable contribution to student wellbeing.	£28,120
1-2-1 tutoring for Y9 and 11 (Maths)	Closing attainment and progress gaps for PP students.	Increases in student engagement, and in Y11 outcomes. Some students did not respond to the intervention, and were removed from the cohort. Intervention that all can access is a priority.	Specific interventions have been planned to improve Literacy and Numeracy.	£32,800
iii. Other approaches £178,201				
Action	Intended outcome	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
Support and Challenge Teams to offer pastoral and behavioural monitoring.	Improved academic outcomes through attendance, engagement in lessons and behaviour.	Year 11 attendance and engagement with examinations was positive.	A structured approach to pastoral wellbeing, which supports attendance, continues to be a priority to support outcomes.	£90,690
Nurture Team – support students with SEMH needs.	Improved academic outcomes through attendance, engagement in lessons and behaviour.	A range of students were supported to access their examinations.	A flexible approach based on needs is appropriate to support students; it continues to make a valuable contribution to student wellbeing.	£18,335
Numeracy, Literacy and SEND HLTAs	Improved academic outcomes through access to and engagement in lessons.	A range of students were supported to access their examinations. Students in lower years received interventions to improve their current attainment to age-related expectations.		£59,176
Enrichment for PP students	Develop 'Cultural Capital' and provide opportunities e.g. attend trips, access extra-curricular music lessons.	A range of enrichment opportunities were provided, including trips. Impact on numbers of students was not tracked.	This needs to have a more structured approach to ensure that the impact is distributed across the whole cohort of PP students.	£10,000

7. Additional detail

2018-19 Cohort Information:

Year	Cohort	PP / %
7	283	110 / 39%
8	273	114 / 42%
9	271	125 / 46%
10	276	107 / 38%
11	268	101 / 38%
Lower school	1371	557 / 41%

12	82	20 / 24%
13	98	19 / 19%
Whole school	1551	596 / 38%

2018 / 2017 Exam Results Comparison:

Cohort: 239 PP: 37% APS: 4.59 sig- (NA 4.78)	Beckfoot Oakbank 2017	NA 2017	Beckfoot Oakbank 2018	FFT 50	FFT 20	Non DV 2018 (156)	Non DV 2017 ()	DV 2018 (88)	DV 2017 ()
Attainment 8	38.19	46	4.156	44	48	46.33		32.6	
Progress 8	-0.45	0	-0.185			0.031		-0.589	
Basics 9-7	1.6		6.30%			7.10%		4.80%	
Basics 9-5	18	43	32.20%	35.00%	42.00%	42.30%		13.30%	
Basics 9-4	46	64	53.10%	57.00%	65.00%	61.50%		37.30%	
Best English 9-7	8		12.60%			16.60%		5.70%	
Best English 9-5	39	56.6	53.10%			60.30%		40.90%	
Best English 9-4	63	70.3	72.40%			79.50%		59.00%	
Maths 9-7	6	20	11.30%	15.00%	21.00%	13.50%		7.20%	
Maths 9-5	28	49	38.20%	33.00%	41.00%	48.70%		18.10%	
Maths 9-4	53	69	59.20%	64.00%	71.00%	67.30%		43.40%	
Achieving EBACC Strong Pass	3	21	5.90%			6.40%		4.80%	
Achieving EBACC Standard Pass	4	24	7.90%			9.60%		4.80%	