

The Beech Academy- Pupil Premium Review 2017/18

Summary Information

Total PP budget	£23,375	Total number of PP pupils eligible 7-11:	35 (+3 LAC)
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Current attainment/Outcomes last year

Results - SUMMER 2018

- All students in year 11 were entered for GCSE and vocational qualifications
- All PP students (8/8) achieved foundation and vocational qualifications to or exceeding their target
- 8 of 8 students achieved 5+ L1 qualification including E/M so no gaps exists between the disadvantaged cohort and non-disadvantaged
- 3 of 8 students were not entered for GCSE English but they did achieve entry Level qualifications 2-3
- 4 of 8 PP students were not entered for GCSE Maths but they did achieve entry level qualifications 2
- 3 of 8 students were not entered for GCSE biology but did achieve entry level 3 science
- 1 of 8 PP students who joined mid-year was not entered for some foundation subjects but did achieve 5 qualification including E/M
- 7/8 students have remained with the Academy and entered the post 16 provision
1/8 student has gone to a local college placement

Pupils achieved a range of other qualifications including- AIM awards, Btec Sport, Btec Hospitality, AIM award IT, Arts Award, Creative Crafts and one student achieved a qualification in Animal Care.

1. Quality of teaching for all

Expected Outcomes	Cost	Actions	Impact	Lessons Learned
Students who cannot access the main curriculum make progress on Specialist Programmes.	£1000	Alternative specialised curriculum.	PP pupils attended alternative programmes such as CAST, REAL, YESS, College.	QA mechanisms needed across the Trust in the absence of NCEP provider

		<p>Individualised learning plans in place for pupils</p> <p>More engagement with the community/business to offer wider life learning</p>	<p>Pupils have achieved academically and socially depending on individual circumstances.</p> <p>Post-16 have had a specific specialist 'employability skills' session designed and implemented with assistance from the Director of Community connections and this takes place to help pupils who are not accessing all lessons.</p> <p>Key pupils in Post-16 are able to undertake provision outside of the school (YESS/Brookfields/SAMs workplace) as well as a day a week at Portland College which helps preparation for post 18 – 0% NEETs.</p> <p>SLT PDBW lead undertakes QA of specialist provision regularly including PDBW scales showing social and emotional progress</p> <p>Specialist provision headed up by Senior Member of staff who has implemented specialist curriculum for these pupils.</p> <p>There has been Forest Schools and climbing added to the curriculum for year</p>	
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			11 which has further increased engagement	
Students make appropriate learning gains and are on track to achieve targets.	£6533	<p>Adult/TA support within lessons (Money split across 8 members of staff to target disadvantaged pupils in lessons in all year groups).</p> <p>QA through internal mechanisms and due diligence to review impact of TAs</p> <p>CPD sessions to expand the skills of all staff, including TAs through pathways and standalone CPD for HA pupils.</p>	<p>TA's taking an active role in lessons as evidenced through learning walks / book scrutiny and the due diligence feedback</p> <p>Behaviour/attendance plans in place for pupils to ensure that provision is put in place to enable pupils to access lessons/work to ensure progress is continued</p> <p>CPD for staff is underway still and the pathways are providing support for QfT across the school, and improvements are being seen through scrutiny</p> <p>Tutor team meetings take place regularly where individual pupils are discussed and actions implemented from curriculum/pastoral leads which are linked to lessons</p> <p>TA capacity has been increased from 1 to 2 TA's within the Y11 group</p> <p>All TA's who are in year 11 are on the PP CPD pathway and are recognising the impact they can have with these pupils. They have begun and implemented</p>	

			<p>research projects linked to case studies as part of the pathway, which is developing their knowledge, skills and understanding of disadvantaged groups.</p> <p>Enrichment time supported by TAs for PP pupils and all year groups have attended at least 1 trip out per half term.</p> <p>All pupils have engaged with trips to a variety of different places in and around the Mansfield area.</p>	
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2. Targeted Support				
Expected Outcomes	Cost	Actions	Impact	Lessons Learned
Improved attendance of PP students Gap between PP and Non PP reduced to -3%.	£500	Trips/Prizes for students that have either over 95% attendance or show significant (+5%) in attendance compared to the previous year.	<p>No gap exists between PP and non PP students for 5+ quals (E/M) as students were entered in accordance with ability so:</p> <p>M: 4/5 weren't entered for GCSE</p> <p>E: 3/4 weren't entered for GCSE</p> <p>All PP students achieved target or above in all qualifications entered</p>	<p>Review the impact of FDR in term 1 2018/19 if the same amount of time is needed for home visits/petrol costs/time allocation for member of staff as this was significantly reduced in terms 2 and 3 2017/18</p> <p>Equivalent behaviour reward strategy needed for 2018/19 to included behaviour to achievement ratio target for each</p>

	£200	<p>Collecting pupils if they do not come in to the Academy.</p> <p>Petrol/Taxi costs of collecting students if they do not come in.</p>	<p>Whole school attendance has significantly improved to 94.2% (up from 88.5% at the same point last year) main site</p> <p>The attendance competition was a real success with pupils focused daily on wanting to win the competition.</p> <p>Home visits – First Day Responses are undertaken on pupils who are off for extended amounts of time</p> <p>Regular contact with pupils/families who are not in school and this will usually include meeting outside of school to address barriers / implement actions moving forward. This also feeds in to annual review information</p> <p>Several pupils collected during the academic year when they refused to come in.</p> <p>Taxi provided for Y11 pupils where appropriate to ensure consistency during exam period- see outcomes.</p>	<p>class and celebration at the end of each term</p>
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ELSA resources	£130.92	Help to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.	<p>Significant impact on pupil's social and emotional wellbeing who have received this level of intervention. Tracked through PDBW assessment</p> <p>Several pupils have commented on the positive impact it has had for their own wellbeing through student voice.</p>	<p>Training for parents in 2018/19</p> <p>Training for new staff in 2018/19</p>
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3. Other approaches				
Expected Outcomes	Cost	Action	Impact	Lessons Learned
All pupils attend wearing appropriate uniform.	£2500	<p>Funding of new and replacement uniform for PP pupils.</p> <p>Uniform to be tightly monitored by PDBW/Tutor leads through QA</p>	<p>All pupils wear current uniform inconsistently, even with individual adjustments.</p> <p>Post-16 do not wear uniform but will do in term 1.</p> <p>Pupils can show pride in their appearance which links to the Beech Scholarship</p>	<p>Uniform review and new policy for 2018/19.</p> <p>Post 16 uniform to be installed during the academic year after request from students.</p>
KS3 PP pupils attend swimming lessons and make progress from starting points.	£6344	Access to swimming lessons during PE lesson for KS3 pupils.	<p>Attendance and participation in swimming lessons was excellent and at capacity for the Academy.</p> <p>Swimming is a vital life skill to our pupils and ensures they are safe in the future in potential situations where they may be</p>	Swimming award accreditation

			<p>around water. Tracking information shows that pupils made progress in their ability to swim and success at the annual swimming gala confirmed this.</p> <p>Pupil voice demonstrates that pupils enjoy their swimming activities.</p>	
<p>Students will learn a fundamental life skill of cooking. Food will be taken home by students to encourage healthy cooking at home. Development of healthy meals at home. Students on track in Food lessons.</p>	£500	<p>Ingredients and food to be purchased for all cooking lessons so that students can learn to cook a variety of healthy foods. Parents to be invited in to cook with students in lessons</p>	<p>Pupils in all year groups had access to cooking lessons with 100% of pupils engaging with these.</p> <p>Appropriate dishes were taken home by pupils.</p> <p>Parents of KS3 pupils came in to cook with pupils in school in 2 separate occasions.</p> <p>Tracking data shows that pupils are making good progress in Food lessons at KS3 and 4.</p>	<p>To link Ks3 cooking provision to vocational Jamie Oliver qualification</p>
<p>Pupils engage in daily lunchtime activities and behaviour at this time is good.</p>	£1500	<p>Funding for staff lunches so that at least 2 lunchtime activities/clubs are on offer each day.</p>	<p>Every pupil attends a lunchtime club each day with a variety of clubs on offer. PP review and pupil voice highlight the success of these clubs</p>	

			Significant reduction (80%) in behavioural incidents during lunch time tracked and reported to governors	
Students who are in need of catch up in maths will make progress through rapid intervention and meet their targets.	£914.76	<p>Funding given to Maths lead to help develop resources to engage PP pupils</p> <p>Strand: Curriculum & Interventions - Total cost: £232.50</p> <p>Monitoring and assessment: Total cost: £107.88</p> <p>Monitoring impact timings: Costs: £199 + VAT</p> <p>Strand: Curriculum & Interventions: Approx. £35</p>	<p>Maths progress in terms of months of improvement has seen a significant increase in both KS4 and KS5</p> <p>Pupils in KS5 have increased their numeracy ability by on average of over 9 months in the time given over to intervention.</p> <p>QA has taken place and a tracker is in place to monitor progress against intervention targets</p> <p>Work has begun on adapting TS levels with KS3 pupils to bring this in line with GCSE 9-1 to allow more practical application of key skills and improve monitoring and feedback for pupils and staff.</p> <p>Numicon work has enabled staff to engage more efficiently with the maths and numeracy across the school.</p>	<p>With the Numicon training now already having been delivered and phase 2 investment is needed for further training and implementation for staff</p> <p>Continue work with the trust to develop this area further which includes mymaths resource</p>

<p>Students who are in need of catch up with literacy will make progress through rapid intervention and meet their targets.</p>	<p>£500</p>	<p>Funding given to English lead to help develop resources to engage PP pupils</p> <ul style="list-style-type: none"> - Strand: Literacy <p>See RP re setting up electronic devices/ audio books to be used in the library and small group literacy sessions</p> <ul style="list-style-type: none"> - Costs: £300.00 <p>Literacy assessments are administered twice throughout the academic year</p>	<p>Literacy levels have been substantially impacted upon, with all pupils showing an increase in their reading age in line or exceeding the expected level. Pupils have access to far more age and ability appropriate books within the library which has been organised for ease of use.</p> <p>Significant improvements in pupils reading ability has been seen through pupils following the 'Read Write Inc' intervention programme tailored to pupil needs.</p> <p>A new library has been established, as well as pupil leadership opportunities in the form of Library Monitors, which has been a huge success.</p> <p>All pupils now engaging with reading on a regular basis within their tutor time.</p>	<p>Continue work with the trust to develop this area further</p>
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