

The Beech Academy



1. Current attainment/Outcomes last year		
<i>Not all students follow the same curriculum offer due to individual needs</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% Achieving 5+ qualifications including Eng and Maths	85%	100%
% Achieving 5+ L1 qualifications	85%	84.6%
English		
Achieving Qualification	7 of 7	6 of 6
Achieving/Exceeding Target	5 of 7	4 of 6
Maths		
Achieving Qualification	6 of 6	6 of 6
Achieving/Exceeding Target	1 of 6	2 of 6
Science		
Achieving Qualification	6 of 6	6 of 6
Achieving/Exceeding Target	4 of 6	3 of 6

1. Review of expenditure in 2015/16

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Cost	Expected Outcomes: Include impact on pupils not eligible for PP, if appropriate.	Impact (and whether you will continue with this approach)	Lessons Learned
Alternative Curriculum- for students requiring specific personalised/ tailored alternative curriculums off site.	£1800	Students receive an appropriate curriculum and experience trips/activities outside of school. where students accessed- Drayton Manor/Fishing/Yorkshire Wildlife Park.	2.7% of students had appropriate full time AP provision. 2.7% (Y11) who accessed a work experience placement has secured a traineeship for next year along with a college placement in line with their traineeship. A Y7/Y8 Pond dipping trip linked to Geography/Science was taken which allowed students to learn in a more appropriate and practical way. Further sporting trips and events have been taken allowing students to access extra-curricular activities and helped developed their self-esteem. End of term trips were taken	This will be continued in 2016-17.

ii. Targeted support

Adult support within lessons.	£29900	Additional Adult support within lessons to ensure targeted support to PP students. ½	Behaviour No significant gaps between PP/Non PP students in tracking data/outcomes.	Learning- The support within class is important
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		<p>day per week staff time to increase attendance of PP students/ mentoring.</p> <p>Students make appropriate learning gains/on track to achieve targets.</p> <p>Behaviour is improved. Attendance is improved and the gap reduced for PP/Non PP students.</p>	<p>An average PP student was awarded 69 behaviour points compared to 59 for non PP students.</p> <p>0 PP students excluded in 2015-16. 2.7% of PP students had to receive 1 to 1 support regularly in bungalow due to needs which improved their behaviour and reduced the impact on others.</p> <p>Attendance</p> <p>5.4% of PP students had to be picked up from home daily. 2.7% of these had targeted support by a member of staff.</p> <p>44.1% of PP Students had over +95% attendance.</p> <p>36.6% of PP Students showed improvements in attendance in 2015-16 compared to 2014-15. Gap between PP and non PP attendance has increased by +3% due to the attendance of non PP improving more.</p>	<p>to ensure that students receive the support they require. More focused work needs to be undertaken with staff to ensure that they're fully aware of strategies in line with EHC recommendations so these have an impact in the classroom.</p> <p>Behaviour- whole school behaviour improved. It was positive having staff available to support students when behaviour incidents occurred.</p> <p>Students need targeting next year who have high points (these are not directly linked to being</p>
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				<p>PP, but needs) 0 PP students were excluded which is positive.</p> <p>Attendance- Several students with low attendance have brought down the overall figures.</p> <p>Trips were a good reward for students along with the road to rio competition which students thoroughly engaged with.</p>
<p>Attendance rewards/prizes- Prizes to reward and encourage students to attend school.</p>	<p>£600</p>	<p>Attendance improved of students who are PP.</p>	<p>Attendance trips have been taken for Y7 (x2), Y11, Y10 and Y9 for winning the half termly attendance competition. 100% attendance prizes were given at Christmas, along with prizes for over 95% attendance at February half term and July 2016. 44.1% of PP Students had over +95% attendance. 36.6% of PP Students showed improvements in attendance in 2015-16 compared to 2014-15.</p>	<p>This will continue due to the positive impact this had with students attitude to attendance.</p>

iii. Other approaches

New/Replacement Uniform.	£200 contribution towards uniform costs. Each jumper costs £12	Students provided with a jumper at the start of the year. Funding of new uniform for PP students at the start of the year and replacements throughout the year as required.	School jumpers were purchased for all students at the start of the year, including non PP students.	This approach will continue next year however the amount will be increased to provide replacement jumpers as needed for PP students
Access to swimming lessons for KS3 students.	£4000	All KS3 students and identified SP PP students attend swimming lessons and make progress from starting point.	Attendance and participation of PP students is good in swimming lessons with all PP students engaging with swimming lessons when in school. Improvements in self-esteem is evident and students have progressed from not entering the water to now being able to swim which is fundamental life skill and aids coordination.	This will continue last year as participation rates are high.

<p>Ingredients for Food Technology lessons to allow students to cook appropriately. home.</p>	<p>£500</p>	<p>Students will learn a fundamental life skill of cooking. Food will be taken home by students to encourage healthy cooking. Development of healthy meals at home. Students on track in Food lessons.</p>	<p>Students had access to cooking sessions at least every 2 weeks- food is either taken home or eaten in school. Students learn how to cook which is a fundamental life skill and informal feedback from student is that they really enjoy their cooking lessons.</p>	<p>This will continue next year. Need to develop to invite in parents to cook with/alongside students to ensure parents aware of skills needed to cook</p>
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