

The Beech Academy – Pupil Premium Strategy 2020/21

1. Summary information					
School	The Beech Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD/ARNA
Academic Year	2020-2021	Total PP budget	£35,335	Date of most recent PP Review	Term 2 2020
Total number of pupils	90	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Autumn 2 2020
2. Barriers to future attainment (for pupils eligible for PP)					
<p>Pupils at Beech are from 11-18 years of age with a variety of special educational needs with the majority of the pupils having a primary diagnosis of Autism Spectrum Disorder and their learning needs in most cases are moderate. Additional to the pupil's learning disabilities, associated Social, Emotional and Mental Health difficulties also form part of the barriers for many of our pupils. All pupils who attend the Beech Academy are in receipt of a statement/EHCP.</p> <p>In some cases, pupils have missed considerable amounts of time in education and are cognitively much lower than other students their age.</p> <p>Challenging circumstances in the local context in which there are high levels of social deprivation. The area of Mansfield has a high proportion of families on benefits (19%), people without qualifications (30%), who are clinically obese (41%) and these figures are much higher than national. Allied with these figures, Mansfield has the highest rate of unemployed people in the East Midlands and a high percentage of pupils who are classed as pupil premium. These statistics are a real concern for the pupils who attend the Beech Academy who are already disadvantaged and face the challenge of a national statistic that only 6% of students with SEND, go in to full or part-time employment. These figures have meant that there is a historical culture of low aspiration and attitude to learning and destinations.</p> <p>Additionally, some students live out of county. This also presents difficulty in ensuring that the P16/18 students remain in Education, training or employment. That being said, there are currently no NEET students from 2019/20.</p>					
In-school barriers					
A.	Some pupils eligible for pupil premium make less progress in core subjects than non pupil-premium				
B.	Low aspirations and resilience of pupils eligible for pupil premium which has a negative impact on their own attendance				
C.	Some pupils eligible for pupil premium don't have the ability to manage their own behaviour and further develop independence				
External barriers					
D.	Social deprivation and ability to fund equipment and provide the opportunity to learn key life skills and engage in their learning				
E.	Some pupils eligible for pupil premium funding have social, emotional and mental health difficulties which impact on their ability to make progress				



3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<ul style="list-style-type: none"> - Higher rates of progress across the school for pupils eligible for Pupil Premium. - Provide more experiential learning opportunities to develop knowledge and understanding and provide concrete experiences for students. - Students improve literacy and numeracy skills. 	<ul style="list-style-type: none"> - KS3, KS4 and KS5 results demonstrate positive impact for PP students and all PP pupils are secure by the end of the year in accordance with their curriculum pathway. - To be measured by teacher assessments and successful moderation.
B.	<ul style="list-style-type: none"> - To raise the aspirations of pupils eligible for Pupil Premium through an increase in attendance. 	<ul style="list-style-type: none"> - Whole school and individual attendance is improved or stable. - Whole School attendance is >93% - Year 7 – 11 –SP is >95% - No gap between PP and Non-PP attendance. - No gap between PP Vs Non-PP in Post 16.
C.	<ul style="list-style-type: none"> - To reduce the number of behaviour incidents - Staff are provided with the appropriate PLD to enable teams to be highly functioning 	<ul style="list-style-type: none"> - Pupils behaviour is positive and a 25% reduction in negative behaviour points and incidents of poor behaviour reduce from term 1-2-3. - Pupil voice is positive and reflect their enjoyment of learning and the environment. - Students are rewarded with achievements and recognised for their attitude to learning. - Pupils access interventions and support that help to modify and regulate their emotional stability through counselling support. - Improved PDBW scores for term 1-2-3.
D.	<ul style="list-style-type: none"> - Students have uniform and sense of belonging - Students learn key life skills, such as map, cooking, swimming and communication skills. - Students gain qualifications linked to key skills and make the desired progress. - Students achieve the key life skills to be independent. - Students attend an expedition and develop teamwork skills. 	<ul style="list-style-type: none"> - All students wear the correct uniform - Students achieve L1 Hospitality and L2 Home Cooking skills qualification linked to key life skills. - Students attend an expedition and achieve tasks set or complete bronze award - Students demonstrate academic progress in line with targets and in accordance with their curriculum pathway. (5+ L1 Quals inc. English and Maths) - Students achieve fundamental life skills and progress skill level and confidence measured through PDBW scales.
E.	<ul style="list-style-type: none"> - Provide support for students through counselling and mentoring - To improve students mental health by reducing anxieties and providing coping strategies to improve engagement in school life 	<ul style="list-style-type: none"> - Improved PDBW scores for term 1-2-3 (ATL/Self-control/Social Skills/Self awareness/skills for learning) - Pupils eligible for PP access interventions and support that help modify and regulate their emotional ability. - Pupils holistic needs are met, so they can engage in their learning and this will be measured through behaviour points and PDBW scale scores & pupil progress. - Pupils attend school, happy and fully engage in their learning - Staff access appropriate CPD in order to identify and provide the appropriate intervention depending on the pupils individual need resulting in students hitting progress targets.



4. Planned expenditure					
Academic year		2020-2021			
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Closing the achievement gap					
Action	Intended outcome (linked to success criteria in section 3)	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The curriculum and pledge system woven within all year groups where children access experiences outside of the norm.</p> <p>£10,000</p>	<p>Children's understanding of the outside world is developed through at least 1 experience per term as part of their pledges, as well as visitors into school and other in school experiences.</p>	<p>Many of the Beech pupils have not accessed cultural or spiritual opportunities due to their socio-economic background and upbringing. Evidence supports increased understanding and knowledge of our own and different cultures and experiential learning opportunities leading to increased engagement, understanding and progress in lessons and at home.</p>	<p>Pledges planned as part of the new curriculum against all year groups and SMSC strands. Pledges booked across the school calendar for every year group.</p>	SLT	Reviewed half-termly
<p>Students improve literacy and numeracy levels.</p> <p>£585</p>	<p>Pupils who are eligible for pupil premium increase numeracy and literacy levels through engaging with SumDog software.</p> <p>Interventions groups within year groups will use rapid recall boards in numeracy to allow for the development of numeracy skills.</p>	<p>Students who transition to Beech have a lower literacy and numeracy levels compared to age related. Over 80% of the new intake for 2020-21 are pupil premium.</p>	<p>Online engagement to be monitored, progress of pupils monitored by weekly/half-termly tests</p> <p>Competitions for engagement and rewards presented</p> <p>Through lesson observations</p>	BE & BC	Through planned half-termly and assessments through the academic year.
Total budgeted cost					£10, 500

ii. PDBW					
Action	Intended outcome (linked to success criteria in section 3)	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Lead on behaviour and attendance and ensure the appropriate intervention is implemented to support each student.</p> <p>Staff are provided with training to impact on pupils who need support to manage behaviour triggers, to remain in lessons to learn and provide focussed support.</p> <p>Students will access alternative provision during the week in 1:1 or group form to rectify behaviours</p> <p>£7,000</p>	<p>Students who display extreme behaviours are supported to attend, engage and make appropriate learning gains and are on track to achieve targets.</p> <p>Provide support to staff by providing on-the-spot strategies to deal with behaviours of high profile students</p> <p>Attendance shows a positive trend from last academic year</p> <p>Behaviour incidents reduced</p>	<p>Students will have anxieties due to COVID19 and it is important that the right strategies are in place to support students on return.</p> <p>To provide opportunities to engage students and keep the number of behaviour incidents low and continue to provide strategies to support students to engage in their learning.</p> <p>Reduce the number of students classed as PA.</p> <p>Provide training to staff to support with these students.</p>	<p>Impact report on behaviour and attendance shows a positive trend from previous academic year</p> <p>QA</p>	DT	<p>Tutor meetings</p> <p>Half-termly and Termly reporting</p> <p>Staff meeting time</p>
<p>Ingredients and food to be purchased for all cooking lessons so that students can learn to cook a variety of healthy foods.</p> <p>£500</p>	<p>Students will learn a fundamental life skill of cooking.</p> <p>Students on track in Food lessons.</p>	<p>It is an important life skill and students have developed independence. All students entered for vocational cooking qualifications achieved a Level 1 or 2 in summer 2019 results.</p>	<p>Through assessment meetings, lesson observations and exam results.</p>	HEW	Termly assessments
<p>Access to swimming lessons for Year 7 -10 students</p> <p>£9,000</p>	<p>Students make progress in swimming from starting points</p>	<p>This is a key life skill which will contribute to pupils being independent.</p>	<p>Attendance to swimming will be monitored each week and assessments carried out half-termly by trained swimming coaches and PE staff</p>	DT	Half-termly assessments.

<p>To employ a specialist counselling service for students who are experiencing severe mental health issues</p> <p>£4,750</p>	<p>To improve students mental health by reducing anxieties and providing coping strategies to improve engagement in school life.</p> <p>Increase in attendance and PDW scale scores.</p>	<p>Significant impact in the previous academic year for supporting PP students. Concerns over the affect of COVID19 on the mental health of pupils who haven't accessed school provision for an extended amount of time.</p>	<p>Through impact reports at the end of a 6-8 week intervention.</p>	<p>SM</p>	<p>Report to be provided post 6-8 week intervention.</p>
<p>To reward students who achieve values leaders awards, student leaders awards, subject high flyers and student council with trips to include a cultural experience allied with resources such as badges/certificates</p> <p>£2000</p>	<p>Improved attendance and rewards for PP students, including core value nominations, leadership and academic achievement .</p> <p>Develop leadership skills, such as communication, teamwork, resilience, responsibility.</p>	<p>Recognise students achievements and go above and beyond, demonstrating our core values.</p> <p>Provide opportunities for students to develop skills through leadership.</p>	<p>Through assemblies, record of achievements, merit and achievement points.</p>	<p>ABY</p>	<p>Weekly assemblies, Half-termly celebration assemblies, end of year graduation</p>
<p>All pupils wear current uniform consistently, even with individual adjustments. Pupils need to feel secure and have a sense of belonging and wearing uniform assists this. Pupils need the correct equipment to access the curriculum.</p> <p>£1500</p>	<p>All pupils attend wearing appropriate uniform.</p> <p>All students have the appropriate equipment to access PE and enrichment activities</p>	<p>PP students who are unable to afford the cost of uniform and have the sense of belonging.</p>	<p>All students are wearing uniform.</p>	<p>ABY/DT</p>	<p>Daily check of uniform</p>
Total budgeted cost					24,750
iii. Other approaches (including Engagement strategies)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					