

Pupil premium strategy statement (secondary)

1. Summary information					
School	Beaufort Co-operative Academy				
Academic Year	2017-2018	Total PP budget	£366.000	Date of most recent PP Review	Ofsted 2016
Total number of pupils	1000	Number of pupils eligible for PP	370	Date for next internal review of this strategy	Term 3 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	35%	64.7%
% achieving expected progress in English and Maths	NA	75.8% / 73.4%
Progress 8 score average	NYA	0.12
Attainment 8 score average	35.98	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Attendance in School
B.	Low levels of Literacy and Numeracy
C.	Stretch and challenge of the most able
D.	Students continuing with study beyond 4pm

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Parental aspirations and independent study support
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To achieve attendance figure in line with national averages	To achieve 96% attendance
B.	To improve literacy and numeracy so that so that students can fully access the curriculum and write extensively leading to improved outcome for all students	P8 and A8 in line with national averages

C.	To challenge Higher Prior Attaining students so that the top grades are realised	15% Grade 7-9
D.	To engage all parents and carers in parents evenings and information evenings	90% attendance at parents evenings
E.	All students completing work at home beyond 4pm	Improved homework submission

5. Planned expenditure

Academic year

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the number of disadvantaged students achieving grade 7, 8 and 9 in all subjects across the curriculum and year groups	<p>Allocation of member of the operational leadership team to have overall responsibility higher prior attaining students (HPA)</p> <p>Head of year 11 to monitor the achievement of 12 HPA disadvantaged students ensuring that staff are predicted the top grades</p>	It is essential that all students achieve in line with students of similar ability nationally so that they can access A levels, level 3 apprenticeships and University. In order to do this they need to secure the top 3 grades at GCSE.	<p>At subject reviews, each department head will need to evidence how the HPA students are achieving. They will be able to provide evidence on this due to the rigorous focus that is being placed on assessment within each course.</p> <p>All departments are looking at sample work that will show the standard expected to achieve the top grades.</p>	Jamie Fitch Corinne Bury	Termly (6 times a year) Leadership Time £10,000 Head of Year time £4,000
To improve the quality of teaching across the academy.	<p>Appointment of a lead teacher on the leadership scale to implement a new academy policy on learning and teaching.</p> <p>Additional staffing in English and maths to provide more in depth teaching with interventions within the classroom.</p> <p>To work closely with the Cotswold School (Teaching School Partnership) in providing Continual Professional Development for staff to ensure they are planning appropriately for the new specifications.</p> <p>To continue with a subject work scrutiny termly.</p>	The new GCSEs have presented a significant challenge in terms of the approach to teaching. There is considerably more content and all terminal exams and therefore students are going to be expected to remember significant amounts of knowledge.	<p>Teaching and learning will be monitored by termly walk through where every lesson will be visited. This will allow the quality of teaching to be judged.</p> <p>Termly work scrutiny will allow the quality of learning and progress to be regularly judged.</p> <p>Subject development sessions are completed every two weeks to ensure that all staff are developing their knowledge of the new curriculum and how to deliver it.</p> <p>Javinia Harris appointed to ensure that the CPD is co-ordinated across the academy and meeting all staffs' needs.</p>	Javinia Harris Clare Hankey	Termly Leadership Time £10,000 2 X teachers £70,000 TEP cover X 20days =£5,000 New Specification CPD £3,000 4 X HLTA £10,000 2 X Literacy co-ordinators £4,000 1 hour additional planning time for staff £80,000

	<p>4 HLTAs have been promoted to unqualified teacher status to provide small group teaching in English, maths and foundation studies.</p> <p>The appointment of two Literacy co-ordinators to promote whole school literacy.</p>	<p>To provide small group teaching for the most vulnerable students allowing them to have more personalised support.</p> <p>Disadvantaged students have on average lower reading and writing scores on entry. A whole academy approach will enhance the literacy levels of all students.</p>	<p>4 HLTAs to receive additional training with The Cotswold School (TEP)</p> <p>An audit completed during work scrutiny will show evidence of improved spelling and grammar correction and extended writing.</p>	<p>Clare Hankey</p> <p>Alice Goodridge Susie Roberts</p>	<p>Ben Edwards at the Cotswold School to provide evaluations on their progress at 3 points in the year. December 2017 March 2018 June 2018 During subject leader work scrutiny</p>
Total Budgeted Cost					£196,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve students' Cultural Capital by providing opportunities for students outside of the curriculum.	To ensure that disadvantaged students are given the opportunity to attend theatre trips, sporting excellence trips, university open days...	Too many disadvantaged students have little experience outside their local area.	Tracking the numbers of students that take part in trips and visits	Clare Hankey	Annually. £3000 allocated
Disadvantaged students to achieve in line with non-disadvantaged students nationally.	1:1 teaching and intervention in English and maths. Progress leader for students attached to the hospital education service, suffering from	There are some students who need additional teaching due to slow take up or absence through illness.	Head of English and Maths to co-ordinate support according to need.	Clare Hankey	Termly £5000 allocated

Students attached to Hospital Education (GHES), suffering from Mental Health issues or Looked After (LAC) to achieve in line with non-disadvantaged students nationally.	Progress leader for students attached to the hospital education service, suffering from mental health issues or Looked After Children (LAC)	These students need additional daily contact, contact with outside agencies and their educational provisional managed (GHES) to ensure success.	Jo Izatt will monitor this cohort of students weekly and report to the year 11 progress leads	Jo Izatt Clare Hankey Andy Park	Termly £25,000
All disadvantaged students to have revision guides that they can use at home	New GCSE Specifications mean that there is considerable subject content that must be learnt. It is therefore essential that all students have access to revision materials at home.	Student surveys tell us that students are more likely to revise at home if they have the suitable materials to do so.	Subject Leaders to ensure that all their cohort have the correct revision materials	Clare Hankey	By Christmas 2017 all revision guides should be in place. £4000 allocated
Total budgeted cost					£37,000

iii. Whole School Strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve disadvantaged attendance across the academy in line with national averages.	Allocation of member of the senior leadership team to have overall responsibility for the whole academy strategy. Two attendance officers and a South Gloucestershire Learning Trust Educational Welfare Officer to monitor attendance daily and put in strategies to ensure all students are able to attend school every day.	It is essential that all students are here all the time as research tells us that students who are missing 10% of the time on average achieve a grade lower than students who are here 100% of the time. By having a senior member of staff overseeing this strategy he can direct the attendance team to work in an efficient way to bring about an improvement in the overall level of attendance.	Continual monitoring every week of attendance to check who is falling below 100%. Clear actions that tutors are implementing weekly. Heads of year are holding tutors to account for phone calls home when a student is not in school. Weekly reports for each year group will show the required level of attendance. Use of attendance team at key points of absence.	James King Christine Phillips Kim Harrington Clare Edwards	Termly (6 times a year) SLT time £5,000 Attendance Officers £60,000
To reduce the number of fixed term and permanent exclusions for	A member of the behaviour support team will work on Early Help alongside the Designated Safeguarding Lead, to look at	Some disadvantaged students are failing at school due to wider social issues that need to be addressed in	Every student who is at risk of fixed or permanent exclusion will be monitored	James King Clare Hankey	Termly (6 times a year) Behaviour Improvement Staff £40,000

disadvantaged students across the academy	wider home and social issues that are impacting on disadvantaged students	conjunction with home and other services.	so that preventative measures are put into place.		
To improve motivation by issuing rewards	To rewards students weekly by using student of the week and Passport to Success	An initiative that means all students can get a free ticket to the end of year celebrations by attending revision sessions after school.	By checking the passports regularly.	Clare Hankey Andy Park	£4,000
Total budgeted cost					£109,000

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	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
An improvement in the numbers of students that achieve a 4+ in English and Maths and the number of students that achieve A* - C in Science. Also moving towards a 0 Progress 8 score in the core subjects.	Appointment of additional English, Maths and Science teachers to ensure that all students can receive personalised teaching. 1:1 teaching in English and Maths through extraction and revision sessions. Revision guides.	Yes, in a year of considerable turmoil and volatility. Students achieved 62% 4+ in English and 50% 4+ in Maths. Science achieved 58% A* - C in Additional Science with 18% being A and A*. The difference between disadvantaged and non-disadvantaged in English was 11.4% , in Maths was 11.7% and in Science was 7.7% at 4+ or A*-C	Yes, this is included on this year's spending. To have students in larger classes would directly impact on the quality of teaching, feedback and personalised support that each student could receive. Lessons learnt however, are that there needs to be a considerable focus on higher prior attaining students to ensure that they can achieve the highest grades (7-9) This has been included on this year's expenditure plan. The 1:1 intervention provided to have impact and this is cited in student voice. Students state that the sessions were essential for going over concepts and practising questions. A dis-advantaged student who was attached to the Hospital Education Service achieved her English (grade 5) and Maths (grade 3) by coming into the academy when she was able to and received specialist 1:1 support. We will continue with 1:1 intervention.	£90,000
		Yes, student voice cites the additional 1:1 teaching as the reason they achieved the grade 4 or the grade 8.		£8,000
				£4,000
To receive external validation that the quality of teaching and learning is improving across all subjects.	A whole academy Teaching and Learning strategy was implemented to support this objective.	A number of approaches were included in this strategy, for example, support for teaching the new specifications, peer observations, support from our TEP, leadership time and extensive work scrutiny. We did receive the validation from our DFE advisor who stated this quite clearly in his last 2 reports (March and June 2017) Embargo on direct quotes from this report.	Yes, extensive work has gone into the teaching and learning for 2017 – 2018 to meet the challenge of new specifications in all subjects. However, a lesson learnt is that we need one person at a leadership level to focus solely on good practice. 2017 -2018 will see a new approach to meet the challenge that will require students to have significantly more knowledge and therefore will be required to use their memory more.	£50,000

ii. Targeted support				
Desired outcome	Chosen action / approach	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
To improve the achievement of a targeted group of disadvantaged learners	The use of a Progress Leader to work 1:1 with students monitoring their achievement but most importantly their parents and carers.	Yes, the progress leader for disadvantaged students worked closely with a number of students attached to GHES who achieved broadly in line with national averaged. See case studies	This was an approach that had impact and therefore will be continuing this in 2017 -2018	£30,000
To improve the attendance of disadvantaged students compared to non- disadvantaged learners.	The use of the EWO and 2 attendance officers to provide personalised support and intervention to improve attendance.	Yes, the difference between the attendance of disadvantaged and non-disadvantaged students is diminishing. In 2016-2017 the attendance of disadvantaged students was 92% compared to 93.7% of non-disadvantaged. (Gap of 1.3%) in 2015 – 2016 the gap was 1.7%.	This was an approach that had impact and therefore will be continuing this in 2017 -2018	£100,000
iii. Other approaches				
Desired outcome	Chosen action / approach	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
To see an improvement in extended writing across all subject areas.	This was to be embedded by subject leaders and all staff through their planning	No, whilst there was considerable improvement in many areas – (DFE reports March and June 2017) there wasn't enough impact particularly with higher prior attaining students.	We will implement a strategy in 2017 – 2018 using the 2 Literacy Co-ordinators and the member of the Operational Leadership team for higher prior attaining students.	£30,000

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

There are many other subtle approaches that are used for our disadvantaged students across Beaufort Academy. Here are examples of some:

- Best ingredients bought for disadvantaged students to complete Catering and Food and Nutrition exams.
- Sports Team kit bought for disadvantaged students so that they can be part of the school teams without stigma.
- No disadvantaged student is denied access to a school trip that is part of their curriculum, for example, geography field trips and photography trips.
- Full programme of university visits to promote disadvantaged students' aspirations.
- School meals and bus fares purchased when parents are genuinely struggling.
- Purchase of school uniform for our poorest students.

