

# Barr Beacon School: Pupil Premium



1. Summary information					
<b>School</b>	Barr Beacon School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£271, 150	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	KS3-4: 1374 KS3-5: 1579	<b>Number of pupils eligible for PP</b>	289  (18.3%)	<b>Date for next internal review of this strategy</b>	Sept 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>-0.49</b>	Awaiting National Data
<b>Attainment 8 score average</b>	<b>37.6</b>	Awaiting National Data

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>	
<b>A.</b>	Socio-Economic factors impeding learning: Walsall is a Category 6 LEA. 18.3% of the Barr Beacon cohort are Pupil Premium. Some pupils lack access to basic uniform, equipment, books, revision materials and other resources.
<b>B.</b>	Limited life experiences: Many of our pupils do not have the same wider experiences that non-PP have due to limited funds or aspirations. This shows itself in poor general knowledge and experience of life outside their immediate surrounding. For some there is little motivation and ambition to forge a better life.

<b>C.</b>	Behaviour/ Mental and social well being. Pupil Premium pupils have difficulties managing emotions and behaviours, social relationships and self-care skills. 2018-19 50% of exclusions at Barr Beacon School were of Pupil Premium pupils this is far more than their cohort size.
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**Additional barriers** *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance: The attendance of Pupil Premium pupils in 2018-19 was 6.9% of sessions missed compared which is 2.5% below non-PP pupils nationally. Lack of attendance to school leads to gaps in their knowledge and skill sets and limited exposure to opportunities for socialisation and enrichment activities provided by school.
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<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	Success criteria
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<b>A.</b>	<b>Raise attainment of Pupil Premium pupils</b>	The gap between the attainment of PP and Non-PP is closing at both Key Stage 3 and 4. At Key Stage 4 Pupil Premium pupils achieve a positive or neutral Progress 8 score. Key stage 3 Pupil Premium pupils achieve in the targeted percentage of age appropriate objectives in each subject. Attendance of Pupil Premium pupils is in line with the national average of non-Pupil Premium pupils.
<b>B.</b>	<b>Raise aspirations of Pupil Premium pupils</b>	Pupil Premium pupils have all received career advice and guidance about both KS4 and post 16 academic courses. They have been exposed to post 16 academic environments and opportunities that enable them to aim high and make informed choices both pre and post 16. Pupil Premium pupils in Key Stage 4 successfully enrol in Post 16 courses such as A-Levels, BTECs or Apprenticeships. No Year 11 Pupil Premium pupil is classed as NEET in the 2020-2021 academic year.
<b>C.</b>	<b>Increased life experiences of Pupil Premium pupils</b>	Pupil premium pupils have been exposed to a range of new experiences that develop their general knowledge and raise their cultural capital. Pupil Premium pupils have been given the opportunity to undertake new hobbies and past times. Pupil questionnaires show they value the support and opportunities provided to them and it has enhanced their knowledge and enabled them to forge new hobbies and interests.
<b>D.</b>	<b>Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	The number of exclusions, isolations and referrals for Pupil Premium pupils is reduced and in line or less than those of non-Pupil Premium Pupils. Pupil engagement in extracurricular activities such as music lessons and sports clubs has increased. Pupils have developed new life skills. E.G. Cooking, swimming. Attendance of Pupil Premium pupils is in line with the national average of non-Pupil Premium pupils.

## 5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support **Raise attainment of Pupil Premium pupils** 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?
Designated member of Leadership to drive progress, aspiration and experiences of Pupil Premium pupils	<p><b>A</b> Raise attainment of Pupil Premium pupils</p> <p><b>B</b> Raise aspirations of Pupil Premium pupils</p> <p><b>C</b> Increased life experiences of Pupil Premium pupils</p> <p><b>D</b> Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</p>	<p>Supporting disadvantaged pupils 2018</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf</a></p> <p>Raise Aspirations:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a></p> <p>Behaviour interventions:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>Aspirations 2019</p> <p><a href="https://www.suttontrust.com/research-paper/university-aspirations-2019/">https://www.suttontrust.com/research-paper/university-aspirations-2019/</a></p>	<p>Weekly line management meetings with Deputy Headteacher</p> <p>Regular updates on progress of this group to the Headteacher and Leadership team</p> <p>Quarterly reports to governing body from Leadership member. .</p>	Leadership	Performance management review of this staff member in February 2020 and September 2020.

		School funding and PP 2019 <a href="https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/">https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/</a>			
Staff meetings and CPD sessions led by senior leaders to share quality teaching strategies for PP pupils.	<b>A: Raise attainment of Pupil Premium pupils</b>	Teaching and spending strategy <a href="https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/">https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/</a>  Developing teaching of disadvantaged <a href="https://www.suttontrust.com/research-paper/developing-teachers-professional-development-pupil-">https://www.suttontrust.com/research-paper/developing-teachers-professional-development-pupil-</a>	Collaboratively planned sessions and meeting minutes. Shared with Leadership prior to delivery  Faculty meetings attended by Leadership line management.	Leadership  Director of Learning  Heads of Subject	Focus of regular meetings and CPD sessions will be informed from analysis of pupil data and monitoring of teaching and learning and therefore will be continuous and year round.
Targeted interventions of Pupil Premium pupils by literacy, numeracy and science coaching staff	<b>A: Raise attainment of Pupil Premium pupils</b> <b>D: Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	Reading <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>  1-1 coaching <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>	Impact reports and pupil evaluations undertaken and monitored by Leadership link to the coaching team.  Observation and monitoring of quality of small group and 1-1 provision.  Coaching team receive CPD.	Leadership  Coaching team  Directors of Learning  Heads of House	Impact reports completed by coaching team in February and June.  Monitored regularly by Leadership line management.
Strongly staffed Year 11 teaching leading up to KS4.	<b>A: Raise attainment of Pupil Premium pupils</b>	Behaviour intervention <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>	Monitoring of group data periodically,  Rigorous monitoring of teaching and learning each term.  Teachers selected based on history of producing excellent results.	Leadership  Directors of Learning  Heads of subject	5 data drops per year to judge impact and performance of Y11 staffing. Final performance management reviews and data meetings in September 2020.

Provide smaller and ability set teaching groups in Maths and English.	<b>A: Raise attainment of Pupil Premium pupils</b>	Reduced class sizes <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>  Setting/Streaming <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</a>	Monitoring of group data periodically to ensure pupils are in groups that enable them to make expected progress and are sufficiently challenged,	Leadership  Directors of Learning	5 data drops per year to judge impact and performance of Y11 staffing. Final performance management reviews and data meetings in September 2020.
Assign Leadership and Head of House mentors to underachieving Year 11 Pupil Premium pupils. Review impact of mentoring.	<b>A: Raise attainment of Pupil Premium pupils</b>	Mentoring: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/</a>	Mentors complete pro-formas following weekly meetings.  Meetings fed by data and teacher input.  Mentors update Leadership group on barriers to learning, actions, initiatives and impact.	Leadership  Heads of House	Mentoring impact to be reviewed across the year. Final impact review September 2020.
Directors of Learning in all faculties and Heads of House to report on progress of Pupil Premium pupils in KS4 to Senior leaders and hold staff to account for lack of PP pupil progress.	<b>A: Raise attainment of Pupil Premium pupils</b>	Testing Teachers <a href="https://www.suttontrust.com/research-paper/testing-teachers/">https://www.suttontrust.com/research-paper/testing-teachers/</a>	Weekly line management meetings have Pupil Premium progress as a regular item. Leadership line managers adapt a 'show me' culture.  Difficult conversations are undertaken in a timely manner to challenge underperformance and lack of progress of Pupil Premium pupils.	Leadership  Director of Learning  Heads of Subject  Heads of House.	Performance management reviews, Director of Faculty line management meetings and leadership meetings throughout the year to review progress of KS3 and 4 Pupil premium groups.

<p>Key Stage 3 and 4 leads appointed in Core subjects to monitor progress of PP pupils, intervene when progress is not being made and share impact of interventions.</p>	<p><b>A: Raise attainment of Pupil Premium pupils</b></p>	<p>Testing Teachers</p> <p><a href="https://www.suttontrust.com/research-paper/testing-teachers/">https://www.suttontrust.com/research-paper/testing-teachers/</a></p>	<p>Key stage 3 and 4 leads write action plans and meet regularly with Directors of Learning and Leadership to ensure agreed initiatives and actions are being undertaken and having the desired impact.</p>	<p>Key Stage Leads</p> <p>Directors of Learning</p> <p>Leadership</p>	<p>Performance management reviews, Director of Faculty line management meetings and leadership meetings throughout the year to review progress of KS3 and 4 Pupil premium groups.</p>
<p>Bespoke programmes from external agencies who:</p> <p>motivate pupils and engage in their studies.</p> <p>Inform and engage them in potential courses and career</p> <p>Support the development of their social and life skills.</p>	<p><b>A: Raise attainment of Pupil Premium pupils</b></p> <p><b>B Raise aspirations of Pupil Premium pupils</b></p> <p><b>C Increased life experiences of Pupil Premium pupils</b></p> <p><b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b></p>	<p>Raising aspirations</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a></p> <p>Outdoor adventure courses</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p>Completion of external agency proforma vetted by Deputy Headteacher.</p> <p>Proposal pitched to leadership who agree or veto proposal.</p> <p>Evaluation of pupils.</p>	<p>Leadership</p> <p>Heads of House</p> <p>Directors of Learning</p>	<p>Evaluation of the impact of each session undertaken and reported to governors.</p>
<p>Bespoke programmes of intervention for Pupil Premium pupils post- school.</p>	<p><b>A: Raise attainment of Pupil Premium pupils</b></p>	<p>Post School support:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</a></p> <p>Out of school instruction</p>	<p>Termly impact analysis.</p> <p>HOH and Leadership to monitor attendance of targeted pupils and intervene when necessary.</p>	<p>Key Stage Leads</p> <p>Directors of Learning</p>	<p>Attendance to sessions vs progress made to be analysed by departments and reported to Leadership periodically.</p>

		<a href="https://www.suttontrust.com/research-paper/extra-time-private-tuition/">https://www.suttontrust.com/research-paper/extra-time-private-tuition/</a>	HOH to monitor quality or sessions.	Leadership	
Parental meetings for underachieving PP pupils	<b>A: Raise attainment of Pupil Premium pupils</b> <b>B Raise aspirations of Pupil Premium pupils</b>	Parent power <a href="https://www.suttontrust.com/wp-content/uploads/2018/09/Parent-Power-2018.pdf">https://www.suttontrust.com/wp-content/uploads/2018/09/Parent-Power-2018.pdf</a>  Engaging Parents effectively <a href="https://www.suttontrust.com/research-paper/engaging-parents-effectively-early-years/">https://www.suttontrust.com/research-paper/engaging-parents-effectively-early-years/</a>  Parental engagement and impact on attainment <a href="https://www.suttontrust.com/research-paper/easy-peasy-parenting-app/">https://www.suttontrust.com/research-paper/easy-peasy-parenting-app/</a>	Meetings informed by data and round robins.  HOH undertake actions following meetings.  Information on barriers to learning is shared with staff.  Follow up meetings that focus on impact of actions and progress take place.	Pastoral Team  Leadership	Impact of actions and progress of pupils shown by assessment data, meeting minutes and KS3/4 outcomes.
Provide a study hall to give pupils a quiet place to work and access to resources.	<b>A: Raise attainment of Pupil Premium pupils</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf</a>	Study hall is well advertised across school through use of TV screens, Form tutors, bulletins and assemblies.  Study hall is well stocked with resources such as study guides and is manned by senior leader of the school such as DOL, HOH and Leadership.	Leadership	Evaluation of study hall attendance. July 2020.
Revision materials provided for all FSM pupils	<b>A: Raise attainment of Pupil Premium pupils</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effe">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effe</a>	Pupil names are checked to ensure correct pupils are targeted. Pupils are taught	Leadership	September 2020- examination results of FSM pupils.

		<a href="#">ct_Qual_Research_-_Research_Report_FINAL_v2.pdf</a>	how to use the resources and methods of revision.		
Pupils have access to media platforms to support their learning, revision and understanding.	<b>A. Raise attainment of Pupil Premium pupils</b>	Damian Hinds- Access to media of PP. 2018.  <a href="https://dfemedia.blog.gov.uk/2018/12/03/education-in-the-media-monday-3-december-2018/">https://dfemedia.blog.gov.uk/2018/12/03/education-in-the-media-monday-3-december-2018/</a>	Passwords are explicitly shared with pupils and the programmes are promoted through each subject and linked to homework.	Leadership	SAM learning hours of PP pupils tracked July 2020.
<b>Total budgeted cost</b>					<b>£126,050</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils implementation?</b>
Attendance officer appointed to monitor, advise and intervene cases of persistent absence of Pupil Premium Pupils. Supported by Assistant Heads of House.	<b>A. Raise attainment of Pupil Premium pupils</b>  <b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	Life lessons <a href="https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/">https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/</a>	Attendance officer meets regularly with Leadership link to update cases of PA. AHOH and HOH meet with Attendance officer to discuss cases.  Attendance updates regularly shared with Leadership.  AHOH produce action plans	Attendance officer  Assistant Heads of House  Heads of House  Leadership	Weekly, termly and yearly reviews cumulating in final review of academic year in September 2020.



<p>Career advisor meets Pupil Premium pupils to advise on career goals and educational courses required to attain their ambitions. Work experiences are discussed.</p>	<p><b>B Raise aspirations of Pupil Premium pupils</b></p> <p><b>C Increased life experiences of Pupil Premium pupils</b></p>	<p>Raising aspirations  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a>          Aspiration 2019  <a href="https://www.suttontrust.com/research-paper/university-aspirations-2019/">https://www.suttontrust.com/research-paper/university-aspirations-2019/</a>          Advancing ambitions  <a href="https://www.suttontrust.com/research-paper/university-aspirations-2019/">https://www.suttontrust.com/research-paper/university-aspirations-2019/</a></p>	<p>Thorough records of pupil aspirations are kept, meetings are minuted and feed into parental meetings.</p> <p>Each Year 11 PP pupil has a career interview.</p> <p>Career workshops and work experiences/trips are vetted before being undertaken and</p>	<p>Career advisory team</p> <p>Leadership</p> <p>Heads of House</p>	<p>Termly and yearly reviews cumulating in final review of academic year in September 2020.</p>
<p>School Counsellor</p>	<p><b>D Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b></p>	<p>Social and emotional learning:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Surveys undertaken by pupils who receive counselling. Session content is carefully planned and shared with Leadership line management.</p>	<p>Leadership</p> <p>Success centre staff</p> <p>HOH</p>	<p>Termly and yearly reviews cumulating in final review of academic year in September 2020.</p>
<p>Success Centre</p>	<p><b>D Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b></p>	<p>Social and emotional learning:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>Life lessons  <a href="https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/">https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/</a></p>	<p>Success centre sessions are evaluated by pupils throughout.</p> <p>Programmes are vetted and quality assured to ensure quality.</p> <p>Impact of sessions shared with Leadership.</p>	<p>Leadership</p> <p>Success centre staff</p> <p>HOH</p>	<p>Termly and yearly reviews cumulating in final review of academic year in September 2020.</p>
<p>Behaviour support of PP pupils- TIGER programme delivered by Pastoral Coach</p>	<p><b>A Raise attainment of Pupil Premium pupils</b></p> <p><b>D Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b></p>	<p>Social and emotional learning:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>TIGER programme is evaluated throughout the process. Staff member is line managed by Deputy Headteacher.</p>	<p>Leadership</p> <p>Pastoral Coach</p>	<p>Mid-point review of programme in Spring term. Final review of programme is completed and presented to Leadership in Summer 1 term.</p>

<p>Promotion of wider reading, reading for fun and reading aloud as a class during tutor times.</p>	<p><b>A. Raise attainment of Pupil Premium pupils</b> <b>C Increased life experiences of Pupil Premium pupils</b> <b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b></p>	<p>Reading <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>Monitoring of the initiative is thorough.</p> <p>Pupils modelled to by teaching staff</p> <p>Pupils receive free books to encourage and engage in reading.</p> <p>Reading for understanding and to develop vocabulary is explicitly targeted by tutors.</p> <p>Staff receive CPD on making most out of class reading.</p>	<p>Leadership</p> <p>Tutors</p> <p>Class teachers</p> <p>Pastoral team.</p>	<p>Mid-year and end of year review carried out.</p>
<p>Swimming lessons for non-swimming Pupil premium pupils.</p>	<p><b>C Increased life experiences of Pupil Premium pupils</b> <b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b></p>	<p>Sports participation <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p>	<p>Intensive swimming lessons are timetabled and led by fully trained and experienced staff.</p> <p>Swimming kit is purchased for pupils to remove barriers to participation.</p>	<p>PE Staff</p> <p>Leadership</p> <p>HOH</p>	<p>Evaluation of pupils and their water confidence and opinion of swimming at the beginning and end points of the programme.</p>
<p>Provision of School uniform and equipment for targeted FSM pupils.</p>	<p><b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b></p>	<p>School Uniform: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/</a></p>	<p>Tutors and PE staff are made aware to remain vigilant for pupils who may need support with uniform, PE Kit and equipment.</p> <p>House Offices are proactive in monitoring the appearance</p>	<p>Success Centre</p> <p>HOH</p> <p>Leadership</p>	<p>Ongoing- Weekly updates to Leadership and HOH</p>

			and uniform of FSM/PP pupils.,	Tutors	
Support for FSM pupils with Prom tickets and Prom apparel.	<b>C Increased life experiences of Pupil Premium pupils</b>	School Proms Stigmatise poorer pupils. Report. <a href="https://www.tes.com/news/school-proms-and-fancy-dress-fundraisers-stigmatise-poor-pupils-report-finds">https://www.tes.com/news/school-proms-and-fancy-dress-fundraisers-stigmatise-poor-pupils-report-finds</a>	FSM pupils identified early to enable time to choose Prom apparel and purchase tickets.	HOH  Leadership	July 2020
Transport costs such as bus passes, train tickets and taxis to support FSM pupils.	<b>A: Raise attainment of Pupil Premium pupils</b> <b>B Raise aspirations of Pupil Premium pupils</b> <b>C Increased life experiences of Pupil Premium pupils</b> <b>D Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	Raise Aspirations <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a>  Parental engagement <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>	Pupil methods of conveyance to school checked as soon as FSM are granted. Parental phone calls made by House office to gauge necessity of transport support.  Support of parental attendance to meetings and engagement with progress evenings.	HOH  Leadership	July 2020
Subsidised School trips for FSM pupils to Universities, colleges and places of work.	<b>B Raise aspirations of Pupil Premium pupils</b> <b>D Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	Raise Aspirations <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a>  Summer Schools  Sports participation <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a>	Careful targeting of PP pupils when proposed groups of pupils are proposed to Leadership.  Evaluations of visits and external speakers undertaken.  Quality assurance and checking of workshop/lecture content to ensure suitability.  Thorough risk assessments.	All staff  Leadership  HOH/DOL	Ongoing- following each visit/speaker

<p>Peripatetic lessons for PP pupils.</p>	<p><b>B</b> Raise aspirations of Pupil Premium pupils  <b>D</b> Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</p>	<p>Arts Participation  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p>Raise Aspirations  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a></p>	<p>Pupils are prompted through letter and text message to engage with the opportunity. They are explicitly informed that FSM pupils receive free tuition.</p> <p>Access to free/cheap musical instruments to enable out of school practice.</p> <p>% of pupil premium pupils receiving peripatetic lessons is proportional to the cohort size.</p>	<p>Performing Arts Faculty</p> <p>Leadership</p> <p>HOH</p>	<p>Termly</p>
<p>Cultural enrichment opportunities such as Theatre, Restaurants, Museums, Art Galleries and Musical performances.</p>	<p><b>D</b> Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils  <b>C</b> Increased life experiences of Pupil Premium pupils</p>	<p>Extra-Curricular inequalities  <a href="https://www.suttontrust.com/research-paper/enrichment-brief-private-tuition-extracurricular-activities/">https://www.suttontrust.com/research-paper/enrichment-brief-private-tuition-extracurricular-activities/</a></p> <p>Raise Aspirations  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a></p>	<p>Careful targeting of most disadvantaged pupils</p> <p>Quality assurance checking of productions and any linked sessions.</p> <p>Evaluation of visits</p> <p>Risk assessments</p>	<p>Admin staff</p> <p>Leadership</p> <p>All teaching staff</p>	<p>Evaluation following each visit.</p>
<p>Financial support for international visits and exchanges</p>	<p><b>D</b> Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils  <b>C</b> Increased life experiences of Pupil Premium pupils</p>	<p>Extra-Curricular inequalities  <a href="https://www.suttontrust.com/research-paper/enrichment-brief-private-tuition-extracurricular-activities/">https://www.suttontrust.com/research-paper/enrichment-brief-private-tuition-extracurricular-activities/</a></p>	<p>Careful targeting of most disadvantaged pupils</p> <p>Quality assurance checking of programmes and visits</p> <p>Evaluation of visits/exchanges</p>	<p>Admin staff</p> <p>Leadership</p>	<p>Evaluation following each visit.</p>

			Risk assessments	All teaching staff	
Free school meals and breakfast	<b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	FSM spending <a href="https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/">https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/</a>	Coffee mornings support parental access to IT and guide applications  Phone calls made to parents  Criteria and process advertised to parents.  FSM are accessed by all eligible pupils.  Increase in use of breakfast £1 allocation and awareness of it.	Leadership  Admin team	Ongoing

**Total budgeted cost    £142,000**

### iii. 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?
Stationary costs for the implementation of the aforementioned actions.	<b>A. Raise attainment of Pupil Premium pupils</b> <b>B. Raise aspirations of Pupil Premium pupils</b> <b>C. Increased life experiences of Pupil Premium pupils</b>  <b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf</a>	Leadership Lead to ensure essential stationery and resources are carefully controlled and budgeted for. They have impact on the progress and well-being of PP pupils.	Leadership  Reprographics manager.  Admin staff	Half termly via budget reports.

Catering arrangements for Pupil premium events and sessions.	<b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>		Value for money and careful consideration of numbers so as not to over or under cater.	Leadership Catering manager	Half termly via budget reports.
Reprographics costs for producing supporting materials for Pupil Premium pupils and the staff who support them.	<b>A. Raise attainment of Pupil Premium pupils</b> <b>B. Raise aspirations of Pupil Premium pupils</b> <b>C. Increased life experiences of Pupil Premium pupils</b> <b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>		Leadership Lead to ensure essential stationery and resources are carefully controlled and budgeted for. They have impact on the progress and well-being of PP pupils.	Leadership Reprographics manager. Admin staff	Half termly via budget reports.
Awards for participation and achievement reading competitions	<b>C. Increased life experiences of Pupil Premium pupils</b> <b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>		Comparison of company costs to ensure value for money. Careful identification of those deserving of academic and other achievements.	Leadership HOH DOL Tutors	Ongoing
Sporting equipment for use of PP pupils in Core PE lessons and BTEC/GCSE groups.	<b>A. Raise attainment of Pupil Premium pupils</b> <b>C. Increased life experiences of Pupil Premium pupils</b> <b>D. Improved mental &amp; physical well-being, and social behaviours of Pupil Premium pupils</b>	Outdoor/adventure activities: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a> Sports participation <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a>	Comparison of company costs to ensure value for money.  Ensure frequency of use and access to PP pupils.	Performing Arts Leadership HOH DOL	Ongoing
<b>Total budgeted cost</b>					<b>£2700</b>

### Pupil Premium Spend 2018/19 and Implications for 2019/20

Action	Spend	Impact	Implications for 2019/20
Designated member of Leadership to drive the focus of Pupil Premium Achievement.	£41,568.71	Year 11 Pupil Premium Progress 8 score 2018/19: -0.05 Year 11 Disadvantaged P8 Score -0.49 National Non Pupil Premium Progress 8 score: 0.13 (2018)*	Focus on individual pupils on a case by case basis to ensure that barriers to achievement can be tackled and overcome to reduce the gap between Disadvantaged pupils and National Non- Disadvantaged.
Careers Advisor	£25,350.21	All Year 11 Pupil Premium Pupils received a Careers Interview and successfully accessed a level 2 course in 2019/20. No pupils recorded as being N.E.E.T	Continue focus of careers as soon as pupils enter Barr Beacon School and ensure all Key Stage 4 pupils receive a Careers Interview to make informed choices for Next Steps day in November 2019.
Revision Materials for all year 11 FSM pupils	£4802.61	All FSM pupils had materials to support their study in lessons and at home. <i>Maths progress:</i> Non Disadvantaged = 0.15 Disadvantaged = -0.19  <i>English progress:</i> Non Disadvantaged = 0.13 Disadvantaged = -0.29	In 2019/20, the focus for progress must be centred on pupil skills with the accessibility to core subjects to help pupils refine and rehearse skills, specialised and matched teaching and learning that is continually reviewed and adjusted to meet the needs of the pupils.
Masterclasses for Most Able Pupil Premium Pupils	£313.21	Evaluation from pupils demonstrated that they valued the access to the classes and would recommend them in preparation for GCSE revision to other pupils	Repeat the masterclass programme. In 2019/20 bring the masterclasses earlier in the academic year to focus preparation and revision.
Reading Books	£688.45	All Pupil Premium pupils received free reading books when the school held the book fayres.	Support pupils to actively choose to withdraw reading books from the library and participate in wider opportunities to read for enjoyment.
Literacy and Numeracy Coaches and Foreign	£66,989.76	Literacy and Numeracy Coaches worked with target pupils to improve progress. <i>Maths progress:</i> Non Disadvantaged = 0.15	Develop the liaison between Coaches and teachers of disadvantaged pupils. Involve coaches in CPD for core subjects.

Language Assistants (FLAs)		Disadvantaged = -0.19 <i>English progress:</i> Non Disadvantaged = 0.13 Disadvantaged = -0.29	Target coach involvement in workshops and masterclasses for disadvantaged pupils.
SAM Learning	£1000.03	This resources was cancelled after the first term as it was found to have limited impact on pupil achievement and pupils were not readily accessing the resource as they favoured alternative revision sources.	N.A
Attendance Officer focusing on attendance of disadvantaged pupils	£29,160.00	Barr Beacon School Persistent Absence (PA) Rate: 9.2% National PA: 13.9% Barr Beacon School Ever 6 PA: 15.2%	Continue to use the Attendance Officer service and continue to fund the Assistant Head of House role focusing on attendance and punctuality.
Assistant Heads of House	£14,179.68	National Non-Ever 6 PA: 13.9% National PA Ever 6: 24.6%	
Bus Passes / Transport costs	£2998.48	Although Barr Beacon PP PA is above the national, when compared to Non PP pupils, it is 9.4% below National PP PA.  All FSM pupils provided with bus passes if required. Travel to support parents attend parents' evenings or parent meetings also supported to engage parents in school life.	
School Counsellor	£37,050.29	In the landscape of reduced services for CAMHS and external support for mental health, the Counsellor provides invaluable support. Pupils supported: Non PP: 41% PP: 59%	
Success Centre: Courses, uniform, staffing	£22,719.21	37% of referrals for the Success Centre courses have been for Disadvantaged pupils.	Continue to use the Success Centre for a source of support for pupils. There is currently a waiting list for access to courses. For 2019/ 20 Mindfulness is being introduced to assist with pupil Mental Health and managing their well-being.
Subsidised School Trips for FSM pupils	£4459.50	All trips run in the UK have been made available at no cost to FSM pupils. Some international trips have been subsidised for FSM pupils for example the German Market excursion.	Continue to prioritise FSM pupils for school trips. Ensure that all FSM pupils have access to a range of cultural experiences across the academic year and track this participation. Review the impact and adjust to meet the needs of the cohort.



Peripatetic Music Lessons	£1800.00	All FSM pupils invited to participate in peripatetic lessons to boost confidence and to engage in an activity that may otherwise be cost prohibitive.	In 2019/20 ensure that pupils have access to musical instruments to rehearse outside of school. Ensure all year 7 disadvantaged pupils have the opportunity to participate in peripatetic lessons.
Provision of uniform for FSM and PP pupils	£2324.37	Disadvantaged pupils provided with uniform or PE kit to ensure that they adhere to the school uniform policy, to support parents and or to replace existing outgrown or worn items.	Continue to ensure that staff are alert to the needs of pupils. Encourage referrals to HOH to support the provision of uniform and provide support to parents who need to access uniform and or applications for FSM.
Prom	£821.66	Provision of coaches for return from the Prom venue, provision of tickets for all FSM pupils and support with dresses and suits for FSM pupils to ensure that all FSM year 11 pupils could attend.	All year 11 disadvantaged pupils given the opportunity to attend the prom.
Free School Meals including breakfast from July 2019	£41,306.95	All FSM pupils provided with food at lunch time and able to take breakfast before school begins.	Monitor the impact of offering breakfast through pupil voice and number of referrals. Evaluate if the offer of breakfast had a positive impact on the behaviour and engagement of pupils before period 3?
Awards	£282.75	Pupils rewarded for participation and achievement in competitions	Ensure that disadvantaged pupils have access to competitions and the opportunity to gain rewards and awards.
Goals, Table Tennis Tables and Benches for outside areas	£1559.69	Enhance the environment for all pupils and to provide activities for participation during break to reduce low level disruption in key areas around the school.	

