



## Barr Beacon School: Pupil Premium Strategy 2020-21

1. Summary information					
School	Barr Beacon School				
Academic Year	2020-21	Total PP budget	£263, 103	Date of most recent PP Review	Sept 2020
Total number of pupils	KS3-4: 1374 KS3-5: 1579	Number of pupils eligible for PP	289  (18.3%)	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average*	+0.32 (estimated)	Awaiting National Data
Attainment 8 score average*	48.31 (actual)	Awaiting National Data




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

All pupils are “**proud to succeed**” and our strategy seeks to enable this possibility for all pupils and provide additional support for pupils eligible for pupil premium.

Barr Beacon School, in Walsall, is a category 6 LEA. 18.3% of the cohort are Pupil Premium.

#### Academic barriers

A.		<b>Attainment</b>
		<ul style="list-style-type: none"> <li>We will address En/Ma gaps on entry and support pupils to close the gaps through a variety of interventions and supports.</li> <li>Quality first teaching will address barriers for all pupils. CPD plans for the teaching staff and QA will focus on key areas that will enhance the success of pupils including retrieval, cognitive science underlying memory.</li> <li>Form groups and setting will reinforce support for all pupils across all attainment groups.</li> <li>Literacy support for pupils LAP pupils in Year 7 and 8 via Fresh Start will seek to address gap between PP pupils and Non-PP pupils reading age.</li> <li>Coaching support and intervention for pupils across all subjects across year 7-11 will be provided in response to pupil need.</li> </ul>

	<ul style="list-style-type: none"> <li>Whole school reading strategy will support pupils to close the gap in reading age data.</li> </ul>
<b>B.</b> 	<p><b>Aspiration</b>  Disadvantaged pupils may have less understanding of their aspirations or how to achieve them. Our priority is to raise aspirations and encourage our pupils to progress to higher education.</p> <ul style="list-style-type: none"> <li>We seek to provide our pupils with a tailored programme of support to ensure that all pupils see university as a viable option for them if they so choose.</li> <li>All Year 7 pupils go on a university visit</li> <li>All Year 8 pupils take part in a 'speed-dating' careers event (catch up Year 8 who did not get opportunity in last academic year)</li> <li>Year 9 take part in a STEM event.</li> <li>Year 10 a Young Enterprise event.</li> <li>Year 11 take part in Next Steps Day with the school sixth form and local colleges: may be virtual for this academic year.</li> </ul>
<b>C.</b> 	<p><b>Cultural capital experiences</b>  Wider experiences as well as increased likelihood of fewer examples of HE and FE in the family mean that aspiration guidance may be required.  Cultural capital building experiences ranging holistic development such as</p> <ul style="list-style-type: none"> <li>ACE (Award for Creative Excellence)</li> <li>Orator's Award</li> <li>Opportunities through the International School's Programme</li> <li>Duke of Edinburgh</li> <li>Cadets</li> <li>Extra-curricular programme</li> <li>Support for Discovery Week is provided where appropriate.</li> </ul>
<b>D.</b> 	<p><b>Behaviour/ Mental and social well being</b></p> <p>We have considered the range of barriers to learning that our pupils are experiencing and how to minimise these. Pupil Premium pupils may have difficulties managing emotions and behaviours, social relationships and self-care skills.</p> <p>By ensuring our Pastoral Care and provision is targeted and well planned will ensure that disadvantaged pupils develop and maintain strong learning habits and that support is given to ensure behaviour and wellbeing is developed and nurtured in order to remove these barriers. Our school behaviour policy promotes the highest standards and clear rules regarding uniform, learning behaviours and equipment. We have high expectations and no excuses for poor behaviour. In this way we support all pupils to meet high standards.</p>
<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>	
<b>E.</b>	Attendance: The attendance of Pupil Premium pupils in 2019-20 was 7.7% 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.
<b>F.</b>	Parental/carers support: building strong and supportive relationships with families can be more complex.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	<b>Attainment</b> Raise attainment of Pupil Premium pupils	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>Aspirations</b> Support the aspirations of Pupil Premium pupils	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. Awaiting data on pupils who are NEET in 2019-20.*
<b>C.</b>	<b>Cultural Capital Opportunities</b> Increased cultural capital opportunities of Pupil Premium pupils	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. Pupil engagement in extracurricular activities such as music lessons and sports clubs has increased. Pupils have developed new life skills. E.g. Cooking, swimming.
<b>D.</b>	<b>Pastoral Care including wellbeing/behaviour support</b> Improved mental & physical well-being, and social behaviours of Pupil Premium pupils. Removal of barriers to attending school.	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. Attendance of Pupil Premium pupils is in line with the national average of non-Pupil Premium pupils.

A. Attainment				
Intent	Implementation	Impact	Staff lead	Review date
1. SLT PP strategy	Designated member of leadership to drive progress and attainment of Pupil Premium Pupils Analysis of Pupil Premium cohorts and strategy for improvement.	Pupil performance is in line with non-Pupil Premium pupils at all ability ranges in Pupil Premium Cohort.	Leadership  RHI	Performance management  2020/21
2. Targeted interventions for PP pupils	Coaching team deployed to support PP pupils and matched by need and specialism.(En/Ma/Sc/Hi/Ge)	Impact reports and pupil evaluations	Leadership	Impact reports completed by

	<i>*EEF Guidance - +5 months (One to One support)</i>	Observations and monitoring of quality of small group and 1-2-1 provision.  Coaching team take part in CPD plan	Coaching team  Directors of Learning  Heads of House	coaching team in Feb/June 2021
3. Quality First Teaching	CPD strategy planned based on cognitive science and educational theory. DOLs leading on integration of this within schemes of learning with retrieval and recall integral to curriculum plans.  <i>* EEF Guidance +8 (Feedback) + 7 (Metacognition)</i>	Quality assurance of lessons.  Quality assurance of curriculum	Leadership  DLE  DOLs	Data drops used to analyse the PP/Non gap at every data cycle
4. Transparent PP data tracking and monitoring	Staff meetings CPD sessions led by SLT members focus on attainment of Pupil Premium.  DOLs and HoH to report on progress of PP pupils to SLT and hold staff to account for PP progress.	Leadership line management ensures that curriculum and data analysis discussions scrutinise PP data and create strategy in response.  Leadership line management ensures data informs support of individual pupils and is used to ensure parental engagement.	Leadership  RHI  Directors of Learning  Heads of House	Data drops used to analyse the PP/Non gap at every data cycle
5. Year 11 staffing	Timetabling of Year 11 carefully matches staffing with pupils needs.  Year 11 pupils creation of additional Ma/En/Sc groups during PSHE and PE lessons.  <i>* EEF Guidance + 4 (Small group tuition)</i>	Pupil performance in Year 11 closes the gap between PP and Non-PP.  Rigorous monitoring of teaching and learning each term.  Teachers selected based on history of excellent results.	Leadership  PKI  RHI	Data drops support judgment and performance of Year 11 staffing.
6. Reduced class size and ability setting in Ma/En/Sc	Additional groups in Year 11 Y and X band Maths and English.  Setting in form groups.  <i>*EEF Guidance +3 (Reduced class sizes)</i>	Monitoring of group data periodically to ensure pupils are in groups that best support progress.	Leadership  PKI  KHI	Monitoring of data at data drops to ensure class size supporting attainment.

			Directors of Learning	
7. Whole School Reading strategy	<p>Whole school reading strategy including ERIC to support wider reading across the school.</p> <p>CPD including teaching of academic reading and vocabulary developed throughout the year. Oracy approach to support reading and literacy.</p> <p>The Reading Project in Year 7 to support all readers development.</p> <p>PP pupils bought reading books from school book fair.</p> <p>Accelerated reader integrated into Year 7&amp;8 to ensure reading is given primacy and pupils are given exposure to a variety of texts. (Also improving cultural capital).</p> <p><i>*EEF Guidance +6 (Reading Comprehension Strategy)</i></p>	<p>Reading age in Year 7 in line with age and attainment appropriate expectations.</p> <p>Gap between PP and Non-PP reading age at age related deficit is closed.</p> <p>Initiative is monitored closely.</p> <p>Academic reading taught in CPD and modelled explicitly to train all pupils.</p> <p>Reading strategy to work in tandem with literacy strategy: ensuring pupils develop vocabulary using whole school frayer diagram approach.</p>	<p>Leadership</p> <p>RHI</p> <p>HFU</p> <p>Directors of Learning</p> <p>English Faculty</p>	<p>Performance management</p> <p>Data drops</p> <p>Annual reading test analysis</p> <p>Analysis of AR data</p>
8. Key Stage 3/4 leads appointed in Core Subjects.	Key Stage leads monitor progress of PP pupils and intervene when progress is not being made.	Reduced gap between PP and Non – PP pupils in Key Stage 3 and 4 core subjects.	<p>Director of Learning</p> <p>Key Stage leads</p>	Performance management.
9. Study Hall	Pupils are provided a quiet work place and access to resources. Well-advertised throughout school through TV screens, tutor time, bulletins and assemblies.	Reduced gap between PP and Non PP attainment.	<p>Pastoral Team</p> <p>Leadership</p>	Study hall registers
10. Revision materials and media platforms to support their learning provided for all Year 11 FSM pupils	<p>Use of data to target pupils - revision materials and strategies for their use are shared.</p> <p>Passwords explicitly shared with pupils and programmes are promoted through each subject and linked to homework.</p>	<p>Reduced gap between PP and Non PP attainment.</p> <p>Reduce any barriers to accessing learning</p>	<p>Leadership</p> <p>JDE</p> <p>JDA</p>	Use of Educake (Science) tracked and monitored.

11. Sporting equipment for PP in PE BTECH/GCSE and Art equipment/Food tech supplies	Essential supplies to ensure full access to arts education and physical education.	Comparison of company costs to ensure value for money, Ensure frequency of use for PP	Performing Arts Tech Leadership HOH DOL	Ongoing
			Total spend	£144,512

## B. Aspirations

Intent	Implementation	Impact	Staff lead	Review date
1. Bespoke programmes from external agencies.	Increase motivation and engagement in future courses and careers. Support social and life skills.  External agency form application made to leadership. e.g. Elevate	Evaluation of pupil short term and long-term outcomes.  Cultural capital register kept and analysed throughout year.	Leadership  Heads of House  Directors of Learning	Report to governors at each meeting.
2. Careers advisor	PP pupils are met and advised on careers goals and educational courses required to attain their ambitions. Work experience is discussed.	Records kept, used in parental meetings. Every PP Year 11 pupil has an interview.	Career advisory team  Leadership  Heads of House	Termly and yearly reviews – final review of academic year in Sept 2021.
3. University visits, colleges and places of work.	PP pupils are given annual aspirational visits and have bespoke experiences which ensure that aspirations and clear and consistently kept on track.	Evaluations of each experience recorded.	Careers Leader  Leadership	Analysis of PP pupil aspiration questionnaire.
			Total spend	£30, 129.06

## C. Cultural Capital Opportunities

Intent	Implementation	Impact	Staff lead	Review date
1. Swimming lessons for non-swimming PP pupils	Sports participation is encouraged and intensive swimming lesson are timetabled and led by fully trained and experienced staff. Swimming kit is purchased for pupils to remove any barriers to participation.	Pupils develop confidence and participate in sporting activity.	PE staff  Leadership  Heads of House	Evaluation of pupils and their water confidence before and after.
3. Prom	FSM pupils identified early to enable time to select prom apparel and purchase tickets.	Pupils celebrate end of academic study and culmination of academic study.	HOH  Leadership	July 2020
4. School trips, Discovery Week	<p>Cultural capital is mapped against Beacon Values to ensure all pupils get a universal experience which is high quality.</p> <p>The school's work towards International School's Award means that all pupils get international opportunities embedded within the curriculum.</p> <p>All trips and visits are planned and proposals given to leadership to ensure quality and fit with over all school vision and SDP.</p> <p>PP pupils are targeted carefully and pupil groups proposed to leadership.</p>	<p>Evaluation of visits and speakers.</p> <p>Quality assurance to ensure suitability of experience to add cultural capital.</p> <p>Risk assessment</p>	<p>All staff</p> <p>Leadership</p> <p>HOH/DOL</p> <p>RHI</p>	Ongoing – experiences reviewed throughout year and tracked on cultural capital spreadsheet
5. Peripatetic music lesson for PP pupils	<p>Arts participation is supported for all PP pupils: prompted through a letter and text message to engage with the opportunity. FSM receive free tuition.</p> <p>Support is also given with free/cheap musical instruments.</p>	% of PP pupils taking the lessons is proportional to the cohort size.	<p>Performing Arts Faculty</p> <p>Leadership</p> <p>HOH</p>	Termly
6. Cultural enrichment opportunities such as theatre, restaurants, Art	Extracurricular opportunities are planned throughout the year alongside a range of culturally enriching opportunities planned to	Careful targeting of most disadvantaged pupils.	Admin staff	Extracurricular and cultural capital

Galleries, Museums and Musical Performances.	<p>keep aspiration on track and ensure that there are no inequalities of provision.</p> <p>All Year 7 pupils take part in ACE – Award for Creative Arts within Technology and Performing Arts rotations. All pupils have the chance to receive certification for this.</p> <p>All Year 7,8,9 pupils take part in the Orator’s Award for public speaking.</p>	<p>Quality assurance of productions and workshops.</p> <p>Risk assessments</p>	<p>Leadership</p> <p>KSHI/RHI</p> <p>HFU</p>	<p>opportunities are tracked.</p> <p>Evaluation after each visit.</p>
7. Financial support for international visits, exchanges.	PP pupils are targeted to ensure there is no inequality of opportunity.	<p>Careful targeting of most disadvantaged pupils.</p> <p>Quality assurance of productions and workshops.</p> <p>Risk assessments</p>	<p>Admin staff</p> <p>Leadership</p> <p>All teaching staff</p>	Evaluations of visits for ISA
8. Extracurricular provision	Provision of extracurricular opportunities is recorded and monitored. PP participation is monitored and communication with home is made to encourage and raise participation.	Extracurricular records analysed each term and contact made with pupils/home to raise participation.	<p>Leadership</p> <p>KSH</p> <p>DOLS</p> <p>HOH</p>	<p>Evaluation of activities</p> <p>Extracurricular dashboard analysis</p>
			<b>Total spend</b>	£13,000

## D. Pastoral Care including Wellbeing and behaviour support

Intent	Implementation	Impact	Staff lead	Review date
1. Mentoring for underachieving PP	SLT and HoH assigned to mentor underachieving Year 11 PP pupils.	Mentors complete proformas following weekly meetings.	Leadership	Mentoring impact to be reviewed



		Data derived from this used to support quality first teaching and support teaching staff and coaches to inform best practice.	RHI Heads of House	across the year and mentor/mentee to change after data drop cycles.
2. Parental meetings for underachieving PP pupils	Analysis of data at data drops/round robin reports. Information on barriers to learning shared with all staff.	Follow up meetings to evaluate impact of actions.	Pastoral team  Leadership	
3. School Counsellor	Improved mental and physical well-being and social behaviours of PP pupils	Surveys undertaken by pupils who receive counselling. Session content is carefully planned and shared with leadership by line management.	Success Centre Staff  Leadership  Heads of House	Termly and yearly reviews culminating in review of academic year in Sept 2021.
4. Success Centre	Social and emotional learning and life lessons. PP pupils are provided with a range of packages appropriate to need after consultation with Head of House, leadership and pupil.	Success centre sessions are evaluated by pupils throughout.  Programmes are vetted and quality assured. Impact sessions shared with leadership	Leadership Success centre staff  HOH	Termly and yearly reviews culminating in review of academic year in Sept 2021.
5. Attendance Officer	Walsall Council - attendance officer.	PP attendance monitored and intervened with	Leadership HOH	Termly
6. Transport costs such as bus passes/taxis/train tickets	To support transport of PP pupils where appropriate. Could include support for parents to ensure parental meetings/parent's evenings are attended in specific cases.	PP transport methods analysed after FSM granted. Phone calls made by House office to check necessity of transport support. Attendance monitored.	HoH Leadership	July 2021
7. Assistant Heads of House	Assigned to monitor the attendance and punctuality of pupils in their house and strategise on interventions to improve this.	Ongoing monitoring of PP attendance.	AHOH HOH Leadership	Weekly

8. TIGER programme delivered by Pastoral Coach	A behaviour support programme for pupils to support social and emotional learning.	TIGER programme is evaluated throughout the process. Pastoral coach is line managed by Deputy Headteacher.	Leadership Pastoral Coach	Midpoint review of programme in Spring term. Final review of programme is completed and presented to leadership in Summer 2021.
9. Uniform and equipment	School uniform, PE kit and equipment is purchased for the PP pupils who require it.	Tutors and PE staff are made aware to remain vigilant for pupils who may need support with uniform, PE kit and equipment.  House office is proactive in monitoring pupil appearance.	Success Centre  Heads of House/House Team  Leadership	Ongoing – Success centre update LG weekly
10. Free school meals and breakfasts	Support for parents to ensure applications are made including phone calls, publicity, messages home.	Monitoring of uptake of break service and lunch service.  Breakfast service not applicable in 2020 Autumn. To be reviewed in the future.	Leadership	Ongoing
11. Stationary costs for implementation	Stationary, printing used to share information and opportunity with PP pupils. Including printing of certificates for ACE and Orator's Award opportunities.	Stationary, printing to be tightly controlled and monitored to ensure impact on PP pupils.	Leadership Reprographics Admin Staff	Half termly budget reports.
			Total spend	£76,390

## Wider Reading and Research

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/>

<https://www.suttontrust.com/research-paper/enrichment-brief-private-tuition-extracurricular-activities/>

<https://www.tes.com/news/school-proms-and-fancy-dress-fundraisers-stigmatise-poor-pupils-report-finds>

<https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>

## 2020-21 Tracking and Monitoring

Year group	Key group	2019-20		Data Drop 1		Data Drop 2		Data Drop 3		Notes
Cohort demographic		PP	Non-PP	PP	Non PP	PP	Non PP	PP	Non PP	
7	LAP									
	MAP									
	HAP									
	Sanctions									
	Rewards and House points									
	Attendance									
	Cultural capital opportunity or extracurricular opportunity									

## Pupil Premium Spend 2019/20 and Implications for 2020/21

Action	Spend	Impact	Implications for 2020/21
Designated member of Leadership to drive the focus of Pupil Premium Achievement.	£20,000	<p>Year 7- Gap narrowed significantly in Y7 compared to last year. At lockdown only a 1% difference between PP and Non-PP compared to -2.6% difference at the same point in 2018-19.</p> <p>Year 8- Gap had widened during the Autumn Term compared to 2018-19 but by Spring 1 data entry the gap between PP and Non-PP was only -0.85% compared to -1.1% at the same point last year.</p> <p>Year 9- Pupil Premium pupils are 1/10<sup>th</sup> of a grade closer to their baselines on average than the Non-PP The gap has widened in favour of the PP pupils.</p> <p>Year 10- Pupil Premium pupils working relatively in line with Non-PP pupils throughout this year with only -0.05 difference in favour of non-PP.</p> <p>Year 11- The gap between Y11 Pupil Premium and non-pupil premium pupils has been significantly lower throughout the school year and not just following teacher assessed final grades. At the beginning of the Year in Autumn and then also following Spring 1 there was equity between the RAGP residuals of Pupil Premium and non-pupil premium. Following teacher assessment, Pupil Premium performance in relation to Non-pupil premium pupils was lower by -0.12 RAGP residuals and -0.2</p>	<p>Continued 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.</p> <p>Regular agenda item in both Leadership, Pastoral and Director of Learning meetings with an emphasis on discussing the individual pupils, their barriers and monitoring the actions arising.</p>

		(estimated) Progress 8 score. This gap is significantly lower than 2019 where Pupil Premium pupils were -1.37 RAGP residual compared to a non-PP RAGP residual of -0.71 (a difference of -0.66) and furthermore, the estimated Progress 8 this year shows the gap has lessened from 0.43 in favour of non-PP in 2019 to an estimated -0.2 this year in favour of non PP. This marks the closing of the gap by a quarter of a grade.	
Careers Advisor	£23,129.06	<p>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.</p> <p>All pupil premium pupils accessed a careers fair which included 70 different providers from Universities, apprenticeships and other large employers. They were also exposed to a vast range of careers opportunities in line with the Gatsby benchmarks.</p> <p>All Year 11 had mock interviews from employers and attended a 'Next Steps Day' at colleges and sixth forms.</p>	<p>Continue actions undertaken this year and in addition consider mock interviews being extended to Years 9-10 during the summer terms.</p> <p>Due to current restrictions due to covid –19 investigate virtual options to replace opportunities cancelled due to the pandemic.</p>
Revision materials for all year 11 FSM pupils	£3,100.74	<p>All FSM pupils had materials to support their study in lessons and at home. These were delivered to tutors to use with Y11 tutees each morning at the beginning of March.</p> <p>Due to the lockdown commencing at the end of March and pupils not taking</p>	<p>Individual pupil packs may need to replace tutor group boxes due to changes to the beginning of each school day, which have made necessary by the health and safety measures put into place following the covid-19 pandemic.</p> <p>Pupil revision packs to be used regularly and as soon as possible to support</p>

		examinations the impact of these cannot be judged.	pupils catching up on missed learning and knowledge retention.  Pupils modelled to about how to use revision materials effectively.
Masterclasses for Most Able Pupil Premium Pupils	(included in provision of curriculum resources)	<p>Masterclasses were completed by Year 11 Pupil Premium Most Able pupils in 13 Non-core subjects in January with an average attendance to sessions of 69.2%</p> <p>In February Science masterclasses had an average attendance of 50.6%</p> <p>Overall verbal feedback indicated that sessions aided their knowledge, skills and understanding.</p>	<p>Repeat the masterclass programme. In 2020/21 bring the masterclasses earlier in the academic year to focus preparation and revision.</p> <p>Masterclasses to be preceded with a curriculum self-evaluation handed to pupils to determine specific areas of the curriculum pupils are less confident with and further personalise the content of sessions.</p> <p>Further investigate barriers to attendance, especially in Science and put into action measures to boost attendance.</p>
Reading Books	£15,000	<p>All Pupil Premium pupils received free reading books when the school held the book fayres.</p> <p>Boxes of reading books were purchased and each form read from class sets of books. Reading aloud was modelled to all Pupil Premium pupils by their tutors and peers.</p>	<p>Support pupils to actively choose to withdraw reading books from the library and participate in wider opportunities to read for enjoyment.</p> <p>Further develop 'Everybody Reading in Class' (ERIC) by assigning pupil roles during whole class reading, ensuring there are no missed opportunities to teach and promote literacy and oracy.</p> <p>Promotion of a 'clearly and confidently' culture in all lessons.</p>
Literacy and Numeracy Coaches and Foreign Language Assistants (FLAs)	£91,044.94	Literacy and Numeracy Coaches worked with target pupils to improve progress. <i>Maths progress September to March:</i>	Increase coaching capacity by appointing a larger coaching team to

		<p>Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils closed to only 0.03 difference.  <i>English progress September to March:</i>  Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils closed to only 0.06 difference.</p> <p><i>MFL Progress September to March</i>  Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils was as follows:  Spanish- PP pupils +4.9 ahead of non-disadvantaged.  German- PP pupils below non-disadvantaged by only 0.16.  French- PP pupils +1.1 ahead of non-disadvantaged.</p> <p>Literacy, Numeracy and Science coaching case studies are demonstrative of the positive impact they have had on disadvantaged pupils.</p>	<p>support pupil progress in in Core and EBACC subject areas.</p> <p>Implement Education Endowment Fund's guidance to schools by supporting the progress of Pupil Premium pupils using small group coaching. Develop a liaison between coaches/FLAs and teachers of disadvantaged pupils to ensure support is targeted and meets the needs of disadvantaged pupils.  Involve coaches in CPD for core subjects.  Target coach involvement in workshops and masterclasses for disadvantaged pupils in extracurricular sessions.</p> <p>Regular training for coaches and FLAs in faculties, whole school and as a team.</p>
Attendance Officer focusing on attendance of disadvantaged pupils	£12,600	<p>Barr Beacon School Attendance (September 2019- March 2020)  Whole School: 95.4%  National Average (Aut to Spr 2017-18): 94.6%  Barr Beacon School Disadvantaged Attendance: 92.8%  National Disadvantaged Attendance: 92.2%  Barr Beacon Non-Disadvantaged: 96%  Although Barr Beacon disadvantaged attendance is above the national average it is 2.8% below non-disadvantaged national average.</p>	<p>Assistant Heads of House continue to be funded and regularly present their impact on Pupil Premium attendance to Leadership. Attendance Officer service is used.</p>



		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.	
Assistant Heads of House	£29,790		
Bus Passes / Transport costs	Bus passes £1,965.70  Other Costs £237.65		
School Counsellor  Success Centre: Courses, uniform, staffing	£12,806  £8341.36	<p>In the landscape of reduced services for CAMHS and external support for mental health, Child line delivered 3,135 counselling sessions on exam stress last year (2019) – a rise of 11% over the past two years and 83% of school leaders, teachers and support workers feel that mental health among pupils in England has deteriorated in the past two years. Statistics show rising levels of anxiety, self-harm and actual cases of suicide. The counsellor service is an extremely valuable resource.</p> <p>Pupils supported: Non PP: 15 PP: 25</p> <p>100% of pupils agreed that school counselling sessions had a positive impact on them.</p> <p>Pupils also made the following comments below.</p>	<p>Excellent evaluations from pupils, and large waiting lists all show the impact of this service and the need to maintain it into the next academic year.</p> <p>Investigate the introduction of new courses into the success centre to meet growing demands and areas of need.</p> <p>FSM pupils should continue to be supported with the provision of school uniform and PE kit where necessary.</p>

		<ul style="list-style-type: none"> <li>• “It has helped me focus”.</li> <li>• “It has helped me deal with problems and be more confident”.</li> <li>• “It made me feel more positive about myself.”</li> <li>• “I feel better in myself”.</li> <li>• “Helped me calm down and not get mad in a situation I would have previously”.</li> <li>• “Helps me view my problems in a different way”.</li> <li>• “I had the sessions a few times it has helped me a lot”.</li> <li>• “Positive impact I have become calmer”.</li> <li>• “Helped with my confidence.</li> <li>• “Better to talk to someone and get things off my mind”.</li> <li>• “Helped by allowing me to talk”.</li> <li>• “It’s taught me some grounding techniques”.</li> <li>• Allowed me to feel relaxed as I was anxious before”.</li> <li>• “It has helped clear my head of unhelpful thoughts”.</li> </ul>	
Subsidised School Trips for FSM pupils & cultural enrichment opportunities.	£3,577.55	All trips between September 2019 and closure of school in March 2020 have been made available at no cost to FSM pupils. This amounts to 262 trip places.	<p>Continue to provide access for all Pupil Premium pupils to a range of cultural experiences across the academic year and track this participation. Broaden the types of cultural experiences that they are exposed to.</p> <p>Embed a Barr Beacon Creative Arts Award across the school and promote Beacon Values through key cultural figures and events of the past to enrich pupil knowledge and experience of culture and develop their knowledge base.</p>

Peripatetic Music Lessons	£3,500	All FSM pupils have been invited to participate in peripatetic lessons to boost confidence and to engage in an activity that may otherwise be cost prohibitive. This resulted in 27 FSM pupils receiving weekly lessons between September 2019 and March 2020.	Continue to provide opportunities for pupils to engage in music lessons and experience live concerts.  Liaise with new music department to increase opportunities Pupil Premium pupils have to both perform in front of audiences and be part of an audience for a musical performance.
Provision of uniform for FSM and PP pupils	£1,867.20	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.
Year 11 Prom	£1,054.50	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.  *** due to the impact of covid-19 pandemic the Prom this year has been postponed until later in 2020***	All year 11 disadvantaged pupils will continue to be given the opportunity to attend the prom.
Free School Meals including breakfast from July 2019	£1000 (Checking Service) £8,775.00 (breakfast)	All FSM pupils provided with food at lunch time and the breakfast allocation was extended until 11:30 so pupils unable to take breakfast before school begins due to catching a school bus could have this during break time.	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		Pupils rewarded for participation and achievement in competitions.	Ensure that disadvantaged pupils have access to competitions and the opportunity to gain rewards and awards.
Provision of curriculum resources to enable all FSM pupils engage fully in the curriculum.	Books: £4,413.94 Copying: £88.08 Stationary: £344.79	Ingredients were purchased for all FSM pupils to enable them to undertake food	Ensure that HOH, Tutors, Directors of Learning and post holders identify resources that are required for FSM

	Other: £3,886.84	<p>practical. Fridges purchased to store their ingredients in.</p> <p>Geometry sets and calculators provided in Maths and sporting equipment for their use.</p>	pupils to access each curriculum area and this is communicated with Leadership as soon as possible.
Academic Summer School	£1952.61	<p>Pupil premium pupils classed as Most Able and disadvantaged/vulnerable pupils in Key Stage 3 were invited to an Academic Summer school during the school holidays to support their start to school in September and address lost learning caused by lockdown.</p> <ul style="list-style-type: none"> <li>Year 10- 45 Most Able pupils (Inc. PP and FSM pupils) (20 girls and 25 boys) Average attendance across the week was 90%</li> <li>Year 9- 35 Most Able pupils (Inc. PP and FSM pupils) (20 girls and 15 boys) Average attendance across the week was 93.4%</li> <li>KS3- 18 LAC and FSM pupils (6 girls and 12 boys) Average attendance across the week was 72%</li> </ul>	<p>Extend Summer school provision to include an Easter school that targets FSM pupils.</p> <p>Coaches undertake post school extracurricular academic sessions for Pupil Premium pupils.</p> <p>Consider online academic/cultural task boards being issued to guide and support Pupil Premium pupils undertake independent work in the holiday periods.</p>
Academic mentoring of underachieving Pupil Premium pupils	(included in provision of curriculum resources)	<p>Coaches and FLAs supported KS3-4 pupils both 1-1 and small groups between September and March.</p> <p>25 Pupil premium pupils who were underachieving in Year 11 were mentored by Leadership and Heads of House.</p>	<p>Coaches further develop roles to undertake post school extracurricular academic sessions for small groups of Pupil Premium pupils as per EEF guidance.</p> <p>Underachieving Pupil Premium pupils to receive support and mentoring through the house system and via Leadership.</p>

			Explore other mentoring options and any subsequent training requirements to increase the number of pupils able to access academic mentoring.
Key Stage 3 and 4 leads in Core subjects	£17,669.23	<p><b>Key Stage 3:</b>  Year 7- Gap narrowed significantly in Y7 compared to last year. At lockdown only a 1% difference between PP and Non-PP compared to -2.6% difference at the same point in 2018-19.  Year 8- Gap had widened during the Autumn Term compared to 2018-19 but by Spring 1 data entry the gap between PP and Non-PP was only -0.85% compared to -1.1% at the same point last year.</p> <p><b>Key Stage 4: Maths progress September to March:</b>  Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils closed to only 0.03 difference.  <i>English progress September to March:</i>  Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils closed to only 0.06 difference.  <i>Science Progress September to March:</i>  Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils closed to:  Biology: Disadvantaged outperforming non-disadvantaged by 0.93  Chemistry: Disadvantaged outperforming non-disadvantaged by 0.3  Physics: Disadvantaged outperforming non-disadvantaged by 0.1</p>	<p>Calendared meetings between KS3 leads, DOLS and Leadership continue and are used to plan intervention strategies for disadvantaged pupils who are underachieving.</p> <p>Focus on closing the gap between the performance of Disadvantaged and Non-disadvantaged pupils in Y11 Trilogy Science pupils.</p>

		But in Trilogy Science: Disadvantaged 0.43 behind non-disadvantaged	
External agency support of pupil Premium pupils	£2000	<p>Elevate education delivered 4 bespoke 1hr 30 minute sessions to Year 11 Pupil Premium pupils entitled: <i>Exam Ready</i> <i>Life Ready</i> <i>Career Ready</i></p> <p>Pupils also received log in details to a large resource bank of materials to support their revision for exams, future careers and life skills. Pupils were extremely positive in their evaluations of these sessions.</p>	<p>Investigate online options for the delivery of these sessions to cohorts of Year 11 Pupil Premium pupils during the 2020-21 academic year.</p> <p>Follow up sessions by giving the pupils the opportunity to access and explore the online resources to further improve the impact of the sessions.</p>
Pastoral Coach	£15,652.61	<p>A Pastoral Coach was employed in September 2020, to support pupils who are identified as underachieving, disadvantaged, or pupils with social and emotional difficulties. The role involves working alongside pupils to break down barriers to learning and help pupils achieve their full potential. This is through 1 to 1 mentoring and working with small groups of pupils to deliver an alternative programme of support through the TIGERS curriculum.</p> <p>43% of the pupils involved in this programme were Pupil Premium. The programme was successful in reducing behavioural incidents and improving the academic engagement of pupils who took part in the programme.</p>	<p>Pastoral coach to continue to deliver the TIGERS programme and link it to aspects of the ARISE programme.</p> <p>Post School boxing and gym sessions to take place.</p>

		<p>The pastoral coach also engaged with disadvantaged pupil through an extracurricular boxing club, which received excellent feedback from pupils and supported the building of relationships between pastoral coach and pupils to support effectively engaging them within school life and reducing behavioural concerns amongst this cohort of pupils.</p>	
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