

BCA Pupil Premium Strategy Statement 2019 -2020

1. Summary information					
School	Beamont Collegiate Academy				
Academic Year	2019-2020	Total PP budget	£TBC	Date of most recent PP Review	August 2019
Total number of pupils	930	Number of pupils eligible for PP	421	Date for next internal review of this strategy	Week 12

2. Current attainment 2018-2019		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
Progress 8 score average (2019)	0	0.31
Attainment 8 score average (2019)	40.76	46.17

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Exam literacy and student performance in terminal exams
B.	Weaker numeracy and literacy skills
C.	Behaviour for learning for students who are at risk of exclusion.
D	MPA PP boys can lack resilience and aspiration to aim for good passes
External barriers	
E	Attendance of some PP students
F	Levels of parental engagement are inconsistent

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved outcomes in subjects assessed through terminal exams only:	As per BCA subject targets for English, maths, science, history, geography and MFL
B.	Students meeting age-related expectations in reading and maths	Reading and numeracy assessments
C.	Sustained low exclusion rates and Improved behaviour for learning	% of PP students excluded below that of national PP and national other/half termly behaviour tracking
D.	Improved rates of attainment and progress of MPA PP boys	Reduced gap between performance of boys and girls/+P8 at each data point
E.	Sustained attendance rates for students eligible for the pupil premium.	PP students to have attendance of at least 96%.
F.	Improved parental engagement/attendance to Parent Evenings/Out of hours study sessions	Attendance figures compared between PP and non PP

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable us to demonstrate how we 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 / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disciplinary Literacy embedded across the curriculum that supports improved outcomes for all	<p>BCA common approach to teaching reading and writing</p> <p>Develop a whole school approach to Oracy to support closing the vocabulary gap</p> <p>Embed the use of Lexonik to support reading/vocabulary instruction in every subject area</p> <p>National Literacy Trust CPD for all BCA teachingstaff in subject specific literacy support</p>	<p>EEF Improving Literacy in Secondary Schools</p> <p>“literacy is the key to learning across all subjects in secondary school and a strong predictor of outcomes in later life”</p> <p>“Lexonik is the only literacy programme proven to raise reading ages by 27 months in 6 weeks. Raising attainment and achievement for all.”</p> <p>Nationally recognised organisation whose work is informed by research and evidence based study</p>	Through QA processes including curriculum review/performance development/work scrutiny/teacher feedback	LBU	<p>Week 12</p> <p>Week 25</p> <p>Week 37</p>

<p>High quality CPD opportunities to improve subject pedagogy of teaching staff</p>	<p>TCAT subject hubs</p> <p>BCA weekly CPD training Subject enhancement calendared CPD</p> <p>Peer to peer observations/coaching programme established</p> <p>CPD that focuses on metacognition and pupil learning</p>	<p>EEF Guide to PP “subject specific CPD improves the quality of pedagogical subject knowledge”</p> <p>Support all teachers in reflecting on and improving their practice with raise outcomes for all students</p> <p>EEF Metacognition and self-regulation “metacognition approaches have consistently high levels of impact with pupils making an average of 7 months additional progress”</p>	<p>Calendared meetings with common agenda items</p> <p>Calendared CPD program that returns to key areas 3 times a year Weekly department time that is focused on subject enhancement/external providers e.g. SLP/examiners</p> <p>SLT to cover lessons to allow staff to observe colleagues regularly to develop their own practice</p> <p>Staff INSET on metacognition delivered by working party at key points during the academic year quality assured by SLT</p>	<p>HCU/SMU</p>	<p>Week 12 Week 25 Week 37</p>

ii. Targeted support

Desired outcome	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved performance in GCSE maths</p>	<p>Yip Yap tuition/small group withdrawal</p> <p>1:1 tuition on Saturday mornings.</p>	<p>Based on extensive EEF evidence it recognises the high impact of both small group tuition and 1:1 tuition. The effect size of small group tuition is +4</p>	<p>Assessment data will be used to identify the students targeted for this intervention. The Saturday morning intervention will be paid for from the PP budget and not sought on a voluntary basis</p>	<p>SMU</p>	<p>Week 12 Week 25 Week 37</p>

	<p>Motivational and externally taught masterclasses</p> <p>Participation in PIXL Wave</p> <p>High quality interventions that are targeted based on PLC model</p>	<p>months and +5 months for 1:1 tuition.</p> <p>1:1 tuition scheduled for Saturday mornings so that other curriculum areas are not disrupted.</p>	<p>so that teachers recognise the importance and value of this extra tuition they are undertaking.</p>		
<p>Improved levels of literacy across the academy</p>	<p>Reading Plus</p> <p>Lexia Reading</p> <p>Lexonik</p> <p>NFER reading tests</p> <p>Yip Yap small group intervention</p> <p>Writer in residence</p>	<p>EEF Teaching and learning toolkit research: small group tuition (+ 4 months)</p> <p>BCA reports on RP/Lexia show gains in reading ages of students who participate in the programs.</p> <p>“Lexonik is the only literacy program proven to raise reading ages by 27 months in 6 weeks. Raising attainment and achievement for all.”</p>	<p>Termly reports for Lexia and RP/yearly testing of RA on NFER. The programmes are led by the academy Literacy Leader who reports to the Vice Principal.</p> <p>Yip Yap sessions are delivered via scheduled timetable of extraction.</p> <p>Termly report to VP</p>	<p>LBU</p>	<p>Week 12</p> <p>Week 25</p> <p>Week 37</p>
<p>Improved levels of numeracy across the academy</p>	<p>IKL personalised Learning</p> <p>Yip Yap small group intervention</p>	<p>Trial by the dept. saw significant gains by test group.</p> <p>EEF Teaching and learning toolkit research: small group tuition (+ 4 months)</p>	<p>Termly reports for IKL. The programme is led by the academy Numeracy Leader who reports to the Vice Principal.</p> <p>Yip Yap sessions are delivered via scheduled</p>	<p>SRE</p>	<p>Week 12</p> <p>Week 25</p> <p>Week 37</p>

			timetable of extraction. Termly report to VP		
--	--	--	---	--	--

Improved performance in terminal examination for Ebacc subjects	1:1 tuition programme across Ebacc subjects.	Based on extensive evidence by the EEF it recognises the high impact of both small group tuition and 1:1 tuition. The effect size of small group tuition is +4 months and +5 months for 1:1 tuition.	Assessment data will be used to identify the students targeted for this intervention. The Saturday morning intervention will be paid for from the PP budget and not sought on a voluntary basis so that teachers recognise the importance and value of this extra tuition they are undertaking.	SMU	Week 12 Week 25 Week 37
	Scheduled WTM's in all Ebacc subjects	Year 11 exit interviews cited WTMs as one of most effective methods in helping them make progress between each PPE exams	The academy's assessment calendar has scheduled formal exams for students in all year groups where outcomes can be compared across our multi-academy trust.		
	Weekly Tutor program focusing on metacognition and self-regulation	EEF Metacognition and self-regulation "metacognition approaches have consistently high levels of impact with pupils making an average of 7 months additional progress"	WTM are calendared prior to each set of PPE exams		
	Self-testing/knowledge organisers form basis of homework				
	Continue to develop the consistency of testing at KS3+4	TCAT model of common assessment at KS3 PPE exams across all Ebacc using exam board papers from previous series	TCAT hub quality assurance process PIXL Wave		

			External SLE/Examiner validation of marking		
Quality out of hours opportunities for school programmes that are well attended	1:1/small group tuition each Saturday study zone 3 nights each week targeted small group interventions (period 6) compulsory enrichment program for all students at BCA maths/literacy interventions before school day	EEF T&L toolkit “pupils make two additional months progress per year from extended school time and in particular the use of before and after school programmes	A range of assessment data is used to identify students for KS4 interventions/tuition and entered on a provision map to ensure students are prioritised by need. All students in year 11 to attend study zone once a week to complete homework/produce revision materials to support them in Ebacc terminal exams. Led and quality assured by the AP, students across 7-10 participate in 3 enrichments across the year that are varied to ensure learning new skills and knowledge is at the heart of the program.	SMU/CRI	Week 12 Week 25 Week 37
iii. Other Interventions					
Desired outcome	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Excellent provision for students at risk or exclusion and excellent attendance for pupils at risk of exclusion.	To staff an offsite provision led by BCA staff.	The EEF recognises that prolonged periods of behaviour intervention (2-6 months) of this kind can have an impact greater than the school based systems that manage the behaviour of the majority of students.	Students are identified by the VP. The VP will decide what qualifications are to be secured by KS4 students. The VP will agree with the provision manager the period of time before a student is integrated by into the mainstream curriculum.	MRE/SDI	The provision will be reviewed as part of the academy’s QA cycle and the progress of students reviewed termly at each data point.

<p>Improved Parental Engagement to support student's learning</p>	<p>Weekly texts to parents centred on revision/homework</p> <p>Parent GCSE Information Evenings</p> <p>Parent support packs</p> <p>Embed homework timetable as routine</p> <p>Regular meetings between key boys and leader of boys achievement</p>	<p>EEF Working with Parents to support children's learning</p> <p>“increasing parental engagement in secondary schools has on average 2-3 months positive impact”</p> <p>“support parents to create regular routine to encourage good homework/study habits”</p> <p>“schools should encourage parents to know about homework and support their children to do it rather than be directly involved in the work”</p>	<p>Draw on PIXL RSL support materials for compiling weekly texts/parental guides</p> <p>Parent voice</p>	<p>SMU//CRI</p>	<p>Week 12 Week 25 Week 37</p>
<p>Embedded PASS survey across 7-11 that informs strategies for improved outcomes</p>	<p>Accurately identify barriers to learning</p> <p>Devise strategies to support students in response to findings</p> <p>Helps to inform action plan/mentoring on boys/HPA achievement</p>	<p>Widely used and recommended by both primary and secondary schools nationally</p>		<p>CRI</p>	<p>Week 12 Week 25 Week 37</p>