

# Pupil premium strategy statement (Secondary) and review of impact

2019/20 – 20/21

## School overview

| Metric   | Data                       |
|--|----------------------------|
| <b>School name</b>                                 | Beamont Collegiate Academy |
| <b>Pupils in school</b>                            | 927                        |
| <b>Proportion of disadvantaged pupils</b>          | 45%                        |
| <b>Pupil premium allocation this academic year</b> | £420,200.00                |
| <b>Academic year or years covered by statement</b> | 2020/21                    |
| <b>Publish date</b>                                | October 2020               |
| <b>Review date</b>                                 | October 2021               |
| <b>Statement authorised by</b>                     | G Harris                   |
| <b>Pupil premium lead</b>                          | S Mullen                   |
| <b>Governor lead</b>                               | Gayle Porter               |

## Disadvantaged pupil performance overview for 2019-2020

|  |       |
|--|-------|
| <b>Progress 8</b>                      | +0.13 |
| <b>Ebacc entry</b>                     | 19%   |
| <b>Attainment 8</b>                    | 41.77 |
| <b>% Grade 5+ in English and maths</b> | 25%   |

## Disadvantaged pupil performance overview for 2020-2021

|                   |                     |
|-------------------|---------------------|
| <b>Progress 8</b> | -0.19 (provisional) |
|-------------------|---------------------|

|  |       |
|--|-------|
| <b>Ebacc entry</b>                     | 21%   |
| <b>Attainment 8</b>                    | 42.12 |
| <b>% Grade 5+ in English and maths</b> | 32%   |

### Strategy aims for disadvantaged pupils

| <b>Aim</b>                             | <b>Target</b>   | <b>Target date</b> |
|--|---|--------------------|
| <b>Progress 8</b>                      | Achieve positive P8 for all students                    | Sept 21            |
| <b>Attainment 8</b>                    | Achieve national average for attainment for all pupils  | Sept 21            |
| <b>% Grade 5+ in English and maths</b> | Achieve 40% English and maths 5+                        | Sept 21            |
| <b>Other</b>                           | Improve exam literacy and performance in terminal exams | Sept 21            |
| <b>Ebacc entry</b>                     | Improve % of students securing a grade 5+ across Ebacc  | Sept 21            |

## Review of Expenditure/Impact 2020-2021

### 1. Teaching priorities for the current year

| <b>Measure</b>    | <b>Activity</b>   | <b>Review</b>   |
|-------------------|---|---|
| <b>Priority 1</b> | Embed quality first teaching - rooting our strategies in the classroom in evidence - to ensure the best outcomes for all students | <p>Our dedicated Friday 1 hour CPD weekly slot this year has continued with both virtual, remote and face to face sessions being delivered (and amended) to respond to the challenges of lockdown and remote teaching.</p> <ul style="list-style-type: none"> <li>• 5 CPD/INSET sessions around metacognition/self-regulation</li> <li>• 8 CPD/INSET session around teaching effective remote lessons</li> <li>• 6 CPD/INSET on literacy/reading.</li> <li>• 2 CPD/INSET session on effective marking and feedback during the remote classroom</li> <li>• 2 CPD/INSET sessions around making the most from Google Classroom</li> </ul> <p>In order to ensure that all students across the academy had equal and fair access to live lessons, 321 chrome books were loaned out to students, (165 to PP). A trust review took place where 'remote learning walks' were conducted to evaluate their effectiveness and to share best practice. Remote teaching and learning protocols were also drawn up for staff to follow to ensure quality lessons were being</p> |

|                                   |  |  |
|-----------------------------------|--|--|
|                                   |  | <p>delivered. There was also the purchase of the XP tablets to support staff with delivering their explicit instruction in the most effective ways.</p> <p><u>Testimonies:</u></p> <p><u>English</u></p> <p>We found the XP pen really useful in English. We used it in a variety of ways: To complete live modelled responses (our department Rosenshine target was modelling so this helped us continue to work towards developing in this area). Annotation – we were studying poetry with Y10 and this was a great way to model what they should be doing in their anthologies. Marking work using the slides facility of GC which allowed us to mark work live.</p> <p><u>Science</u></p> <p>The XP Pen tablet allowed for easy pre-recording, and live lessons – sharing the screen on zoom. They allowed for instant annotation of resources and student work. It helped greatly with being able to write worked examples and scaffold lessons. In science, they enabled us to more easily write equations/ calculations and save time in preparation of material. It in effect acted as a whiteboard and allowed the lesson to flow better.</p>  |
| <b>Priority 2</b>                 | To embed metacognition and self-regulation within the classroom to help develop the self-esteem and confidence of our learners | <p>Staff completed a series of CPD sessions working on developing individual practice in relation to metacognitive strategies for deployment in the classroom. Firstly, staff identified an area of practice that could be developed and trialed in relation to metacognition and self-regulation. Next, time was dedicated to interacting with subject specific research relating to plan and implement a metacognitive strategy with a targeted teaching group. Following this the strategy was trialed with the target group and refinements made. Lastly, staff were asked to share and critique the trials and a short write up was completed. The trials were then due to be expanded into wider practice though CPD priorities changed due to remote learning.</p> <p>At student level, a series of walking talking mocks were implemented prior to each PPE and TAG assessments to ensure students were 'exam ready' and had the skills to tackle terminal exams. Students were also taken through a metacognitive tutor programme during the autumn term to support their revision and preparation habits at home. This work was embedded across both the English and Maths departments this year and has supported a 7% increase in the 5+ benchmarks of 32% of PP students securing this pass across both subjects in comparison to 25 in 2019.</p> |
| <b>Barriers to learning these</b> | Potential disruption to the academic year due to Covid in the  | <ul style="list-style-type: none"> <li>• CPD was moved to virtual/remote to ensure staff's professional development was maintained</li> </ul>  |

|                           |                                  |   |
|---------------------------|----------------------------------|---|
| <b>priorities address</b> | attendance of staff and students | <ul style="list-style-type: none"> <li>• Live lessons were put in place for all year 11 lessons to ensure walking talking mocks and exam readiness was embedded</li> <li>• A virtual parents evening was put in place prior to the TAG assessment window to ensure there was a clear understanding of how students needed to prepare for these assessments</li> </ul> |
| <b>Projected spending</b> | 229,720                          |   |

## 2. Targeted Academic support for the current year

| Measure           | Activity  | Review   |         |           |          |         |       |                      |       |       |                     |
|-------------------|---|--|---------|-----------|----------|---------|-------|----------------------|-------|-------|---------------------|
| <b>Priority 1</b> | Introduction of online maths and science tuition through the My Tutor program to complement our Saturday and evening face to face tuition program | <p>The 'My Tutor' Online programme targeted students with gaps from year 10 remote teaching and content heavy subjects of maths and science. Due to the lockdown, students weren't able to complete as many sessions as we would have hoped but it did provide significant support to the students in preparing them for the assessments of PPEs and TAGS</p> <p><b>Science</b><br/>22 boys (10 PP) had a 1 hour 1-1 lessons once a fortnight to boost their knowledge on the Combined Science route. 15 were able to secure at least one grade 4 in the double entry.</p> <p><b>Maths</b><br/>15 (10 PP) had a 1 hour 1-1 lesson once a fortnight to boost their knowledge and skills on key math areas. 14 were able to secure at least a grade 4.</p> <p>Our Saturday tuition programme was able to operate for 50% of its usual form through this academic year (some subject sessions went remote in the Spring Term to ensure the tuition was sustained). Students on average attended between 6 and 14 and all subject leads felt the tuition impacted positively on levels of confident, engagement in school, gap filling and evidence used to arrive at TAGS. All ability ranges were targeted for this support to ensure our key benchmarks of grade 4, 5 and 7 were addressed.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>No. of PP</th> <th>Outcomes</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>11/33</td> <td>All secured grade 4+</td> </tr> <tr> <td>Maths</td> <td>17/46</td> <td>15 secured grade 4+</td> </tr> </tbody> </table> | Subject | No. of PP | Outcomes | English | 11/33 | All secured grade 4+ | Maths | 17/46 | 15 secured grade 4+ |
| Subject           | No. of PP   | Outcomes   |         |           |          |         |       |                      |       |       |                     |
| English           | 11/33   | All secured grade 4+   |         |           |          |         |       |                      |       |       |                     |
| Maths             | 17/46   | 15 secured grade 4+  |         |           |          |         |       |                      |       |       |                     |

|                   |  |  |         |      |                     |         |     |                   |
|-------------------|--|--|---------|------|---------------------|---------|-----|-------------------|
|                   |  | <table border="1"> <tr> <td>Science</td> <td>9/15</td> <td>All secure grade 4+</td> </tr> <tr> <td>History</td> <td>4/6</td> <td>3 scored grade 4+</td> </tr> </table>   | Science | 9/15 | All secure grade 4+ | History | 4/6 | 3 scored grade 4+ |
| Science           | 9/15   | All secure grade 4+  |         |      |                     |         |     |                   |
| History           | 4/6  | 3 scored grade 4+  |         |      |                     |         |     |                   |
| <b>Priority 2</b> | Targeted literacy and numeracy package to support students at KS3 within key skills curriculum | <p>As part of our key skills curriculum time across years 7 and 8, students have been following the IXL numeracy programme and Reading Plus. The lockdown has impacted on the delivery of these as the engagement remotely wasn't as consistent as it could have been however, there have been important gains made</p> <p><b>Reading Plus</b></p> <p><b>Year 7</b></p> <p>1.10 is the average level gain in year 7, (where +1 level gain in Reading Plus = +1 Year in text readability) this highlights students have on average gained a year in reading – this is significant as students are low ability and have had periods of disruption during the year as a result of the pandemic. 2 students made more than 2 levels of progress and 12 made more than one level of progress.</p> <p>The average reading speed in year 7 improved to 120.10 (wpm) – this is an improvement from the beginning of the year.</p> <p><b>Year 8</b></p> <p>1.81 is the average level gain in year 8, (where +1 level gain in Reading Plus = +1 Year in text readability) this highlights students have on average gained closer to two years in reading – this is significant as students are low ability and have had periods of disruption during the year as a result of the pandemic. One student had 4 ½ years progress, 3 students made more than 3 years progress.</p> <p><b>IKL Maths</b></p> <p>Students in Key Skills lessons in Key Stage 3 have been using IXL for 30 minutes per lesson. Students have been directed by their class teacher to work on specific areas of the curriculum in order to support their Maths lessons. In general students have been focusing on their development of number skills, in which many of the students had visible gaps due to the lack of time practicing these key skills. Students have been focusing on filling gaps and practicing previously learnt methods in the following areas: written methods for calculation, understanding of place value, understanding decimals and fractions, calculating simple percentages, and solving numerical word problems. Having the opportunity to practice core numeracy skills which cannot always be practiced at great length in maths lessons has had a positive impact in terms of students being able to retain these important skills. It has also had a positive impact in terms of student's confidence in working with basic number.</p> |         |      |                     |         |     |                   |

|   |   | <p><b>Lexonik Advance</b></p> <p><u>Lexonik Advance:</u></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Number</th> <th colspan="3">Reading Age</th> <th colspan="3">Standard Score</th> </tr> <tr> <th>Pre</th> <th>Post</th> <th>Gain</th> <th>Pre</th> <th>Post</th> <th>Gain</th> </tr> </thead> <tbody> <tr> <td>Wave 1 Year 9</td> <td>28</td> <td>13.8</td> <td>18.2</td> <td>52</td> <td>100</td> <td>131</td> <td>30</td> </tr> <tr> <td>Wave 1 Year 8</td> <td>23</td> <td>14</td> <td>17.4</td> <td>40</td> <td>103</td> <td>122</td> <td>19</td> </tr> <tr> <td>Wave 2 Year 8</td> <td>8</td> <td>14.9</td> <td>18.4</td> <td>41</td> <td>105</td> <td>138</td> <td>32</td> </tr> <tr> <td>Wave 2 Year 7</td> <td>43</td> <td>13.8</td> <td>17.6</td> <td>44</td> <td>103</td> <td>130</td> <td>27</td> </tr> </tbody> </table> <p>As illustrated above the gains for students have been significant and the attached case studies reveal the impact these outcomes have had on pupil engagement and progress in English lessons.</p> <p><b>NGRT test outcomes:</b></p> <ul style="list-style-type: none"> <li>• In year 9 of the 28 students who completed Advance (x2 students were absent for the test), 21 showed improved reading ages, 11 students now have above average reading ages</li> <li>• In year 8 of the 30 students who completed Advance, 25 showed improved reading ages, 9 students now have above average reading ages</li> <li>• In year 7 of the 43 students who completed Advance, 33 showed improved reading ages, 18 students now have above average reading ages</li> </ul> |      |      |                |      |      |  | Number | Reading Age |  |  | Standard Score |  |  | Pre | Post | Gain | Pre | Post | Gain | Wave 1 Year 9 | 28 | 13.8 | 18.2 | 52 | 100 | 131 | 30 | Wave 1 Year 8 | 23 | 14 | 17.4 | 40 | 103 | 122 | 19 | Wave 2 Year 8 | 8 | 14.9 | 18.4 | 41 | 105 | 138 | 32 | Wave 2 Year 7 | 43 | 13.8 | 17.6 | 44 | 103 | 130 | 27 |
|---|---|---|------|------|----------------|------|------|--|--------|-------------|--|--|----------------|--|--|-----|------|------|-----|------|------|---------------|----|------|------|----|-----|-----|----|---------------|----|----|------|----|-----|-----|----|---------------|---|------|------|----|-----|-----|----|---------------|----|------|------|----|-----|-----|----|
|   | Number  | Reading Age   |      |      | Standard Score |      |      |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |
|   |   | Pre   | Post | Gain | Pre            | Post | Gain |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |
| Wave 1 Year 9   | 28  | 13.8  | 18.2 | 52   | 100            | 131  | 30   |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |
| Wave 1 Year 8   | 23  | 14  | 17.4 | 40   | 103            | 122  | 19   |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |
| Wave 2 Year 8   | 8   | 14.9  | 18.4 | 41   | 105            | 138  | 32   |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |
| Wave 2 Year 7   | 43  | 13.8  | 17.6 | 44   | 103            | 130  | 27   |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |
| <p><b>Barriers to learning these priorities address</b></p> | <p>Varied levels of engagement from parents</p> <p>Disrupted student attendance</p> | <p><u>Strategies put in place to mitigate these:</u></p> <ul style="list-style-type: none"> <li>• Loan of chrome books to all students across the academy</li> <li>• Remote tuition for self-isolators</li> <li>• Ebacc/subject virtual parent meetings to tackle underachievement and dis engagement</li> <li>• Termly parent newsletter</li> <li>• Daily phone calls to targeted vulnerable students through lockdown</li> </ul>  |      |      |                |      |      |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |
| <p><b>Projected spending</b></p>                            | <p>£86,000</p>  |   |      |      |                |      |      |  |        |             |  |  |                |  |  |     |      |      |     |      |      |               |    |      |      |    |     |     |    |               |    |    |      |    |     |     |    |               |   |      |      |    |     |     |    |               |    |      |      |    |     |     |    |

### 3. Wider strategies for the academic year

| Measure   | Activity  | Review   |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|---|---|--|-----------|-----------|-----------|---|-------|-------|--|---------|-------|---|---------|-----|------------------------------------|-----|-----|
| Priority 1  | Increasing attendance to after school academic sessions/tuition of disadvantaged students | As a result of the ongoing pandemic/restrictive bubbles and time out of school, our main form of additional support this year focused on ensuring all our disadvantaged students were supported face to face (and remotely) with a high quality post 16 support package to ensure they were college ready for September 2021 and Saturday tuition All disadvantaged students were prioritised for interviews in September 2020 and key vulnerable students were taken to the college for interviews and follow up tours when restrictions loosened to ensure they were confident with their decision and secure on the arrangements for September. Virtual talks from the colleges and presentations on A levels/T levels and vocational level 3 courses were delivered to the students so they were able to make informed choices |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | <table border="1"> <thead> <tr> <th></th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>% of students following level 3 courses</td> <td>59%</td> <td>68%</td> </tr> <tr> <td>% of PP students following level 3 courses</td> <td>53%</td> <td>53%</td> </tr> <tr> <td>% of students following A level courses</td> <td>24%</td> <td>39%</td> </tr> <tr> <td>% of PP students following A level</td> <td>17%</td> <td>26%</td> </tr> </tbody> </table>   |           | 2019-2020 | 2020-2021 | % of students following level 3 courses | 59%   | 68%   | % of PP students following level 3 courses | 53%     | 53%   | % of students following A level courses | 24%     | 39% | % of PP students following A level | 17% | 26% |
|   |   |  | 2019-2020 | 2020-2021 |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | % of students following level 3 courses  | 59%       | 68%       |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | % of PP students following level 3 courses   | 53%       | 53%       |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | % of students following A level courses  | 24%       | 39%       |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | % of PP students following A level   | 17%       | 26%       |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | Overall conclusions:   |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | <ul style="list-style-type: none"> <li>• 9% more Year 11s progressing on to a level 3 qualification.</li> <li>• 15% increase in number going on to A Levels.</li> <li>• 9% more PP students going on to A Levels.</li> <li>• No overall change in the percentage of PP students going on to level three courses in general.</li> </ul>   |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
|   |   | Regarding PP, although the overall number going on to L3 courses is the same (53%), there seems to have been a shift to A Level from BTEC L3.  |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
| A comprehensive Tuition programme ran through the academic year that combined face to face tuition in English, maths and science with remote tuition during the second lockdown in the above subjects with history also. Overall the attendance to these sessions was strong for PP students and this was reflected in the outcomes in TAGS   |   |  |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
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| Subject   | No. of PP   | Outcomes   |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
| English   | 11/33   | 11 secured grade 4+  |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
| Maths   | 27/61   | 24 secured grade 4+  |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
| Science   | 29/37   | 25 secured 4+  |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |
| History   | 4/6   | 3 secured grade 4+   |           |           |           |   |       |       |  |         |       |   |         |     |                                    |     |     |

| Measure  | Activity  | Review  |
|--|---|---|
|  |   | <p>There was a clear attendance strategy in place this academic year to support those most affected by the pandemic, those with mental health issues and for those students where poor attendance had been a problem historically. 190 students were contacted every week. A traffic light system was used, red every day, amber twice a week, green once a week. All contacts were recorded down on a spreadsheet to keep track. Home visits to families were conducted where we could not make contact or we had any concerns. The team ensured we were able to support all families during the pandemic. The attendance of all BCA students this academic year is 94.7% (92.9% for PP students) and for year 11, 94.43% (93.6% for PP) in comparison to the national average of 91% (as of May 2021)</p> |
| <b>Priority 2</b>                                    | <p>Improve the attendance and attainment of disadvantaged students educated at the alternative provision</p>                                  | <p>A clear attendance strategy led by the director of the AP is in place through close liaison with the attendance team at BCA. In spite of the pandemic and the challenges this brought to the AP this year, attendance was above the DFE average for all students and PP</p> <p>National absence (Sept-Dec) = 31%</p> <p>BCA AP absence (Sept-Dec) = 18.7%</p> <p>In terms of attainment, all students in year 11 completed the TAG assessments as part of the BCA assessment calendar and were graded in 7 subjects: English Language, Literature, Maths, Combined Science, Art and Hospitality. 5 of the 6 students were able to secure at least one equivalent grade 4 pass with 1 students securing 3.</p>  |
| <b>Barriers to learning these priorities address</b> | <p>Potential disruption to attendance in year 11 due to self-isolation</p> <p>Valuing some subject over others in terms of what to attend</p> | <p><u>Strategies put in place to mitigate these:</u></p> <ul style="list-style-type: none"> <li>• Loan of chrome books to all students across the academy</li> <li>• Remote tuition for self-isolators</li> <li>• Ebacc virtual parent meetings to tackle underachievement</li> <li>• Termly parent newsletter</li> <li>• Formal PPEs x 2 a year/students self-isolating had a programme of catch up put in place</li> <li>• Strong post 16 transition and support programme in place</li> </ul>  |
| <b>Projected spending</b>                            | 107,748   |   |