

# Pupil premium strategy statement 2021-2024 BCA

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Beamont Collegiate Academy
Number of pupils in school	898
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	August 2022
Statement authorised by	G Harris
Pupil premium lead	S Mullen
Governor / Trustee lead	G Porter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 376,748
Recovery premium funding allocation this academic year	£ 105,340.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£502,088.50</p>
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# Part A: Pupil premium strategy plan

## Statement of intent

At Beamont Collegiate Academy, we believe in equality of opportunity for all. Teachers are expected to teach evidence informed curriculum supported by strong pastoral care that results in positive outcomes for all young people. Our intention is that no child is left behind socially or academically because of disadvantage and that all pupils, make good progress and achieve well across the curriculum, particularly in Ebacc subjects.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The activity we have outlined in this statement is also intended to support all our learner's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our pupil premium plan will focus on 5 main areas: raising the outcomes across Ebacc subjects, closing the disadvantage gap, supporting an improvement in attendance to rates seen pre-pandemic, support for SEMH and the implementation of a comprehensive tuition programme across KS3 to tackle barriers to reading, vocabulary acquisition, literacy and numeracy.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years has been a strength of the academy and above national average for all students and disadvantaged however, we are now experiencing the continual challenge of post-pandemic absences (particularly across year 10 and 11) that has the potential to impact negatively on student outcomes
2	Our assessment data suggests many disadvantaged/MPA boys/SEND students have developed gaps during periods of remote learning and as a result there is a greater risk to their outcomes across Ebacc subjects
3	Our assessment data suggests our GCSE students lack revision/ self-regulation strategies when faced with challenging tasks and timed exam questions across Ebacc subjects.

4	Assessments of our KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension/numeracy than peers. This impacts their progress in all subjects.
5	Our discussions with pupils and families have identified social and emotional issues for some pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/post 16 decisions. These challenges particularly affect disadvantaged pupils, including their attainment.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress and attainment across Ebacc show improvement from 2019 for disadvantaged students with the overall number of disadvantaged students following this route increasing too	<p>Ebacc 4+ and 5+ for disadvantaged students continues on a trajectory of improvement from 2019 when 19% secured a grade 4+ and 14% a grade 5+. Targets for 2022 are ambitious with 46% expected to hit 4+ and 33% 5+</p> <p>% of Dis. students following EBACC increases from 13% in 2021-2022 to 40% by 2024</p>
Attendance rates will recover from pandemic and be above national average (pre- pandemic national average of 94.7%. In 2019 BCA attendance was 95%)	<p>BCA attendance will be above the national average</p> <p>No significant gap between PP and non-PP attendance</p>
Improve numeracy and literacy levels so all students can access a full curriculum	<p>SAS scores at KS3 show improvement for all PP students from their baseline in year 7</p> <p>Improved performance of students on the tutoring programme evidenced through GL assessments PTE and PTM and in class assessments</p>

Improve progress and outcomes for all students particularly: boys, disadvantaged and SEND	Dis students P8 is at least 0 or positive building on 2019 result of -0.2 Boys P8 is at least 0 or positive building on 2019 result of +0.09 SEND P8 is at least 0 or positive building on result of +0.3 in 2010
Provide high quality support to pupils with social emotional and mental health issues	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 189,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in English/MFL/Science/Maths to deliver small group tuition alongside curriculum lessons	EEF suggest +4 months progress based on small group tuition. Additional staffing will allow small group teaching of the GCSE curriculum in readiness for terminal exams	2,3

Teacher CPD: assessment and feedback periodically through the year	Introduction of whole class feedback and revising the use of formative assessment in the classroom. EEF cites high quality feedback as potentially supporting +6 months progress for students	2,3
Teacher CPD focus: Boys periodically through the academic year	The Forgotten: White Working-Class pupils have been let down and how to change it (Parliament. UK. June 2021) FSM eligible white British pupils as a whole are largest disadvantaged ethnic group	2,3
Embed quality first teaching - rooting our strategies in the classroom in evidence - to ensure the best outcomes for all students	Supporting the attainment of disadvantaged students (DFE 2015) suggests high quality teaching is the key to successful schools	2,3
Implement a reading curriculum for key stage 3 students/teach and test academic vocabulary	EEF cite the work of Jerrim and Moss (2018) who state that reading is a predictor of long-term academic success. By bringing 'reading' into our curriculum provision as a distinct subject we hope to build on the work done in English on comprehension strategies to help students understanding of texts.  EEF Improving Literacy Guidance Report (2019) recommends vocabulary instruction  DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis.	3,4

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 145,340.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Year 11 GCSE Tuition Programme (including remote revision support sessions) in English, maths and Science</p>	<p>As outlined in the EEF document, tuition can be effective in delivering 5 additional months progress on average. Coupled with our own evidence of successful small group tuition (2017-2021), we believe this tuition across the foundation subjects will help to consolidate learning and ensure year 11 students are exam ready to address</p>	<p>2, 3</p>
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	<p>some of the gaps that have emerged as a result of the Pandemic.</p> <p>DFE Learning Loss (2021) evidence is the loss is greater in maths than reading</p>	
<p>NGRT testing 3 x year for all KS3 students</p>	<p>Regular tracking will help diminish the gap in reading ages for PP and non-PP</p> <p>Use of data to inform prescriptive reading comprehensive strategic approach during RC lesson - EEF suggest up to +6 months progress</p> <p>DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis. and in NW lost 2 months of reading</p>	<p>4</p>
<p>KS3 Literacy Lexonik Programme of literacy intervention for students who are below 85 on SAS</p>	<p>Over a 1/3 of students in year 7-9 have a SAS reading score of below 100. The research of this approach to reading shows potential gains of 27 months over a 6 x 1 hour course. (Lexonik)</p> <p>DFE Learning Loss (2021) 7% gap in reading between PP and non-PP and in NW lost 2 months in reading</p>	<p>4</p>
<p>KS3 Numeracy tuition programme via the NTP for students who CATS data/PTM highlight numeracy issues</p>	<p>EEF suggest +4 months progress based on small group tuition</p> <p>DFE Learning Loss (2021) evidence suggests the loss is greater in maths than reading</p>	<p>4</p>

Holiday 'recovery' GCSE sessions for year 11 during Autumn and Spring term	EEF suggest +4 months progress based on small group tuition	2,3
Ebacc GCSE Exam Conferences for key cohorts during April/May 2022	EEF suggest +4 months progress based on small group tuition	2,3
Academic mentor to support key students to meet once a week to support with revision/self-regulation, post 16 choices/aspirations	Evidence indicates that 1-1 academic mentoring can be effective delivering 2 months additional progress on average (EEF 2020)	2,3
Books/revision materials provided for all year 11 students to support with terminal examinations via a GCSE revision evening for parents/students	To facilitate independent study and engage parental support  EEF suggests +8 months progress for metacognition and self-regulation	2,3

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 167,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Manager to make first day absence calls prioritising PP students	(DFE 2015) 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the report highlights the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.	1



<p>VP with responsibility for attendance to ensure daily and weekly attendance data is shared with SLT/PLs</p>	<p>(DFE 2015) in 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the report highlights the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.</p>	<p>1</p>
<p>Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year</p>	<p>(<a href="http://mind.org">mind.org</a>) 1 in 4 people in the UK will experience a mental health problem each year. Covid 19 has also had a negative impact with 54% of children and young people with a mental health issue say that lockdown has made their life worse</p>	<p>1, 5</p>
<p>Use PSAs to support behaviour, attendance and SEMH and work with students on a 11/small group basis where necessary</p>	<p>(EEF 2019) it is important that a strong relationship between pupil and staff are developed and that there is "someone to know each pupil, their strengths and interests"</p> <p>Recommendation 5 of the EEF improving behaviour in schools states that "for those pupils who need more intensive support with their behaviour, a personalised approach is recommended" EEF 2019.</p>	<p>1,5</p>
<p>Implement a parent communication strategy through weekly text messages to year 11 parents/absence first day calls/home visits/tuition absence calls</p>	<p>EEF study into parental engagement states 'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p>	<p>1,2,3,4,5</p>
<p>Ensure all identified disadvantaged students with poor attendance have access to PSA/key staff for summer</p>	<p>DfE report 'The link between absence and attainment at KS2 and KS4'. As students miss more lessons in secondary schools, their attainment across a range of measure declines.</p> <p>It also supports the notion identified by the EEF in the report that "knowing their students well can have a positive impact on classroom behaviour". EEF 2019. EEF 2019.</p>	<p>1, 2, 3, 4</p>

<p>Use PASS from GL Assessment to review student happiness and mental health and inform PD/PSHE curriculum</p>	<p>EEF toolkit cites the support with-Social and emotional learning can lead to +4 months progress</p>	<p>1,4,5</p>
<p>Ensure there is a lead mental health lead within school who will liaise with external agencies including CAMHS, Kooth and MASH to support vulnerable pupils and families</p>	<p>DFE 2018 'supporting mental health in schools and colleges.</p> <p>"Having a single point of contact helped to build relationships and provided valuable specialist support and guidance for staff, and schools and colleges"</p>	<p>1,4,5</p>
<p>Offer outdoor adventure programmes to all students (CCF and D of E)</p>	<p>EEF Toolkit cites the benefits of such programmes as leading to up to +4 months for outdoor adventure learning and progress</p>	<p>1, 5</p>

**Total budgeted cost: £ £502,088.50**

## Part B

### Review of Expenditure 2021-2022

#### 2022 GCSE Outcomes for our disadvantaged cohort

	2019	2022
Progress 8	-0.02	-0.34
Attainment 8	40.92	40.43
5 x grade 4+ including E+M at grade 4	42%	59%
5 x grade 4+ including E+M at grade 5	21%	32%
% Achieving grade 4 in Ebacc	11%	29%
% Achieving grade 5 in Ebacc	8%	16%
% 3 7-9	12%	28%
English	-0.04	-0.25
Maths	-0.31	-0.44
History	-1.25	-0.32
Geography	-0.86	-0.7
Biology	-0.98	0.12
Chemistry	0.19	-0.37
Physics	-0.81	-0.15
Combined Science	-0.43	-0.35
French	-0.69	0.15
Spanish	-0.85	-0.44

P8 / PP Boys	-0.32	-0.26
A8 / PP Boys	36.28	41.69

P8 / PP Girls	-0.02	0.09
A8 / PP Girls	41.19	45.85

P8 / PP / HPA	-0.25	-0.32
A8 / PP / HPA	54.73	59.25

P8 / PP / MPLA	-0.2	-0.09
A8 / PP / MPLA	39.63	44.44

P8 / PP / LPA	0.55	-0.06
A8 / PP / LPA	30.77	32.02

## 2022 Attendance Update

The attendance of Pupil Premium students from September 2021 to June 2022 across all year groups was 87.5% in comparison to the FFT national was 84.9%. Attendance in year 7 and 8 was particularly strong at 92.3 and 89.4 respectively and above the national. All year groups were at least 1% above national as outlined below

	BCA PP Attendance	National PP attendance	Difference
Year 7 (2021/2022)	92.3	88.1	4.2%
Year 8 (2021/2022)	89.4	85.6	3.8
Year 9 (2021/2022)	84.9	83.9	1
Year 10 (2021/2022)	85.2	83	2.2
Year 11 (2021/2022)	85.6	82.5	3.1
Whole school	87.5	84.9	2.6

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 189,111

Activity	Summary
Additional staffing in English/MFL/Science/Maths to deliver small group tuition alongside curriculum lessons	Three tutors were employed to work 10 hours a week for 30 weeks to support year 11 achievement across E/M/S. Students were identified to work on a 1-3 model both before, during and after the school day and, to support those students in the GCSE Support Centre. This supported particular improvement across BASICS and Ebacc.
Teacher CPD: assessment and feedback periodically through the year	In the 21-22 CPD calendar assessment was delivered over 6 hours. These sessions focussed on Formative Assessment Strategies, Validity of Assessment and Styles of Assessment. These were supplemented with a twilight session on <i>Multiple Choice Questioning</i> (1 hour) and

	<p>sessions in Walking Day Inset on <i>Checking Understanding</i> and <i>Well Planned and Timely Assessment</i> (1 hour).</p>
<p>Teacher CPD focus: Boys periodically through the academic year</p>	<p>CPD around Boys was delivered each term though Tuesday Spotlight Briefings. Focus was on identifying who the groups of academically vulnerable boys are in various year groups and strategies aimed at improving their motivation and outcomes.</p>
<p>Embed quality first teaching - rooting our strategies in the classroom in evidence - to ensure the best outcomes for all students</p>	<p>CPD focused on 3 main areas in 21-22:</p> <ul style="list-style-type: none"> <li>• Develop the practice of teaching reading through high quality CPD.</li> <li>• Develop teacher assessment strategies.</li> <li>• Develop classroom practice in individual teachers through an Independent Enquiry.</li> </ul> <p>This built on previous work completed on Rosenshine, vocabulary and cognition which was revisited periodically throughout the year.</p> <p>Reading and Assessment have been covered in other areas. Independent Enquiry was 13 hours devolved to individual teachers to support development of quality teaching strategies to support pupils and enhance their experience in the classroom. This work was structured to support staff and there was a requirement for staff to exemplify where and how they had interacted with and been informed by evidence.</p>

<p>Implement a reading curriculum for key stage 3 students/teach and test academic vocabulary</p>	<p>The reading curriculum is a timetabled lesson for all students across KS3. Reciprocal reading skills are the focus with both rich and diverse fiction and non-fiction texts studied. The NGRT is used 3 x a year to measure the impact of the initiative. Last year the data was as follows:</p> <p>Year 7. The average SAS score has increased by 4 to 102.4 above the average of 100 with PP students improving by 4 also to 100.1</p> <p>Year 8. The average SAS has increased by 4.5 for the cohort to 104.2 above the average with a 2-point improvement for PP to 101.1</p> <p>Year 9. The average SAS has increased by 5.7 across the cohort to 105.5 with an improvement of 3 for PP to 98.7</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 145,340.5

Activity	Summary
<p>Year 11 GCSE Tuition Programme (including remote revision support sessions) in English, maths and Science</p>	<p>Tuition across English, Maths and Science ran every Saturday for 38 weeks targeting over 100 students (60% PP). Saturday sessions in History/MFL ran for 10 weeks in the lead up to the examinations (targeted 19 students, 40 PP). Remote sessions in the evening via zoom were in place across science (targeted 14 students, 8 PP) and, in school tuition across E/M/S was brokered to support key achievement at grade 4 and 5. The tuition programme was key to improvement across BASICS and Ebacc.</p>

<p>NGRT testing 3 x year for all KS3 students</p>	<p>All students were tested across KS3 at 4 points during the year and interventions via Lexonik, tutor time and targeted work during the reading curriculum was implemented to support gains.</p> <p>Year 7 – 76 PP students’ progress from an average SAS of 95.3 to 100 (considered the average) across the year</p> <p>Year 8 – 79 PP students’ progress from an average of 97 to 101</p> <p>Year 9 – 76 students’ progress from an average of 95.4 to 100</p>
<p>KS3 Literacy Lexonik Programme of literacy intervention for students who are below 100 SAS</p>	<p>Lexonik Leap - This ensures students develop strong phonological skills, become proficient in their phonic knowledge.</p> <p>ALL students in years 7, 8 and 9 who have a SAS score below 85 will complete the 6 steps and then move on to Level 1 advance.</p> <p>Lexonik Advance Level 1 for students who are below 95 SAS  Lexonik Advance Level 2 for students who are below 110 SAS  Lexonik Advance Levels 3 &amp; 4 for students who have completed L2 in year 8</p> <p>April 2020 - Sept 2022 301 students have completed Lexonik Advance students have made average gains of 34 months / increasing their SAS (Standard Age Score by 19)</p>
<p>KS3 Numeracy tuition programme via the NTP for students who CATS data/PTM highlight numeracy issues</p>	<p>At BCA we hold Saturday numeracy tuition for students that have been identified from their Key Stage 2 data and a baseline numeracy assessment sat in class at the start of the academic year. This boosts confidence and helps students become more numerate. It helps them both in and out of school with strategies to help them overcome any numeracy issues. Saturday tuition encourages students to have a positive outlook on mathematics.</p> <p>Saturday – 45 students attended (65% PP)</p> <p>We also ran numeracy tuition for 21 key identified students across KS3 (62% PP)</p>

<p>Holiday 'recovery' GCSE sessions for year 11 during Autumn and Spring term</p>	<p>Sessions across all EBACC subjects and Art/Engineering ran in October, February, April and June to support GCSE achievement. Whilst some sessions were open to all students to attend, some were specifically aimed at HPA and our disadvantaged cohort where gaps had been identified from PPE data.</p>
<p>Ebacc GCSE Exam Conferences for key cohorts during April/May 2022</p>	<p>Priority for 2022-2023. In class 2-hour revision seminar prior to each Ebacc examination were conducted on site for students and supported an improved performance across Ebacc</p>
<p>Academic mentor to support key students to meet once a week to support with revision/self-regulation, post 16 choices/aspirations</p>	<p>40 students (60% PP) were identified for weekly academic mentoring sessions to support their achievement across GCSE subjects. Each weekly meeting had a focus (e.g., revision planning, post 16 choices etc) and mentors would liaise with class teachers/parents on a regular basis to ensure any under achievement or attendance issues were dealt with promptly</p>
<p>Books/revision materials provided for all year 11 students to support with terminal examinations via a GCSE revision evening for parents/students</p>	<p>All students across year 11 were provided with a revision stationary pack and key revision materials for E/M/S to support revision for PPEs and the final exams. Parents and students were invited to collect these (and free past papers across all Ebacc subjects) during a parent revision event in the autumn term to establish a good working relationship with parents and help foster a partnership around the importance of revision and self-regulated learning.</p>



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 167,537

Activity	Summary of impact
Attendance Manager to make first day absence calls prioritising PP students	The school has been on or above the national averages for attendance for the past few years. This includes Pupil premium students. The attendance manager is able to prioritising PP students in a morning targeting phone calls, or home visits. She has also been able to build strong relationships with families which reduces absence. This is evidenced by the PP attendance being 2.6% above the FFT national average.
VP with responsibility for attendance to ensure daily and weekly attendance data is shared with SLT/PLs	The weekly attendance briefing has highlighted and supported increased focus on targeting vulnerable students. Actions are shared with other senior leaders which leads to reductions in absence. Progress leaders keep challenging poor attendance with strong communication with home and school.
Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year	All year groups have access to support, advice and guidance linked to positive mental health and well-being. This is embedded throughout the Personal Development and PSHE curriculum. Additional support is offered at key points in the academic year and also in response to the needs of the school and / or the wider community. The curriculum has been amended to ensure that all Year 11 students have a timetabled fortnightly PSHE session with their tutor.
Use PSAs to support behaviour, attendance and SEMH and work with students on a 11/small group basis where necessary	PSA support all students and are able to reduce barriers to poor attendance. This can include support for students with emotionally and health difficulties, small group work. This reduces the barriers to students not attending school. The PSA team have been able to work alongside teachers to create small groups which have supported increased PP attendance. A PSA is specifically attached to year 11 to support students.

<p>Implement a parent communication strategy through weekly text messages to year 11 parents/absence first day calls/home visits/tuition absence calls</p>	<p>The attendance team ensure parents are contacted early on day 1 of any absence. This early intervention often results in parents sending their children into school. There is also anecdotal evidence to suggest that this reduces further evidence by ensuring no absence goes unnoticed.</p> <p>All parents in year 11 receive an academically focused text each week to support with expectations around revision, attendance, information regarding PPEs and colleges open days etc.</p>
<p>Ensure all identified disadvantaged students with poor attendance have access to PSA/key staff for summer</p>	<p>All students have access to the BCA <a href="mailto:tellus@bca.warrington.ac.uk">tellus@bca.warrington.ac.uk</a> website. They can email into the school and can be signposted to any support needed.</p> <p>A designated PSA for year 11 is now in place to support the attendance team with first response calls for all those students below 90% and home visits.</p>
<p>Use PASS from GL Assessment to review student happiness and mental health and inform PD/PSHE curriculum</p>	<p>Priority for 2022-2023</p>
<p>Ensure there is a lead mental health lead within school who will liaise with external agencies including CAMHS, Kooth and MASH to support vulnerable pupils and families</p>	<p>One of the Assistant Principal's has completed the DfE course and been awarded the following qualifications. Strategic Senior Mental Health Lead. A detailed strategic plan has been developed and is being implemented with support from key staff. A well-being room has been set up to ensure that external agencies and internal staff can work with individuals and families in a safe and secure environment</p>
<p>Offer outdoor adventure programmes to all students (CCF and D of E)</p>	<p>The CCF is well established and open to all students. Several expeditions have taken place. The Duke of Edinburgh award restarted in the summer term. Currently, 36 Students are enrolled on the programme of which 6 are PP. This project is looking to grow over the next few years.</p>

