

Pupil premium strategy statement

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 | Beaumont Hill Academy |
| Number of pupils in school | 275 |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | March 2022 |
| Statement authorised by | Education Standards Committee |
| Pupil premium lead | Sarah Perry |
| Governor / Trustee lead | Jenny Joyce |

Funding overview

| Detail | Amount |
|--|-------------|
| Pupil premium funding allocation this academic year | £152,635.00 |
| Recovery premium funding allocation this academic year | £40,310.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| <p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | £192,945.00 |

Part A: Pupil premium strategy plan

Statement of intent

Beaumont Hill Academy believes that only by having the highest expectations of all learners can the highest possible standards be achieved. All pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them achieve their full potential and raise the attainment of disadvantaged students and diminish the gap with their peers. The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this more important than ever. Although the Beaumont Hill Academy strategy is focused on the needs of disadvantaged students, it will benefit all students in our academy where funding is spent on whole academy approaches, such as high-quality teaching and access to the family wellbeing team. Implicit in the intended outcomes that are detailed below, it is the intention that outcomes for those students recognised as non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

At Beaumont Hill Academy we;

- set and maintain high expectations
- ensure that students access the most appropriate curriculum pathway to meet their individual needs
- address any within-school variance
- ensure consistent implementation of the non-negotiables, e.g. marking and feedback, reasonable expectations
- share good practice within the school and draw on external expertise through a range of specialist Integrated Therapies
- provide high quality CPD appropriate to pathways / areas of need
- improve assessment through joint levelling and moderation

- robust safeguarding practice

At Beaumont Hill Academy we believe that every child regardless of need;

- has access to a broad and balanced curriculum,
- has access to quality first teaching across the key stages and pathways and that staff are involved in analysis of data and are fully aware of strengths and areas of development across the academy
- have solution focused staff who are aware of those students identified as disadvantaged
- have those needs met on an individual basis and are treated as individuals identifying their barriers to learning and have in place support plans to reduce the gap
- are supported by staff teams who communicate effectively and can work with external agencies or stakeholders to best support the student
- have their strengths recognised and further developed

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The increasing complex and profound presentation of SEN makes curriculum provision more challenging |
| 2 | Closing the attainment gap between disadvantaged pupils and their peers post COVID |

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|---|---|
| 3 | The need to provide diagnostically targeted, personalised actions and approaches to address complex individual barriers to learning |
| 4 | Significant emerging and persistent mental health issues involving complex social and emotional needs impacts on pupil's ability to engage positively with learning post pandemic |
| 5 | Lower Attendance at KS2 impacts upon rates of progress |
| 6 | Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel. |

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 |
|---|--|
| <p>1, 2. Ensuring that quality first teaching is seen across all areas of the academy at all times to ensure targeted academic support for all pupils who are "not on track" to meet their good progress stage targets.</p> <p>Improved attainment and progress through a well- designed curriculum offer and differentiated pedagogy</p> | <p>Pupils eligible for PP make above expected progress against their academic targets that others.</p> <p>The difference is diminished especially in core subjects</p> |
| <p>3. Engagement with learning increases and social and emotional outcomes improve for identified pupils, measured by a reduction in infringements of the behaviour system.</p> | <p>PP pupils are well engaged in learning during formal lessons evident through observations and learning walks. Targeted behaviour interventions positively impact PP pupils as demonstrated through SIMS behaviour data.</p> |

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| <p>4. Pupils returning to school post COVID will settle and develop new routines and relationships</p> | <p>Pupils will be emotionally regulated to engage in learning and make good or outstanding progress towards their academic targets.</p> <p>Pupils will begin to build new friendships and positive relationships and be able to communicate effectively with peers and adults</p> |
| <p>5. Increased attendance for those identified groups to above the national average in comparison to the rise in that for others</p> | <p>Attendance for identified groups will be above the national average</p> |
| <p>6. Greater engagement and involvement of all PP families regardless of home resources.</p> | <p>PP parents to be engaged with all aspects of BHA life, measured by increased engagement with the family wellbeing team, more positive questionnaire responses, maintain levels of communication that were evident during and post pandemic</p> |

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: £ 15,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Further strengthen reading across the academy through a whole school approach to phonics, by implementing the Read Write inc phonics and Fresh Start programmes. Programmes are implemented into daily practice and students access dedicated daily sessions to improve and further develop fluency.</p> <p>This includes weekly CPD sessions for all staff in the delivery of RWI and Fresh Start.</p> <p>Primary Phonics – BLAST Programme.</p> | <p>Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole school approach to teaching early reading and writing, designed to ensure progress for every child, in every primary school.</p> <p>It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas (An Introduction to Read, Write Inc).</p> <p>From teaching the first sounds to developing fluency and comprehension, engaging children in the best stories that reflect all children's lives. Children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend Storybooks that are carefully matched to the sounds they know. Children learn to read these books with a storyteller's voice.</p> <p>EEF; Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of</p> | <p>1, 2, 3</p> |

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| <p>BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively. BLAST programmes are also used with older children who have Additional Needs and both programmes are fully inclusive with guidance given to differentiate the programme for a range of different children of different abilities within the same group.</p> | <p>either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression (+6 months)</p> | |
| <p>Further strengthen the quality of teaching and pedagogical learning approaches to maths across the academy through sequenced schemes of learning that build on skills and knowledge developed over time.</p> <p>Opportunities to check knowledge are embraced at all opportunities with dedicated time to learn mathematics. It is also integrated throughout the academy day with clear, concise and appropriate feedback at every opportunity to address misconceptions and ensure students are achieving their full academic potential.</p> <p>CPD for practitioners delivering the academy mathematics programme</p> | <p>EEF - Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. Providing practitioners with understanding of how children learn is key to building fluency.</p> <p>EEF; Feedback has slightly greater effect for primary aged students (+7 Months) than for their secondary peers (+5 Months)</p> <p>Low attaining pupils tend to benefit more from explicit oral feedback than high attainers.</p> | <p>1,2</p> |

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| <p>Further strengthen the quality of teaching and pedagogical learning approaches to science across the academy through sequenced schemes of learning that build on skills and knowledge developed over time. Opportunities to check knowledge are embraced at all opportunities. Regular opportunities within episodes of teaching to identify cross curricular links, check and further build on schema. Clear, concise and appropriate feedback at every opportunity to address misconceptions and ensure students are achieving their full academic potential.</p> | <p>EEF; Research has shown that disadvantaged pupils start to fall behind in science in Key Stage 1; the gap only gets wider throughout primary and secondary school. Science teaching involves supporting both the language and mathematical development of pupils. An important part of science teaching is to make pupils feel that science is something they can achieve in, whatever their background.</p> <p>EEF; Feedback has slightly greater effect for primary aged students (+7 Months) than for their secondary peers (+5 Months)</p> <p>Low attaining pupils tend to benefit more from explicit oral feedback than high attainers</p> | <p>1,2</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 135,475.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Academic support for those students in KS4 for core subjects through smaller group learning or targeted 1:1 support to increase the number of students achieving or exceeding their year 11 target grades.</p> | <p>EEF; Individualised instruction can be an effective approach to increasing pupil attainment (+4 Months). Studies of Individualised instruction with older pupils of secondary age tend to show higher effects</p> <p>EEF; Feedback has slightly greater effect for primary aged students (+7 Months) than for their secondary peers (+5 Months)</p> | <p>1,2</p> |

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|--|---|---------|
| <p>Identified staff member to support in identified groups to allow subject specialist teacher to deliver bespoke episodes of learning, targeted 1:1 support or small group learning</p> <p>Clear, concise and appropriate feedback at every opportunity to address misconceptions and ensure students are achieving their full academic potential</p> | <p>Low attaining pupils tend to benefit more from explicit oral feedback than high attainers</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers</p> | |
| <p>Academic support for those students in K1,2,3 through in class timetabled targeted 1:1 support and / or small group learning.</p> <p>Clear, concise and appropriate feedback at every opportunity to address misconceptions and ensure students are achieving their full academic potential</p> | <p>EEF; Feedback has slightly greater effect for primary aged students (+7 Months) than for their secondary peers (+5Months)</p> <p>Low attaining pupils tend to benefit more from explicit oral feedback than high attainers.</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers</p> | 1,2 |
| <p>Alternative Provision</p> <p>The academy has employed the services of key staff to mentor and deliver targeted provision for students at risk of falling significantly behind their peers. To provide pupils with individualised social interventions through personalised outdoor education programmes to improve outcomes at key stage 4 and beyond.</p> | <p>EEF; Individualised instruction can be an effective approach to increasing pupil attainment (+4 Months). Individualised instruction with older pupils of secondary age show higher effects. The impact is increased when pupils are more skilled at managing their own learning.</p> <p>Mentoring build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge (+2 Months)</p> <p>Parental Engagement (+4 months)</p> <p>Collaborative approaches (+5months)</p> | 3, 4, 5 |

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

Budgeted cost: £ 40,469.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Family Well-being Team – to strengthen home – school links and support the engagement of pupils and their families. Rewards linked to attendance and progress.</p> | <p>EEF; Parental engagement has a positive impact on average of +4 months additional progress. Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. There are also higher impacts for pupils with low prior attainment.</p> | 3, 4, 5, 6 |
| <p>Integrated therapies; Occupational Therapy support Two Occupational Therapists employed to support with the identification of sensory processing and dietary needs and to facilitate the acquisition of the correct equipment in a time effective manner for specific targeted pupils. Strategies lead to;</p> <ul style="list-style-type: none"> • Students to be on track to achieve or exceed their good progress stage targets • Reductions in behaviours logged via SIMS • Improvements in communication between students and staff and home and school | <p>EEF 1:1 interventions + 5 months Parental Engagement (+4 months) OT support has had proven effectiveness in improving outcomes for pupils with sensory processing needs and those with autism.</p> | 1,2,3 |
| <p>Integrated Therapies; SALT</p> | <p>EEF;</p> | 1,2,3, |

| | | |
|--|--|----------------|
| <p>In house Speech and Language Therapist employed to develop communication and interaction skills of pupils with SEN. Programmes delivered by teachers in classrooms.</p> <p>Improved referral times for pupils through employment of in-house SALT.</p> <p>School staff have developed their teaching and learning strategies through a programme of training- instructional language, signing, PECs and vocab to access and support communication for all curriculum access.</p> | <p>Oral Language interventions (+5 months) Phonics (+4 months) 1:1 intervention (+5 months)</p> <p>Parental Engagement (+4 months)</p> | |
| <p>Integrated Therapies; Educational Psychology.</p> <p>Employ the services of an Educational Psychologist to assess the changing and emerging needs of SEN post and pre-pandemic. Facilitate cognitive assessments and strategies to support those students and their barriers to learning to access the broad and balanced curriculum offer and achieve their good progress stage targets.</p> <p>Department leads to ensure strategies are embedded in practice through classroom visits Engagement with learning increases and social and emotional outcomes improve for targeted pupils</p> <p>Strategies lead to;</p> <ul style="list-style-type: none"> • Improved engagement and participation and attainment evidenced through pupil voice, learning walks • Students to be on track to achieve or exceed their good progress stage targets • Reductions in behaviours logged via SIMS | <p>EEF links 1:1 interventions + 5 months</p> <ul style="list-style-type: none"> • | <p>1,2,3,4</p> |

| | | |
|---|--|--------------|
| <ul style="list-style-type: none"> Improvements in communication between students and staff <p>CPD – training provided by EP</p> | | |
| <p>Breakfast Club; The academy has successfully secured a contribution of cereals and bagels for all students. All students have access to a breakfast each morning.</p> | <p>Greggs Foundation; For various reasons, many kids sadly don't get the right start to their day. Hungry children find it harder to concentrate and learn, ultimately impacting their academic attainment. Giving children a good start to their day gives them a good start in life. Breakfast Clubs help to build relationships, both between pupils who enjoy socialising over a meal, and between the school and the parents benefiting from the extra support.</p> <p>Parental Engagement (+4 months) Collaborative approaches (+5months)</p> | <p>1,2,4</p> |
| <p>CSA Support Classroom Support Assistants across the school to develop communication, interaction, personal care needs of students and identify and seize opportunities to consolidate communication and self help skills.</p> | <p>EEF; 1:1 interventions + 5 months</p> | |

Total budgeted cost: £ 190,045.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The table below gives headline data for the % of students who were not on track to meet their end of KS targets and will begin the academic year with targeted interventions

| | | |
|---------|---------------|-------|
| Maths | KS1 | 0% |
| | KS2 | 6% |
| | KS3 | 20.5% |
| | KS4 | 2% |
| | KS5 (Number) | 15.6% |
| English | KS1 | 0% |
| | KS2 | 4.5% |
| | KS3 | 20.5% |
| | KS4 | 3.7% |
| | KS5 (Reading) | 0% |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------|--------------------|
| Read, Write, Inc | WWW.RuthMiskin.com |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | In the academic year 2020 – 2021 there were 9 students on role that were recognised as service pupil premium All students had access to an enhanced blended learning offer, support from the Family Wellbeing Team Targeted interventions |
| What was the impact of that spending on service pupil premium eligible pupils? | All students are on track to meet their good progress stage targets |

Further information (optional)