

The Bewdley School Pupil Premium Statement

1. Summary information					
School	The Bewdley School				
Academic Year	2018-19	Total PP budget	£126,155	Date of most recent PP Review	Sept 18
Total number of pupils	936	Number of pupils eligible for PP	144	Date for next internal review of this strategy	Dec 19

2. Current attainment			
	Bewdley Data		National average
	Pupils eligible for PP 2017 (NPP)	Pupils eligible for PP 2018 (NPP)	Pupils not eligible for PP
% En & Ma 4+	34% (72%)	41% (69%)	69%
% En & Ma 5+	28% (44%)	25% (46%)	46%
Progress 8 score average	-1.24 (-0.10)	-0.46 (-0.01)	+0.1
Attainment 8 score average	30.77 (46.87)	36.13 (49.29)	49.8

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Literacy levels specifically lower reading ages on arrival from primary school
B.	Teaching of knowledge content and direct instruction
C.	Aspiration for future employment / education and training
Additional barriers	
D.	Attendance and punctuality of PP students is low

4.Intended outcomes		Success criteria
A.	Improved levels of Literacy leading to improved outcomes at end KS4	<ul style="list-style-type: none"> Continued development and success of accelerated reader programme building on Master school status Develop catch up programme for year 7 students below chronological age The vast majority of student reading ages will be in line with their chronological age by April 2019. Embed 'High level' texts into SOW at KS3. Students to read them in order to develop vocabulary. Teach reading comprehension strategies through modelling and supported practice by: Embedding Year 7, 8 and 9 reading in form time These interventions will apply to all students but impact will continue to have a disproportionately greater impact on PP students.
B.	Increase levels of attainment and Progress of PP students in all subject areas.	<ul style="list-style-type: none"> High levels of challenge across all Key stages. Curriculum powered change; excellence and knowledge requirements specified in every subject in every year ready for September 2019 Increased attainment and progress for PP students at KS3 and KS4. Increased attainment and progress of PP most able students who are underachieving. Increased attainment and progress for SEND PP students. All proactive interventions put in place by classroom teachers and the raising standards team improve the student's outcomes. The HOY Team have effective monitoring systems and pastoral interventions and strategies they can track academic progress
C.	Improved attendance for PP students leading to improved outcomes	<ul style="list-style-type: none"> Reduced number of persistent absentees among students who are eligible for PP. Ensure greater parental engagement for these students.
D.	Destinations and careers guidance improved leading to improved motivation	<ul style="list-style-type: none"> Opportunities for PP students to include meeting the new GATSBY standards by: Interview days Careers fairs 1:1 guidance and support Use of Aim higher funding for university visits Visits from speakers for all year groups University opportunities throughout the school
E.	Whole school drive on improved knowledge capital through whole school CPD and move towards knowledge based curriculum	<ul style="list-style-type: none"> Develop curriculum policy to reflect increased aspiration of knowledge acquisition and increased challenge particularly at KS3 from September 2019. Teaching and Learning CPD for all staff 2 days focus on knowledge

2. Planned expenditure

Academic year **2018-19**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Assistant Headteacher appointed to ensure "champion" for PP across the school	Responsibility for PP managed across the school. Champion for PP.	Cited in "best practice" case studies	On SIP review of SIP during the academic year	CMC	September 2019
English and Maths Teachers	Teach English and Maths	Quality first teaching impact on students attainment	Monitoring via whole school processes	CMC	Ongoing
Total budgeted cost					£74,471

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

School Mentor	Provide pastoral support to engage students with Mental Health / Anxiety leading to poor attendance / punctuality	Improved attendance = improved outcomes Current attendance for PP students is 93.6% compared to 96.1% of Non PP meaning PP students on average miss 5 more days of school each year	Heads of Year work closely with MGA	DCH	September 2019
Behaviour Management team	Reduce impact of low level disruption to lessons by providing hotspot and internal exclusion provision DATA needed here	Improve behaviour of a targeted group of students. Improved behaviour of individuals = less time lost learning. All students benefit by reducing disruption to teaching and learning	Heads of Year work closely with RMU and AHA	DCH	September 2019
Total budgeted cost					£48,548
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated Reader and Literacy coordinator TLR	Increased proportion of students reading at chronological age Next Steps: Champion School recognised by Renaissance as a place of excellence where other schools can consult for advice and best practice. The Bewdley school is a centre of excellence – already achieved Reading material and recommended reading for Yrs10/11 in Tutor time – in progress International Reading School using connections with Rotary Act and school in Uganda – in progress G&T Reading club for year 9 upwards – complete	Excellent outcomes and improvements last year. Comprehension needed across the curriculum. Current PP students in year 7 43% at benchmark standard for AR compared to 70% of other students	Librarian monitors and provides reports to English and HoY, students and parents kept informed of progress.	KHJ	September 2019

	Extra provision for new intake with reading age of below 6 years. We have a larger number than usual of learners who have reading ability which is significantly under secondary ready. This means that the library needs to access AR provision and specialism for differentiated extra support - ongoing				
Continu Subscription	Collaborative work with other schools to ensure access to Carers events, CPD for staff	Destinations for PP – Motivation for students increased with specific goal / pathway for future	Regular feedback with BMA and WED destinations data	CMC	Ongoing throughout year September 2019
Elevate	Develop study skills in year 11 ready for GCSE	Study skills needed for Knowledge bank to access GCSE courses.	<p>CMC to work with year team and drive implementation at tutor time.</p> <p>September 11th – Study Sensei We address the question: “What is study?” This seminar breaks down the study techniques of the top students, providing students with a roadmap for what work they need to be doing across the year and how to do it.</p> <p>January 10th – Ace your exams With the arrival of exams knowing the material is no longer enough. It now becomes a case of application. This seminar outlines the critical exam skills that will allow students to excel in the exam room, whilst also demonstrating that exams are not just about the exam room – the preparation is where the marks are.</p> <p>January 10th – Parental session 6.00pm How to best support students over the coming months How to help them revise How students should be revising</p> <p>April 4th – Memory Mnemonics The Memory & Mnemonics workshop teaches students how to harness their most powerful</p>	CMC	September 2019

			resource in any exam: effective recall of content. Students learn how the memory works, how to boost attention while studying, as well as effective mnemonic strategies to increase confidence leading into exams. Students will leave this session excited to put the new memory strategies to use.		
Enrichment	Continue to support students in accessing enrichment opportunities at 20% of cost paid for, All curriculum sessions paid in full for PP students	Engagement and motivation to attend and enjoy learning and school life.	Monitor spend of money to ensure fair process is applied to all students	CMC	September 2019
Data Management – proportions of salary of KPH and SISRA	Attainment and progress of PP students monitored so that HoY and subject teachers plan teaching interventions accordingly.	Students are made visible to all – interventions planned accordingly	CMC	CMC	Ongoing Progress Review Data health Check sheets. September 2019
Total budgeted cost					£11,850

3. Review of expenditure

Previous Academic Year

2017-18 (TOTAL £136475)

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
PP DJA	Improve P8 to above floor standard	P8 improved considerably for PP from -1.24 to -0.46.	To be led by SLT going forward CMC to take on this role following DJA retirement	See below

Science Teacher	Improve outcomes in combined science	Combined science subject progress index for 2018 is +0.20 and 9-4% is 65% compared to A*-C in 2017 of 55%	Quality first teaching – move to funding Maths and English in 2018-19	See below
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Behaviour Support	Provide behaviour support and provision for LAC	Reduced loss of learning time. DATA needed here	Continued	See below
School mentor	MGA to ensure improved engagement and attendance working with pastoral year team to support issues of anxiety / mental health	Improved attendance for PP DATA needed here	Continued	See below
Total salary costs				£127410
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Accelerated Reader and Literacy coordinator TLR</p>	<p>An improved percentage of AR students apply themselves to regular reading</p> <p>More AR students achieve a higher levels of comprehension when reading</p> <p>English teachers are consistent in their application of AR</p> <p>More students utilise the library</p> <p>Reading ages improve across the school</p>	<p>Measurable by:</p> <p>Achieving Master school would mean that targets 1, 2 are met because to do so would mean that 80% of AR readers across the school community are achieving 85% pass in comprehension quizzes. Also that, across the school, average reading times are increased to 25 minutes per day.</p> <p>More teachers achieve Master Class status than in previous years</p> <p>Footfall is measurably increased.</p> <p>More millionaires</p> <p>Reading ages increase from 2016/17</p> <p>How?</p> <p>25 min incentive – explain the benefits of regular reading</p> <p>Pastoral parent’s eve</p> <p>In house training for English team</p> <p>Regular communication with team</p> <p>Tiered awards system which encourages readers to the next steps</p> <p>Reading club</p> <p>Millionaire’s celebration</p> <p>Encourage readers to read a wider variety of texts including non-fiction</p> <p>PP students in Yr 7 73% below benchmark start yr 8 same students 36% below benchmark</p> <p>NPP students in yr 7 58% below benchmark start of year 8 same students 28% below benchmark</p> <p>AR has greater impact on PP students</p>	<p>Results against targets:</p> <ol style="list-style-type: none"> 1. Master school achieved in July 2018. Across the school readers are reading for an average of 25 minutes per day in line with school expectations and AR guidelines 2. 80% of readers are gaining 85% comprehension rate 3. 8 classes 2017/18 achieved Master classes compared to 3 2016/17 4. 71 Millionaires compared to 28 Millionaires in 2016/17 5. Reading ages across school improved from 0.08 in 2016/17 to 1.02 in 2017/18 <p>Next Steps:</p> <p>Champion School recognised by Renaissance as a place of excellence where other schools can consult for advice and best practice. The Bewdley school is a centre of excellence – already achieved</p> <p>Reading material and recommended reading for Yrs10/11 in Tutor time – in progress</p> <p>International Reading School using connections with Rotary Act and school in Uganda – in progress</p> <p>G&T Reading club for year 9 upwards – complete</p> <p>Extra provision for new intake with reading age of below 6 years. We have a larger number than usual of learners who have reading ability which is significantly under secondary ready. This means that the library needs to access AR provision and specialism for differentiated extra support - ongoing</p> <p>Continued</p>	<p>£5500</p>
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Continu	Careers strategy through continue and support from BMA on destinations of NCOP and potential NEET	NEET DATA needed here	Destinations data needed here Continued	£1300
Enrichment	Engagement with school increased motivation	Students attended all PP visits for curriculum paid for – enrichment activities 20% funded	Continued	£2265