

The Bewdley School Pupil Premium Statement

1. Summary information					
School	The Bewdley School				
Academic Year	2021 - 2022	Total PP budget	£ 161,445	Date of most recent PP Review	January 2022
Total number of pupils (09.02.2022)	984	Number of pupils eligible for PP (09.02.2022)	Ever 6 – 169 Service – 5 LAC - 11	Date for next internal review of this strategy	May 2022

2.Data Picture						
	Bewdley Data					National average
	Pupils eligible for PP 2017 (NPP)	Pupils eligible for PP 2018 (NPP)	Pupils eligible for PP 2019 (NPP)	Pupils eligible for PP 2020 (NPP)	Pupils eligible for PP 2021 (NPP)	Pupils not eligible for PP
% En & Ma 4+	34% (72%)	41% (69%)	62% (73%)	47% (75%)	43.5% (75%)	71%
% En & Ma 5+	28% (44%)	25% (46%)	31% (54%)	28% (52%)	34.8% (52.9%)	50%
Progress 8 score average	-1.24 (-0.10)	-0.46 (-0.01)	-0.58 (-0.06)	N/A 2020	N/A 2021	+0.1
Attainment 8 score average	30.77 (46.87)	36.13 (49.29)	40.08 (49.04)	39.89 (51.64)	43.37 (50.41)	50.1
Attendance	90.5% (94.2% all)	90.8 (94.2% all)	90.7 (95.2% all)	90% (94% all)	87.5% (94.5% all)	95.5 All
Fixed Term Exclusions		5.2 (4.44)	3.3 (4.79)	3.3% (%)	2.4% (2.6%)	7.57
Permanent Exclusions		0 (0.11)	0 (0.0)	0 %(0.0%)	0	0.15

3.Barriers to future attainment (for pupils eligible for PP)	
Barriers	
A.	Literacy levels specifically lower reading ages
B.	Lack of knowledge / cultural capital
C.	Aspiration for future employment / education and training
D.	Attendance to school
E.	Homework Completion & Support at home

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 and implementation of AR into year 9 Develop catch up programme for year 7 students below chronological age within new SEND structure The vast majority of student reading ages will be in line with their chronological age by April 2023. Introduce fast reading strategy of literature texts to increase engagement first followed by analysis 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. English homework at KS4 to have a comprehension focus
B.	Increase amount of knowledge embedded into long term memory for application at KS4	<ul style="list-style-type: none"> Whole school drive on improved knowledge capital through whole school CPD leading to increased levels of attainment and Progress of PP students in all subject areas. Tiered approach to monitoring and planned interventions for attainment and progress of PP students Embed curriculum policy to reflect increased aspiration of knowledge acquisition and increased challenge particularly at KS3 from September 2021 to 2022 Teachers using strategies to check learning of PP students High levels of challenge observed in lessons and books across all Key stages. Curriculum powered change; excellence and knowledge requirements specified in every subject 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.

		<ul style="list-style-type: none"> • All proactive interventions put in place by classroom teachers and the raising standards team improve student's outcomes
C.	Destinations and careers guidance improved leading to improved motivation and aspirations	<ul style="list-style-type: none"> • Opportunities for PP students to include meeting the new GATSBY standards by: • Revising careers provision in place in light of covid to ensure all students still have opportunities to meet with employers and contact with a breadth of opportunity online or in person. • 1:1 guidance and support • Use of Aim higher funding for university visits to the school or university • Visits from speakers for all year groups • University opportunities throughout the school • One to one opportunity with mentors regularly to review action plans
D.	Improved attendance for PP students leading to improved outcomes	<ul style="list-style-type: none"> • Evidence of a tiered approach to attendance monitoring and improvement strategies. • Improved attendance for PP students • Reduced number of persistent absentees among students who are eligible for PP. • Increased parental engagement
E.	Improved engagement in school work outside of school hours	<ul style="list-style-type: none"> • Reduced Homework non completion and fewer detentions • Increased parental engagement at events

2. Planned expenditure

Academic year

2021-22

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?
Deputy Headteacher appointed to ensure "champion" for PP across the school	<p>Responsibility for PP managed across the school. Champion for PP. Improve attainment and progress of PP students through curriculum support plans for all PP students.</p> <p>Attainment and progress reviewed each PR to generate curriculum support package made up of identified barriers and planned interventions by identifying:</p> <ul style="list-style-type: none"> • Progress in subject • Attendance • Behaviour 	Cited in "best practice" case studies	<p>Agenda Item SLT Agenda Item Extended SLT FWI to ensure that Subject teachers are aware of underachievement Plan/map interventions out of lessons</p> <p>PWI to work with SEND team to focus on SEND who are PP</p> <p>DOS to work with Faculties on delivering a curriculum rich in knowledge, securing learning and increasing cultural capital</p>	CMC DOS	September 2020
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					Included in total salaries costs in part ii

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 Tiered Approach: <ul style="list-style-type: none"> • Tutor • HoY • MGA 	Improved attendance = improved outcomes	Heads of Year work closely with MGA Monitored by DCH	DCH HOY	May 2022
Attendance	Improve attendance of PP students and reduce persistent absence. Tiered approach: <ul style="list-style-type: none"> • Tutor 95 • HoY 90-95 • Attendance Lead <90 • EWO Request 	Improved attendance = improved outcomes	Heads of Year work closely with attendance lead Monitored by DCH	DCH HOY	May 2022
Behaviour Management team	Reduce impact of low level disruption to lessons by providing hotspot and internal exclusion provision Tiered Approach: <ul style="list-style-type: none"> • Tutor • HoY • SLT 	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 Monitored by DCH	DCH HOY	May 2022
Total budgeted cost					£153,388
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?
Show My Homework	Improved communication and tracking of homework	+5EEF	Parental engagement, all staff use tracking for PP as a priority	PWI HOY	Ongoing
Accelerated Reader and Literacy coordinator TLR	Improve reading in Year 9 continue AR into year 9	Reading Comprehension +6 EEF	Librarian monitors and provides reports to English and HoY, students and parents kept informed of progress.	LSA KHJ	May 2022
Provision for visitors to the school to make link between student aspirations and attainment along with parental engagement	Increased motivation / engagement with careers advice through access to visiting speakers in new lecture theatre – apprenticeships etc	1:1 guidance and ability to provide within class focussed / appropriate learning strategies for students	Careers guidance meeting Gatsby benchmarks	CMC WED	May 2022
Elevate	Develop study skills in year 8,10,11,12 & 13	Study skills – “how to learn” Metacognition EEF +5	Study Sensei Ace your exams Parental session Memory Mnemonics Sessions followed up in tutor time	HOY	May 2022
Enrichment	Continue to support students in accessing enrichment opportunities at 20% of cost paid for, All curriculum sessions paid in full for FSM 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	May 2022
Data Management – proportions of salary of KPH and SISRA	Attainment and progress of PP students monitored for attendance, attainment, progress, attitude	Interventions planned based on the data	CMC	CMC	Ongoing Progress Review and curriculum support packages are in place
Total budgeted cost					£8,057