



Pupil premium strategy statement: secondary schools.

1. Summary information					
School	Bedale High School – ‘Excellence for all’				
Academic Year	2018/19	Total PP budget	£113961	Date of most recent PP Review	October 2018
Total number of pupils	502	Number of pupils eligible for PP	120	Date for next internal review of this strategy	November 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5+ 9 - 4 incl. EM (2017/18)	25%	49%
% achieving 5+ 9 - 4 in English / Maths (2017/18)	42%	71%
% achieving 5+ 9 - 5 incl. EM (2017/18)	25%	49%
Progress 8 score average (from 2017/18)	-0.32	0.11
Attainment 8 score average (from 2017/18)	36.88	49.76

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Teaching and Learning: The need to develop first quality teaching for all – teachers need to understand the basics ‘What does a good lesson look

	like?’
B.	Teaching and Learning: Feedback in books must inform next steps and tracking of ‘pupil premium’ student progress in ‘green folders’ needs to be more accurate and more consistent.
C.	Behaviour: Low level disruption in lesson issues is having detrimental effect on students’ academic progress and that of their peers.
D.	Assessment: The need to improve the reliability and validity of internal moderation of assessments and ensure that faculties track progress accurately
E.	Home Learning: The need to improve the quality and frequency of homework that stretches and challenges all students.
F.	All staff being stakeholders: Quality first provision from form tutor, Head of Key Stage. Pastoral team and SLT.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Current attendance rates for pupils eligible for PP are 96% (above the target for all children of 95%) and the national average for pupil a premium student which is 87.5%. The attendance rate for pupil premium pupils from 2017/18 was 94%. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To implement a new and effective monitoring and tracking method – tiered approach.</p> <p>Tier 1 pupils - These pupils get an invitation to subject drop-ins if they need it and attendance monitoring</p> <p>Tier 2 pupils - These pupils will be monitored and mentored by the form tutor for progress and attendance. In addition, they receive resources such as the textbooks they require.</p> <p>Tier 3 pupils - are monitored for attendance by their Head of Key Stage. These pupils will have both academic and pastoral support from their Head of Key Stage. These tier 3 pupils may have had significant pastoral input or external agency support in the past but are considered to be trying to engage with their education. In addition, they receive the menu of support the tier two pupils receive.</p>	<p>Tier 1 pupils - are those who attend well – over 95% and are on target to make excellent progress in Maths and English.</p> <p>Tier 2 pupils are those whose attendance is under 95% and may be on track to miss their target in Maths and or English. Historic attendance under 95%.</p> <p>Tier 3 pupils are pupils whose attendance is below 90%. These pupils may also have issues with behaviour, be under target in core subjects or have another complicating factor (such as adoption, EAL, exclusion from their last school).</p>

	<p>Tier 4 pupils receive support in accessing external agency support, such as CAMHS, MIND, Educational Psychologists, Youth and Family Support Services, and Alternative Providers. Alongside of this, they receive intervention and support from our Pastoral team, Director of Studies: Access & Inclusion and the Deputy Headteacher – Pastoral. These professionals work closely with families and agencies to work out the pupil’s individual needs.</p> <p>The next step is to produce an Attendance Action Plan and personalise pupils’ timetables, taking into account their health and wellbeing, their ability and what their ambitions are for the future.</p> <p>These pupils also get everything that the pupils in tier 3 get, including a senior leader champion.</p> <ul style="list-style-type: none"> • Faculty leaders and classroom teachers will monitor and evaluate all tiered pupils through KPIs at assessment points. • Pupil Premium and Disadvantaged pupils to be on every agenda for Faculty time. 	<p>Tier 4 pupils are pupils who are at risk of full disengagement with school. This group could include pupils who are at risk of permanent exclusion or pupils who have significant illnesses and or mental health issues. This group may also include pupils for whom we have significant safeguarding concerns. This group of pupils will be accessing support from external agencies too.</p> <p>All pupils (whatever their tier) are monitored for attendance. All are monitored by senior leaders and all receive packs of revision resources.</p>
<p>B.</p>	<p>For the progress and attainment of Pupil Premium and Disadvantaged pupils to be better or in line with non Pupil Premium and non Disadvantaged pupils.</p> <ul style="list-style-type: none"> • Implement monitoring and evaluation system • Baseline assessments to be carried out. • SALT based vocabulary enrichment intervention (where appropriate). • Reading intervention – guided reading (where appropriate). • Catch up Funding – delegated through HLTAs in appropriate KS3 English and Maths • Intervention strategy from faculty leaders. 	<ul style="list-style-type: none"> • Funded, planned interventions planned and delivered by Classroom teachers, Faculty Leaders and Access and Inclusion team. • Pupils that are eligible for Pupil Premium or fall into the category of SEND are prioritised for intervention and support. • Early intervention for pupils with a key stage 2 scaled score of below 90. • Removing external barriers to achievement.
<p>C.</p>	<p>For the behaviour of Pupil Premium and Disadvantaged pupils to be better or in line with non Pupil Premium and non Disadvantaged pupils.</p> <ul style="list-style-type: none"> • Named worker for key pupils with multiple social deprivation indicators. • Social Skills intervention (where appropriate). • Behaviour report. • Monitoring and tracking of behaviour points and detentions on SIMS by 	<ul style="list-style-type: none"> • Pupil Premium and Disadvantaged pupils’ behaviour will improve or remain positive. • Pupil Premium and Disadvantaged pupils receive the right support, at the right time – that is individualised to them. <p>A holistic and integrated approach with regards to behaviour and external barriers to learning.</p>

	<p>relevant key worker/staff.</p> <ul style="list-style-type: none"> • Appropriate referrals to outside agencies when required. 	
D.	<p>For effective teaching and learning strategies to be used to support Pupil Premium and Disadvantaged pupils in and out of the classroom.</p> <ul style="list-style-type: none"> • Revision guides to be purchased for Pupil Premium Pupils and Disadvantaged – to be worked out in the faculty budget for each subject. • Homework clubs and drop ins. • Boosters – mandatory for Pupil Premium pupils and Disadvantaged pupils. • IDL or Lexia interventions (where appropriate). • Wave 1 strategies and Pupil Premium Pupils and Disadvantaged to be discussed at Teaching and Learning briefing. • Training on wave 1 strategies for Pupil Premium and Disadvantaged. 	<ul style="list-style-type: none"> • Funded, planned interventions planned and delivered by Classroom teachers, Faculty Leaders and Access and Inclusion team. • Pupils that are eligible for PP or fall into the category of SEND are prioritised for intervention and support. • Wave 1 strategies to support specific pupils are implemented into every day teaching and learning. • Sharing good practise with regards to strategies to support Pupil Premium pupils and Disadvantaged pupils. • Accurate use of data to inform classroom planning.
E.	<p>For the attendance of Pupil Premium and Disadvantaged pupils to be better or in line with national averages.</p> <ul style="list-style-type: none"> • Mentoring and monitoring through tiered approach. • Attendance action plans • Holistic support/strategy re external advice. • Reviewing and monitoring current attendance tracking/support systems. 	<ul style="list-style-type: none"> • The attendance of Pupil Premium pupils and Disadvantaged pupils will be working towards the whole school target for 95%. • The attendance of Pupil Premium pupils and Disadvantaged pupils will have improved. • The attendance of Pupil Premium pupils and Disadvantaged pupils will be monitored and tracked re: tiered monitoring system.
F.	<p>For the flight path of Pupil Premium and Disadvantaged pupils to be better or in line with non Pupil Premium and non Disadvantaged pupils – destinations.</p> <ul style="list-style-type: none"> • Enhanced CEIAG for all Pupil Premium and Disadvantaged pupils. • Enhance relationships and connections with post 16 providers for all key stages. • Assemblies and implementation of post 16 aspirations through PSHE. 	<ul style="list-style-type: none"> • Any pupil with external barriers to learning will move on to an appropriate post 16 provision. • All Pupil Premium and Disadvantaged pupils will have access to information and transition to post 16 providers. • All Pupil Premium and Disadvantaged pupils will be supported and advised with transition to post 16 provision.

5. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation?
'Quality first teaching for all disadvantaged students'.	CPD on wave 1, quality first teaching strategies. Including metacognition focus based on EEF.	We want to offer high quality teaching to all these pupils to drive up results. CPD sessions are designed to offer a combination of pedagogical knowledge and subject knowledge, and involves both external contributors and peer support. Working with the YTSA.	Sessions selected using evidence of effectiveness. Teaching and Learning team at BHS to monitor/evaluate. Staff voice. Also use links with the YTSA to support specific areas of weaknesses in teaching practice.	MGI CPD budget £375 YTSA £1000	November 2018
'Quality first teaching for all disadvantaged students'.	Specialist intervention HLTAs in English, Maths and SEND team. Design and delivery of supported pathway.	Some of the students need targeted support to catch up, attain and progress. A bespoke programme of support is established depending on the needs of the individual child. The impact is evaluated by classroom teachers and faculty leaders.	FL to oversee resources and scheme development with HLTA for English, Maths and teachers delivering the supported pathway.	TWI/JMO/A KN HLTA £28941	November 2018

‘Quality first teaching for all disadvantaged students’.	Staff training on high quality feedback to be delivered by teaching and learning team and to be implemented by all.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, such as Hattie’s research suggest high quality feedback is an effective way to drive student progress and improve attainment, and it is suitable as an approach that we can embed across the school. The whole school feedback policy has been re-written and shared with staff.	Teaching and Learning briefing. Learning walks and book scrutiny.	SLT/FL CPD budget £375	November 2018
‘Quality first teaching for all disadvantaged students’.	Develop teacher awareness of disadvantaged students in their own classes and provide appropriate wave 1 intervention. Implementation of ‘tiered approach’.	Evidence from last year shows a lack of awareness of disadvantaged students within classrooms. Raising awareness is a cost effective strategy and means everyone is aware, this is the first step to ensuring our pupil premium students get specific guidance and support in every classroom. Tiered approach means that all members of staff are stakeholders.	Green folders will be used by every teacher and these will clearly show the pupil premium students in each class and what actions each teacher has put in place to support. For example, place on seating plan, targeted questioning, marking and feedback of their work first, support with access to ICT for homework’s and extra sessions available. Learning Walks and folder and book scrutiny to check progress.	SLT/All FLs CPD budget £375 £14060 Dept 2nds Student general support £1200	November 2018
Total budgeted cost					46326
ii. Targeted support – tiered approach					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

For the progress and attainment of Pupil Premium and Disadvantaged pupils to be better or in line with non Pupil Premium and non Disadvantaged pupils.	Teaching Staff CPD: Relationships T&L Targeted approaches (QFT) for key groups i.e. check on PP students first, question, mark work first, feedback first.	Ensuring that PP are high profile as a group and ensuring staff understand the factors that impact negatively on engagement, behaviour and progress. We are using key tools from the 'Essex Toolkit' to also help us evidence this point. Outstanding tiered approach model.	Delivered by MGI and AKN and action plans submitted following each data collection. Target students observed and a focus of learning walks and observations – actions evidenced. Feedback to staff. Feedback to keyworker re: tiered approach.	FL and SLT CPD budget £375	November 2018
For the progress and attainment of Pupil Premium and Disadvantaged pupils to be better or in line with non Pupil Premium and non Disadvantaged pupils.	Tiered approach: Pupils will be monitored and tracked more effectively – allowing for effective intervention.	We want to provide extra support to maintain high attainment. Small group interventions (both academic and pastoral) with highly qualified staff are known to be effective (EEF).	Engage with parents and pupils before intervention begins to address any concerns. Pupil voice. Staff (teaching and support) will be more aware of and will be addressing the individual pupil's needs.	AKN HLTA - £28941 KS Leaders - £1845 Pastoral £9498	November 2018
Total budgeted cost					40659
iii. Behaviour for learning and attendance rates					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>For the attendance of Pupil Premium and Disadvantaged pupils to be better or in line with national averages.</p>	<p>Attendance Officer employed to monitor pupils and follow up quickly on truancies. Enhanced support from tutor teams and Head of Key Stage. First day response provision. Students with under 95% attendance a priority area. Tiered approach allows for work alongside and support/coordinate multi-agency work where appropriate, to ensure high levels of attendance.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Half termly reports and daily updates on attendance. Same day calls for students not in school. Letters about attendance and NYCC attendance systems followed. Tiered approach.</p>	<p>TKE/APA HOKS support £1845 Pastoral support worker £9498</p>	<p>November 2018</p>
<p>For the behaviour of Pupil Premium and Disadvantaged pupils to be better or in line with non Pupil Premium and non Disadvantaged pupils</p>	<p>Consistent use of behaviour policy/systems. Membership of the North Yorkshire collaborative that meets on a two weekly basis to discuss specific cases and managed moves. Tiered approach.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students. Reduction in behaviour points/call outs as recorded by TKE.</p>	<p>Monitoring systems with behaviour points but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus of positive praise/effort cards through classroom teachers, leading to raised achievement points. Tiered approach.</p>	<p>TKE and Pastoral Team TKE time £3200 Pastoral Support Officer £10825</p>	<p>November 2018</p>
<p>For the flight path of Pupil Premium and Disadvantaged</p>	<p>Students have clear ideas about post-16 study and understand</p>	<p>CEIAG is an extremely important component of school provision as it impacts upon students' aspirations,</p>	<p>Meta-cognition and self-regulation are high impact interventions (EEF). Combined with guidance on post-16</p>	<p>GCH/tutor teams/TKE</p>	<p>November 2018</p>

<p>pupils to be better or in line with non Pupil Premium and non Disadvantaged pupils – destinations.</p>	<p>the subject requirements for their post-16 goals. Enhanced CEIAG for all Pupil Premium and Disadvantaged pupils. Enhance relationships and connections with post 16 providers for all key stages. Assemblies and implementation of post 16 aspirations through PSHE.</p>	<p>achievement and therefore potentially their life chances and social mobility.</p>	<p>study and aspirations this can be very powerful.</p>	<p>HOKS support £1845</p>	
Total budgeted cost					27213

Overall total

£114198