



## Pupil premium strategy statement: Beacon of Light School

1. Summary information					
School	Beacon of Light School				
Academic Year	2016/17	Total PP budget	£8,415	Date of most recent PP Review	n/a
Total number of pupils	40	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Jan 2017

2.	3. Current attainment		
Data represents 6 students in Y11 (5 PP)	<i>Pupils eligible for PP (Beacon School)</i>	<i>Pupils not eligible for PP (mainstream national average)</i>	<i>All Pupils (national AP average 2015-16)</i>
% achieving 5A* - C incl. EM or equivalent (2015/16 only)	No previous data available	64.7%	1.1%
% achieving expected progress in English / Maths	No previous data available	75.8% / 73.4%	No data available

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Baseline assessments in Eng/Ma and Reading Age on entry are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress
<b>B.</b>	SEMH and wellbeing concerns prevalent in all PP students which prevents students from accessing the curriculum
<b>C.</b>	Lack of self-esteem, confidence and desire to succeed evident in low student aspiration and negative behaviour
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rate for pupils eligible for PP is 84.4% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average. This is more prevalent in Y9 girls
5. Outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy from baseline entry for pupils eligible for PP. Cohort decided by need, based on greatest gap between chronological/actual Reading Age.	Pupils eligible for PP make more progress by the end of the year than non-PP pupils so that 100% narrow the gap between chronological/actual Reading Age. Other pupils still make at least the expected progress. This will be evidenced using WRIT assessments and English assessments each half term in October, December, February, April, May and July.
<b>B.</b>	Improved levels of student wellbeing will result in increased opportunities for learning due to increased amount of time spent in lessons	Pupils eligible for PP make as much progress from baseline assessment as 'other' pupils, so that 85% or above are on track to improve attainment. Attendance for PP students improves against commisioning school prior attendance data.
<b>C.</b>	Students display a positive desire to learn, progress and apply themselves effectively across all areas of school life.	Fewer behaviour incidents and FTE recorded for these pupils on the school system. Attainment in English/Maths at GCSE matches expected attainment for AP schools. 100% of Y11 PP students move into education, employment or training.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP (currently 39%) to 25% or below. National AP average for PAs is 68.1%. Overall attendance among pupils eligible for PP is 84.4% and below the current school average of 88.6% of non-PP pupils. Gap between PP/non-PP to close, exceeding national AP attendance of 68.5%, aiming for national expectation of 95%

6. Planned expenditure					
Academic year		2016/17			
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	When will you review implementation?
A. Improved literacy progress	<p>CPD on WRAT/WRIT testing for all staff</p> <p>WRAT/WRIT testing for baseline assessments and progress indicator</p>	We want to offer high quality assessment of Reading Age, Comprehension and Understanding to all these pupils to drive up results. WRIT/WRAT was selected because it offered the ability to measure the basic academic skills of word reading, sentence comprehension, spelling, and mathematical computation.	Peer observation of staff delivering WRAT/WRIT after the training to quality assure delivery.	Deputy Principal/ SENCO	<p>Jan 17</p> <p>£466 WRAT/WRIT £980 baseline staff</p>
A. Improved literacy progress	<p>Literacy Policy developed and implemented.</p> <p>CPD on Literacy strategies and developing questioning techniques to develop oracy skills.</p> <p>Develop a bank of specific literacy resources to extend opportunities for literacy</p>	<p>Coherent whole-school approach to embedding whole-school literacy</p> <p>Questioning identified as an area for improvement from DfE Observations</p> <p>Literacy strategies were researched utilising the Literacy and Numeracy Catch-up Strategies document, 2012</p>	<p>Curriculum Lead for English to oversee resources and scheme development with SENCO.</p> <p>Use Staff PD Time to deliver training.</p> <p>Peer observation of classes after the training, to embed literacy across the curriculum delivery (no assessment).</p>	Curriculum Lead for English	<p>October, March and June 17</p> <p>£180 resources</p>

A. Improved literacy progress	1-2-1 timetabled Reading Intervention sessions	Some of the students require targeted literacy support to catch up. The selected school strategy is Read Write Inc. This is a programme which has been shown to improve the reading age of students currently reading below chronological age.	Ensure identification of pupils is accurate and properly recorded. Peer observation of staff delivering Reading Intervention to quality assure sessions. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Reading Initiative Co-ordinator to liaise with parents of targeted children	Deputy Principal/ SENCO	Jan 17  £896 RI staff
<b>Total budgeted cost</b>					£2522
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Improved levels of student wellbeing	Employ trained mediator to counsel and support students  Employ additional member of support staff with responsibility for student wellbeing  Twice-daily staff briefings to share concerns and strategies employed with students	We want to provide extra support to encourage high attainment. 1-2-1 interventions with highly qualified staff are known to be effective. We want to combine this additional provision with outside agencies and professionals to offer wraparound, coordinated support.	Dedicated mediation and support time paid for out of PP budget.. Engage with parents and pupils throughout intervention to address any concerns and offer supportive strategies for home. Track behaviour, exclusion and attendance data at 6 key points, October, December, March, May and July SLT to monitor session notes and provide feedback / support.	Principal	Mar 17  £1110 mediator £1840 wellbeing staff
<b>Total budgeted cost</b>					£2950
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Admin worker employed to monitor pupils and follow up quickly on trancies. First day response	We can only improve attainment for children if they are actually attending school. Regular attendance at school is crucial in raising standards of education and in ensuring every	Thorough briefing of admin worker about existing absence issues. SLT and admin worker will collaborate to ensure new provision and standard school	Principal	Jan 17

	provision.	child can meet their full potential (DfE 'Advice on school attendance')	processes work smoothly together. Friday phone calls about progress for target students by Tutors. Reduced timetable integration programme where necessary to ensure students attend on a regular basis, building to full timetable. . Attendance and progress reviewed weekly by SLT Coordinated approach with commissioning schools. Letters about attendance to parents / guardians. Telephone conversations to discuss attendance with parents / guardian and explore barriers		£1,091 admin support
C. Students display a positive desire to learn, progress and apply themselves effectively across all areas of school life.	Develop a positive culture of learning across school.		Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. QA of lessons planned/delivered in half-termly observation cycle	Principal	June 2017
	Deliver Functional Skills Maths & English to boost Y11 confidence pre-GCSEs.	Schemes of work in English and Maths to reflect Functional Skills opportunities. Students are more engaged through applied learning techniques. 100% Functional Skills pass rate in English & Maths for students entered. 100% of students feel positive and confident enough to sit GCSE English & Maths.		Curriculum Leads for English & Maths	June 2017
	Recognise achievement through points/rewards programme	Increased number of students achieving Work/Behaviour/Attitude points in accordance with school behaviour policy. Students are motivated to achieve and conform to appropriate behaviours.	Achievement/effort points to be a focus for all staff through a constant focus of positive praise/effort through form tutors. Points monitored weekly, rewards half-termly	Principal	June 2017
	Develop opportunities within the curriculum to address wider life skills	Life Skills programme developed. 100% of students entered achieve Duke of Edinburgh Bronze Award. Teaching daily personal, living, social and occupational skills will prepare our students to live a better, more fulfilling life.	QA of lessons planned/delivered in half-termly observation cycle	Student Support Staff	June 2017
	Celebrate achievement with Achievement Day where students display work and parents are invited to meet staff and view their child's work throughout the year.	100% of students display work and 80% of parents attend the Achievement Day July 2017. Children learn best when the significant adults in their lives – parents, teachers and community members – work together to encourage and support them.	Positive relationships between school/home to encourage parent/carer attendance.	Principal	July 2017  £600 rewards £330 Functional Skills £892 DofE

	<b>Total budgeted cost</b> £2943
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7. Review of expenditure				
Previous Academic Year		NOT APPLICABLE		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
ii. Targeted support				
Desired outcome	Chosen action/approach	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
iii. Other approaches				
Desired outcome	Chosen action/approach	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

## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.highschool.sch.uk](http://www.highschool.sch.uk)