



Pupil Premium Action Plan

Beacon Hill Academy 2018/19



Pupil premium strategy statement (secondary)

1. Summary information					
School	Beacon Hill Academy High Arcal Drive Sedgley DY3 1BP (20560)				
Academic Year	2018/19	Total PP Budget	£368,600	Date of most recent review	7/18
Total number of students	1175	Number of students eligible for PP	443	Date for next internal review of this strategy	7/19

2. Current attainment				
	Students eligible for PP		Students not eligible for PP	
	2017	2018	2017	2018
% achieving 9-4 in English and Maths	33.30%	24.10%	67.50%	61.30%
% achieving expected progress and above in English	37.10%	26.60%	49.70%	43.10%
% achieving expected progress and above in Maths	28.80%	32.90%	56.20%	48.10%
Progress 8 score average	-0.79	-0.761	-0.1	-0.127
Attainment 8 score average	30.53	31.89	44.57	43.79

3. Barriers to future attainment		
In-school barrier		
A.	<ul style="list-style-type: none"> Low aspirations and ambition 	This is due to parents/guardians who may have not had a good experience of school themselves or are not in employment and have low confidence and aspirations themselves.
B.	<ul style="list-style-type: none"> Learner reluctance to engage with EBACC subjects 	Representation of PP students doing EBACC subjects is disproportionate to NPP students particularly Middle and High ability PP students, as students feel that access to the entire curriculum including FE and HE is for those who have more financial support, as often the barrier is linked to a perception of high cost, which they cannot meet. These subjects are considered to be academic and not suitable to their current perceived job prospects.

C.	<ul style="list-style-type: none"> • Low levels of Literacy and Numeracy 	Significant numbers of students in Y7 arrive at the academy below the national average (44% below 100 in maths and in reading). These students arrive below the expected levels from our feeder schools and changes in the national curriculum have made things more challenging for these students, Students struggle with reading and writing including comprehension, which is as a result of very little access to reading material/books at home. Parents in some cases are unable to help their child with any homework.
D.	<ul style="list-style-type: none"> • Attendance and behaviour 	Attendance/punctuality including behaviour issues for small groups of boys and girls is impacting on their rates of progress. Attendance is below the national average, which reduces their school hours causing them to fall behind.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	<ul style="list-style-type: none"> • Financial support 	Low income families, including some large families and single parent families, have very limited disposable income and consequently unable to pay for child care. This means the student is often responsible for collecting and looking after younger siblings, resulting in less time spent on school work because of their home priorities. In some cases they are also responsible for dropping off younger siblings to school in the mornings. These families also may not have the means to purchase any specialist equipment including appropriate footwear and PE kit for their lessons also limiting access to enrichment activities.
B.	<ul style="list-style-type: none"> • Parental engagement 	Inconsistent family support due to some parents displaying low levels of aspiration, motivation and confidence. They may have had poor school experiences themselves resulting in negative perception of the education system. Parents will often challenge the teachers and school systems in front of their child, which can lead to learners doing the same. This results in both the parent and the student developing weak relationships with teachers and their peers.
C.	<ul style="list-style-type: none"> • Poverty 	The Black Country is one of the most deprived areas in the UK. Dudley is within 30% of the most deprived local authorities nationally. 30% of children in Dudley North live in Poverty. Unemployment rates are high. A lot of our students come from neighbourhoods e.g. Wrens Nest (this neighbourhood has suffered from social exclusion: low income, high unemployment, poor health, vandalism and other crime, bad housing and a degraded physical environment), which are the most income deprived areas in Dudley. This is where many of our students come from.
D.	<ul style="list-style-type: none"> • Wellbeing 	Students lack an understanding of the importance of a good diet, exercise and mental health and how this contributes to low self-esteem and a negative growth mind set.
E.	<ul style="list-style-type: none"> • Access to ICT 	PP students are not always able to access additional support in order to succeed in their learning and students typically lack resources for homework including having access to ICT although they do have smart phones and/or other devices with WiFi access. These devices are not always suitable for completion of digital work.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved outcomes for all students including a narrowing attainment gap between PP and Non PP students. Measured by 2019 GCSE results and internal KAP and mock data.	Progress 8 for PP students to be at -0.4 (half current score) Attainment of PP students to be at 40 pts At least 80% of PP students invited to external intervention to have attended Progress of PP students in English and maths to be at national levels Attainment of PP students in English and maths to be at national levels PP students will have priority access to external intervention, in particular revision programmes at Dudley college and to The Aspire Interventions. Y9 refocus group to follow a bespoke curriculum which will still allow them to be Progress 8 compliant but also benefit from time in our Personalised Learning Centre to continue to work on social and emotional skills
B.	PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning. Measured by KAP data and reviews, VDE analysis, PP breakfast, Lesson observations and book looks, quality assurance, Upgrade P6 and P7 attendance.	At least 75% of Identified students are on target to achieve aspirational target grades Smart curriculum to be implemented across all years with clear progress indicators and assessment and feedback. Evaluation of Lexia reading programme is able to identify key areas of success. Use of Baseline testing to identify gaps in key skills, knowledge and understanding Teacher toolkit and collaborative learning evidenced in every lesson.
C.	PP students receive teaching that is at least good and preferably outstanding. Measured by lesson observations, book looks and analysing student outcomes.	100% of teaching to be judged good or better.
D.	Raise Pupil Premium attendance so that it is in line with national expectations for all students (96% attendance). Measured by: attendance figures.	Percentage attendance of pupil premium students will be in line with national expectations. Absence and persistent absentee figures for PP students to reduce from 2017-18 academic year and the attendance gaps between PP and non PP students to be reduced.
E.	The school improves engagement with parents and carers of PP students. Measured by: PTA minutes; parent voice survey; attendance to Parents' Evenings	Attendance to Parents' Evenings for PP parents / carers improves. Significant reduction in fixed term exclusions for both refocus groups No permanent exclusions from either group Data trawls will show at least 75% of students on track to reach targets Attendance rises for all students
F.	Accurate assessment of PP students enables effective tracking of progress and intervention to be put in place where necessary. Measured by 2019 GCSE external results and internal KAP and mock assessments.	Alternative curriculum /SEN support to be put in place for PP students as needed. Use of Lexia Reading Programme to support development of literacy skills in identified students. Identification of those below national standard places these students in our Student Support centre for bespoke intervention Support for learning to enable 'wrap around' care for these students including Achievement Centre work to enable a successful transition

5. Planned expenditure					
Academic year		2018/9			
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?
Teachers deliver lessons that differentiate effectively for pupil premium students e.g. PP HAP, PP low ability, PP Boys, PP SEND	<p>Targeted differentiated resources for pupil premium students produced in each Faculty and evidenced in lessons.</p> <p>TDS sessions on Differentiation and TTT in place and shared in faculty briefings.</p> <p>Use of Pixl classrooms introduced across subjects and evaluated at each subject review.</p> <p>Increase in use of Pixl PLCs to support effective intervention.</p> <p>Scaffolding and modelling fully integrating into planning</p> <p>Extending home learning introduced in KS3 targeting literacy.</p> <p>KP and JW share good practice and resources.</p>	<p>Differentiation in the classroom will maximise student growth and individual success.</p> <p>Students become more engaged leading to better work and increased levels of progress.</p> <p>Good teachers will stimulate and engage intellectually gifted students, while simultaneously scaffolding curriculum to support lower level learners.</p>	<p>Regular PP v non PP book trawls</p> <p>QA calendar in place and monitored by SLT line managers</p> <p>Student voice from resilience groups</p> <p>Use of Outstanding Practitioner to support – develop resilience curriculum.</p> <p>Lesson observations show an increased amount of active learning, high quality AFL which informs both teaching and next steps in learning and assessment.</p> <p>Effective targeted questioning identifies misconceptions and supports these students.</p> <p>Good questioning techniques shared across teams/MAT.</p> <p>Departmental KAP Reviews and student voice analysis show decrease in gap between pupil premium and non pupil premium students.</p> <p>Student engagement in lessons is increased – student voice.</p>	HM,JST, HoF, HoD, KP, JW Review of sample lesson plans and resources	Each KAP and self-review period
Teacher planning is also focused on the learning needs of pupil premium students in each class	<p>Regular 6 weekly planning checks take place across the department and include reference to pupil premium</p> <p>Feedback is given to individual teachers for development</p> <p>Cross MAT planning supports quality teaching through sharing of schemes and resources</p>	<p>SMART planning and differentiated instruction including progress indicators and activities will engage the students increasing student participation in class and student outcomes. Increased in class assessment opportunities are well planned allowing the teacher to gain a deeper insight in to what works for each learner.</p>	<p>High quality Wave 1 in place and QA</p> <p>Student progress at 0 or at flight plan mile stone</p> <p>Pupil premium gap decreased</p> <p>Wave 1 meets needs of PP students in particular</p>	HOF, Link SLT, SLT	Each KAP and self-review period

<p>Pupil premium intervention focus groups established based on KAP data, including Progress 8.</p>	<p>Pupil premium focus groups for Y11 in all subjects, based on progress to be produced for HOF. SEND faculty to produce pupil premium focus group with action QA procedures more directed to focus groups HOH to establish own pupil premium focus groups HOF to decide on students for WAVE 1 focus to aid focussed QA procedures</p>	<p>Smaller groups of students benefit from more one to one or small group work. Groups of students can be effectively targeted and supported with their work leading to accelerated learning and increased attainment. These smaller groups can also be used to seek clarification on certain misconceptions leading to increased levels of engagement and levels of confidence.</p>	<p>Decrease in pupil premium and non pupil premium progress gaps to be below national (need RAISE for national) tbc% reduction in the maths achievement and progress gap for targeted groups tbc% decrease in the English pupil premium v non pupil premium progress and achievement gap Attendance of targeted students to be at or above national school average Whole school predictions within 2-4% of actual outcomes</p>	<p>JB/JST/SJ/HM to establish groups SLT and middle leaders to monitor action/intervention JW to produce Y11 pupil premium SEND focus group and action plan</p>	<p>Each KAP and self-review period</p>
<p>Performance of pupil premium students to remain key focus in subject review and data meetings.</p> <p>Close gaps in progress and attainment in English and maths between PP and Non PP students so that they are making expected progress in line with National.</p>	<p>Data to identify progress made by pupil premium students and also identify intervention strategy used. This must be clearly evaluated. HOH to have regular contact with parents of pupil premium students. Attendance officer to work with HM to identify strategies to raise pupil premium attendance. Pupil premium students to receive free resources e.g. revision guides. Targeted pupil premium after school lessons/learning to be established by each subject area. Parents evening appointments to be made first with pupil premium parents. Smart Curriculum to have high expectations and challenge embedded into each lesson Teacher Toolkit to 'force' staff into focussing on challenge for PP students Every lesson Expectations to support the delivery of lessons which are always at least good in terms of the progress students make. Use of Pixl resources for teaching, assessment and analysis to support planning GCSE POD integrated into home learning for all KS4 classes Mentoring and study aid programme introduced to a focus group of Y11 students for PP students using the Elevate Programme upgrade mission.</p>	<p>The Smart Curriculum has been shown to lead to significant improvements in both attainment and progress in school where it has been introduced</p> <p>3,500 schools are part of PiXLI, the evidence base for success of these resources is significant. All resources are online which enable the school to track the use and success rate of the use of the resources.</p>	<p>Progress of pupil premium students to be in line with national expectations. Attendance of pupil premium students to be at least 95%. Regular PP v non PP book trawls Forensic analysis of KAP data QA calendar in place and monitored by SLT Monitoring of use of PiXL resources and attendance at conferences Use of PiXL wave to evidence progress and highlight specific areas for development (English, Maths, Science). Review progress at core meetings and SLT data meetings.</p>	<p>SLT Middle leaders All staff</p>	<p>Each KAP and self-review period</p>

<p>All lessons to include short assessment targeting specific pupil premium students.</p> <p>Improve the quality of teacher questioning, ensuring challenge is embedded into all lessons</p>	<p>Lesson model created including assessment model. QA procedure to be adapted accordingly. Increase the level of challenge and accountability for pupil premium students of all abilities. Improve quality of teachers questioning to help students think more deeply. Improve quality of feedback and accuracy of assessment so that student performance is tracked more carefully and is evidence based. Develop a coaching culture to share this good practice. Assessment is evident in planners and DIRT. Smart curriculum to have challenge embedded Use of Teacher Toolkit to support the development of a range of questioning/ challenge techniques</p> <p>Teacher development programme to support individual staff to focus on this area</p>	<p>The Smart Curriculum has been shown to lead to significant improvements in both attainment and progress in school where it has been introduced.</p> <p>Bespoke CPD that is relevant to members of staff at various career stages. Across the school we will continue our heavy focus on CPD in subject knowledge and work on syllabus familiarisation in continued response to the introduction of the new GCSEs.</p>	<p>Mid lesson review and targeted questions help class teacher and pupil premium students to identify progress being made and focus on short term next steps. Increase use of AFL help monitor and track pupil premium progress and informed lesson planning.</p> <p>Lesson observations and learning walks show greater resilience and independent learning. Students can articulate what the skills gap is and how and what they have done/doing to reduce the skill gap.</p> <p>Gap in pupil premium students is narrowed to below national levels.</p>	<p>HM/JST/DI SLT Middle leaders</p>	<p>Each KAP and self-review period</p>
<p>Each faculty to produce accurate tracking and monitoring of pupil premium students. Attainment and progress data in line with the new assessment framework. 6 weekly assessment tracking sheets to be used in all subjects.</p>	<p>Pupil premium students using differentiated assessment sheets.</p> <p>Accurate KAP data entry – data to be an honest reflection of student progress and not influenced by school target grade.</p>	<p>Accurate assessment and grading is imperative so that students know where they are and also understand what they need to do to improve Essential for appropriate and targeted students and intervention. Heads of Department are being asked to analyse the accuracy of their predictions, and those of their teachers, as part of results analysis. CPD on effective predictions will be delivered to all staff.</p>	<p>Students and importantly parents more aware of current progress and able to compare same to AO; help in closing gap between grades. Student progress to match or exceed national percentages.</p>	<p>HM/ HoF/ HoD Faculty Review meetings</p>	<p>Each KAP and self-review period</p>

<p>Reduce the incidents of low level disruption in lessons to allow learners to be fully engaged in learning.</p>	<p>Introduction of VDE across all year groups with very clear high expectations of behaviour. Valued reward scheme in place.</p>	<p>The VDE system has been proven to lead to significant improvements in behaviour, amount of learning that takes place in schools where it has been introduced before. To create a culture of celebrating success.</p>	<p>QA calendar in place and monitored by SLT Fortnightly analysis of VDE data Celebration assemblies, letters, cards and rewards.</p>	<p>GT, WS</p>	<p>Each KAP and self-review period</p>
<p>Total budgeted cost</p>				<p>£280736.13</p>	

ii. Targeted support					
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?
Increase levels of literacy within pupil premium students.	<p>Bespoke curriculum in place in resilience groups</p> <p>One day of SENCO time to focus on these students</p> <p>One lesson per day of PLC staff time to focus on the social and emotional needs of these students / families</p> <p>Use of Lexia reading programme to support gaps in literacy.</p> <p>Home learning to be literacy biased and set specifically targeting comprehension. English and SEND faculty to share resources/deliver inset for teachers on how to engage pupil premium students and advise on specific strategies.</p> <p>Form tutors to include literacy based activities within pastoral time to include reading and comprehension at least twice a week.</p>	<p>Sutton Trust evidence of the need for quality scaffolding and criterion referenced feedback. Sutton Trust evidence for the need to teach 'speaking for writing' to support the fluency of written work.</p> <p>Tracking of students who have used these programmes in previous years (in place for 3 years) has proven the success based on successful programme used at Hadley Learning Community.</p> <p>This is an adaptation of Literacy for Life that has a highly successful record of developing the key learning skills of all students.</p> <p>Sutton Trust evidence of the need for quality scaffolding and criterion referenced feedback.</p> <p>Sutton Trust evidence for the need to teach 'speaking for writing' to support the fluency of written work.</p>	<p>Regular PP v non PP book trawls</p> <p>QA calendar in place and monitored by SLT line managers</p> <p>Pupil premium students more engaged in learning and can read for sustained periods of time. Comprehension is improved, which is tracked through increased levels of engagement in class and leading to improved outcomes. KAP and pastoral reviews show improvement.</p> <p>Pupil premium students are more engaged in their learning. Low level disruption is minimal and these students are now more engaged with wider school life. Student voice shows pupil premium students want to succeed and go on to further education. Increase in progress and attainment seen in KAP. Parents of targeted pupil premium students now more engaged with school and come to parents evening.</p> <p>Attendance at parents evening of pupil premium parents significantly increased as is student attendance.</p>	<p>HM/JST</p> <p>Middle leaders</p> <p>English Faculty</p> <p>Form tutors</p>	<p>Each KAP and self-review period</p>

<p>Raised profile of PP pupils in departments will lead to making expected or above levels of progress. This will also raise the expectation of pupil premium students. Develop intervention opportunities for smaller groups of students. Progress for all. Raise ATL levels and expectations of parental engagement.</p>	<p>Greater targeted communication with students and parents. HM/Teachers to 'interview' students and produce action plan to be communicated to parents including report to parents following assessments. Focus on achievement and progress of pupil premium students at each KAP. Increased contact with parents' to inform them of progress. Use of HLTA's to focus on targeted pupil premium students. Good news shared with parents. Increase out of school opportunities for targeted groups of pupil premium students. External links created with local businesses, services, college and universities. Increased contact with parents and visits to departments showcasing work. Guest speakers invited to school to deliver powerful sessions to same students including parents.</p>	<p>Ongoing partnerships with other MAT schools to develop and implement strategies. Whole staff CPD raising awareness of Pupil Premium students and barriers facing these students</p>	<p>Progress 8 score to be 0. Attainment C/Pass or better Levels of attainment increasing as pupil premium students showing better understanding of work evidenced in all levels of work. Pupil premium students making significant progress evidenced through KAP. Meeting every pupil premium students' parent who does not attend parents evening.</p>	<p>HM/HOH All staff</p>	
<p>Year 11 Gaps in progress will close in English and maths to within national norms</p>	<p>Targeted revision for Y11 PP students – use of non tutor teacher in English and maths to lead Priority for PP students for intervention Friday Priority for PP students for Aspire and College interventions Following mocks to create an intervention tutor group PP students to have priority access to the KS4 Learning Zone for 1 to 1 support with KS4</p>	<p>Sutton Trust confirms that targeted intervention is highly successful. In addition Aspire is beginning to prove that working on aspiration as well as attainment is the preferable method for improving student outcomes</p>	<p>SENCO support Interview with SLT, EVERY PP parent/carers following mock exams, to put a with a bespoke student action plan in place. Reviewed regularly with form tutor. Register of attendees at revision to form part of self- review SLT follow up meeting with parents/carers of learners on action plan.</p>	<p>JB, HM, SJ, JST</p>	<p>Each KAP and self-review period</p>

<p>Improve engagement of Y11 students eligible for PP and parents/carers. Increase use of rewards in line with VDE and 10 PP non negotiable fully embedded across all lessons leading to reduction in incidents of low</p>	<p>Reward programme linked to application to the Y11 Prom</p>	<p>This programme has run for 2 years now and has improved Y11 attendance by 2% and that of PP students by 3.4%</p>	<p>Prom assembly followed by monthly completion of application form Regular target group of students for HOH intervention Letters to parents/carers Celebration letters. Cinema Evening Cake afternoon/breakfast for parents/carers.</p>	<p>HS/ HOH SLT and middle leaders to monitor through departmental quality assurance and departmental reviews.</p>	<p>Each KAP and self-review period</p>
<p>Behaviour issues for Y8/9 students show a significant decline</p>	<p>Behaviour manager to develop and monitor key intervention programmes for key students whilst liaising with other support structures in school e.g PLC, learning mentors</p>	<p>The VDE system has been proven to lead to significant improvements in behaviour, amount of learning that takes place in schools where it has been introduced before.</p>	<p>Weekly VDE analysis Half- termly report to SLT on impact and issues arising from VDE Analysis of exclusions HoH to meet with students. BSM/PLC staff to plan intervention and review progress.</p>	<p>WS, DI, GT</p>	<p>Each KAP and self-review period</p>
<p>Reduction in persistent absence figure for PP students</p>	<p>Reward for improved attendance, Bespoke intervention from Attendance Officer leading where necessary to Early Help</p>	<p>Work of attendance Officer has led to a whole school improvement in attendance of 3.5%. PP students has a group now attend well BUT the focus needs to now be on FSM students as this group has the lowest attendance of all groups.</p>	<p>Weekly meeting between attendance officer and HS Half termly review of attendance produced Rewards given in presentation assemblies</p>	<p>HS, AD</p>	<p>Each KAP and self-review period</p>
<p>Total budgeted cost</p>				<p>£67863.87</p>	

iii. Other approaches					
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?
CPD/staff training /ITT Behaviour for Learning Policy is consistently applied in all classes	Deliver high quality teaching and learning including training to help implement behaviour management strategies. Contribute to ITT programme. 10 PP non negotiable displayed in each room. Consistent start and end to all lessons.	Research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Teachers need to be given regular training opportunities in order to continue to develop their pedagogy.	Quality assurance procedures and LW identify a consistent approach adopted in Faculty. All Students start and end lessons in the uniform manner. Number of pupil premium incidents of low level behaviour reduced significantly.	DI/SD	Each KAP and self-review period
More work with other MAT schools to ensure greater consistency in teaching and increase access to shared resources – smart curriculum	HOF/HOD to work more closely with MAT schools. HM/JST to contact Pixl for support helping pupil premium students in all areas of the curriculum. MAT communication to increase as well as other subject areas leading to increased engagement of pupil premium students.	The Smart Curriculum has been shown to lead to significant improvements in both attainment and progress in school where it has been introduced.	Progress 8 score better than -0.25 Attainment 8 score of 4. Whole school predictions within 4% of actual outcomes 100% of options subjects achieving at least national levels of progress A*-C/ 9-4a in English and maths to be at national levels. A*-A results to be with 2% of national for all subjects Progress for maths and English to be at least national levels	HM/JST HoH	Each KAP and self-review period
Breakfast	All Pupil Premium students to have access to free breakfast	Eradicates learning on an empty stomach	Monitor the take up of breakfast by PP students		
Total budgeted cost				£20000	