



Pupil Premium Strategy Statement:

Beverley Grammar School 2018-19

1. Summary information					
School	Beverley Grammar School				
Academic Year	2018-19	Total PP budget	£77,000	Date for first internal review of this strategy	Feb '19
Total number of pupils	820	Number of pupils eligible for PP	104	Date of follow-up internal review of this strategy	Sept '19

2. Current attainment 2018 Results				
	<i>Pupils eligible for PP (BGS)</i>	All students (BGS)	<i>Pupils eligible for PP -national (pp boys-national) 2017 data</i>	<i>Students -national (boys -national)</i>
% achieving En & Ma at 5+ (2017/18)	40%	63%	25% (22%)	43% (40%)
% achieving passes in En & Ma at 4+ (2017/18)	60%	81%	44% (40%)	64% (60%)
Progress 8 score average (2017/18)	0	0.3	-0.4 (-0.6)	0 (-0.3)
English P8 (2017/18)	0.1	0.1		0 (-0.4)
Maths P8 (2017/18)	0.1	0.5		0 (0)

Disadvantaged students P8 score at BGS was -0.02. For all boys nationally the P8 score was -0.25. For disadvantaged boys nationally we expect the P8 score will be -0.6 (consistent with previous years). Thus we are confident there were no significant gaps in the performance of our disadvantaged students in 2018.

3. Barriers to future attainment	
In-school barriers	
A.	Ability to access the curriculum, for example, less developed literacy skills
B.	Access to consistently high levels of teaching and learning
C.	Disproportionate involvement in behavioural incidents
External barriers	
D.	Attendance rates of disadvantaged students
E.	Parental engagement

4. Priorities		
		<i>Success criteria</i>
A.	<p>Improving attendance so that it is in line with peers</p> <p>Promotion of excellent attendance in tutor groups and assemblies Student support intervention programme Parental engagement</p>	<p>Attendance rates in line: gap has narrowed Hard to reach students are attending more than previously Attendance at parents' evenings over 85% Hard to reach parents involved in a dialogue about progress/attendance</p>
B.	<p>Improving access to the curriculum: literacy/ progress in English</p> <p>Subject specific literacy Accessing the curriculum Teacher Learning Community Accelerated reader Tutor time vocabulary Wave 3 interventions: paired partner reading/ SpellZone / intervention tutor groups</p>	<p>Reading and spelling ages of students eligible for PP in year 7 and 8 increase in relation to their chronological ages. Most (80%) students meet age-related expectations in spelling and reading. Students regularly improve the literacy in their work in a range of subjects across the school Students eligible for PP in year 11 make progress in line with their peers.</p>
C.	<p>Access to high standards of teaching and learning</p>	<p>Internal quality assurance data will show that teaching and learning</p>

	PP foregrounded in the classroom 6 principles of effective teaching at BGS embedded Departmental MER focussed upon PP with follow up CPD Strategies for developing metacognition	across the curriculum is strong with PP students being well-catered for in lessons through waves of intervention Assessment data will show that either there is no gap between the attainment of PP and non-PP students or that the gap is decreasing
D.	Reduction of the disproportionate number of behavioural incidents PP first monitoring of behavioural patterns PP model of early intervention and de-escalation Engagement with parents Mentoring TIP, PIP, IBP, PSP SMASH programme	- C3 and C4 instances for pupil premium students to decrease - To close the gap in C3 and C4 'percentages per cohort size' for pupil premium students compared to non-pupil premium (currently 3 times more likely to be removed for PP)
E.	Transition Identify how transition can be improved at KS2/3 Work on key points within school (end of Y7,9: start of Y11)	Destination data High attendance and engagement from start of Y7 for most disadvantaged students Most appropriate options pathway demonstrates high expectation

Planned expenditure 2018/19				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review
A. Improving attendance	<ul style="list-style-type: none"> Promotion of excellent attendance in tutor groups and assemblies Student support intervention programme Parental engagement 	Clear evidence base relating attendance to outcomes We wish to enhance our structured approach with early access There should be a known narrative of intervention around each persistent absentee	Integrated into SDP and thus reviewed as part of monitoring cycle	Termly £10160

Planned expenditure 2018/19				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review
B Improving access to the curriculum:	<ul style="list-style-type: none"> • Subject specific literacy • Accessing the curriculum Teacher Learning Community • Accelerated reader • Tutor time vocabulary • Wave 3 interventions: paired partner reading/ SpellZone / intervention tutor groups 	<p>A range of different evidence sources (e.g. EEF Toolkit, Hattie's Visible Learning etc.) suggest the importance of literacy levels for all students</p> <p>Accelerated Reader has been shown to have positive impacts beyond expected + we have had a positive experience in using this programme to promote independent readers: paired partner has been similarly effective</p>	Integrated into SDP and thus reviewed as part of monitoring cycle	<p>Termly</p> <p>£17020</p>
C. Access to high standards of teaching and learning	<ul style="list-style-type: none"> • PP foregrounded in the classroom • 6 principles of effective teaching at BGS embedded • Departmental MER focussed upon PP with follow up CPD • Strategies for developing metacognition 	<p>Improving the quality of teaching across the board is the single most effective way to improve outcomes for all</p> <p>Our strategies are ones which are highlighted by the Sutton Trust as effective</p>	Integrated into SDP and thus reviewed as part of monitoring cycle	<p>Termly</p> <p>£19308</p>
D. Reduction of the disproportionate number of behavioural incidents	<ul style="list-style-type: none"> • PP first monitoring of behavioural patterns • PP model of early intervention and de-escalation • Engagement with parents • Mentoring • TIP, PIP, IBP, PSP • SMASH programme • Tigers Trust 	<p>Sutton Trust/ EEF toolkit promotes behaviour interventions</p> <p>Self-evident: reduce time spent out of lessons</p>	Integrated into SDP and thus reviewed as part of monitoring cycle	<p>Termly</p> <p>£23924</p>

Planned expenditure 2018/19				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review
E. Transition	<ul style="list-style-type: none"> Identify how transition can be improved at KS2/3 Work on key points within school (end of Y7,9: start of Y11) 	We have identified key points when we can discuss each student individually with the 'right' team at the table	Integrated into SDP and thus reviewed as part of monitoring cycle	Termly £8000
Total budgeted cost				£77782

Review expenditure 2017/18			
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: (include whether to keep approach or adapt)

Review expenditure 2017/18			
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: (include whether to keep approach or adapt)
A. Improved levels of literacy for those eligible for PP.	<p>Use of wave 3 literacy / English interventions for year 10-11:</p> <ul style="list-style-type: none"> - Saturday morning school - English intervention tutor group (Mon / Wed / Fri) - provision of revision materials <p>Use of Accelerated Reader programme in Year 7 and 8 Library lessons. And paired partner programme</p> <p>Whole-school CPD on the use of marking for literacy policy and literacy marking stickers.</p> <p>Use of wave 3 literacy interventions for Year 7 to 9 students.</p> <ul style="list-style-type: none"> - year 7 paired reading programme (Oct – March) - year 7 paired spelling programme (Oct – March) - year 7/8 SpellZone programme (Apr – July) - year 7/8 guided reading programme (Apr – July) - year 9 small group literacy lessons 	<p>English GCSE for disadvantaged students P8 score = +0.1 which is in line with peers : good take up of Saturday morning school from targeted students</p> <p>Evidence of students increasing reading ages through the paired partner programme is established - no great difference in rates of progress for PP v non PP students however</p> <p>Accelerated reader programme successful in developing free readers among PP students</p>	<p>Keep Saturday school – but make more focussed to pair key students with J6 students</p> <p>Accelerated reader to be led by HK in 18/19 – especially for Y7 to ensure consistency of approach</p>
B. PP students have consistently high quality teaching and learning within their	<p>Internal and external CPD</p> <p>Revision materials made available to PP students who cannot afford them</p> <p>PP students grouped together in years 7, 8 and 9 in classes (2 classes across each year group) and timetabled with strong teaching staff</p>	<p>QA demonstrated strength in depth of teaching, that is helping all students progress</p> <p>Staff deploying wave 1 intervention and quality first teaching in order to narrow attainment gaps</p>	<p>Student groupings will not be repeated as we have confidence in the strength across the teaching staff + are fearful of a cultural literacy gap developing</p> <p>Results suggest that our focus upon quality teaching for all students,</p>

Review expenditure 2017/18			
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: (include whether to keep approach or adapt)
lessons.			and the use of TLCs is the correct approach
C A reduction in the disproportionate number of C3 and C4 behavioural incidents with PP students.	<p>Use of individualised mentoring and intervention from the Student Support team:</p> <ul style="list-style-type: none"> - Pupil Premium Pathway model of intervention from HoY / Behaviour Managers to involve student, teachers, parents and StS in setting targets to improve and needed interventions to remove barriers (inc. TIP, PIP, IBP, PSP as needed). - Pupil Premium First monitoring and analysis within HoY monitoring to ensure quick tracking and identification of gaps - Grit mentoring <p>Celebration of outstanding or improving behaviour through tutor times (Class Charts), HoY assemblies and report reflections.</p>	Effective targeting of students has reduced the proportion of PP students getting C3 or removal. This has been mirrored in a reduction in exclusions: this follows are trend since 2015	Keep approach- ongoing
D Increased attendance rates for pupils eligible for PP.	<p>Increased communication with home when students are missing school:</p> <ul style="list-style-type: none"> - Attendance Officer to call parent / carer of absent student within the first hour of the day and encourage back to school - HoY / Behaviour managers to use enhanced PP model of intervention, contacting home, setting up meetings and target setting to remove barriers. - CP Officer / EWO involvement when a student is PA <p>Promotion of positive attendance:</p> <ul style="list-style-type: none"> - tutors to promote - celebration assemblies to include excellent attendance and improved attendance awards 	<p>Persistent absence rates of disadvantaged students were 12.8% (national 23.5%)</p> <p>Absence rates of disadvantaged students were 5.6% (national 7.8%)</p> <p>Attendance champions league successful in raising profile, though overall attendance slightly down on previous year</p>	<p>Increase in holidays during term time is having a marginal impact – monitor going forward</p> <p>Individualised attendance plans / contact working well</p>

Review expenditure 2017/18

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: (include whether to keep approach or adapt)
	<p>- year 10 reward trip has attendance criteria</p> <p>Support with missed work: - StS catch up sessions for work missed.</p> <p>Celebration of outstanding or improving attendance in tutor and HoY assemblies</p>	<p>Where attendance has proved difficult to shift there has been lots of intervention + deployment of alternative strategies</p>	
<p>E Parental engagement for some PP learners is lower than that of their non-PP peers.</p>	<p>HoY / PP Champion will contact parents / carers personally to encourage attendance at events such as parent's evening, revision evenings, options talks etc.</p> <p>Behaviour Managers will meet with parents of PP students to address concerns and / or celebrate improvements.</p> <p>StS Team will allocate themselves to most hard to reach parents, building relationships and being the main point of contact</p> <p>High visibility of events (parent's evening, revision events, options talks etc.) through newsletter, emails home, letters home, promotion to students in tutor time, assembly, posters etc.</p>	<p>Take up at parents evenings over 85% - with student targeting</p> <p>Where parents still not attended then HOY/ behaviour managers makes follow up phone call to feedback. Where concerns exist parents are brought in</p> <p>Good take up of disadvantaged students at Y11 revision evening</p>	<p>Moving forwards – target some parents for 1:1 meetings and circumvent anticipated non-attendance at parents' evenings</p>