



Pupil Premium Impact Report:

Beverley Grammar School 2017-18

1. Summary information					
School	Beverley Grammar School				
Academic Year	2017-8	Total PP budget	£71,000*	Date for first internal review of this strategy	Feb '18
Total number of pupils	779	Number of pupils eligible for PP	101	Date of follow-up internal review of this strategy	Sept '18

* 7 x yr 12/13 = £0; 89 x deprivation PP (yr7-11) = £81345; 4 x forces PP = £1200; 1 x CLA = £1900 available via PEP (not held at BGS)

1. Impact: 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.

2. Barriers to future attainment	
In-school barriers	
A.	Less developed literacy skills of some PP learners mean that they do not make as much progress as their non-PP peers.
B.	Pupil premium students having access to consistently high levels of teaching and learning.
C.	Behaviour of some PP students means that they are more likely to be removed from lessons and miss learning. PP students are currently 3 times more likely to be removed from a lesson than their non-PP peers.
External barriers	
D.	Attendance rates for students eligible for PP are 93.1% which is 3.5% lower than the school average.
E.	Parental engagement for some PP learners is lower than that of their non-PP peers.

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	<p>Improved levels of literacy for those eligible for PP.</p> <p><i>This will be monitored through the reading and spelling ages on entry and exit of interventions (paired reading / spelling; SpellZone; Lexia and Accelerated reader). The schools QA process will aid monitoring of literacy across the curriculum. The final GCSE results of year 11 will allow us to monitor the progress of this cohort.</i></p>	<ul style="list-style-type: none"> - Reading and spelling ages of students eligible for PP in year 7 and 8 increase more quickly than their non-PP peers, closing the gap between their reading / spelling ages and 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.
B.	<p>PP students have consistently high quality teaching, learning and assessment within their lessons.</p> <p><i>The success of this will be monitored through the schools QA process. The QA data will be analysed by curriculum leaders, SLT and with governors. Progress and attainment data will be analysed at each cycle tracking point by curriculum leaders and SLT.</i></p>	<ul style="list-style-type: none"> - Internal Quality Assurance data will show that teaching and learning across the curriculum is strong with PP students being well-catered for in lessons through the PP First strategy and 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.
C.	<p>A reduction in the disproportionate number of C3 and C4 behavioural incidents with PP students.</p>	<ul style="list-style-type: none"> - C3 and C4 instances for pupil premium students to decrease

	<i>The success will be monitored through HOY QA process: via monthly and 360 reporting as well as whole-school data capture each month and cycle.</i>	- 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)
D.	Increased attendance rates for pupils eligible for PP. <i>This will be monitored via monthly Student Support attendance data and fortnightly persistent absence data which will provide enhanced monitoring for PA students.</i>	- PP students will have attendance in line with their non-PP peers
E.	Parental engagement for some PP learners is lower than that of their non-PP peers. <i>This will be monitored through attendance data for parental events such as Parent's Evening, revision events as well as information and guidance evenings.</i>	- PP parents will attend events that are pertinent to their sons in line with parents of non-PP learners.

Planned expenditure 2017/8					
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 levels of literacy for those eligible for PP.	Use of Accelerated Reader programme in Year 7 and 8 Library lessons. And paired partner programme	Literacy identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation by the EEF and Durham University where students using AR progressed by an additional 3 months in 22 weeks. Disadvantaged students progressed by an additional 5 months.	KS3 Co-ordinator in English will oversee SoL and resources as well as analysing the Accelerated Reader progress.	KS3 English Co-ordinator SENDco	End of cycle 1-4

Planned expenditure 2017/8					
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 levels of literacy for those eligible for PP.	Whole-school CPD on the use of marking for literacy policy and literacy marking stickers.	<p>'The Pupil Premium: an Update' (Ofsted, 2014) suggests that the most successful schools look at supporting the basics of literacy across the curriculum. A range of different evidence sources (e.g. EEF Toolkit, Hattie's Visible Learning etc.) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>With the new 9-1 GCSEs, the demands for good literacy have increased as marks for SPaG have increased across the range of subjects. This needs to be developed throughout the school and not just in English.</p>	Use slots on the INSET days to deliver training on marking for literacy. TLCs will focus around feedback and literacy to give further CPD to those who want it. Whole-school book scrutiny will check upon marking for literacy with feedback and CPD being delivered following this.	Deputy Headteacher	Termly
B. PP students have consistently high quality teaching and learning within their lessons.	Internal and external CPD.	Internal CPD will focus on aspects such as feedback, metacognition, PP First and collaborative group learning which are all effective strategies as identified by EEF Toolkit. Hanushek's study deduced that students can gain 40% more in their learning with highly effective teachers (those on / above the 84 th percentile)	<p>Internal CPD is planned with a group of expert practitioners and subsequently evaluated. Whole school internal CPD is then discussed in departments to help with its application.</p> <p>Quality Assurance procedures will ensure that the teaching and learning is monitored effectively and that timely CPD is put in place where needed.</p>	Deputy Headteacher	End of each 360 cycle.

Planned expenditure 2017/8					
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?
B. PP students have consistently high quality teaching and learning within their lessons.	PP students grouped together in years 7, 8 and 9 in classes (2 classes across each year group) and timetabled with strong teaching staff.	Hanushek's study deduced that students can gain 40% more in their learning with highly effective teachers (those on / above the 84 th percentile). Some staff are more skilled in teaching disadvantaged students who at times can be difficult to engage.	AHT (Curriculum) in collaboration with HoD and SLT, will create timetable with staff who have a track record for making excellent progress and relationships with difficult-to-reach learners.	Assistant Head (Curriculum)	July '18
Total budgeted cost					£11,500
i. Targeted support					
A. Improved levels of literacy for those eligible for PP.	Use of wave 3 literacy interventions for Year 7 to 9 students. - 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	Paired reading and spelling programmes have been very successful in the past, with students closing gaps in these skills. Students have added years to their reading and spelling ages in 6 months. EEF Toolkit promotes the use of peer tutoring (paired reading and spelling) and small group tuition (SpellZone, guided reading and literacy lessons), both adding 5 months of progress.	SENDCo will oversee these interventions. PP Champion and SENDCo will plan who will participate in the programme and then analyse tracking data to show impact of intervention. Students may take part in more than one intervention.	SENDCo	End of each intervention, as mapped in 'Chosen Approach' column

Planned expenditure 2017/8					
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 levels of literacy for those eligible for PP.	Use of wave 3 literacy / English interventions for year 10-11: - Saturday morning school - English intervention tutor group (Mon / Wed / Fri) - provision of revision materials	The Saturday school had impressive results last year with clear correlation between those students who attended and improvements in cycle data. EEF Toolkit promotes the use of small group tuition, which is to be used in the intervention tutor group, as well as peer tutoring which is used in the Saturday School. If students do not have access to English texts and quality revision materials, they are less likely to make good progress.	HoY 11 / PP Champion / AHT (Behaviour and Safety) will decide on students to invite to the Saturday School and plan the use of 6 th form mentors. Director of English / HoY 11 / AHT (Behaviour and Safety) will decide on students who will benefit from the English intervention tutor group. They will also review this termly to decide who will be part of each cohort after analysing progress data. PP Champion will plan and organise the provision of texts and revision documents.	Assistant Head (Behaviour and Safety) and PP Champion	End of cycles
B. PP students have consistently high quality teaching and learning within their lessons.	Revision materials made available to PP students who cannot afford them.	Students should have similar resources to their non-PP counterparts.	Revision materials will be bid for to ensure that it is a fair process.		July '18

Planned expenditure 2017/8					
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?
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>Students who make the most progress are very often those who are in lessons all of the time. Reducing C3 (removals) and C4 (isolations) behaviours will ensure that students are in lessons. Additionally, both behaviour categories suggest that student attitudes to learning may not be as strong as they could be.</p> <p>The EEF toolkit promotes behaviour interventions, which can improve progress by 3 months.</p> <p>Pupil Premium Pathway model of intervention has been developed from trialled methods which have proved successful.</p>	<p>AHT (Behaviour and Safety) will provide CPD to HoY on the use of the Pupil Premium Pathway.</p> <p>HoY will analyse behaviour data monthly and put interventions in place as needed, monitoring the impact.</p> <p>AHT will quality assure.</p>	Assistant Head (Behaviour and Safety)	End of cycles

Planned expenditure 2017/8					
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?
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 - year 10 reward trip has attendance criteria <p>Support with missed work:</p> <ul style="list-style-type: none"> - StS catch up sessions for work missed. 	NFER/DFE Nov 2015 identifying that attendance needs to be addressed. We know that a 10% reduction in attendance often makes the difference of 1 grade at GCSE, thus needs to be addressed.	<p>AHT (Behaviour and Safety) will quality assure.</p> <p>HoY will monitor attendance data and ensure that PP model of intervention is used, removing barriers and monitoring progress.</p> <p>Attendance Officer will monitor PP attendance on a daily basis.</p> <p>CP Officer will monitor PA and involve EWO as needed.</p>	Assistant Head (Behaviour and Safety)	July '18

Planned expenditure 2017/8					
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?
E. Parental engagement for some PP learners is lower than that of their non-PP peers.	<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>	NFER guidance shows the correlation between parental engagement and narrowing the attainment gap. Parents who understand their son's education will be able to support them better in their learning. The EEF toolkit promotes parental involvement, which can increase progress by 3 months.	<p>HoY will ensure that parents / carers are personally contacted before events. PP Champion and AHT (Behaviour and Safety) will oversee and support this process.</p> <p>AHT (Behaviour and Safety) will co-ordinate allocation of StS to most 'hard to reach' parents.</p>	Assistant Head (Behaviour and Safety) and PP Champion	After each event and July '18
Total budgeted cost					£55,000
ii. 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?
C. A reduction in the disproportionate number of C3 and C4 behavioural incidents	Celebration of outstanding or improving behaviour through tutor times (Class Charts), HoY assemblies	Students who make the most progress are very often those who are in lessons all of the time. Reducing C3 (removals) and C4 (isolations) behaviours will ensure that	AHT (Behaviour and Safety) in collaboration with HoY and tutors will plan and implement a programme of celebration of positive behaviours to include tutor time	Assistant Head (Behaviour and Safety)	July '18

Planned expenditure 2017/8					
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?
with PP students.	and report reflections.	students are in lessons. Additionally, both behaviour categories suggest that student attitudes to learning may not be as strong as they could be. The EEF toolkit promotes behaviour interventions, which can improve progress by 3 months.	celebration, termly HoY assemblies and planned report reflection times.		
D. Increased attendance rates for pupils eligible for PP.	Celebration of outstanding or improving attendance in tutor and HoY assemblies	NFER/DFE Nov 2015 identifying that attendance needs to be addressed. We know that a 10% reduction in attendance often makes the difference of 1 grade at GCSE, thus needs to be addressed.	AHT (Behaviour and Safety) in collaboration with HoY and tutors will plan and implement celebrations into the termly plans.	Assistant Head (Behaviour and Safety)	July '18
E. Parental engagement for some PP learners is lower than that of their non-PP peers.	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.	NFER guidance shows the correlation between parental engagement and narrowing the attainment gap. Parents who understand their son's education will be able to support them better in their learning. The EEF toolkit promotes parental involvement, which can increase progress by 3 months.	AHT (Behaviour and Safety) and HoY will ensure that all events are advertised in multiple methods.	Assistant Head (Behaviour and Safety)	July '18
Total budgeted cost					£7,500

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>