

3-year pupil premium strategy

| SUMMARY INFORMATION | | | |
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| Pupil premium strategy: Bentley Wood High School | | | |
| CURRENT PUPIL INFORMATION: 2020-21 | | | |
| Total number of pupils: | 1328 | Total pupil premium budget: | £308,465 |
| Number of pupils eligible for pupil premium: | 330 | Amount of pupil premium received per child: | £934 |

*Adapt or add to these groups based on your school's context

Assessment data

Due to coronavirus, you won't have assessment data available for the 2019/20 academic year. Instead you can use your school's data for the previous 3 years.

Remove the sections below that don't apply to your phase.

| 2. Current attainment 2019 Year 11 cohort | | |
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| | Students eligible for PP (your school) | Students not eligible for PP (national average) 2018-19 |
| Attainment 8 | 50.6 | 46.4 |
| Progress 8 | 0.7 | -0.02 |
| % achieving 5+ in English / Maths | 33.8 | 43.9 |
| % EBACC 5+ | 28.6 | 21.1 |
| EBACC entries | 93.5 | 38.4 |

| OTHER RELEVANT DATA | |
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| Attendance data | Persistent absence (8.0%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. |
| Behaviour data | There is nothing significant or exceptional to highlight for total fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data. |

LONG-TERM PLAN (3-YEAR TIMESCALE):

Key priorities:

1. The quality of education through Bentley Wood's board and balanced curriculum and effective teaching remains outstanding. This ensures students (including those who are disadvantages) are able to make excellent progress.
2. Accurate and robust assessment will ensure any underachieving students are identified quickly, enabling targeted intervention to be put in place to support their progress.
3. Pastoral care will continue to ensure that behavior and attendance is excellent. Disadvantaged students will be supported to fully participate in all curricular and extra-curricular activities available to them.

| Objectives | Chosen action / approach | What is the evidence and rationale for this choice? | By whom | Implementation | Progress indicators |
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| <p>Improve attainment and rates of progress of PP students and to close the gap between PP and Non-PP students</p> | <p>KS3-4 transition Ensuring that each student has a board and balanced curriculum tailored to their strength and interests to ensure they make rapid progress.</p> <p>Co-teaching Support disadvantaged students and provide additional 1:1 explanations and teaching support within the classroom.</p> <p>Joint planning To further develop an outstanding and ambition curriculum through by providing teachers with additional joint planning time where possible.</p> <p>Teachers have the highest expectations of all students including PP students.</p> | <p><i>Analysis of historic student outcomes and prior attainment.</i></p> <p><i>Joint planning and co-teaching – effect size 0.19 (Hattie 2009)</i></p> | <p>KR</p> <p>HoD's and SLG</p> <p>NAK and SAH</p> | <p>Each student in Y8 has an individual interview with a member of SLG to ensure that their option choices for GCSE are appropriate in light of their current progress across all subjects. This strategy ensures that all students have a KS4 curriculum that is appropriate enabling them to make excellent progress.</p> <p>HoD's and SLG ensure teachers are allocated to classes where they will have the greatest impact on learning and ensure continuity for students.</p> <p>PP students make at least expected progress in order to meet target grades. This is monitored closely at student progress meetings. Progress overtime is triangulated as part of MER observations.</p> <p>Raise aspirations through ongoing monitoring and review of individual student targets to ensure all students are stretched and challenged, particularly the vulnerable most able such as those classified as PP.</p> | <p>KS4 outcomes</p> <p>Lesson observations via appraisal structure,</p> <p>Learning walks,</p> <p>MER</p> <p>Assessment review meetings demonstrate more PP students are meeting or exceeding their targets over time.</p> |

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| <p>Sustaining and further development of quality first teaching</p> | <p>Each member of the school community is part of a School Improvement Group and works within their department on their particular foci.</p> <p>Continued investment in teaching staff at all stages of their careers to ensure the highest standards of quality first teaching are maintained or further developed. This in turn directly impacts on the progress pupil premium students make over time.</p> | <p><i>EEF Toolkit – ‘feedback: +8 months, ‘high impact’ ‘homework: +5 months, moderate impact’</i></p> | <p>SLG, HoD’s, HoY’s and teaching staff</p> <p>SLG, HoD’s and teaching staff</p> | <ul style="list-style-type: none"> • Pastoral support plans to support quality first teaching; • Specific teacher meetings with SENCO and outside agencies (i.e. Education psychologist) for SEND PP students who are underachieving; • Appropriate classing and staffing of PP students; • Teacher identification of PP students so that in class interventions are targeted and evaluated; • Regular high-quality assessment for learning, ensuring accurate projected grades; • Microsoft Teams to make homework more accessible from home; • School focus on quality teacher feedback that deepens learning; • Appropriate differentiation to stretch, challenge and support PP students. <p>Teacher training</p> <ul style="list-style-type: none"> • NQT programme; • Ongoing teacher training through Harrow Collegiate Teaching School Alliance; • TeacherTalks; • Teacher support programs; • Whole school training on OneNote; • Middle leader and department meeting time dedicate to training and discussion on the accuracy of projections for PP students; • Embedding three-part homework’s. Ongoing monitoring of home learning and intervention via ‘Microsoft Teams’ | <p>Lesson observations via appraisal structure</p> <p>Learning walks</p> <p>MER</p> <p>Assessment review meetings demonstrate more PP students are meeting or exceeding their targets over time.</p> |
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| | | | | <p>where appropriate to support successful completion for PP students;</p> <ul style="list-style-type: none"> • PiXL membership to provide external training and resources to support PP students; | |
| 3. Improve the literacy of all PP students | <p>Raise profile of the importance of reading across the curriculum.</p> <p>Improve the literacy and reading ages of PP students from their starting points.</p> <p>Embed reading into form time on a weekly basis.</p> <p>To provide bespoke tuition for individual students.</p> <p>Library assistant to support extended opening hours in the week and weekends</p> | <p>Sutton document 'improving literacy improves overall student outcomes'.</p> <p>Reading ages increase skills especially spelling and comprehension.</p> <p>Students are more able to access materials across the curriculum</p> | <p>NAZ, DF, LVN and English team</p> <p>FM</p> <p>NM EBL</p> <p>TM and JHO</p> | <ul style="list-style-type: none"> • Specialist English tutor employed to work with students to support with their literacy (at Key Stage 3) and their English Language and Literature GCSEs (at Key Stage 4); • Literacy and numeracy interventions for KS3 students, such as Toe by Toe and Power of Two; • Early stage EAL students supported through small group literacy and TA support; • Achievement leaders employed to support each year group. Achievement leaders monitor and support vulnerable students.] • Embedding reading across the curriculum <p>Specific honorarium aimed at supporting students through small group tuition.</p> | <p>Triangulations of internal MER's and student's assessments and outcomes</p> <p>Pastoral MER's</p> <p>Attendance to interventions</p> <p>Impact of interventions to be evaluated between assessment points.</p> |

PRIORITY 2 – Targeted support

Member of staff responsible:

| Objectives | Chosen action / approach | What is the evidence and rationale for this choice? | By whom | Implementation | Progress indicators |
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| <p>Specific interventions and support for PP students</p> | <p>Additional funding for specific departmental and/or pastoral initiatives/intervention</p> <p>Revision classes, academic tutoring and Saturday school.</p> <p>Tracking and monitoring the progress and achievement of students through assessment points; data leading to the development of intervention programmes for identified groups of students, such that they make progress in line with or exceeding national standards.</p> <p>Working intensively with a group of identified students; tracking their progress; enriching their experience; motivating them to engage with their education; intervening or collaborating with others to improve academic outcomes and wellbeing.</p> <p>Collaborative work of curriculum team and pastoral team to ensure all student needs are successfully met.</p> <p>Small group tuition honorariums aimed at supporting under achieving students (including disadvantaged)</p> | <p>EEF toolkit, Mentoring + 2 months impact. Parental involvement + 3 months. Peer tutoring +5 months. Small group tuition + 5 months.</p> | <p>KR and collaborative committee</p> <p>NB, KR, LVN, DF, and subject and pastoral teams</p> <p>NB, SJ, DF, HoY's and school counsellors</p> <p>KR and SIG group</p> <p>KR, HST, LVN, EdPsych</p> <p>FOS / CBa</p> <p>JHO / TM</p> | <p>Departmental / HoY submit a 'Pupil Premium request Form' which outlines the: initiative/intervention; students; cost; short term impact and medium term impact. Each request is reviewed by the collaborative committee before approval.</p> <p>This spending will also include:</p> <ul style="list-style-type: none"> • Holiday revision sessions for GCSEs and A Levels provided by class teachers; • Holiday revision for GCSEs provided by external companies; • Early stage EAL students supported through small group literacy and TA support; • Saturday school; • Home tuition; • Undergraduate and sixth form tutors for KS4 and 5 students; • Online tutoring pilot at Key Stage 5 to support vulnerable students; <p>Specific SIG group aimed at further developing enrichment and character across the curriculum</p> <p>An educational psychologist, achievement leaders and AHT is employed to work with vulnerable students and families.</p> <p>Mindfulness sessions, led by a fully trained member of staff.</p> <p>Small group tuition supporting students across a range of subjects</p> | <p>Review (including RAG) of all initiatives/interventions takes place at the end of the academic year – see appendix</p> <p>Student progress meeting minutes and evaluation of interventions for PP students effectively supports progress.</p> <p>Behaviour and house points on SIMs. PP students gains demonstrate improvements i.e. increase in house and reduction in behaviour points</p> |
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PRIORITY 3 – Pastoral care

Member of staff responsible:

| Objectives | Chosen action / approach | What is the evidence and rationale for this choice? | By whom | Implementation | Progress indicators |
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| <p>Excellent careers advice and guidance</p> | <p>Additional careers advice and guidance to support transitional stages to ensure no student becomes a NEET.</p> <p>Brilliant Club – aimed at developing aspirations.</p> <p>The Inspire Programme</p> <p>Health Relationships workshop</p> <p>Fully staffed library until 5pm to support students who find it difficult to study at home.</p> <p>Parent ambassadors employed to ensure that parents, including hard to reach families and parents for whom English is an additional language, have access to the services that the school provides. Parent ambassadors also provide language classes and translate, where possible, at parents' evenings.</p> | <p>EFF aspirational interventions</p> | <p>KR, HoY and Careers advisor</p> <p>KR, Careers advisor and DV</p> <p>VBr and KR</p> <p>DF</p> <p>DF, FH, EF and KR</p> | <p>All PP students in Y11 and KS5 receive 1:1 careers guidance interview and plan. All PP students attend an annual careers fair which gives them access to top universities, apprenticeship schemes and employment.</p> <p>Y8 careers morning for all PP students.</p> <p>PP students in year 9 to take part in Brilliant Club overseen by AHT. Students to be mentored over the course on a project Aspirational programme linked to Oxbridge Universities to support their progress and destinations</p> <p>Programme to support students who struggle with maintaining positive relationships</p> <p>Parent voice meetings.</p> <p>All families that do not attend parents evening are individually followed up.</p> | <p>Destinations – no PP students classified as NEET</p> <p>Graduation of PP students from Brilliant Club, Inspire and Healthy Relationships programmes</p> <p>Attendance of PP families at parent's evenings</p> |

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| <p>Maintaining excellent behaviour for learning of PP students.</p> | <p>Behaviour and Inclusion support High expectations and quality first teaching produce outstanding behaviour in students, which in turn provides a positive learning environment across the school supporting progress.</p> <p>Vulnerable students are supported with a range of effective interventions.</p> <p>Excellent student relationships enable pastoral teams to identify PP students in need of counselling support.</p> <p>School counsellors Increased self-esteem and confidence provide students with coping strategies for emotional barriers to support learning over time.</p> | <p><i>EEF Toolkit 'behaviour interventions: +4 months, moderate impact'</i></p> <p><i>EEF toolkit 'social and emotional learning: +4 months, moderate impact'</i></p> | <p>LVN, SAH, KAL, DF, CBa, SLG, pastoral teams</p> | <p>Continued focus on developing and maintaining quality first teaching.</p> <p>Vulnerable students are further supported via:</p> <ul style="list-style-type: none"> • Counselling; • Specialist staffing: <ul style="list-style-type: none"> ➢ Educational psychologist ➢ Achievement leaders • Mentoring programmes; • Home tuition; • External provision – Jubilee; • Words Art Therapy; • MASH / Future minds; <p>Further embed rewards policy around CARE values, increased focus on celebrating all forms of achievement.</p> <p>Review of B4L reports.</p> <p>Consistent approach to Behaviour for Learning across the whole school.</p> <p>Range of interventions to support emotional and behavioural needs.</p> | <p>Triangulation of lesson observations, MER, exclusions data, behaviour and reward points provide evidence of impact of these interventions on PP students whose attitude to school continues to improve.</p> |
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| <p>3. Maintain and further improve excellent attendance. No disadvantaged students will be persistently absent (less than 90%)</p> | <p>School Attendance officer To monitor and track attendance across the school, supporting families to improve attendance and punctuality.</p> <p>Building links with the vulnerable hard to reach families to establish</p> | <p><i>EEF Toolkit 'parental involvement +3 months, moderate impact' Progress is sustained</i></p> <p><i>Attendance below 93% has a significant impact upon progress and academic attainment.</i></p> | <p>, KR SLG, pastoral teams</p> | <p>Attendance Officer's to target and intervene with students who have low attendance /poor punctuality.</p> <ul style="list-style-type: none"> • Fortnightly attendance meeting with pastoral leadership teams, attendance data analysed, and interventions agreed and evaluated. • Individual attendance action plans for most vulnerable students. • Attendance and punctuality panels. • Attendance and punctuality remains a weekly SLG agenda item to analyse data and evaluate impact of interventions. • Attendance and punctuality letters. • Attendance officer and pastoral teams contact students whenever there is an unexplained absence. • Budget for attendance rewards. | <p>Attendance and punctuality continues to improve for PP students. The number of students classed as persistent absentees (-90%) continues to reduce.</p> <p>Minutes of fortnightly attendance meetings - OneNote.</p> <p>SLG and Governor attendance report.</p> |
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| <p>Ensure that finance is not a barrier for participation in school activities.</p> | <p>School trip and resources grants Supporting students to develop an in-depth interest in a subject or activity.</p> <p>These activities can also improve self-confidence and support social and friendship groups. PP students take part in school trips as much as non-PP students.</p> <p>Participation in trips and activities contributes to a student's participation and self-esteem</p> <p>REMOTE LEARNING AND ACCESS TO IT</p> | <p><i>EEF toolkit Arts and Sports participation +2 months.</i></p> | <p>KR, HoD's, HoY's, SLG</p> | <p>Supporting PP students with finance to enable to them to purchase resources (i.e. food teach, arts resources, books etc.)</p> <p>Supporting PP students with finance to enable them to take part in trips and activities. School financial support is usually 50% of the trip cost, however this is assessed on an individual basis and on the total cost of the trip if it exceeds £100.</p> <p>Monitor participation of PP and non-PP students on school trips and sports teams through Evolve and SIM's Activities</p> | <p>Evolve and Evolve Clubs reports</p> <p>Financial expenditure reports</p> <p>Student surveys</p> |
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