



Pupil Premium Three-Year Strategy Plan 2021 – 2024

Beckmead College

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Beckmead College
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	65.4 (66)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	January 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michael Nelson - Languaigne Headteacher
Pupil premium lead	Michael Nelson - Languaigne Headteacher
Governor / Trustee lead	Wayne Cooper

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,364
Recovery premium funding allocation this academic year	£8230.20
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,594

Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all students regardless of their background make good progress during their time at the academy and attain well in all areas of our high challenge curriculum. This will provide all students with not only a good set of exam results but also with the skills that they need to integrate effectively into society.

Our strategy is based around highly effective teaching and learning. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the academy. The strategy will focus on equipping the highly effective teachers at the academy with the tools they need to design high challenge, knowledge rich and accessible curriculums across all subjects and giving these teachers the tools to implement their curriculum. Highly effective assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. The feedback produced by the assessments will ensure that.

- The curriculum across the academy is maintained at high level of challenge*
- The data produced is analysed quickly to ensure appropriate interventions are swiftly put in place to close the gap*
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level*

This cyclical process will be maintained throughout the entire academic year.

The strategy will also aim to enrich the lives of our more disadvantaged students as they might not have access to the same opportunities as their peers. The enrichment programme at the school will aim to develop the character of all students by exposing them to experiences they may not have access to within their community.

The pupil premium strategy has also been integrated into the wider educational recovery plan or 'catch up' plan. We intend to utilise highly effective tutors to catch up our disadvantaged pupils to their peers. The strategy will also include highly effective literacy and numeracy interventions as many of our disadvantaged pupils arrive at the academy significantly below the national average for these measures.

Challenges

Challenge number	Detail of challenge
1	<p>Reading and literacy levels of the KS4 students coming in from KS3 school schools are lower than the national average.</p> <p>In class baseline assessment identifies disadvantaged students who are behind the national average.</p> <p>Students will be working towards Entry level, Functional skills and GCSE qualifications in English, with the aim to gain a minimum qualification of Functional skills level 1.</p> <p>Students will have access to SALT, online tuition, intervention lessons, 1:1 support. This in turn will aid students to develop their confidence in reading and understanding in literacy.</p> <p>79% of KS4 students are making progress in Literacy.</p>
2	<p>Numeracy levels of the KS4 students coming in from KS3 are lower than the national average.</p> <p>In class baseline assessment identifies disadvantaged students who are behind the national average.</p>

	<p>Students will be working towards Entry level, Functional skills and GCSE qualifications in English, with the aim to gain a minimum qualification of Functional skills level 1.</p> <p>Students will have access to an online tutor, intervention lessons, 1:1 support. This in turn will aid students to develop their confidence in reading and understanding in maths.</p> <p>76% of students are making progress in numeracy.</p>
3	<p>The progress of disadvantaged pupils declined due to the lockdown closure over the past 2 years.</p> <p>This was evident within the KS4 outcomes where 69% achieved Functional skills and GCSE qualifications in maths and english.</p> <p>Online booster sessions were provided, which many of the students struggled to engage in due to the lack of consistent engagement during the lockdown period. The students also had many significant gaps in their knowledge which had a negative impact on their confidence.</p>
4	<p>Motivation and engagement of disadvantaged pupils in relation to their learning resulting in poor behaviour within lessons.</p> <p>Behaviour incidents increased when students returned to school after the lockdown period. A Large number of students struggled to manage their behaviour during lessons and transition periods</p> <p>Internal data states 86% of behavioural incidents were low level, mainly disruptive behaviour during lessons. A high percentage of students struggled to manage their behaviour due to the lockdown period and not following a consistent academic routine.</p>
5	<p>The wellbeing of all pupils during the lockdown was monitored rigorously. All pupils were affected emotionally and socially during this period. Many families reported anxiety issues within their child upon returning to school. This has certainly affected the attendance of some disadvantaged pupils which stands at 81% for AT1. This is below the national average for disadvantaged pupils at 92%.</p> <p>Students have also missed many opportunities to enrich their lives due to the lockdowns and the restrictions that have been put in place since. This must be rectified using the enrichment curriculum during this academic year.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success Criteria
<i>Improve the attainment and progress of disadvantaged pupils year on year</i>	<p>By the end of our current plan the attainment and progress scores of disadvantaged students in KS4 will have improved and the gap between disadvantaged students and their peers will have significantly reduced.</p> <p>In 2024/2025 the following measures will be aimed for relating to disadvantaged pupils: Improve attainment scores in English and Maths to more than 80%.</p>
<i>Improve the quality of education across all year groups within the academy</i>	<p>A curriculum that is knowledge rich, accessible to all but challenging will be put in place by the end of the academic year.</p> <p>The vocational curriculum will be reviewed allowing students to have the opportunity to undertake Level 1 qualifications in a vocational pathway rather than a two year course, this will allow students to gain more experience and Level 1 qualifications.</p> <p>The rigorous quality assurance process across Beckmead College will identify strong teaching across all faculties. All staff are effectively using the teaching and learning strategies that they have been taught during highly effective CPD sessions.</p> <p>Staff and student council constantly provide useful feedback that Senior leaders use to adapt the teaching and learning CPD in place at Beckmead College. Alongside reviewing the marking policy to ensure students are receiving appropriate feedback, and have clear understanding of their target grades.</p> <p>A culture of peer coaching is effectively implemented resulting in all teachers feeling comfortable being observed and receiving feedback. This creates a cycle of constant improvement regarding teaching and learning.</p>

<p><i>Improve reading, comprehension and numeracy skills across all year groups but in particular, at KS4</i></p>	<p>Beckmead College provides reading interventions for KS4 students to develop their comprehension skills in preparation for assessments. Teachers ensure and adopt a cross curricular and thematic approach to develop pupils' understanding in all subjects.</p> <p>The gap in the above measure between disadvantaged students and their peers will have reduced to 0 by the time students reach KS4 enabling them to fully access the GCSE curriculum. The same pattern will also be evident in the data produced by numeracy assessments.</p>
<p><i>Improve and maintain the attitudes to learning of all students within the academy</i></p>	<p>High expectation and standards within lessons and continual behavioural and emotional support will result in the following by the 2024/2025 academic year;</p> <ul style="list-style-type: none"> • Ensuring each class team has a SALT champion. • Reducing the number of behaviour incidents each term, staff to be able to regulate their emotions. • Reducing the FTE rate from 9.75% to 6.5%. • Develop the Mental First aiders to train other staff and develop termly MH programs. • Students are working towards their behaviour targets, and are staff logging behaviour points via Arbor. • Beckmead College maintains education reward trips. • Student council to play an integral role for Senior Leaders to support student voices.
<p><i>Improve the attendance of disadvantaged pupils to be in line with the national average</i></p>	<p>Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2024/2025 academic year being at.</p> <ul style="list-style-type: none"> • Overall attendance = 90% • Disadvantaged students' attendance = 93% • The gap in attendance between disadvantaged students and their peers is reducing. • Outreach teams to support non-attenders are engaging with Beckmead College.
<p><i>Enrich the lives of the disadvantaged pupils within the Beckmead Trust through a highly engaging enrichment programme</i></p>	<p>The enrichment programme will continue to grow providing students with greater access to activities that will help them develop character.</p> <p>The careers programme at Beckmead College will continue to achieve the Gatsby benchmarks. Students will have access to a greater variety of cultural experiences such as the theatre, university open days, university lectures and work experience.</p>

Activity in this Academic Year

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed (1 – 4
Implement Boxall profiles for KS4 and KS5 pupils	Beckmead College has identified Boxall profiles online which will be used to measure pupils Social and Emotional behavioural difficulties: https://new.boxallprofile.org/	1 - 4
Offering a mentoring service for students to receive ongoing support after school.	Mentoring service working with students after school supporting their Mental Health and emotional needs. Students from Beckmead College can access weekly 1 hour mentoring which will be easily accessible for disadvantaged children and young people, to help develop their character, raise aspirations and improve attainment. https://london.bigbrothersbigsisters.ca/what-we-do/our-programs/ https://www.reachoutuk.org/	1 -4
Implementing new vocational 1-year qualifications	Post 16 students will be able to achieve a level 1 qualification in Painting and decorating, Carpentry, Bricklaying, Multi skills with the option to change at the end of the year and obtain two level 1 City and Guild qualifications over a two year period. https://www.cityandguilds.com/qualifications-and-apprenticeships#fil=uk	1 - 4

<p>Supporting students with their learning outside of school</p>	<p>KS4 and KS5 have access to face-to-face or online tuition supporting them in maths or english. Students can attend tuition onsite or at home.</p> <p>https://nationaltutoring.org.uk/</p>	<p>3</p>
<p>Design and implement a high challenge curriculum that can be accessed by all including the use of homework for self regulated study.</p> <p>Staff directed time during CPD cycle has been dedicated to curriculum development</p>	<p>All subjects will have in place highly effective long term plans resulting in a knowledge rich curriculum, Within the LTPs</p> <ul style="list-style-type: none"> • Core knowledge has been identified from specifications • Key skills have been identified and planned for • Misconceptions have been identified and planned for within lessons • Assessments have been planned for using specific criteria • Ambition for all questions have been created based on the LTP (If a student can answer these questions they have been successful in this unit of learning) <p>From the LTP's the following have been developed</p> <ul style="list-style-type: none"> • Highly quality assessments that assess core knowledge and skills • A knowledge organiser to support learning • Homework activities based on retrieving information from the LTP. <p>The curriculum model has been based on the OFSTED curriculum framework and webinars: https://www.youtube.com/user/Ofstednews</p>	<p>3</p>
<p>Culture of coaching at Beckmead College</p> <p>using directed time for coaching meetings</p> <p>Staff members being given CPD on how to effectively coach</p>	<p>An instructional coaching model will be implemented at Beckmead College. At some point during the school year every member of staff will become a coach and have the opportunity to be coached.</p> <p>Doug Lemov in his book 'teach like a champion' identifies instructional coaching as being one of the biggest contributing factors to implementing an effective teaching and learning programme. https://teachlikeachampion.com/</p> <p>The teaching and learning walkthru's that the academies CPD model has been based on also uses instructional coaching to develop teaching and learning. https://www.walkthrus.co.uk/</p>	<p>3</p>

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y11 intervention during and after school.</p> <ul style="list-style-type: none"> • Specified lessons during the day • Targeted afterschool catch up sessions 	<p>From the RAG meetings discussed in the previous section students are selected for interventions based on the knowledge gaps that they have. Disadvantaged students are given priority when students are selected for interventions. All interventions are based on the small group targeted intervention model explained in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
<p>Implementing an adapted curriculum to meet the needs of KS4 and 5 students identified as being behind their peers</p> <ul style="list-style-type: none"> • Curriculum development time for subject experts • Training and use of classroom assistants 	<p>The data produced from the GL assessments in KS4 identified a group of students that could not access the normal school curriculum. Their current skills in English and maths are far too low to engage effectively in lessons. These students have been taken out of 10 lessons a week to focus on the key basic skills in English and maths they need to reintegrate back into the normal curriculum</p> <p>The decision to do this is supported by the following evidence:</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 • https://www.oup.com.cn/test/word-gap.pdf • https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3 	1, 2 & 3
<p>Use of maths and English tutors</p> <ul style="list-style-type: none"> • Funds from the recovery fund to employ tutors 	<p>Maths and English tutors are currently or will be employed and targeted towards the disadvantaged student currently behind at the academy.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF</p>	1 & 2

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Homework catch up sessions for disadvantaged pupils</p> <ul style="list-style-type: none"> Teaching assistant to run sessions 4 days a week 	<p>A large proportion of the student in detention due to a lack of homework are from disadvantaged background. One of the main reasons for a lack of homework from these students is a lack of space at home. The homework club provides this space.</p> <p>The EEF toolkit has also shown effective homework to improve the progress of disadvantaged students by 5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3 & 4
<p>Reading interventions through the accelerated reader programme.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance interventions based on weekly data analysis</p> <ul style="list-style-type: none"> • Employment of attendance officer to monitor and promote attendance 	<p>Disadvantage students current attendance and PA is higher than their peers at the academy. Attendance monitoring and interventions are required</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
<p>Implement an effective behaviour mentoring programme to help student manage their behaviour</p> <ul style="list-style-type: none"> • Pastoral leads in charge or mentoring • Behaviour data analysis • Emotional logic training 	<p>Many disadvantaged students particularly in KS4 at Beckmead College find it difficult to regulate their behaviour. In response to this the Academy has increased the capacity at a pastoral level by employing a non-teaching head of year who has been trained in behaviour mentoring.</p> <p>The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 4 & 5
<p>Use of school therapist to promote wellbeing in student that are struggling</p> <ul style="list-style-type: none"> • Employment of counsellors • Employment of staff and student mental health expert 	<p>Many students have reported struggling during and after lockdown. In response to this the school has employed more school counsellors who are expertly trained and ready to respond to student needs. The academy has also given a member of staff a TLR to become a mental health champion.</p>	5

	https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	
<p>The development of the enrichment curriculum to develop character within disadvantaged students</p> <ul style="list-style-type: none"> • Teacher time developing enrichment • Funding for different enrichment programmes • Cost of the necessary equipment • Teacher time during the day • Afterschool activities • trips 	<p>At the academy we strongly believe that disadvantaged students should have access to all the opportunities their peers experience. Each week as a minimum students have access to 2 hours of enrichment during the school week. Many clubs ranging from sports to the arts also run after school. Disadvantaged student have access to all of these opportunities</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Jack Petchy), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate</p>	<p>4 & 5</p>

Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes:

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The internal assessment data produced from a rigorous centre assessed grade policy highlighted that disadvantaged students were significantly behind their peers in terms of attainment. PP students have an attainment 8 score of 3.64 compared to non-pp students that had a score of 4.66. This is also the case in terms of their progress with PP students having a P8 score of 0.01 and non-pp students having a P8 score of 0.53. Both attainment and progress measures are lower compared to the 2019/2020 internal data and the gap between the disadvantaged students and their peers have widened. However, when the 2020/2021 internal data is compared to 2018/2019 exam data disadvantaged students are roughly in line in terms of attainment data and have made more progress compared to this cohort of students. This is most likely due to the adaptations made in terms of the content students needed to be taught and the way grades were generated through unit rather than terminal assessments.

The widening of the gap between disadvantaged students and their peers has to be due to the impact of school closures in relation to the pandemic. Lack of engagement from large proportions of disadvantaged pupils resulted in them not accessing their learning compared to their peers. Attendance of disadvantaged pupils during lock down was around 57%. Although curriculums were adapted and interventions put in place there was never enough time to catch up all the 'lost learning' that happened during lockdown. As a result the attainment and progress gap has widened despite the highly effective online and altered curriculum put in place post lockdown. This is a similar

picture nationally. This is why teaching and learning focussing on designing and implementing an effective curriculum is a huge focus in this years plan.

The overall attendance of disadvantaged pupils is lower than previous years. The % attendance of disadvantaged students was 89.3% compared to their peers that was 93% during the 2020/2021 academic year. This is significantly below the national average of 92% for disadvantaged students and way below the % attendance of disadvantaged students during the 2019/2020 academic year at 93.8%. Student voice and interactions with parents identified anxiety in returning to school post lockdown. This is why attendance and wellbeing is a priority in this years plan.

Analysis of behaviour data from the 2020/2021 academic year has shown that removal from lessons and fixed term exclusions have increased from the previous year. Removals have increased from 20 to 32 per week and fixed term exclusions have increased by 2%. This is possibly due to the conflict between the high expectations teachers are expecting in their lessons and the lack of structure that particularly KS3 students have experienced over the past few years due to lockdown. Again this is why behaviour and wellbeing are a focus in this year's strategy.

Externally Provided Programmes

Programme	Provider
Football Training	Crystal Palace Football Club - Palace for Life Foundation
Small group tuition and tutoring for KS4	Remedy Tutors

Service pupil premium funding (where applicable)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.