



**BEDFORD HIGH SCHOOL**  
**PUPIL PREMIUM STRATEGY STATEMENT**

<b>1. Summary Information</b>	
Academic Year: 2019-20	Total PP Budget: £338,435
Total number of students on roll (as at last census): 999	Total number eligible for PP: 401
<b>2. 2019 Attainment</b>	
<b>% achieving 5+ in English and Maths:</b> 2019: 26% (PP 23% ↑ Non PP 28%) 2018: 30% (PP 19% Non PP 37%) <b>% achieving 4+ in English and Maths:</b> 2019 53% (PP 46% ↑ Non PP 57%) 2018: 52% (PP 36% Non PP 60%)	<b>Average Progress 8 Score:</b> 2019: -0.42 (PP -0.73 ↑ Non PP -0.26) 2018: -0.56 (PP -0.81, Non PP -0.41)
<b>Average EBACC points score:</b> 2019: 3.24 (PP 2.92 ↑ Non PP 3.40) 2018: 3.22 (PP 2.64 Non PP 3.55)	<b>Attainment 8 score average:</b> 2019: 39.4 (PP 34.9 ↑ Non PP 41.7) 2018: 40.38 (PP 34.0 Non PP 44.1)
<b>3. Barriers to future attainment (for students eligible for PP): In-school barriers/issues</b>	
A	Students attainment on entry is significantly below national average, literacy and numeracy skills are low. 67% of students in this year's Year 7 intake have a reading age below their actual age and significant number with a scaled score below 100 in KS2 tests. Catch-up budget to support students who enter BHS with this disadvantage.
B	The reading ages of some PP groups has not been as accelerated as others; eg. Disadvantaged boys in Year 10
C	Literacy and numeracy issues have led to some underachievement in core subjects and a reduced ATL in some areas.
<b>Barriers to future attainment (for students eligible for PP): External barriers</b>	
D	Attendance to school of PP students is below that of the rest of the school. This reduces their hours in school and causes them to fall behind. In 2019 the P8 Score for PP students with high attendance (96%+) was -0.19. The P8 score for PP students with attendance between 92-95% was -0.7
E	Despite some work done with outside agencies, some pockets of low engagement with school remain; namely in Year 8 and 10. These are the year groups we seek to establish more of a culture of 'belonging'.

#### 4. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A	Higher levels of progress in literacy and numeracy for PP students, front loading support to Year 7 & 8 so that students eligible for PP (in boys) make as good or better progress than non-PP.	Students eligible for PP make significant progress in their reading i.e. their improvement in reading age months exceeds the months having the intervention. This will be evidenced through the tracking by the intervention team of the impact of reading interventions every 12 weeks. The literacy objective is for 70% average across all 3 year groups to make sig+ progress with reading ages over 9 months. The gap between girls and boys should narrow significantly also. Literacy will be high priority through being high on the agenda in faculty meetings. Students eligible for PP also make significant progress in their numeracy and this is evidenced through screening. The key focus for numeracy is for 70% or above across all three year groups to make good or higher progress. Engagement with Mathswatch to continue. Evidence of mastery of more mathematical skills at each assessment.
B	Improved rates of progress across KS3 and KS4 for students eligible for PP and improved destinations data.	Students eligible for PP are on track to make similar progress to 'other' students nationally from similar starting points and where they are not, effective DTT is closing the gaps. This will be evidenced in screening reports by year group once per term. Work will be done to raise aspirations is evidenced in reduced NEETS with 100% (96.9% in 2018) enrolment to KS5 FE courses, Apprenticeships or Training in Year 11. 'Unknowns' will be reduced down to 0%.
C	Further improvement in ATL of small group of Year 8 and 10 students, with additional support to aspirations and ambition.	Enhanced ATL scores in screening and improvements in attainment of students in identified group. Measured in 6 weekly Behaviour, Welfare & Safeguarding monitoring reports.
D	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 12% or below. Overall attendance among students eligible for PP improves from 92.8% to 94% in line with national averages. Attendance of MYA students eligible for PP improves and closes the gap on NA attendance. Measured in attendance reports every half term.
E	Increased engagement in small groups of students experiencing barriers to learning which lead to repeated fixed term exclusions.	Reduce the number of fixed term exclusions over time to below national average in Year 8, 10 and 11.

<b>i Quality First teaching for all</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach Literacy/Numeracy strategy</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff</b>	<b>Review</b>
A Improved Literacy attainment through focused support (Years 7-9)	Quality first teaching approach. CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews. All students in Years 7-9, apart from Year 9 set 1, have one period a week using Accelerated Reader.	Poor starting points at end of KS2. Oral Language interventions – EEF (Education Endowment Fund) Toolkit indicates 70% of all PP students in Year Group to make +9 months impact.	PP Champion to oversee bids and funding to ensure value for money and impact. Leader of Literacy to oversee resources and track improvements in reading ages. Reading club established, boys to be targeted.	BMO MSW RSA PMC PSH	January, April, July.
A Improved Numeracy attainment through focused support (Years 7-9)	A variety of activities to boost numeracy used in form time and promotion of work outside lessons to boost numeracy scores.	Poor starting points at end of KS2. Numeracy: 70% of PP students to be on or above target by end of year.	T&L Co-Ordinator Maths to oversee resources and track progress in Maths. Mirror assessments prior to actual tests to be put into schemes of work. Mathswatch promoted and used widely in homework activities. Numeracy Ninjas and Times Tables Rockstars 7-10 Homework clubs Mon, Wed, Fri Numeracy Development Coordinator newly appointed	BMO PBA JBR LJ PMC PSH	January, April, July.
A Improved literacy Years 7 and 8	Low levels of literacy pupils to receive 1 extra Literacy lesson in addition to 1 MFL in 7 and 8	2 classes in Year 7 and 2 class in year 8 have 1 extra literacy lessons per week.	Head of English and Leader of Literacy to oversee the resources and curriculum	RSA MSW	January, April, July

## ii Targeted Support in T&amp;L

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
A Improvement literacy attainment from transition for Year 7 catch-up students	Quality First teaching. Every catch-up student to be given a reading buddy or TA support	Significant number enter KS3 with scaled score below 100	Training by RSA, tracking from September 2019. Regular review with DHT	RSA MSW BMO	January, April, July
A Improved year 7 readers	Year 9 reading mentors support struggling readers in Year 7 who are finding difficulty in reading in all subjects. Catch-up students will be targeted at lunch time to support their Year 7 mentee by providing practical strategies to support, engage and motivate them with their reading.	Data supplied through regular tracking	Training by RSA, tracking from September 2019. Regular review with DHT	RSA MSW BMO	January, April, July.
B Improved rates of progress across KS3 and KS4 for students eligible for PP.	Dedicated senior member of staff responsible for Raising Aspirations Renewed focus on revision strategies in form time with regular reviews of Year 11 forms Raising Achievement meetings with subject leads and deputies	Pockets of underachievement occur when students do less at home or do not know how to revise.	Friday T&L briefings. Tracking through the PP forum, post-screening, twice per year. Focus of all INSETs this year is T&L.	GCA ERO BMO KEA ZAN FHO CCO	January, April, July.
B Improved rates of	Wide provision of opportunities for	Aspiration of students post-16.	CPD on building vocabulary: Stretch and Challenge – developing oracy in the	GCA HJP	January, April, July.

progress across KS3 and KS4 for students eligible for PP and improved destinations data.	students to develop post-16 experiences and build cultural capital.		disadvantaged student Debating and Oracy initiatives: Youth Speaks – Rotary Club ESU – English Speaking Union Three Big Events to build community and the Team Bedford culture in school	BMO	
B Improved destinations data.	Wide provision of opportunities for students to develop build cultural capital.	EEF Toolkit recognises involving parents has an impact and that students (especially boys) achieve better in school when they have a plan for their future and can link achievement in school to support them to their next step. Evidence suggests that young people who have four or more employer engagement activities are five times less likely to be NEET. (BITC 2016)	Employer trip targeted to PP students. Documented opportunities with community and work-related learning coordinator. There will be a PP parents' event for those who struggle to apply for college. Targeted intervention with students who have been FTE'ed. Intervention at Year 8 to ensure right pathways. Provide all PP students with a CEIAG passport to increase their opportunities for enrichment and build aspiration. School to continue its work with Curious Minds and working towards Artsmark Platinum to broaden students experiences of cultural opportunities.	GCA RRA PBI JMA BMO	January, April, July.
B Reduce NEETs through targeted support	Programme of Post-16 experiences.	To ensure aspirations and plans are cemented by all or most students by the start of Year 11	Identify students for additional careers advice with CEIAG. Support students who lack aspirations or who aren't sure of the future. Visit local accessible colleges and universities where funding/travelling/living away from home may be less of an issue eg Edge Hill, Bolton, Salford, Manchester. Involving parent/guardians in	GCA RRA PBI	January, April, July.

			<p>supporting. Brilliant Club students tracked and supported to encourage applications to 'Redbrick' universities. BITC Business Class programme with KPMG and supported by our BITC Education Manager. Evaluation of each activity undertaken by Education Manager. Tracking and monitoring of all year 11 students in terms of where they are applying post-16 and follow-up with additional 1:1 interviews as needed. Students at risk of NEET receive targeted support (additional interviews) at an earlier stage.</p>		
C Improved attitude to learning and support for effective learning	<p>Knowledge Organisers in all subject areas together with a self-test book. Centralised Detention System (WSD) for all years and targeted intervention for persistent disruption to learning.</p>	<p>Evidence shows that practice and repetition improves retention and recall. As students experience greater success attitude to learning improves. Lessons often start with a short 'test' of KO information. Students need to broaden their vocabulary</p>	<p>Department reviews include focus on the use of KO's consistently. This will be ongoing. The use of KO's supports our DTT approach and impact on Attitude to Learning will be judged via attitude to learning scores after screening. Use for form time to embed effective revision and study practices. Re-designing of Hive and Aspirations Centre facilities and drive on healthy choices in the bistro and in inclusion.</p>	<p>PMC GCA BMO KVI</p>	<p>January, April, July.</p>
C Support to ATL in identified small group of Year 9 and 10 PP students	<p>Identify a targeted behaviour intervention for identified students. Alternative provision or All About Me programme sought on an individual basis to support engagement. Pupil Premium Forum to engage support to</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older</p>	<p>Ensure identification of students is fair, transparent and properly recorded. Use PGO/Pastoral Manager/ SLT Senior link to engage with parent/guardian before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improve attainment/achievement. Rewards to be a focus for all staff through achievement assemblies. Further embedding of mindfulness practices</p>	<p>BMO RRA MP AY</p>	<p>January, April, July.</p>

	improve students with poor ATL scores. Partnership with Oxford University Mindfulness Project MYRIAD	students. AAM has proven track record in improving mental health in students	across the school through form activities.		
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**Total budgeted cost refer to attached spreadsheet appendix 1**

### 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	Review
D Increased attendance rates Reduced persistent absence.	Additional attendance strategies employed to monitor students and follow up quickly on truanancies. First day response provision. Attendance team knows who PP students are and actively engage with the families.	Direct link between attendance and attainment at the school. Increased parental contact.	Senior Leader (DHT) and attendance team will collaborate to continue to improve attendance to school. Attendance and progressed discussed at least fortnightly with attendance team and supported by the LA attendance officer. Monitored every half term.	PMC LAI LAA HH SW ED CG Karen Ralph	January, April, July.
D Increased attendance rates Reduced persistent absence	Targeted students are allocated to key staff within the PGO team for follow up and daily tracking.	Direct link between attendance and attainment at the school. Increased parental contact.	Increased capacity to monitor and work with the attendance team, to include home visits, etc. Increased PGO time on attendance in the working day – 6 hours per week. To be reviewed with the LA attendance lead for maximum impact.	PMC LAI LAA HH SW ED CG	January, April, July.
D Increased attendance rates Reduced persistent absence	Strategic use of PGO's, Safeguarding Mentor, Attendance Manager within school, LA Attendance Manager (Karen Ralph)	Direct link between attendance and attainment at the school. Increased parental contact.	Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor	PMC LAI LAA HH SW	January, April, July.

		Long term absentees need support to gradually get back into class/gain confidence. Well-being meetings held.	assigned to each PA student eligible for PP. Pupils to be considered for mentoring. Increased use of Alternative Curriculum time, and use of online learning, ie EdLounge Wellbeing room	ED CG	
E Increased engagement in small groups of students experiencing barriers to learning which lead to repeated fixed term exclusions.	Strategic use of interventions such as PiXL Level Best, TESS, Engagement Centre and Aspirations Centre.	School figures for students excluded more than once are slightly above the national average.	Increase in capacity of alternative provision through the Aspirations Centre. Use of off-site learning to maintain study while on an exclusion and reduce the number of lost days.	BMO PMC MP	January, April, July.
E Increased engagement in small groups of students experiencing barriers to learning which lead to repeated fixed term exclusions.	Collaborative work with Whole Education through the Spiral of Enquiry	Lack of confidence in the understanding the next steps of education and how secondary education transfers to adult life	Engaging in Whole Education training and 'scan' a series of small groups at risk. Put targeted intervention in place in collaboration with students who need it most.	BMO KEA ZAN	January, April, July.

Review of expenditure 2018-19				
Desired outcome	Chosen action/approach	Estimate impact	Lessons learned	Cost
Improved attainment through focused support	Dedicated senior member of staff as Pupil Premium Champion. Associated publicity. Teacher to champion literacy across the	Homework was placed high on students' priorities.	Practices can be inconsistent and faculties will drive their own	Period 6 intervention: £15,428.00



	<p>school. Dedicated senior member of staff in charge KS2/3 transition. Dedicated senior member of staff responsible for Raising Aspirations (teaching and support staff) (Y7 and PPG funding)</p> <p>Staffing costs associated with mentoring identified students</p> <p>Homework club</p>	<p>Transition is smooth and extra support (AC) has been put in place for those who have needed it.</p> <p>Students are pushed to try something new to raise their achievement through extra-curricular. This is generally well received.</p>	<p>strategies in 2019-20 Groups need to be carefully monitored when several 'nurture' students work together</p>	<p>Teaching staff costs (incl contribution to SLT link salaries &amp; Literacy): £90,707.00</p> <p>Contribution towards salaries: PGOs, PM's and Safeguarding Mentor: £69,460.00</p> <p>GCSE Pod: £2,166.00 Frog: £7,611.00 Doddle: £5,500.00 Tassomai: £2,965.00 PiXL Club &amp; Training: 3,500.00 CLA support: £6,000.00</p> <p>Teachit subscription £199.00 Resources (text books, cooking equipment, photocopying etc)£5,000.00</p>
Improved Year 7,8 and 9 literacy progress (link to Year 7 catch up premium)	<p>Quality first teaching approach. CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews. All students in Years 7-9, apart from Year 9 set 1, have one period a week using Accelerated Reader.</p>	<p>Students with score of &lt;100 targeted for support on a priority basis.</p>	<p>Girls engage more readily in reading clubs than boys. RSA will introduce strategies which will further engage boys</p>	<p>Lexia: £2696.50 Accelerated Reader: £2,900.00 Success Maker: £1,738.80</p>
Improved Year 7 Numeracy progress. Improved year 7 readers	<p>TA's trained to implement the programme. PP students will be targeted Year 9 mentors to be trained to support the TA's.</p>	<p>Buddying works well around the school and able students have thrived with the responsibility</p>	<p>Buddies were kept with their mentees all year as relationships between the students nurtured positive attitudes around reading.</p>	<p>Maths and literacy additional support: £18,533.00 1:1 Tuition: £2,500.00</p>

Improved Year 7 progress for weakest pupils entering secondary.	Primary-based mastery curriculum (tasks broken into small steps) which will be reviewed.			Sounds Write (incl training): £3,880.00 Primary liaison supporting PP students (teaching and support staff): £7,500.00
Improved attitude to learning and support for effective learning	We want students to do more for themselves. All year groups provided with Knowledge Organisers in all subject areas together with a self-test book.	Targeted work from TESS and the AC team with AAM, together with strategic removal from some lessons on a temporary basis is proven to improve lesson climate and help students 'reset'.	AAM continues to have impact with small group and individual mentoring. Larger group AAM classes will be reviewed in terms of their lasting impact	Breakfast Club: £3,566.00 AAM and staffing: £23,000.00
Support to ATL in identified small group of Year 8 and 9 PP students	Identify a targeted behaviour intervention for identified students. Alternative provision or All About Me programme sought on an individual basis to support engagement. Pupil Premium Forum to engage support to improve students with poor ATL scores.	Targeted work from PM and SLT link has shown to have effective short term impact.	Strategies for intervention in key groups at risk of respite or ST still a priority.	Pupil Premium Forum: £1,811.00
Increased attendance rates Reduced persistent absence, particularly in Year 8 and 10	Additional attendance strategies employed to monitor students and follow up quickly on trancies. First day response provision. Attendance team knows who PP students are and actively engage with the families.	Targeted work with Attendance Manager to have an impact in reducing absenteeism.	PMC	Attendance SLA: £5,718.00 EBUI training for RT
Accelerated progress in literacy and numeracy	Mapping of curriculum to ensure challenge for all. Curriculum review involving. Scrutiny of work and student voice of PP students would ensure that challenge exists for all. Extend transition work to include an introduction to Knowledge Organisers	KO revision, self-testing and testing in lessons routinely used and gaps targeted by staff.	KO's well embedded though now used routinely by those at risk of underachievement. Lower ability students would benefit from study skills techniques and	

	(KO's) in year 6.		some students can be resistant to self-testing	
Raising aspirations	Assistant headteacher remit - Raising Aspirations.  "The Brilliant Club" Year 8 – one third of students involved are eligible for PP. CEIAG Programme – passport and at least 4 employer engagement activities for all PP students.	Broaden the range of opportunities for the most able. Open doors and raise aspirations of the most able.	Take up has been high from able students in all year groups. Students show high levels of motivation.	Brilliant Club: £1,920.00 Counselling £5,000.00 Music Tuition (PP and GCSE): £5,000.00  Rewards: £5,000.00 School trips: £500.00 Debate Mate: £5,433.00

### **Pupil Premium Income for 2018/19 Academic Year**

#### Ever 6 FSM

For the 2018/19 academic year the school received a Pupil Premium Grant of **£330,359** for students that were eligible for a free school meal over the last 6 year period. The grant this is made up of the following:

<b>7/12<sup>th</sup> of 2017/18 Financial Year PPG</b>	
School numbers on roll	926**
Pupils eligible for PPG (Ever6FSM)	371
Amount of PPG per pupil	£935
Total amount of PPG received	£192,709

<b>5/12<sup>th</sup> of the 2018/19 Financial Year PPG</b>	
School numbers on roll	926
Pupils eligible for PPG (Ever6FSM)	371
Amount of PPG per pupil	£935
Total amount of PPG received	£137,650

#### Looked After Children PPG Funding

Funding is received to support raising attainment of our Looked After Children (LAC). This is based on Looked After Children who have been looked after for 1 day or more or were adopted from care on or after 30.12.2005. £1900 is allocated for each student with the Local Authority retaining £900.

<b>2018/19 CLA Funding</b>	
Students eligible for CLA	4
Amount of school CLA funding per student	£1,000
Total amount of PPG received	£4,000

\*\*Number on roll at October census

## Appendix 1

### Pupil Premium Expenditure

Our Pupil Premium money are being used to provide a range of additional support for our children and these interventions have begun to have an impact on attainment. Below is the draft allocation breakdown for 2018-19.

#### Pupil Premium Allocation 2019-20

Focus	Description	Pupil Premium
Improved attainment through focused support	Teaching staff costs (incl contribution to SLT link salaries & Literacy)	£90,707.00
	Contribution towards salaries: PGOs, PM's and Safeguarding Mentor	£69,460.00
	GCSE Pod	£3,251.77
	Frog	£7,197.45
	Hive reorganisation (40% contribution)	£11,139.60
	Aspirations Centre (40% contribution)	£19,350.40
	Doddle	£5,500.00
	Sisra	£1,495.00
	Tassomai	£2,300.94
	PiXL Club & Training	£3,375.00
	CLA support	£6,000.00
	Teachit subscription	£199.00
	Resources (text books, cooking equipment, photocopying etc)	£5,000.00
	Accelerated Reader used with Catch-Up students	£9,232.10
	Success Maker	£1,738.80
	Maths and literacy additional support for Catch-Up students	£18,533.00
	1:1 Tuition	£2,500.00
	Sounds Write (incl training)	£3,880.00
	Ed Lounge	£9,750.00
	IDL – SEND and Catch-Up	£695

Pastoral and Enrichment	Breakfast Club	£3,566.00
	AAM and staffing	£23,000.00
	Pupil Premium Forum	£1,811.00
	Attendance SLA	£7,500.00
	Attendance conference	£255.00
	Mindfulness training for staff – two members of teaching staff 2 hours per week over 10 weeks	£780.00
	Collaboration with Curious Minds and the ‘arts for all’ work – one member of SLT cover for one half day per half term	£531.00
Transition	Primary liaison supporting PP students (teaching and support staff)	£7,500.00
Miscellaneous	Brilliant Club	£1,920.00
	Counselling	£6,000.00
	Music Tuition (PP and GCSE)	£5,000.00
	Rewards	£3,091.94
	School trips	£500.00
	Debate Mate	£5,433.00
	Healthy choices in Inclusion	£243.00
	<b>TOTAL ALLOCATION</b>	<b>£338,435</b>

### Pupil Premium Income for 2019/20 Academic Year

#### Ever 6 FSM

For the 2019/20 academic year the school will receive an estimate Pupil Premium Grant of **£338,435** for students that were eligible for a free school meal over the last 6 year period. The grant this is made up of the following:

<b>7/12<sup>th</sup> of 2019/20 Financial Year PPG</b>	
School numbers on roll	999**
Pupils eligible for PPG (Ever6FSM)	401
Amount of PPG per pupil	£935
Total amount of PPG	£197,420

<b>5/12<sup>th</sup> of the 2019/20 Financial Year PPG</b>	
School numbers on roll	999
Pupils eligible for PPG (Ever6FSM)	401*
Amount of PPG per pupil	£935
Total amount of PPG	£141,015

### Looked After Children PPG Funding

Funding is received to support raising attainment of our Looked After Children (LAC). This is based on Looked After Children who have been looked after for 1 day or more or were adopted from care on or after 30.12.2005. £1900 is allocated for each student with the Local Authority retaining £900.

<b>2019/20 LAC Funding</b>	
Students eligible for LAC	4
Amount of school LAC funding per student	£1,000
Total amount of PPG	£4,000

\*estimate – actual figure to be confirmed

\*\*number on roll at October census