



BEDFORD HIGH SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information	
Academic Year: 2020-21	Total PP Budget: £344,730
Total number of students on roll (as at last census): 1056	Total number eligible for PP: 366
Review periods: Jan 2021, April 2021, July 2021	Whole policy review: September 2021
2. 2020 Attainment	
<p>% achieving 5+ in English and Maths: 2020: Centre Assessed Grades (CAGs) 2019: 26% (PP 23%, Non PP 28%) 2018: 30% (PP 19%, Non PP 37%)</p> <p>% achieving 4+ in English and Maths: 2020: Centre Assessed Grades (CAGs) 2019 53% (PP 46%, Non PP 57%) 2018: 52% (PP 36%, Non PP 60%)</p>	<p>Average Progress 8 Score: 2020: N/A 2019: -0.42 (PP -0.73, Non PP -0.26) 2018: -0.56 (PP -0.81, Non PP -0.41)</p>
<p>Average EBACC points score: 2020: Centre Assessed Grades (CAGs) 2019: 3.24 (PP 2.92, Non PP 3.40) 2018: 3.22 (PP 2.64, Non PP 3.55)</p>	<p>Attainment 8 score average: 2020: Centre Assessed Grades (CAGs) 2019: 39.4 (PP 34.9, Non PP 41.7) 2018: 40.38 (PP 34.0, Non PP 44.1)</p>
3. Barriers to future attainment (for students eligible for PP): In-school barriers/issues	
A	Students attainment on entry is significantly below national average, literacy and numeracy skills are low. A sustained period with no intervention in school will have harmed the progress of those would have experienced interventions.
B	The reading ages of some PP groups has not been as accelerated as others, and Year 6 PP students will have been heavily disadvantaged by losing the culture of reading at school between March and July in 2020.
C	Literacy and numeracy issues have led to some underachievement in core subjects and a reduced ATL in some areas.
Barriers to future attainment (for students eligible for PP): External barriers	
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	The lack of routines and structures that some students have experienced when working from home have damaged students ability to self-regulate. This is particularly evident in Year 9 & 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 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 65% 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, with the literacy co-ordinator making a valuable contribution at MLD. Students eligible for PP also make significant progress in their numeracy and this is evidenced through screening. The key focus for numeracy is for 65% 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% (all but one student in 2020) enrolment to KS5 FE courses, Apprenticeships or Training in Year 11. 'Unknowns' maintain at 0%.
C	Further improvement in ATL of small group of Year 9 & 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 become in line with the national average.

i Quality First teaching for all					
Desired Outcome	Chosen action/approach Literacy/Numeracy strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
A Improved Literacy attainment through focused support (Years 7-9)	Quality first teaching approach. CPD on using NGRT. All students in Years 7-9, apart from Year 9 set 1, have one period a week using.	Poor starting points at end of KS2. Intervention has the most impact when put in place in KS3.	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. Intervention: parents reading evening (virtual), literacy newsletter to celebrate success, Cakes & Classics	BMO MSW EOD 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. Basics (times tables, mental arithmetic) are poor at the bottom end of school.	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. Corbett Maths promoted to FT's and used in lessons. Numeracy Ninjas and Times Tables Rockstars 7 & 8. Form time intervention for Year 7 & 8 from the numeracy coordinator: Maths Job of the Term, Numeracy Word of the Week, Numeracy Challenge of the Week Pi Day, I use numeracy for...	BMO PBA DST 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	EOD MSW	January, April, July

ii Targeted Support in T&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 in 2019, suspected the case in 2020 too	Online COVID-safe library. Training by EOD, tracking from September 2020. Regular review with DHT	EOD 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 EOD, tracking from September 2019. Regular review with DHT	EOD MSW BMO	January, April, July.
B Improved rates of progress across KS3 and KS4 for students eligible for PP.	PP forum identifies the students who are underachieving and support is put in place.	Pockets of underachievement occur when students do less at home or do not know how to revise.	T&L strategies shared in FBB. Tracking through the PP forum (virtual), 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 progress across KS3 and KS4 for students eligible for PP and improved destinations data.	Wide provision of opportunities for students to develop post-16 experiences and build cultural capital.	Aspiration of students post-16.	Three Big Events to build community and the Team Bedford culture in school. Year 8 Challenge to be rolled out to other groups in the school.	GCA HJP BMO ADU	January, April, July.

<p>B Improved destinations data.</p>	<p>Wide provision of opportunities for students to develop build cultural capital.</p>	<p>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)</p>	<p>Springboard – a broker between school and industry. Online employability day. Bedford to join cluster of GM schools Careers focus to PDE. Targeted intervention with students who have been FTE’ed. Intervention at Year 9 to ensure right pathways. Provide all PP students with CEIAG information. School to continue its work with Curious Minds and working towards Artsmark Platinum to broaden students experiences of cultural opportunities.</p>	<p>GCA RRA PBI JMA BMO</p>	<p>January, April, July.</p>
<p>B Reduce NEETs through targeted support</p>	<p>Programme of Post-16 experiences.</p>	<p>To ensure aspirations and plans are cemented by all or most students by the start of Year 11</p>	<p>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 supporting. BITC Business Class programme with KPMG and supported by our BITC Education Manager. Evaluation of each activity undertaken by Education Manager.</p>	<p>GCA RRA PBI</p>	<p>January, April, July.</p>

			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.		
C Improved attitude to learning and support for effective learning	Knowledge Organisers in all subject areas together with a self-test book. BBB to be employed in all year groups to support a reduction in low level disruption.	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	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 form time to embed effective revision and study practices. New Behaviour Improvement Plans are implemented by PGO team. Wellbeing Buddies to be established to support students with their learning focus at home.	PMC GCA BMO KVI RRA	January, April, July.
C Support to ATL in identified small group of Year 9 and 10 PP students	Identify a targeted behaviour intervention for identified students. Aspirations Centre to use Talking Teenagers scheme through the All About Me programme	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students. AAM has proven track record in improving mental health in students	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. Form Tutors are encouraged to use Level Best as a coaching programme to support improvements to ATL.	BMO RRA MP AY	January, April, July.
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 trancies. First day response provision. Attendance team knows who PP students are and actively engage with the families. Support from CANW.	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 L Ainscough KEA ZAN FHO CCO Karen Ralph CANW	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. Pastoral Managers focus on attendance as their main duty. Weekly meeting with DHT.	PMC L Ainscough KEA ZAN FHO CCO	January, April, July.
D Increased attendance rates Reduced persistent absence	Strategic use of PM's, Safeguarding Mentor, Attendance Manager within school, CANW and LA Attendance Manager (Karen Ralph)	Direct link between attendance and attainment at the school. Increased parental contact. Long term absentees need support to gradually get back into class/gain confidence. Well-	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 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 used as attendance base.	PMC L Ainscough KEA ZAN FHO CCO	January, April, July.

		being meetings held.			
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. Use of EPASS data to inform bespoke intervention strategies for targeted students.	School figures for students excluded more than once are slightly above the national average. Attitudinal data will enable identification of underlying reasons behind low attendance.	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. PDE to receive training on setting and analyzing tests. Training to be cascaded to Pastoral Managers so that they have an increased awareness of underlying attitudinal issues and can then implement appropriate interventions.	BMO PMC MP R Sanderson RRA PDE P Mgrs	January, April, July.

FSM Supplementary Income Addendum (March 2021)

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
To provide further support to post-lockdown low-level antisocial behaviour	To recruit two temporary 'recovery mentors' to support students struggling to transition back to routines, either because of an extended period working from home or other external factors impacting on behaviour	Increase in Covid-19 breaches and interpersonal incidents	Tracking of a caseload of up to 40 students (20 each) Daily review of behaviour report to recruit caseload and weekly review of work done, meetings had and improvements made. Student voice.	BMO PGO team	April, July
Antisocial behaviour is tackled effectively by pastoral team.	Training to support RM's in their role.	Staff are equipped to support students with a range of issues	Keep a log of training completed and quality assure impact through behaviour logs	BMO	April, July
Promote character education (SPIRIT) to the community through creating a profile and associated branding.	Video to promote SPIRIT to the community and structured rewards process including merit badges	Improves community and student buy-in to the project	Appoint entrusted providers the school has worked with before, for the best price and quality	BMO	July

Review of expenditure 2019-20					
Desired outcome	Chosen action/approach	Estimate impact	Lessons learned	Cost	
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	Change of staffing needed in this area for 2020-21.	Teaching staff costs (incl contribution to SLT link salaries & Literacy) £90,707	
Improved year 7 readers	Year 9 reading mentors support struggling readers in Year 7 who are finding difficulty in reading in all subjects. Catch-	Data supplied through regular tracking	Change of staffing needed in this area for 2020-21.	Accelerated Reader used with Catch-Up students Success Maker £9,232.10	

	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.			Maths and literacy additional support for Catch-Up students £18,533 1:1 Tuition £2,500 Sounds Write (incl training) £3,880 Ed Lounge £9,750 IDL – SEND and Catch-Up £695
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.	Attainment 8 score in PP students has increased in 2020.	Frog £7,197.45 Doddle £5,500 CLA support £6,000 Teachit subscription Resources (text books, cooking equipment, photocopying etc) £199
Improved rates of progress across KS3 and KS4 for students eligible for PP and improved destinations data.	Wide provision of opportunities for students to develop post-16 experiences and build cultural capital.	Aspiration of students post-16.	Awaiting destination data for two students who graduated in 2020, which signifies significant success in this area.	GCSE Pod £3,251.77 Sisra £1,495 Tassomai £2,300.94 PiXL Club & Training £3,375
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	Increased time spent with NEET potentials from J Markland enabled students to make better plans.	Aspirations Centre (40% contribution) £19,350.40 Collaboration with Curious Minds and the 'arts for all' work £531

		activities are five times less likely to be NEET. (BITC 2016)		
Reduce NEETs through targeted support	Programme of Post-16 experiences, online where necessary.	To ensure aspirations and plans are cemented by all or most students by the start of Year 11	Intensive work during lockdown enabled 100% of students to meet their destinations.	Brilliant Club £1,920 Counselling £6,000 Music Tuition (PP and GCSE) £5,000 Rewards £3,091.94 School trips £500 Debate Mate £5,433 Healthy choices in Inclusion £243
Improved attitude to learning and support for effective learning	Knowledge Organisers in all subject areas together with a self-test book. BBB (Breaking Bad Behaviour) introduced gradually and for all years, targeted intervention for persistent disruption to learning.	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	KO's now routinely used as 'do nows' and starters in lessons. Part of the Bedford culture.	Breakfast Club £3,566 AAM and staffing £2,300 Pupil Premium Forum £1,811 Attendance SLA £7,500 Attendance conference £255 Mindfulness training for staff £780
Support to ATL in identified small group of Year 9 and 10 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. Partnership with Oxford University Mindfulness Project MYRIAD	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students. AAM has proven track record in improving mental health in students	Further work to be done with these year groups, post-lockdown, as some groups struggle to reintegrate into school life.	Contribution towards salaries: PGOs, PM's and Safeguarding Mentor £69,460 Hive reorganisation (40% contribution) £11, 139.60

Ever 6 FSM

For the 2019/20 academic year the school received a 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:

7/12th of 2018/19 Financial Year PPG	
School numbers on roll	926**
Pupils eligible for PPG (Ever6FSM)	371
Amount of PPG per pupil	£935
Total amount of PPG received	£197,421

5/12th of the 2019/20 Financial Year PPG	
School numbers on roll	926**
Pupils eligible for PPG (Ever6FSM)	371
Amount of PPG per pupil	£935
Total amount of PPG received	£141,014

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.

2019/20 CLA Funding	
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 2020-21.

Pupil Premium Allocation 2020-21

Focus	Description	Pupil Premium
Improved attainment through focused support	Teaching staff costs (incl contribution to SLT link salaries & Literacy)	93,201.44
	Contribution towards salaries: PGOs, PM's and Safeguarding Mentor	71,370.15
	GCSE Pod	3,251.77
	Frog	7197.45
	NGRT	200.00
	Virtual Library	2,238.00
	Doddle	5,500.00
	Sisra	1,495.00
	Tassomai	2,300.54
	PiXL Club & Training	3,375.00
	CLA support	6,000.00
	Teachit subscription	199.00
	Resources (text books, cooking equipment, photocopying etc)	5,143.66
	Success Maker	1,738.80
	Ed Lounge	12,000.00
	IDL – SEND and Catch-Up	695.00
	Zoom	4,068.00
FIX It	3,375.00	
COVID - 19 PPE Equipment (35% of the cost)	15,033.00	

Pastoral and Enrichment	Breakfast Club	3,566.00
	AAM and staffing	23,632.50
	Pupil Premium Forum	1,811.00
	Attendance SLA	7,500.00
	TESS	15,722.00
	Wellbeing Buddies training	200.00
	Collaboration with Curious Minds and the 'arts for all' work – one member of SLT cover for one half day per half term	531.00
	Child Action North West	200.00
	Wonde Vouchers (FSMs vouchers)	22,499.50
	FSMs checking services	791.60
Transition	Primary liaison supporting PP students (teaching and support staff)	7,706.25
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
	TOTAL ALLOCATION	<u>344,730.00</u>
FSM Supplementary Income (March 2021)	Recovery Mentor salaries	15,900
	Recovery Mentor training	2,000
	Branding to support SPIRIT Character project	10,000
	TOTAL ALLOCATION	<u>27,900.00</u>

Pupil Premium Income for 2020-21 Academic Year

Ever 6 FSM

For the 2020/21 academic year the school will receive an estimate Pupil Premium Grant of **£344,730** 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:

7/12th of 2020/21 Financial Year PPG	
School numbers on roll	1056**
Pupils eligible for PPG (Ever6FSM)	366
Amount of PPG per pupil	£935
Total amount of PPG	£201,092

5/12th of the 2021/22 Financial Year PPG	
School numbers on roll	1056
Pupils eligible for PPG (Ever6FSM)	366*
Amount of PPG per pupil	£935
Total amount of PPG	£143,638

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.

2021/22 LAC Funding	
Students eligible for LAC	3
Amount of school LAC funding per student	£1,000
Total amount of PPG	£3,000

*estimate – actual figure to be confirmed

**number on roll at October census