

Becket Keys Church of England School

Pupil premium strategy statement – 2021-22



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 within our school.

School overview

| Detail | Data |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------|
| School name | Becket Keys Church of England School |
| Number of pupils in school | 1051 |
| Proportion (%) of pupil premium eligible pupils | 13.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 |
| Date this statement was published | July 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | A Scott-Evans |
| Pupil premium lead | S Trebess |
| Governor / Trustee lead | C Savage |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £113,900 |
| Recovery premium funding allocation this academic year | £15,515 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £129,415 |

Part A: Pupil premium strategy plan

Statement of intent

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Impact of Pandemic has been most significant on disadvantaged students. |
| 2. | Lower KS2 attainment in every year group for disadvantaged students. |
| 3. | Lack of appropriate space to focus, revise and complete work outside of school environment. |
| 4. | Higher proportions of disadvantaged families with emotional and social needs. |
| 5. | Low attendance impacts negatively on learning. |
| 6. | Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature. |
| 7. | New key staff starting in school are going to need swift induction to our standards. These colleagues will need time to embed: <ul style="list-style-type: none">• Designated Safeguarding Lead starting September 2021.• New SENCO starting September 2021.• New Heads of English and Mathematics starting September 2021 |
| 8. | 15 new teachers will not know disadvantaged students. Lack of knowledge, understanding and relationships with these students could make an internal barrier. |

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 |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progress & Attainment of PP students at A Level and GCSE should be (at least) in line with the Main Cohort every year. | For data to show that, despite a very low starting point in 2021, our PP students out-perform the achievement of average students in Essex in Summer 2021 exams. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £222k

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------|
| Close the Gap for PP students | Data will show PP students catching up and closing the gap with main cohort. | Rapidly induct 15 new teachers. Low KS2 starting points. |
| Book Study | | |
| Walk Thrus | | |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11.5k

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------|
| Targeted curriculum intervention | Data will show PP students catching up and closing the gap with main cohort. | Low KS2 starting points. Impact of the Pandemic. |
| Disadvantaged one-page profiles and 'assess plan do review' (ADPR) process. | | |

Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £21.5k

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Attendance officer time | Data will show PP students catching up and closing the gap with main cohort. Attendance and behaviour data will show that conduct of PP students is improving year on year – fewer exclusions, fewer lates, fewer absent and persistently absent. | Low attendance impacts negatively on learning. Impact of the Pandemic. Support new DSL. |
| Find and use an external agency to support with attendance issues | | |

Wider strategies (Engagement)

Budgeted cost: £23.3k

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Review for social mobility. | Data will show PP students catching up and closing the gap with main cohort. Fewer conduct issues in cover lessons. Increasing numbers of PP students taking and passing the Ebacc. | Higher proportions of disadvantaged families with emotional and social needs Low attendance impacts negatively on learning. Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature. |
| Fewer supply teachers from agencies. | | |
| Resources & Provision to improve engagement and emotional & mental health. | | |

Total budgeted cost: £278,300

Part B: 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.

| Initiative | Intended outcome | Impact | Evaluation |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Closing the gaps in mathematics and literacy. | Provision of bespoke learning materials to support students with specific difficulties accessing key aspects of literacy, numeracy and mathematics (specific reference to concrete, pictorial and abstract resources). | Students have not been in school to use them as much as was hoped. However, they have helped students make progress. | Partially achieved, we will continue this project into next year. These projects are well underway. |
| Literacy screening and recovery programme. | To ensure that students unable to access the curriculum because of reading and writing needs are supported. | Students have not been in school to use them as much as was hoped. However, they have helped students make progress when they are in school in reading and spelling. | Partially achieved, we will continue this project into next year. These projects are well underway and are an on-going cost. |
| Prince's Trust | Life skills course for students to improve engagement with learning and a sense of success. The course informs life choices and careers. | All students passed. | Students were highly engaged by the course and much more mature in their attitudes towards learning. This is an on-going project. |
| Attendance officer time | To improve the attendance at school of all disadvantaged students. | Excellent provision of additional support for our pastoral team. | Hard to evaluate accurately due to Covid lockdowns and students self-isolating affecting attendance data. Worked well enough to continue this and enlarge the role. |
| Support from tutors and heads of year conducting 'back to school' interviews. | To intervene quickly with disadvantaged students who have a period of absence. | Disadvantaged students who have been absent are seen by a member of staff on the day of return and reasons for absence explored and areas for support identified. | Hard to evaluate accurately due to Covid lockdowns and students self-isolating affecting attendance data. Now an embedded part of our systems. |
| Inclusion staff – mentors, DSL, SENCO and emotional support mentors including School Nurse. | To provide safeguarding and emotional support directly to enable students to engage effectively in school. Trained tutors, SEN staff and in-school counsellors. | Disadvantaged students have been well supported through the many challenges of this year. They have received emotional, academic and organisational support both in school and at home (during lockdowns and self-isolations) through this model. | Hard to evaluate but TAG data showed that disadvantaged students attained well. However, there was a small gap between the main cohort and disadvantaged students on our internal progress measure. Worked well enough to continue this. |

| | | | |
|---------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Miscellaneous other expenditure | Welfare contributions to individuals towards the cost of uniform and key school trips | Disadvantaged students have been well supported through resources e.g. books, technology, school meal vouchers and curriculum materials. | Hard to evaluate but TAG data showed that disadvantaged students attained well. However, there was a small gap between the main cohort and disadvantaged students on our internal progress measure. Worked well enough to continue this important level of support. |
|---------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------|-----------------|
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