

# Becket Keys Church of England School

## Pupil premium strategy statement – 2022-23



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 ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£111,000
Recovery premium funding allocation this academic year	£22,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,300

## Part A: Pupil premium strategy plan

### Statement of intent

Becket Keys Church of England School has 'Faith in Learning'. We exist to provide an Outstanding Church of England Secondary School in Brentwood. We act as an intrinsically motivated Christian family where there is a relentless drive for excellence. We educate all students irrespective of socio economic background to be academically successful in a broad and balanced curriculum. We seek to see them grow spiritually while developing a moral character. We enrich our students' understanding of the world around them and how to interact with it in the future safely and courageously.

The pupil premium strategy this academic year has been written in the knowledge that the pandemic has widened the gap between pupil premium (PP) and non-pupil premium students nationally and that although disadvantaged students at the school performed better than national statistics suggest they did in other secondary schools, their performance still does not match the performance of non-disadvantaged students at the school. The school acknowledges that there is no single project that will combat this issue and that the programme of support for PP students must be appropriate to suit a personal circumstances and needs.

The school's main focus remains on quality first teaching and the selection of evidence based approaches to improve the life chances of our disadvantaged cohort. Research shows that quality first teaching is the most important lever that will have the greatest impact on the outcomes of all pupils, particularly the disadvantaged. In order to overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for early career teachers as well as recruitment and retention of all staff will be integral in consistently implementing the school's ambitious curriculum. Our focus on cognitive science, metacognition, retrieval practice and feedback will assist our endeavours to ensure that students have a successful curriculum experience.

Despite difficulties with funding, we have ensured that extra support is available for all students with regards to their mental health and wellbeing. We will continue to use PP money to ensure that this provision is supported and promoted.

Our three year plan is intended to continue to maintain the narrow gap we have between disadvantaged and non-disadvantaged students. The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money.

### 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.	Higher proportions of disadvantaged families with emotional and social needs.
4.	Low attendance impacts negatively on learning.
5.	Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature.
6.	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"><li>• Designated Safeguarding Lead started September 2021.</li><li>• New SENCO starting September 2022.</li><li>• New Heads of English and Mathematics starting September 2022</li></ul>
7.	New teachers take time to get to know disadvantaged students each year. Lack of knowledge, understanding and relationships with these students could make an internal barrier.
8.	Lack of appropriate space for disadvantaged students to focus, revise and complete work outside of school environment.

## 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
Excellent Progress for disadvantaged students	In August, P8 for PP students to be at least “above average” and within 0.2 of the main cohort.  In August, the A Level measures for disadvantaged students should be (at least) in line with the Main Cohort.
High levels of participation in clubs.	At the end of each term, for extra curricular registers to show that 100% of disadvantaged students are attending at least one extra curricular activity every week.
Student leadership roles equal	In any leadership situation, at any time in the year, for the % representation of disadvantaged students to be higher than the proportion of such students in the cohort.
Recruitment to Sixth Form equal	In September, the % recruitment of Sixth Form disadvantaged students to be at least in line with than the proportion of such students in Y11 cohort.
Conduct (suspensions)	At the end of each term, for the number of suspensions of disadvantaged students to be lower than the proportion of the cohort they represent.

## 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: £9,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET, Courses, Staff Meeting time and RET Network Meetings: <ul style="list-style-type: none"> <li>Quality First Teaching training for all staff</li> <li>Book Study training for all staff</li> <li>Walk Thrus training for all staff</li> </ul>	A school wide focus on feedback, metacognition and modelling that prioritises PP students is shown in the EEF toolkit to be a successful approach. Pupil Book Study to be used to ensure that students are provided for and have a meaningful voice when reviewing the curriculum, teaching and learning.	Rapidly induct 9 new teachers. Low KS2 starting points.

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted curriculum interventions with teachers (after school, lunchtime, before school, during school day).	Reading comprehension workshops and oral language interventions are known to be highly effective in the EEF toolkit. PP students to be prioritised for access to GCSE and A Level interventions.	Low KS2 starting points. Impact of the Pandemic.
Disadvantaged one-page profiles and 'assess plan do review' (ADPR) process.	Phonics intervention for the least able will also be provided in line with EEF toolkit recommendations.	
Specific teacher assistant led interventions where colleague is trained in a strategy.	If disadvantaged students are more than 1 year behind their peers they will be provided with 1:1 tuition	

## Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £75,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority appointments for Parents' Evenings. Communication home via various means to ensure engagement (MCAS, SMHW and Text Messaging). Information evenings at school.	Increasing parental engagement is known to have a moderate impact in improving outcomes (EEF).	Higher proportions of disadvantaged families with emotional and social needs.
External attendance officer (and associated admin support). Weekly meetings with parents Letters to parents Telephone consultations with parents. Prosecutions for parents.	Increasing parental engagement is known to have a moderate impact in improving outcomes (EEF).	Low attendance impacts negatively on learning. Impact of the Pandemic. Support new DSL.

Pastoral support officer offering direct support to students and parents.	Behaviour interventions are believed to have a moderate impact on learning (EEF)  Pastoral support officer can provide mentoring which is known to offer some impact on learning. (EEF)	Low attendance impacts negatively on learning. Impact of the Pandemic. Support new DSL.
Inclusion and safeguarding manager offering direct support to students/parents.	Behaviour interventions are believed to have a moderate impact on learning (EEF).  Inclusion and safeguarding manager can provide mentoring which is known to have some impact on learning. (EEF)	Low attendance impacts negatively on learning. Impact of the Pandemic. Support new DSL.
Qualified and experienced SENCO taking a lead on PP to provide updates about them in staff briefings to enable all staff to better understand and support them.	SENCO will lead on arranging appropriate mentoring, arranging use of interventions and supporting staff in their quality first teaching. All of which are known to have an impact on learning (EEF).	Rapidly induct 9 new teachers. Low KS2 starting points.

### Wider strategies (Engagement)

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rare use of supply teachers from agencies.	Relying on our own staff to undertake the majority of teaching will mean that consistent use of WalkThrus techniques (metacognition, feedback, modelling) see significant impact (EEF toolkit). Arts participation is known to have a moderate impact on learning (EEF). Homework is thought to have a very high impact on learning although evidence is still limited and use of 'SatchelOne: ShowMyHomework' is our way of setting and checking homework is completed. Tutors, HOYs, SLT offer meetings to raise parent engagement (EEF)	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. Lower KS2 attainment in every year group for disadvantaged students.
Staff (counsellors, mentors), resources & provision to improve engagement and emotional & mental health.		
Laptops for disadvantaged students (and management/supervision of them) will ensure they can access homework activities		
Affordable/subsidised experiences (clubs, competitions, trips, visits, visitors etc).		
Satchel Show My HomeWork		
Digital platforms to support homework: Seneca, Dr Frost etc.		
Regular meetings in school for parents of PP students. Similar format to SEN reviews where progress is slow or keeping up is difficult.		

Total budgeted cost: £133,300

## 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 2021 to 2022 academic year.

Initiative	Intended outcome	Impact	Evaluation
Close the Gap for PP Students. Book Study. Walk Thrus	To help induct new staff and address low KS2 starting points	Narrow gap in terms of progress in all metrics between disadvantaged and main cohort.	Continue with these programmes next year focussing on the most effective elements.
Targetted curriculum intervention.	To increase reading age of all disadvantaged students in line with chronological age.	Gap has closed for all students on the programme. Some are still behind their chronological age.	Use the NTP money next year to continue a similar programme.
One page profiles and ADPR approach	To ensure disadvantaged students' needs are met in the classroom	All teachers more aware of the needs of disadvantaged students and teaching in ways to support them. Gaps have narrowed in terms of progress.	New system now well established. Continue next year with SENCO supervising.
Attendance officer one day per week.	To improve the attendance at school of all disadvantaged students.	Excellent provision of additional support for our pastoral team. Attendance for PP students is much higher than local and national averages.	Hard to evaluate accurately due to Covid still impacting students. Worked well enough to continue this for another year.
Fewer supply teachers from agencies	To provide more consistency for disadvantaged students leading to better learning outcomes, conduct and attendance.	All outcomes were achieved.	Continue to reduce use of ad hoc agency staff and train our own staff to provide cover when required.
Counsellors mentors, DSL, SENCO and other 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 self-isolations) through this model.	Test/exam data showed that disadvantaged students attained well and made good progress. However, there was a small gap between the main cohort and disadvantaged students.  Continue with the provision we have.
Miscellaneous other expenditure	Welfare contributions to individuals towards the cost of uniform and key school trips etc.	Disadvantaged students have been well supported through resources e.g. books, technology, school meal vouchers and curriculum materials.	Test/exam data showed that disadvantaged students attained well and made good progress. However, there was a small gap between the main cohort and disadvantaged students.  Continue with the approach we are taking.

**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