Pupil premium strategy statement

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 students.

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	SET Beccles
Number of students in school	274
Proportion (%) of pupil premium eligible students	130 students 47%
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	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heidi Philpott, Head of School
Pupil premium lead	Ben Willgress
Governor / Trustee lead	Neil Alderton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,279
Recovery premium funding allocation this academic year	£19,285
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	£148,564

https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. In the 2021-2022 financial year, schools will

receive £955 for each student registered as eligible for free school meals (FSM) at any point in the last 6 years.

In the 2021-2022 academic year, the school will receive the following Pupil Premium grant:

Type of premium	Amount (£) per student	Number of eligible students	Total (£)
Children Looked after (LAC)	2,345	4 PPR 5 PP current	£9,380 £11,720 Next year
Children previously Looked after (Post-LAC)	2,345	4 PPR 5 PP Current	£9,380 £11,720 Next year
Ever 6 Free School Meals	955	133 PPR 124 PP Current	£127,015 £118,420 Next year
Ever 6 Service Child	310	0	0
Service Premium	310	5 PPR	£1550

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

'We believe in each and every young person'.

SET Beccles is committed to ensuring each and every student eligible for the pupil premium benefits via this additional funding and is in no way disadvantaged when compared to their peers.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes

detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	**Family support** Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students and their families is poorer due to difficulties home lives. Parents of students in receipt of Pupil Premium that display poor learning behaviours have been asking for further help at home. Parents are often finding it difficult to find strategies that they can implement at home to support positive behaviours in their children.
2	**Lower levels of literacy (including vocabulary deficit);** Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 this year, 55% of our disadvantaged students arrive below age-related expectations compared to 37% of their peers. This gap is commonly seen in each year of entry and remains steady during students' time at our school.

3	**Academic achievement gap between disadvantaged and other students upon entry;**
	The Maths and English attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with multistep questions.
	Assessments on entry to year 7 indicate that 55% of our disadvantaged students arrive below age-related expectations compared to 37% of their peers (Using a combination of CAT4 and in school assessments)
4	**Motivation, dedication and aspirations**
	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their motivation to be independent learners is poor.
	Pupil premium students have struggled to motivate themselves to revises for Exams in particular KS4 years for mock examinations. In the most recent mock examinations, there was a clear disregard for the importance of the exam from disadvantaged student in particular
5	**Poorer Attendance**
	Our attendance data indicates that attendance among disadvantaged students has been between 8-10% lower than for non-disadvantaged students.
	55% of disadvantaged students have been 'persistently absent' compared to 46% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
6	**Access to ICT**
	In a recent survey pupil premium students were more likely to have limited access to ICT (devices and Wi-Fi) during 'lockdown'. As the internet provides a large wealth of current information students who do not have access to a useable laptop/Chromebook with internet access are at a disadvantage. This limitation continues post lockdown.
7	**Low take up of International Languages at KS4**
	Social backgrounds increase the lack of engagement in International Languages. We have seen a decrease in the number of disadvantaged students wanting to study Modern Foreign languages at GCSE.
	Students in receipt of PP have fewer opportunities for enrichment and therefore less access to cultural and social experiences which would

	enhance their skills, knowledge, understanding and excitement to learn another language (Cultural Capital);

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
Attainment , EBacc and Languages Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 60% or more of disadvantaged students enter the English Baccalaureate (EBacc). In last year's year 11 this figure was 40% reducing further this year to 18%. 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: • an average Attainment 8 score of 4.1 • an EBacc average point score of 3.5 currently 2.9
Literacy Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Reading age assessments for disadvantaged students will be more in line with their age.
Motivation Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding it supported by homework completion rates across all classes and subjects. Sustained high levels of from 2024/25 demonstrated by: • Improved motivation towards exams from invigilators/teacher feedback and attendance to revision sessions. • Increase in submission of homework. • challenging tasks are accepted as the norm by students for all backgrounds evidence produced from learning observations. • Improved engagement in lessons.
Family Support	Sustained high levels of wellbeing from 2024/25 demonstrated by:

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	• qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
Attendance To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all students being no more than 6%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 5%. • the percentage of all students who are persistently absent being below 25% and the figure among disadvantaged students being no more than 5% lower than their peers.
I**CT Access** To improve ICT access for all our students including those who are disadvantaged	Assessing family needs of our disadvantaged families from Y7 will be more rigorous and systematic so lack of ICT is not a barrier to learning. By 2024/25 ICT will be available to all students (no matter background) throughout their journey at SET Beccles.

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: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. CAT4 and Progress testing. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2, 3,5
Developing metacognitive and self-regulation skills in all students. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:	3, 4, 5

	KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for disadvantaged students, followed by subjects identified as priorities.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tu-	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	2, 3, 5

| toring will be disadvantaged, including those who are high attainers. | Tutors for core subjects employed to close the knowledge gap.

MyTutor used for extended home/remote learning to improve Knowledge gaps | |

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions.

This includes training for school staff, collaboration with our local behaviour hub and teacher release time. | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:
Cognitive Behavioural Therapy - Youth Endowment Fund
EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:
Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk) | 5 |
| Embedding principles of good practice set out in DfE's Improving School Attendance advice.
Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Family support	We acknowledged the vital role we play in promoting good mental health; not just in children, but in families as a whole. Given the link between parental mental health problems and mental health problems in childhood/adolescence, schools and colleges were keen to promote positive mental health for the whole family, to signpost to support and (in some cases) to support parents directly. In particular COVID 19 has caused significant gaps in parental face to face contact and support we would normally provide. To support the families of our disadvantaged students we need to significantly improve out outreach to families through specific and dedicated staffing roles. This will enable more personal and greater outreach than we could facilitate through our regular staff. Evidence and strategies can be found : DFE: Engaging parents and families	1
Improving ICT access at home for our students	Increased communications home around ICT and homework to ensure ICT barriers are identified quickly from Y7. Devices for schools, colleges, academy trusts and local authorities Disadvantaged students who don't have sufficient ICT facilities will be loaned sufficient resources to get them online and accessing online content.	3,6

Total budgeted cost: £129,279

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 students in the 2020 to 2021 academic year.

The performance of disadvantaged pupils has been lower in the previous 2 years than we would like specifically in key areas of the curriculum. EBacc entry was low at 40%, which is one of the lowest we have had and below the target we were aiming for and the DFE are also looking for (75%).

Despite disadvantaged students doing extremely well in year (2018), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised due to school closures.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Google classroom "Meets" and Oak National Academy. PP funding was used to buy Chrome books and internet routers to ensure all students could access these platforms.

Although overall attendance in 2020/21 was disrupted it was good compared to national average at 91.5%. At times when all students were expected to attend school, absence among disadvantaged students was 4% higher than their peers and persistent absence 16% higher. These gaps are larger than in previous years and is currently very volatile due to high levels of illness, which is why attendance is a focus of our current plan.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used student premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan. In particular supporting the families of the disadvantaged students as well as in school approaches.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have set up school clubs for service children and enrichment activities such as music lessons and enrichment visits. We have a regular daily breakfast club which supports friendships between service students. A dedicated member of staff is available to support service students with anxiety and loss when a family member is deployed.
What was the impact of that spending on service pupil premium eligible students?	100% of all service children attended enrichment clubs. All service children attended Enrichment and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.

- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.

- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review using our Trust lead on PP and Trustees responsible for PP to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.