



BKS Pupil premium strategy statement: Academic Year 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 had within our school.

Please note that although this plan is for the year 23.24 and review for 22.23, our pupil premium strategy is a 3 year plan (22-25).

School overview

| Detail | Data |
|---|--------------------------------------|
| School name | Becket Keys Church of England School |
| Number of pupils in school | 1108 |
| Proportion (%) of pupil premium eligible pupils | 8.75% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-26 |
| Date this statement was published | July 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | A Scott-Evans |
| Pupil premium lead | S Trebess |
| Governor / Trustee lead | C Savage |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation expected this academic year | £121,000 |
| Recovery premium funding allocation expected this academic year | £26,000 |
| 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 | £147,000 |

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 our school regularly perform better than their disadvantaged peers nationally and the gap here between the main cohort and PP students is small, the progress of PP students is always very important to us. National and local statistics make clear that PP students are significantly less likely to do well academically, socially and emotionally. The school acknowledges that there is no end to this project nor is there one panacea.

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. To overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for all teachers is integral in consistently implementing the school's ambitious curriculum. Our current focuses are on oracy, reading, cognitive science, metacognition, retrieval practice and feedback. These are crucial 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 excellent progress we see disadvantaged students make here compared to their non- disadvantaged peers. 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 need on-going induction to our standards. These colleagues will need time to embed: <ul style="list-style-type: none">• Designated Safeguarding Lead started September 2021.• New SENCO started September 2022.• New Heads of English and Mathematics started September 2022. |

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| 7. | New teachers take time to get to know disadvantaged students each year. Lack of knowledge, understanding and relationships with these students could create an internal barrier. |
| 8. | Lack of appropriate space/equipment 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 GCSE exams, the P8 for PP students to be maintained at least "above average" and never more than 0.2 below 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 extracurricular registers to show that 100% of disadvantaged students are attending at least one extracurricular activity every week. |
| Student leadership roles equal | In any leadership situation, at any time in the year, for the PP students to be proportionately represented. |
| Recruitment to Sixth Form equal | In September, the % recruitment of Sixth Form disadvantaged students to be at least in line with 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: £9,000

| 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"> Quality First Teaching (Becket Keys 5) training for all staff Book Study training for all staff | School wide foci: spoken literacy, reading, homework, parental engagement, feedback, metacognition and retrieval practice. All to prioritise PP students. These are shown in the EEF toolkit to be a successful approaches. 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 new teachers. Low KS2 starting points. |

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

Budgeted cost: £9,000

| 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. | Low KS2 starting points. Impact of the Pandemic. |
| Mentoring through Year 10 and Year 11 for PP students to encourage and equip them to stay for Sixth Form despite lower starting points. | PP students to be prioritised for access to GCSE and A Level intervention. | |
| 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: £108,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Priority appointments for Parents' Evenings. Communication home via various means (Satchel One, My Child at School, Newsletter, Social Media) | Increasing parental engagement is known to have a moderate impact in improving outcomes (EEF). | Higher proportions of disadvantaged families with emotional and social needs. |

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| etc) to ensure engagement. Information evenings at school. | | |
| External attendance officer (and associated admin support). Weekly meetings with parents. Letters to parents. Telephone consultations with parents. Prosecutions for parents whose children have persistently low attendance. | 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 new staff. Low KS2 starting points. |

Wider strategies (Engagement)

Budgeted cost: £21,000

| 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). | Higher proportions of disadvantaged families with emotional and social needs. Low attendance impacts negatively on learning. |
| 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 | | |

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| etc). | 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. | Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature. |
| Satchel One: Show My HomeWork | | |
| Homework Club staffed by teachers every day after school with free computer access and printing for every student. | | |
| Digital platforms to support homework: Seneca, GCSE Pod, Active Learn, 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. | Tutors, HOYs, SLT offer meetings to raise parent engagement (EEF) | Lower KS2 attainment in every year group for disadvantaged students. |

Total budgeted cost: £147,000

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 2022 to 2023 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 Assess Plan Do Review (APDR) 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. | Working 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 | Disadvantaged students have been well supported through re- sources e.g. books, technology, school | Test/exam data showed that disadvantaged students attained well and made good |

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| | and key school trips etc. | meal vouchers and curriculum materials. | progress. However, there was a small gap between the main cohort and disadvantaged students. Continue with the approach we are taking. |
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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 |
|-----------|----------|
| N/A | N/A |