



Pupil Premium Impact Report 2020

Bedford Free School is committed to ensuring every pupil eligible for the pupil premium benefits via this additional funding and is in no way disadvantaged when compared to their peers.

We aim to:

- Draw on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to direct funding to a school offer that is most likely to maximise achievement.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Minimise potential barriers to learning and thereby maximise progress and achievement.
- Advantage the most disadvantaged pupils through a whole school and sometimes more targeted offer
- Ensure all pupils eligible for the pupil premium make outstanding academic progress and achieve beyond expectations
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent
- Ensure we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Ensure parents of disadvantaged children understand they can make a positive contribution to their children's achievement at Bedford Free School by working alongside the school in harmony and recognising that parent involvement makes a difference.

In 2019/20, the pupil premium funding at Bedford Free School was £114,070.

This is allocated in the following ways: Contribution towards staff costs: £91,256 contribution towards non-staff costs £22,814

Year group	Cohort No.	PP	Percentage
Y7	99	32	32%
Y8	107	34	32%
Y9	100	25	25%
Y10	101	22	22%
Y11	99	17	18%
Total	506	130	26% (National average: 28%)



We take a tiered approach to Pupil Premium spending, allocating resources to improve teaching, provide targeted academic support and other wider whole-school strategies. Pupil Premium funding will be used to support, contribute to or enable the following:

The pupil premium allocation was used in the following ways: (please see the updated Pupil Premium Strategy for further details)

Improving teaching:

What	Who	When	Comment	RAG	Review / Comment
Ensuring all pupils have access to a high quality well sequenced knowledge-rich curriculum	All teachers	On going	Educated citizens, cultural capital, identified and addressing the knowledge deficit, especially for disadvantaged pupils. Includes the specific teaching of tier 2 and tier 3 vocabulary. 100% books contain knowledge organisers which sequence core knowledge.	Orange	Continued curriculum development within department Trust training day to focus on curriculum development and leadership (14 th Feb) Continue to improve the sequencing and quality of the curriculum across the school
Appointment of professional tutors to oversee professional learning and development	TBL	September 2019	Professional tutors oversee ITT, NQTs, new staff and professional learning / staff development.	Green	Consider appointments for September 2020 TWO now leading PTs Continued development of ECF to support early career teachers to become expert teachers quicker
Delivering an extensive Professional Development Programme to ensure all staff are experts in delivering Quality First Provision.	MBU/BGO Director of education	From September 2019	Whole-school professional learning includes for example, cognitive science, assessment theory, literacy and vocabulary, and curriculum sequencing. It also includes academic reading and literature, tight structures and routines, consistency of classroom management and teaching strategies across the school – (Teach Like a Champion). Promotion of QFT through ‘Small School, know your pupils’ mantra.	Green	Professional learning has focused on key priorities including QFT TWO/SST/ PTs to consider what Professional learning will look like from September 2020, focusing on how to develop subject expertise and specific department professional development
Data driven instruction & pupil level monitoring	Teachers	On-going (as defined by QA cycle)	Data driven instruction – regular monitoring of progress and subsequent action taken where necessary at subject / department level. Close monitoring of PP pupils.	Green	Introduction of new RAP (Raising attainment plan) DDI meetings to review cohort overview and identify additional need
Extensive programme of induction for trainees, NQTs and inexperienced staff. Supporting early career teachers through the ECF.	MBU/BGO, NQTs, trainees	Weekly	Colleagues new to the profession improve rapidly and become expert teachers quicker	Green	PTs to review and audit professional learning for trainees / new staff. This will inform the development of the programme / diet for next year



Photocopied booklets provided in most subjects for all students to cater for literacy friendly support	Whole school	Provided by most subjects	Literacy friendly, knowledge-rich booklets, promotion of tier 2 and tier 3 vocabulary. Enables pupils to read ahead and makes catching up on any missing work easier and more straightforward.		Professional learning has focused on cognitive load, directing pupil attention effectively and how booklets can be designed to support these. Continued development and promotion of tier 2 and tier 3 vocabulary.
Deployment of well-qualified learning mentors	Where there is a deemed need	On-going	Additional teaching, learning and social development opportunities. Learning mentors have a specialism, English, Maths and EAL.		Learning mentors being deployed effectively and increasingly taking on small class teaching. Support in English and Maths for catch up is highly effective.
Dedicated Assistant SENCO	CCR	On-going	Supports the SENCO to identify pupils who require support and deliver effective intervention to ensure impact		
Smaller than average teaching class sizes through additional staffing (English and Science)	All year groups – lower sets		Five teaching groups in Y11 for English and Science		This is working well in English to support the least able and challenge the most able. Staffing demands in Science from January 2020 meant this was no longer possible in Y11. Staffing for next year will enable this to happen again.
Commitment to release staff to visit other schools and learn from great practice in other settings	All staff	On-going	All staff professional learning opportunities for development in their subject field and area of expertise.		PTs to audit school visits and provide a report to SLT
Review the ‘Missing talent’ research paper to explore and highlight the importance of support for PP pupils with higher prior attainment.	MBU/BGO/DoE	January training day 2020	Focus for QFT. Staff to be more aware of the challenges faced by PP pupils with higher prior attainment. Create additional professional learning opportunities within departments to discuss department approaches and foster collaboration		Paper reviewed and shared with staff as part of QFT focus during January training day. Focus on higher attaining PP pupils through DDI conversations. Focus on securing attainment for PP at 5+ in English and Maths. Department development plan focus. Monitored via line management and DDI. Consider creating additional professional learning opportunities within departments to share best practice.
January staff training day – Quality first teaching element to focus on developing further awareness of PP and SEN.	TBL/JHE/DOE	January training day 2020	Develop further staff awareness of potential barriers faced by PP pupils (especially pupils with higher prior attainment). Possibility of external speaker.		January’s staff training day focused on supporting SEND and disadvantaged pupils through quality first teaching. Additional time was dedicated to departments to work on curriculum priorities and to develop the BFS coaching model with middle leaders.

Targeted academic support:

What	Who	When	Comment	RAG	Review / Comment
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Morning Meeting	Whole school	Four times a week 8:30am-9am	Includes weekly vocabulary and numeracy development		New word warriors introduced in September. New numeracy drills introduced in January for Y8-Y11. Review and adapt as required. Feedback positive from pupils and teachers.
DEAR (Drop everything and read)	Whole school	Dedicated ½ hour with tutor or Learning Mentor at lunch	All pupils read together and take turns to read out loud. Pupils read the Classics and other great works of literature so by the time they leave BFS they are exceptionally well read. Some pupils will access guided reading sessions during this time delivered by learning mentors.		NME has delivered training for staff on the importance of DEAR and cultural literacy. Reading Reconsidered training to be delivered to all staff during February's training day. NME to consider how to develop DEAR further for September 2020
1:1 and keyworker support	Where there is a deemed need. Learning mentors and Behaviour learning mentor	Varied from pupil to pupil	LM targeted support		LM supporting key pupils in lessons
Prep support	Targeted students (prep support)	Daily	Overseen by learning mentors- targeted drop ins or 1-1 support		Targeted prep support for identified pupils. Overseen by CCA. Additional pupils identified as a result of RAP DDI. Continue to monitor and review.
Subject intervention / tutoring after school Y11 holiday intervention and summer work	Targeted pupils, overseen by teachers / HoDs	Weekly / holiday intervention	Daily subject intervention provided by teaching staff as per subject rota. Targeted pupils / groups to improve achievement / progress.		Subject intervention taking place Y11 revision sessions planned for February / Easter / May. Pupil update has been high.
Y11 revision guides	PP pupils, overseen by HoDs	Provided during Y11	Revision guides provided to PP pupils by departments.		New processes being put in place to systematise the allocation of resources for PP pupils. This will make it more consistent and increase effectiveness overall.
Homework club	Whole school	Daily	Homework club runs every day after school from 4pm-6pm (Mon-Thurs) 3:30pm-5:30pm (Fri). Overseen by learning mentors.		CCA / JHE to audit attendance to HW club for PP
Times Tables Rockstars	Year 7 students	Morning Meetings (4 days a week)	<i>Tables Rock Stars</i> is a carefully sequenced programme of daily <i>times tables</i> practice undertaken as part of Morning Meetings. Each week concentrates on a different <i>times table</i> , with a consolidation week for rehearsing the <i>tables</i> that have recently been practised every third week or so.		
Lexia	Pupils with low literacy levels	Morning Meetings (4 x weekly)	Programme to enable weaker readers to learn sound patterns, comprehension and grammar as well as develop reading skills. Delivered in Morning Meetings (3 days a week) with targeted pupils.		



Y11 academic mentoring	Targeted pupils led by SLT	Throughout Y11	Pupils seen regularly for academic mentoring led by a member of SLT. Review post mock results and follow up at Progress Evenings with parents.		SLT running 2 nd cycle of Y11 academic mentoring
Y11 Study Club	Targeted pupils led by SLT	From January 2020	Study Club supports pupils who may need help with completion of HW, support with revision as well as personal organisation and preparation for the exams.		Target pupils identified and pupils attending from 28 th Jan onwards
McGraw Hill Reading / Writing Programme	GSC/CCA Targeted students	In some of their English sessions as break out	Focus in Y7 Set 5		
Maths Direct Instruction Programme	NBE/ Targeted students	In some of their Maths lesson or break out groups	Focus in Y7 Set 4		Placement tests completed for Y7. Direct instruction intervention has begun for 20 students as identified by the placement tests. The outcomes of these tests do correlate with KS2 data for the majority. However, there are 12 students who came in September below expected who are accessing the year 7 curriculum and did not flag up as below expected on the placement tests. These students have remained in mainstream classes. 14 students placed on level D – one level below normal year 7 curriculum. Their program is being delivered by JBR. 6 Students placed on level C – 2 levels below normal year 7 curriculum. Their program is being delivered by RMO. NBE is monitoring closely how the program progresses, observing lessons once per week and getting regular feedback from the 2 teachers delivering. Continue to review and analyse to evaluate the impact.
Strategic deployment of software to support learning, including: Showmyhomework, SAM learning & HegartyMaths	HoDs	On-going	Increased opportunities to consolidate learning and provide targeted support / revision materials. Couple with after school HW club to ensure full access to computers.		Addition of Focus Education platform in Science which delivers some of the core practicals via simulation. This will support the delivery of core practicals for all pupils, enable catch up and support any pupils accessing the curriculum via AP.
KS4 Transition for new Y10	FFO	Autumn Term	Carefully monitor gaps between PP and Non-PP for the new Y10 cohort and their transition to KS4. Identify pupil who may need additional support early so early intervention work can take place within department from the start of KS4. Includes parents briefing 'What to expect from KS4'.		Continued monitoring through DDI / DDI RAP meetings
Review forecasts for new Y11 PP pupils with higher prior attainment and consider to what extent they may need additional intervention to ensure they maximise their full potential.	FFO	Autumn Term	Link to Y11 Academic mentoring. SLT appointments at Progress Evening and wider targeted support within departments. Monitor via DDI.		Continued monitoring via DDI and data analysis from key assessment points. PP: +0.65 Non-PP: +0.89



Review intervention and support required for PP pupils in maths particularly at 5+ in Y10/Y11.	DoM	Autumn Term			Included within Maths Development Plan. Intervention and strategies now in place. NBE to monitor and review. SST to review via line management meetings and DDI.
Continued PP literacy intervention required in Y8 for pupils who have not made sufficient advancement in reading ages by the end of Y7	JHE/CCR	On-going	Review and implement strategies to support the continued development of PP pupils in Y8 who have not made sufficient advancement in Y7.		DI programme running in Y8 English CCA supporting key pupils with targeted interventions

Wider whole-school strategies:

What	Who	When	Comment	RAG	Review / Comment
Hardship fund	Pupils who qualify	On-going	Financial support with equipment purchases, residential/daily trips, provision of revision resources and equipment. Increase music participation through part funded music lessons for PP. Increase access and awareness of the hardship fund through trip letters and messages direct to parents.		Applications to the hardship fund are still low but now increasing Updated charging and remission policy introduced New letters and wording is having impact as more parents have enquired about financial support, awareness is growing New hardship form being designed by JHI (CFO) and will be placed on the website and signposted via letters TBL/JHI have agreed a system and process for the allocation of hardship funds via the finance team
Electives (The wider curriculum)	Whole School	Once a week (1:30hrs)	Every pupil accesses school clubs including nurture clubs for targeted pupils		Duke of Edinburgh Award approved and will be led by NME. This will bring further structure and rigour to the electives. MCO to continue to review and enhance the electives offer.
Catch-Up club	Any child who is a Persistent Absentee (attendance <90%) and/or whose attendance is below 95% in the last ten school weeks	Twice weekly (2:15hrs)	Student's catch-up on work missed and can do their homework so that they may rest at home.		Whole school attendance: Jan 2020: 95.7% (last review prior to lockdown) PP: 93.95% Non-PP: 96.33% Need to monitor attendance carefully for these subgroups. FFO and PLs to monitor and track key individuals.
Extended school day		Every day	Include morning meeting, DEAR (reading programme), prep and electives. School open from 7:30am-6pm – designed for working families in mind.		



HW Club	All	16:00-18:00 (17:30 Friday) each day	Provide time and space for pupils to undertake homework after school, including access to computers and learning mentor supervision.		CCA / JHE to audit attendance to HW club for PP																																							
Well-qualified and experienced Pastoral Leaders and school counsellors	Where there is a deemed need		Additional teaching, learning and social development opportunities. High quality pastoral support and care. Clear focus and priority on improving attendance.		PLs to audit access for PP pupils																																							
Enhanced activities week	FFO		Greater range of enrichment activities and trips, including university experiences and Snowdon. Expanding cultural capital for all pupils.		FFO to develop this year and ensure a great range of opportunities are in place for all pupils.																																							
Appointment of teacher to support the delivery of PSHE	SSH (FFO)	On-going	High quality PSHE		This has proved highly effective. SSH has prepared great resources and is running individual session for SRE.																																							
Appointment of a careers advisor and implementation of a comprehensive careers programme	Targeted pupils	On-going	Careers interviews for targeted pupils – PP pupils to have interviews to consider Next Steps. All PP pupils have clear understanding about next steps and successful application for Post-16 intended destinations.																																									
Y6 1-1 transition meetings and parental support briefings	Y6 transition. Led by SLT and teaching staff	Summer term	Smooth and successful transitions for new Y6 pupils. Clear focus on pastoral and academic transition. Increased engagement with parents and clear understanding of BFS way.		Enhance transition meetings for SEN need / information collection.																																							
More strategic monitoring of PP pupils for wider enrichment engagement	MCO	On-going	Data capture for all enrichment opportunities including trips, sporting activities, Snowdon and Activities week. Increased monitoring and awareness of PP engagement.		<p>Monitoring is improving with better data collection through trip planning. MCO led staff training.</p> <p>Continue to increase PP participation and widening opportunities for pupils.</p> <table> <tr> <td>School Musical</td> <td>40%</td> <td></td> </tr> <tr> <td>BFS's got Talent</td> <td>23%</td> <td></td> </tr> <tr> <td>Easter Concert</td> <td>21%</td> <td></td> </tr> <tr> <td>Fiddle Fiesta</td> <td>20%</td> <td></td> </tr> <tr> <td>CCF</td> <td>17%</td> <td></td> </tr> <tr> <td>English speaking union</td> <td>17%</td> <td></td> </tr> <tr> <td>Wadham college project</td> <td>33%</td> <td></td> </tr> <tr> <td>RE Trip</td> <td>24%</td> <td></td> </tr> <tr> <td>Geography field trip</td> <td>21%</td> <td></td> </tr> <tr> <td>Art National Gallery workshop</td> <td>18%</td> <td></td> </tr> <tr> <td>HW Catch up elective intervention</td> <td></td> <td>22%</td> </tr> <tr> <td>Sports Leaders</td> <td>20%</td> <td></td> </tr> <tr> <td>Wimbledon Trip</td> <td>27%</td> <td></td> </tr> </table>	School Musical	40%		BFS's got Talent	23%		Easter Concert	21%		Fiddle Fiesta	20%		CCF	17%		English speaking union	17%		Wadham college project	33%		RE Trip	24%		Geography field trip	21%		Art National Gallery workshop	18%		HW Catch up elective intervention		22%	Sports Leaders	20%		Wimbledon Trip	27%	
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Close monitoring of PP pupils with increased data collection to support evaluation and impact.	SLT	On-going	Continued use data analysis systems and DDI to monitor academic performance, increase attendance data, exclusions, pastoral support and enrichment data feedback / review.		Clear PP strategy in place with regular review through DDI, data analysis and formal strategy review.
Establish a link Governor specifically for PP	TBL/LGB	Autumn	Link Governor to review strategy twice a year. Strengthen monitoring and further evaluation of the impact of this strategy.		Link governor appointed (RJ) TBL met with RJ to review PP strategy in January 2020

Impact of National Lockdown

Following the start of the first national lockdown at the end of March 2020, the school was closed to the majority of pupils, meaning many of the support measures outlined above could not be implemented. However, we continued to support disadvantaged pupils in the following ways:

- The school remaining open for the children of key workers and select pupils who were identified as having specific educational needs or being particularly vulnerable
- High-quality remote education provided for all pupils, primarily based on student work booklets which have been created with supporting literacy in mind
- A bespoke programme of remote education for targeted SEN pupils
- Our Pastoral Leads and Learning Mentors showed enormous dedication throughout the period, redirecting all of their work to supporting disadvantaged pupils and their families through regular phone contact and home visits
- Home visits from members of SLT for select pupils
- A daily online register providing the opportunity for all pupils to raise concerns and seek support
- Extensive in-school provision for year 10 pupils in the Summer term once the regulations changed to allow this. Pupils were taught academic lessons in almost all of their subjects, in conjunction with ongoing remote learning. Lessons were well attended.



Impact report

*Estimated figures

**The figures for 2019-20 are based on GCSE results awarded by the exam board based on centre-assessed grades

***These predictions are based on in-class teacher assessments and professional judgement. Pupils have not yet completed a mock exam.

	Year 11 2017-18				Year 11 2018-19				Year 11 2019-20**				Year 11 2020-21 current prediction***			
	Pupil Premium		Non-Pupil Premium		Pupil Premium		Non-Pupil Premium		Pupil Premium		Non-Pupil Premium		Pupil Premium		Non-Pupil Premium	
	BFS	Nat.	BFS	Nat.	BFS	Nat.	BFS	Nat.	BFS	Nat.	BFS	Nat.	BFS	Nat.	BFS	Nat.
Cohort	26		69		27		72		23		73		16(?)		80	
P8	-0.14	-0.44	0.63	0.13	0.49	-0.45	0.8		0.9*		1.19*		0.3*		0.8*	
Att8	37.18	36.7	50.02	50.1	42.2	36.7	51.2		50.61		53.7		41.56		50.36	
5A* to C Inc EnMa 4+	35%	N/A	68%	N/A	52%		64%		69%		69%		74%		75%	



English

4+	81%	N/A	87%	N/A
5+	58%	N/A	70%	N/A
7+	4%	N/A	25%	N/A

67%		83%	
52%		57%	
15%		26%	

87%		85%	
70%		69%	
26%		34%	

81%		80%	
38%		60%	
19%		23%	

Maths

4+	38%	54%	74%	78%
5+	27%	32%	49%	58%
7+	4%	9%	14%	24%

52%		76%	
33%		53%	
7%		28%	

87%		74%	
61%		53%	
13%		34%	

75%		88%	
63		75%	
6		25%	

English and Maths

4+	38%	44.5%	74%	71.5%
5+	23%	24.9%	48%	50.1%

52%		67%	
33%	24.7%	46%	

78%		70%	
57%		47%	

69%		78%	
31%		54%	

Ebacc

4+	19%	12.1%	55%	28.5%
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44%		50%	
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65%		52%	
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38%		68%	
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5+	12%	7.2%	35%	20.2%	26%		38%		39%		37%		25%		39%	
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Year 11 2019-2020 Data**

2019-2020 FFT05 attainment targets for English and Maths

	Pupil Premium	Non-Pupil Premium	Gap
Achieving maths and English 9-4 (standard pass)	74%	79%	-5%
Achieving maths and English 9-5 (strong pass)	48%	55%	-7%
English 9-4 (standard pass)	91%	92%	-1%
Maths 9-4 (standard pass)	78%	80%	-2%
English 9-5 (strong pass)	61%	68%	-7%
Maths 9-5 (strong pass)	52%	58%	-6%

2019-2020 attainment for English and Maths**

	Pupil Premium	Non-Pupil Premium	Gap
Achieving maths and English 9-4 (standard pass)	78%	70%	+8%
Achieving maths and English 9-5 (strong pass)	57%	47%	+10%
English 9-4 (standard pass)	87%	85%	+2%
Maths 9-4 (standard pass)	87%	74%	+13%
English 9-5 (strong pass)	70%	69%	+1%
Maths 9-5 (strong pass)	61%	53%	+8%

2019-2020 Progress 8 by prior attainment band**



	PP	No. PP pupils	Non-PP
All	0.9	23	1.19
L	1.17	4	1.21
M	0.77	12	1.19
H	0.98	6	1.17

(No KS3 data is provided because pupils did not sit examinations in the summer term 2020)

Year 11 2018-19 Data (last externally assessed data set)

2018-2019 FFT05 attainment targets for English and Maths

	Pupil Premium	Non-Pupil Premium	Gap
Achieving maths and English 9-4 (standard pass)	70%	74%	-4%
Achieving maths and English 9-5 (strong pass)	33%	53%	-20%
English 9-4 (standard pass)	85%	88%	-3%
Maths 9-4 (standard pass)	70%	75%	-5%
English 9-5 (strong pass)	59%	63%	-4%
Maths 9-5 (strong pass)	37%	61%	-24%

2018-2019 attainment for English and Maths

	Pupil Premium	Non-Pupil Premium	Gap
Achieving maths and English 9-4 (standard pass)	52%	64%	-12%
Achieving maths and English 9-5 (strong pass)	33%	46%	-13%



English 9-4 (standard pass)	67%	83%	-16%
Maths 9-4 (standard pass)	52%	76%	-24%
English 9-5 (strong pass)	52%	57%	-5%
Maths 9-5 (strong pass)	33%	53%	-20%

2018-2019 Progress 8 by prior attainment band

	PP	No. PP pupils	Non-PP
All	0.39		
L	0.52	6	1.19
M	0.6	17	0.81
H	-0.51	2	0.82

Average attainment at KS3:

	Y7	Y8	Y9
PP	55%	54%	52%
Non-PP	60%	58%	61%
Gap	5%	4%	9%

Summary:

- A positive and thriving school for **ALL** pupils
- Progress 8 score for PP in 2019, our last set of externally assessed data, was +0.49 compared to a national average of -0.45. The 'class of 2019' arrived at school at age 11 with starting attainment significantly below average, and left at age 16 with attainment significantly above average. GCSE results were the best in Bedford and the local area.
- In 2019, 44% of PP pupils achieved EBacc at 4+ (50% non-PP) and 26% at 5+ (38% non-PP). Both are well above national averages.
- PP pupils were predicted to achieve similarly well or better in 2020 based on teacher assessments and mocks completed before the lockdown.
- 88% of PP pupils will be entered for the EBacc in 2021 (94% Non-PP)



- Prior to lockdown, all pupils had access to a range of enrichment opportunities
- Hardship Fund supported access to enrichment opportunities (including the electives)
- Vast majority of pupils in Y11 had intended destinations for education, employment and training in 2020
- Pupil attendance is significantly higher (96.2%) than local and national average (Bedford 94.88%, National 94.64%)
- In previous years, the percentage of all pupils taking part in a sporting fixture or sports leadership opportunity is incredibly high, exceeding 90%
- On average over 90% attendance of parents at parents evenings

The school has made great progress on ensuring P8 scores for PP have improved significantly. 2019 was the first year PP pupils have achieved a positive progress 8 score, which was significantly above the national average for this sub-group. Both non-PP and PP pupils have increased their P8 score compared to previous years and whilst there is still a gap present, it had been reduced by (0.29) on the previous year.

Although difficult to fully quantify, disadvantaged pupils disproportionately benefit from our longer school day, additional opportunities for the development of literacy and numeracy, as well as opportunities to undertake homework within the school day. PP pupils also benefit from excellent attendance due to the school's approach to monitoring, and intervening with attendance, through the work of Pastoral Leaders and whole-school strategies such as 'Catch up Club' and 'Golden Time'. A very strong offer of enrichment opportunities, increases the cultural capital of all pupils but disproportionately advances those from disadvantaged backgrounds. Our electives, sporting fixtures, leadership opportunities and activities week provide an array of high-quality enrichment.

Pastoral support:

There is a dedicated team of four members of staff provided for pastoral care beyond the tutor. Three of them have dedicated year groups and support in enabling all the pupils in their care to be able to effectively access learning by overcoming barriers. They support in areas such as safeguarding, attendance, mental health and wellbeing, home-school liaison, academic achievement and behaviour. The fourth member of the team is a behaviour specialist and focuses on working alongside targeted pupils to help them ensure their conduct is fit for school and in particular for learning. School counsellors are available to pupils in school so where there is a referral pupils are able to access the support easily. This ensures barriers are minimised and pupils access learning.

A team of well-qualified Learning Mentors:

A team of well-qualified and experienced Learning Mentors provide for a variety of bespoke interventions such as Guided Reading, nurture clubs, prep support, 1:1 tutoring and some in-class support. The learning mentors are able to provide Keyworker support where there is need which goes beyond that which a tutor or Pastoral Support provides. This ensures all pupils regardless of any additional need are able to access the curriculum.



Quality First Teaching:

We understand the importance of ensuring quality first teaching. We aim to address most pupil's needs through Wave 1 teaching. This enables the effective inclusion of all pupils in high-quality everyday personalised teaching. Teach Like A Champion (TLAC) provides the back bone of our approaches to teaching. Teach Like a Champion' offers effective teaching techniques to help teachers become effective practitioners in the classroom. These powerful techniques are concrete, specific, and are easy to put into action in every lesson. They are embedded so they become habitual routines and pupils respond to them without request. All staff are expected to put the BFS TLAC non-negotiables into practice. TLAC also provides a common language for classroom management, routines with tight and consistent structures and high expectations of how pupils should behave. We use photocopied work booklets that provide a great basis for quality first teaching. They contain the subject text, which pupils can interact with for example by highlighting keywords etc. visual clues and images, the lesson content, scaffolding, chunking and dual coding. The best way to ensure pupils make progress is to harness the power of quality feedback. There are regular low stakes quizzes and official Data Driven Instruction conversations take place between Heads of Department and SLT take place after more formal assessments approximately every half term. In addition, we utilise professional learning and staff briefings to deliver a clear messages around Wave 1 support.

QFT in summary:-

- Tight Structures and routines
- Booklets
- Consistency across the school – (Teach Like a Champion)
- Showmyhomework
- Science of Learning
- Values driven
- Extended school day including morning meeting, DEAR (reading programme), prep and electives
- Data Driven instruction – regular monitoring of progress and subsequent action taken where necessary

Additional staffing:

Deployment of learning mentors. In 2019/20 additional staff were deployed in both maths and English. Pupils were split into smaller groups and received more individualised lessons. Examples of this is year 7 were the already small set being split even further and for some pupils to be taught separately for some of their English lessons to work with another member of staff to work on a dedicated literacy and reading programme.



Professional learning and staff development:

All pupils have benefited from a renewed focus and significant investment in staff professional learning. We have utilised a mix of in-house and external specialist training, including the Science of Learning to enhance knowledge and expertise across the teaching body. This is evident through improved teacher practice and updated schemes of work to reflect best practice and research into cognitive science.

Behaviour:

The school has a consistently calm and focused environment. School leaders walk the school lesson-by-lesson to support colleagues and provide coaching feedback. Low level disruption is not tolerated and there are clear and effective behaviour systems in place. As a result all pupils benefit from exceptional behaviour, meaning teachers utilise every second in the classroom for teaching.

Actions to consider for developing our PP strategy:

- PP pupils are likely to have been disproportionately affected by the impact of the lockdown period. We will need to carefully monitor the gap between PP and non-PP pupils in each year group to identify those who may be in need of additional support, targeting interventions appropriately.
- Changes to our procedures for Autumn 2020 to comply with government regulations and ensure COVID safety will impact some of our provision; e.g. catch up, homework club, the electives programme, trips. These will need to be phased back in when it is possible to do so safely and capacity allows. Meanwhile, the impact on pupil progress will need to be monitored and pupil participation in wider enrichment tracked.
- Carefully monitor gaps between PP and Non-PP for the new Y10 cohort and their transition to KS4. Identify pupils who may need additional support early so early intervention work can take place within department from the start of KS4.
- Review forecasts for new Y11 PP pupils with higher prior attainment and consider to what extent they may need additional intervention to ensure they maximise their full potential.
- Increase access and awareness of the hardship fund
- More strategic monitoring of PP pupils for wider enrichment engagement, particularly given impact of lockdown on the programme
- Continued PP literacy intervention required in Y8 for pupils who have not made sufficient advancement in reading ages by the end of Y7