

Brighton Hill Community School – Pupil Premium Action Plan (2020/21)

1. Summary information					
School	Brighton Hill Community School				
Academic Year	2020/21	Total PP budget	£143,150	Date of most recent PP Review	October 2020
Total number of pupils	961	Number of pupils eligible for PP	181 (19%)	Date for next internal review of this strategy	February 2021
Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
FSM	34 (13%)	35 (15%)	23 (11%)	29 (20%)	20 (16%)
PP	41 (16%)	40 (18%)	31 (15%)	40 (27%)	29 (24%)

2. Current attainment (based on 2019/20 GCSE results)		
	<i>Pupils eligible for PP Source BHCS Internal Data</i>	<i>Pupils non eligible for PP (national average) Source ASP (analyse school performance) www.analyse-school-performance.service.gov.uk</i>
% achieving 5+ including English & Maths	26%	Not published**
Progress 8 score average	-0.77	Not published**
Attainment 8 score average	37.63	Not published**

* Please see previous gap reports for additional progress and attainment data for pupils eligible for PP. **

3. Barriers to future attainment	
In-school barriers	
A.	Disadvantaged students suffer more overwhelm due to the depth and breadth of a knowledge-engaged curriculum
B.	Disadvantage students display a limited view of 'positive future self'
C.	Disadvantaged students' levels of literacy & numeracy are below national average
D.	Disadvantaged students' are not always clear on the 'next steps' to achieve rapid and sustained progress
External barriers	
E.	Disadvantaged student absence and persistent absence is greater than national average

F.	Disadvantaged parental engagement with the school is lower compared to their peers																																											
4. Outcomes																																												
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																										
A1	Disadvantaged students will feel less overwhelm due to the depth and breadth of a knowledge-engaged curriculum measure by reduction in student 'Plex' score and percentage of severe and high alert students in year groups.	Positive impact compared to initial year group Plex scores (PBG)																																										
A2, B1, C1, D1, E1, F1	Progress 8 for disadvantaged students improves when comparing to ASP validated data from 2018.19	Positive impact compared to P8 of -0.91 (DWS)																																										
A3, B2, C2, D2, E2, F2	The gap between BHCS P8 for disadvantaged students and the national average for disadvantaged students reduces when comparing to ASP validated data from 2018.19	Positive reduction in the -0.46 gap between BHCS P8 for disadvantaged students and the national average for disadvantaged students (DWS)																																										
A4, B3, C3, D3 E3, F3,	Percentage of disadvantaged pupils achieving grade 5 or above in English and maths will increase compared to previous 3 year trend closing the gap on the national average for non-disadvantaged students when comparing to ASP validated data from 2018.19	Positive impact compared to 2018.19 outcome where 22% of disadvantaged students achieved 5+. Reduction in the 28% gap between disadvantaged students achieving 5+ compared to National average for non-disadvantaged pupils. (DWS)																																										
A5, B4, C4, D4, E4, F4	Prior attainment of pupils achieving grade 5 or above in English and maths will increase in Low Mid & High bands when comparing to ASP validated data from 2018.19	Positive impact compared to 2018.19 outcomes (DWS_																																										
		<table border="1"> <thead> <tr> <th>Prior attainment</th> <th colspan="2">Low</th> <th colspan="2">Middle</th> <th colspan="2">High</th> </tr> <tr> <th>Group</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Number of pupils</td> <td>13</td> <td>2</td> <td>32</td> <td>5</td> <td>36</td> <td>9</td> </tr> <tr> <td>Percentage</td> <td>0.00</td> <td>0.00</td> <td>12.50</td> <td>0.00</td> <td>52.78</td> <td>44.44</td> </tr> <tr> <td>National Average</td> <td>1.90</td> <td>2.54</td> <td>22.42</td> <td>25.93</td> <td>76.51</td> <td>79.63</td> </tr> <tr> <td>Difference</td> <td>-1.90</td> <td>-2.54</td> <td>-9.92</td> <td>-25.93</td> <td>-23.73</td> <td>-35.19</td> </tr> </tbody> </table>	Prior attainment	Low		Middle		High		Group	All	Dis	All	Dis	All	Dis	Number of pupils	13	2	32	5	36	9	Percentage	0.00	0.00	12.50	0.00	52.78	44.44	National Average	1.90	2.54	22.42	25.93	76.51	79.63	Difference	-1.90	-2.54	-9.92	-25.93	-23.73	-35.19
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B5	Compass + tool show continued improvements in the delivery of a careers programme which embeds the Gatsby 8 benchmarks	% achieved on Gatsby Benchmarks (DWS) 1 – 100% 2 – 100% 3 – 63% 4 – 100% 5 – 100% 6 – 25%																																										

		7 – 100% 8 – 100%
C5	CAT 4 SAS scores improve when comparing Yr7 to end of Yr 8 outcomes	Overall mean SAS (Standard Age Score) FSM 96.2 vs Non-FSM 99.4 (Gap 3.2) Verbal reasoning (thinking with words) FSM 96.7 vs Non-FSM 99.6 (Gap 2.9) Quantitive Reasoning (thinking with numbers) FSM 95.5 vs Non-FSM 98.6 (3.1) (DWS)
E5	Disadvantaged absence levels reduce comparing to ASP validated data from 2018.19	Positive impact compared to 2018.19 outcome where the disadvantaged absence % was 9.5 compared to a national % of 8.2 (GWK)
E6	Percentage of disadvantaged students who are persistent absentees' levels reduce comparing to ASP validated data from 2018.19	Positive impact compared to 2018.19 outcome where the percentage of disadvantaged students who are persistent absentees was 29,8% compared to a national average of 24.7% (GWK)
F5	Percentage of PP families attending parents' evenings increases compared to previous year using internal parents' evening parent booking software data	Whole cohort 2019.20 PP Family Average Attendance 65% compared to Non-PP Family Average Attendance of 86.5% (Gap 21.5%) 2019/20 Yr11 PP 55% vs Non-PP 79% (Gap 24%) Yr10 PP 76% vs Non-PP 94% (Gap 18%) Yr9 PP 79% vs Non-PP 80% (Gap 1%) Yr8 PP 54% vs Non-PP 86% (Gap 32%) Yr71 PP 67% vs Non-PP 90% (Gap 23%) Yr72 PP 59% vs Non-PP 86% (Gap 27%) (SHB)

5. Planned expenditure						
Academic year			2020/21			
The three headings below enable BHCS to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
1) Quality of teaching for all						
Budget	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date?
a £25,350	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	SIP, FIP, SSIP School improvement plan, Faculty Improvements Plans and Student Support Improvement Plans to set the strategic vision to deliver required school wide outcomes including the support and rapid sustained progress of disadvantaged students.	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 1</p> <p>Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p> <p>Building block 7</p> <p>Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient</p> <ol style="list-style-type: none"> Leadership, culture and values High expectations Understanding barriers and targeted, evidence-based activities Monitoring and evaluation Securing accountability 	<p>Committed time and CPD for middle leaders to develop respective improvement plans.</p> <p>Regular reviews of impact as part of Senior Leadership Team (SLT) Line Management Meetings (LMM) with Heads of Faculty (HoF)</p>	SLT	Termly

b	£3,485	A 1-5 B 1-4 C 1-4 D 1-4 E 1-4 F 1-4	<p>Academic data analysis by SLT, HoF's, HoY's and SENDCo using BHCS Online Progress Tool powered by SIMS, SISRA & FFT to identify barriers to progress and apply appropriate therapies.</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 6</p> <p>Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient 3. Understanding barriers and targeted evidence-based activities. 4. Monitoring and evaluation. 5. Securing accountability.</p>	<p>Clear line management focus on data analysis in SLT, LMM HoFs</p> <p>Teaching staff engaged and accountable for completion of BHCS Online Progress Tool at each Teacher Assessment (TA) point across the year identified on the Quality Assurance (QA) Calendar</p> <p>Middle leader CPD and staff CPD on effective use of data tools as required.</p>	DWS	TA points published in the Quality Assurance Calendar
c	£18,130	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Attendance and behaviour data analysis by SLT, HoF's, HoY's, Attendance Officer, Pastoral Support Officer, Family Support Advisor, Safeguarding Team and SENDCo using SIMS identify barriers to attendance and positive behaviour apply appropriate therapies. Including attendance and positive behaviour awards programmes.</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 2</p> <p>Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>Clear line management focus on data analysis in SLT LMM's with stakeholder staff.</p> <p>QA of attendance & behaviour processes.</p>	GWK	Termly

d	£2,400	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Committed time</p> <p>Action Research CPD Twilights working groups focussed on improving teaching and learning specific to QFT elements</p> <p>RSL meetings to QA key strategies for students who are underachieving and implementation of whole school strategies to raise standards.</p> <p>Middle Leader Meetings HoY & HoF to deliver, QA and review strategies to support student progress.</p> <p>Curriculum Planning Faculty meetings and Curriculum Representative meetings to ensure well sequenced subject curricula are provided to students, develop curriculum innovation, QA and cross-curricular links</p> <p>T&I Faculty meetings to improve T&I</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 3</p> <p>High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <ol style="list-style-type: none"> 1. Leadership, culture and values. 2. High expectations. 4. Monitoring and evaluation. 5. Securing accountability. 	<p>School Calendar identifies the dates sessions are delivered.</p> <p>Agendas are shared in advance and minutes are taken to support implementation.</p> <p>Feedback is sought on impact of strategies through questionnaires and data analysis.</p>	JHY, DWS, GWK, SHB	Termly
e	£10,729	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Year 7 Transition Programme in place to support students with a smooth transition allowing for improved progress and appropriate curriculum structure for all students, including those eligible for PP funding.</p> <p>Including use of CAT4 data paired with FFT and No More Marking Yr7 National Writing to plan therapy work Project in English and Maths on arrival.</p>	<p>Early Years Intervention (EEF) DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 6</p> <p>Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>Work with feeder schools evaluated regularly to ensure BHCS is promoted to all students in Yr7.</p> <p>HoY and SENDCo/HUB to use in data in planning support and therapy interventions.</p>	DDH, GWK, DWS, HoF	Termly

f	£3,930	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Investing in external support stakeholders (e.g. HIAS, PiXL) to ensure the school is accessing high quality support, guidance and advice. Ensure that relevant advice is used strategically to support QFT and so meet the needs of the school and our students.</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 3</p> <p>High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <ol style="list-style-type: none"> 1. Leadership, culture and values. 2. High expectations. 4. Monitoring and evaluation. 5. Securing accountability. 	<p>SLT lead link with HIAS to action HIAS feedback on LA annual report as required. SLT RSL works alongside PiXL associate to identify and implement relevant projects monitored through half termly associate meetings and termly RSL meetings.</p>	JHY DWS Subject RSL's	Termly
g	£1,870	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Century Tech used for Home Learning and independent learning in core subjects and in adherence to BHCS home learning policy</p>	<p>EEF Teacher Tool Kit Homework (Secondary) +5</p> <p>EEF Teacher Tool Kit Digital Technology +4</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 1</p> <p>Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p>	<p>BHCS Home Learning Policy supported by core subject home learning policy and faculty expectations. Reviewed by SLT Home Learning Policy lead.</p>	SHB HoF	Termly

h	£3,900	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Feedback cycle embedded across all faculties where effective actionable feedback is specific to individual student progress needs.</p>	<p>EEF Teacher Tool Kit Feedback +8</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient 3. Understanding barriers and targeted evidence-based activities.</p>	<p>HoF & SLT checks through committed time and learning walks, book scrutiny, CPD, sharing of best practice through committed time.</p>	<p>JHY SLT LM HoF</p>	<p>Termly</p>
i	£750	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Parental Engagement systems including</p> <p>Parents' evenings Additional parent information evenings Progress baseline (Year 7) and subsequent progress tracker process to facilitate</p> <p>Bi-annual Parent Focus group meetings for year groups led by HoYs in which a representative sample of parents provide feedback on key aspects of school development.</p>	<p>EEF Teacher Tool Kit Feedback +3</p> <p>Building block 6</p> <p>Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>SLT parents' evening link leads parents' evenings according to school calendar seeking feedback from parents through QA questionnaires and monitoring engagement with online appointment tool.</p> <p>HoYs share feedback from parents from Parent Focus groups to relevant middle and senior leadership staff to make amendments and improvements to current systems.</p> <p>SLT LM for HoF work together to deliver relevant content on additional parent information evenings as published on school calendar.</p>	<p>SHB, DWS, PBG, HoF</p>	<p>Half termly</p>

j	£4,875	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Learning Walks are conducted according to schedule and review QFT objectives and their impact on progress and development needed, including focus on disadvantaged and vulnerable group progress and provision.</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 7</p> <p>Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient</p> <ol style="list-style-type: none"> 1. Leadership, culture and values 2. High expectations 3. Understanding barriers and targeted, evidence-based activities 4. Monitoring and evaluation 5. Securing accountability 	<p>SLT Teaching & Learning link lead oversees learning walk schedule and reporting procedures.</p>	JHY, HoF	Termly
k	£540	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Development of cultural capital curriculum content to support student vision of positive future self including:</p> <p>Tutor Programme My World KS4 RE Careers programme (Gatsby 8) UWIN Aspire +</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 1</p> <p>Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <ol style="list-style-type: none"> 1. Leadership culture and values 	<p>SLT Curriculum link lead works with lead SLT link lead for HoY and My World programme to implement and measure impact of programmes.</p> <p>SLT Careers link lead delivers Quality Careers Standard achievement.</p> <p>Use of Compass + tool for recording careers activities against Gatsby 8 and termly evaluations.</p> <p>Works with Enterprise M3 coordinator to QA Gatsby 8 benchmarks are secured.</p>	SHB, DWS, WME	Termly

1	£3,500	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Numeracy & Literacy Leads to deliver development programmes for all through the tutor programme	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 5 Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	SLT Curriculum link lead works with lead SLT link lead T&L to coordinate effective delivery of numeracy and literacy programmes.	SHB, CRY, EVL	Termly
Quality of Teaching for All, budgeted cost							£79,459

2) Targeted support							
	Budget	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date?
a	£12,675	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Curriculum access pathway programme reduction of student curriculum pathway by 1 GCSE to increase curriculum time in English & Maths overall.	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient 3. Understanding barriers and targeted evidence-based activities.</p>	SLT Curriculum link lead works with lead SLT link lead for respective HoF to implement, deliver and review progress of students.	SHB, RDY, SGN, SLT	Termly

b	£600	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Zone 7 to support students with a range of needs supporting to access a full curriculum.	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient 3. Understanding barriers and targeted. evidence-based activities.</p>	<p>Zone 7 students identified from transition programme led by HoY7.</p> <p>Progress monitored by HoFs for English & Maths.</p>	HHH DDH SHB SGN, RDY	Half termly
	£2,400	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Zone 11 to support students with a range of needs supporting to access a full curriculum.	<p>EEF Teacher Tool Kit Extending school time +2</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>Zone 11 students identified by respective HoF and proactively encouraged and incentivised to attend.</p> <p>Engagement monitored by respective HoFs through Zone 11 registers.</p> <p>Impact measured through BHCS online progress tool.</p>	HoF	Half termly

c	£3,000	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Targeted Easter Revision sessions	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement. Active Ingredient 3. Understanding barriers and targeted. evidence-based activities.	Analysis of attendance data to sessions. Data analysis comparing TA2 against final outcome for attenders compared to non-attenders Reward systems are reviewed for effectiveness, considering student views/opinions.	DWS PBG VMA HoF	Easter and September
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d	£2,820	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	English Maths and Science focussed tutor groups with option subjects on rotation which involve subject expert led work.	EEF Teacher Tool Kit Small group tuition +4 DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. Building block 5 Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Regular data analysis of targeted students in core subjects Appropriately planned sessions by the heads of Core meet the needs of targeted students within the tutor groups.	PBG VMR SGN, VMA, RDY	Termly
e	£3,500	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Family Support Worker (RTN) employed to work with families of students, including home visits.	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 2 Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.	Line management of FSW and overview of attendance data to ensure relevant students are targeted by FSW.	JHY HHH WCS	Termly

f	£3,035	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>HUB programmes (both individual and group) to support academic, emotional and mental health needs designed to support rapid and sustained progress for identified students in need of support.</p>	<p>EEF Teacher Tool Kit One to one tuition +5 EEF Teacher Tool Kit Reading comprehension strategies +6</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>Building block 5</p> <p>Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>JHY line management of SENCo & HUB team.</p> <p>HUB to follow a clear referral process with clear intended outcomes for all students which involve a plan that ensures transition back to mainstream lessons is smooth, effective and as rapid as possible.</p>	JHY, HHH, WCS	Termly
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g	£990	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Work placement, use of alternative providers for students unable to access mainstream education including Princess Trust and Hampshire Inclusion	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	GWK, DWS, PBG, HoY to liaise with alternative providers to ensure student attendance is high and progress is made. Funding to be withheld if students are not engaging with alternative provision.	GWK, DWS, PBG, HoY	Termly as relevant
h	£250	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Breakfast club to be run in the HUB every morning. Supporting students eligible for PP funding with breakfast, thus supporting positive behaviour and engagement in learning. In addition, providing breakfast can encourage some students to attend school, leading to improvements in attendance.	EEF Teacher Tool Kit Breakfast club DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	HUB keep up to date registers of attendance. Regular review of PP behaviour, punctuality and attendance to take place. Students with concerns are targeted and invited to the breakfast club.	SENDCo, WCS, HUB staff	Termly
i	£960	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Student Mentoring in Years 10 & 11 one session a term where students from L10 PP with allocated staff mentors, their parents and 'Inner Drive' to develop key skills bespoke to previously identified needs.	EEF Teacher Tool Kit One to one tuition +5 & Parental engagement +3 DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'	Students identified through data gaps to estimated attainment pathway (EAP) Programme delivered according to HoY design and published dates in calendar.	DWS, PBG, HoY 10 & 11	Termly

j	£1,678	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Deputy Heads of Year roles are established to support HoY increase focus on academic outcomes of for disadvantaged students.</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>BHCS Online Progress Tool is used from TA2 by Deputy Heads of Year to review therapies attributed to disadvantaged students and consider where beneficial therapies need to be applied</p>	<p>DWS, GWK, PBG, Deputy HoY</p>	<p>Each TA</p>
k	£5,198	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	<p>Pastoral Support Officer works with students yet to meet the BHCS positive behaviour expectations.</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>SLT link LM GWK reviews PSO CMS identifying key students and reviewing impact of support.</p>	<p>GWK, CMS</p>	<p>Termly</p>

i	£685	A 1-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	EBP South Basingstoke Consortium services are employed to support disadvantaged student view of positive future self.	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Data systems are used to identify individual students in need of additional support, appropriate therapies are selected and introduced. Therapies are recorded on Compass + and BHCS progress tool. Academic and pastoral data is reviewed for impact.	DWS	Termly
m	£900	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Careers Coach to work specifically with disadvantaged students in Year 11 initially providing support and guidance for students to successfully navigate through their 'footsteps' careers action plan.	EEF Teacher Tool Kit One to one tuition +5 DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Clear stepwise plan for careers coach to follow supported by work delivered via careers advisor. Careers coach establishes benchmarks and conducts impact review based on actions achieved.	DWS PDG	Termly
Targeted Approaches, budgeted cost							£38,691

3) Other approaches							
	Budget	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date?
a	£1,500	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Online careers platform designed to engage students, parents, carers and staff in careers and enterprise programmes to increase view of positive future self.	<p>Research supported by the Gatsby benchmarks for good careers guidance state increasing student exposure to careers options increases aspirations and student outcomes.</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	Audits of Unifrog tool to QA adherence to the blended curriculum and Gatsby 8 Benchmarks as outlined in the BHCS Careers Policy.	DWS, HoY/ Deputy HoY	Termly
b	£10,000	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Careers events including medical mavericks work experience experience of workplaces TeenTech Careers Quest	<p>Research supported by the Gatsby benchmarks for good careers guidance state increasing student exposure to careers options increases aspirations and student outcomes.</p>	Unifrog to QA including student and staff questionnaires. Adherence to Gatsby 8 benchmark detailed in Unifrog and aligned to Compass Plus tool.	DWS HoY/ Deputy Heads of Year	Termly
c	£600	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Inspirational speakers to raise aspirations discuss/teach study strategies & techniques to support revision for end of year exams	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in</p>	Unifrog to QA including student and staff questionnaires. Adherence to Gatsby 8 benchmark detailed in Unifrog and aligned to Compass Plus tool.	DWS HoY/ Deputy Heads of Year	Termly

				<p>his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>			
^d	£500	<p>A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4</p>	<p>Increased recognition of student achievement Student rewards through the House Cup system</p> <p>Student rewards through HoY/HoF recognition schemes to improve attendance, behaviour and engagement.</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>PBG line management of HoYs to ensure HC points are being used by all teachers in all subjects – analysis of teacher inputs to be conducted each half term. Staff reminded to input faculty stars, etc.</p>	PBG, HoY	Termly
^e	£1,500	<p>A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4</p>	<p>Trips/visits including Higher education establishments. Faculty trips Pastoral trips Increased student aspirations</p>	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	<p>Trips adhere to the charging flow policy https://brightonhillcommunity.sharepoint.com/:r/sites/Teachingandlearning/Teacher%20Share/School%20Information/Progress/Pupil%20Premium/Admin?csf=1&web=1&e=h59ftp</p>	DWS SHB HoF	Termly

f	£200	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Exam Pens	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	All students identified through access arrangement process have access to an exam pen during assessments.	DWS MHG WCS	Termly
g	£890	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	School clothing PP families unable to fully meet financial pressures of purchasing all required school uniform and associated kit which can impact on attendance and engagement in lessons.	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 2 Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Teachers to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful	DWS	Termly
h	£600	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Academic equipment including calculators and stationery	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning	Audits of students lacking equipment conducted. Behaviour policy on equipment adhered to and HoY aware of support for PP students where financial difficulties are an apparent barrier to success.	DWS PBG GWK HoY/ Deputy Heads of Year	Half Termly

				needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.			
i	£600	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Bus passes	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 2 Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS	Half Termly
j	£500	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Food technology ingredients provision of ingredients to be able to participate in lessons. KS4 students need ingredients to support GCSE performance.	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Consideration of budget from Creative Industries HoF. Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS	Termly
k	£150	A 2-5 B 1-4 C 1-4 D 1-4	Student locker hire Improved organisation and self esteem	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'	Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure	DWS	Half termly

		E 1-6 F 1-4		<p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	impact data from all funding requests to ensure spending is accountable and impactful.		
^l	£300	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Art resources	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p>	Consideration of budget from EPA HoF. Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS GWK ACN	Half termly
^m	£500	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Music lessons	<p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>	Consideration of budget from EPA HoF. Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS GWK CEH	Half termly

				'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.			
ⁿ	£500	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Revision guides & academic texts	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Consideration of budget from relevant HoY HoF. Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS HoF HoY	Half termly
^o	£300	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-4	Bicycle and all safety/security equipment	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 2 Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS	Termly
^p	£360	A 2-5 B 1-4 C 1-4 D 1-4 E 1-6 F 1-5	Interpreter for parent's evenings	Some parents do not speak English and would otherwise not engage in their child's learning journey at BHCS	PP funds applied for as required and progress and parent evening attendance monitored.	DWS	Termly

q	£3,000	A 1-5 B 1-5 C 1-4 D 1-4 E 1-6 F 1-5	KS3 Targeted intervention reserve academic including learning tools such as apps and webinars.	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	TA Reviews completed by HoY from TA2 and consideration for required support. Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS PBG HoY/ Deputy HoY	Termly
r	£3,000	A 1-5 B 1-5 C 1-4 D 1-4 E 1-6 F 1-5	KS4 Targeted intervention reserve pastoral , including bespoke rewards & awards	DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?' Building block 4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.	TA Reviews completed by HoY from TA2 and consideration for required support. Relevant staff to submit funding requests to DWS for consideration. DWS to QA use of proformas to measure impact data from all funding requests to ensure spending is accountable and impactful.	DWS PBG HoY/ Deputy HoY	Termly
						Other Approaches, budgeted cost	£25,000
						TOTAL budgeted cost	