



# Pupil Premium: 2017-2018

**To be reviewed: October 2018**

“Everything that God has created is good; nothing is to be rejected, but everything is to be received with a prayer of thanks, because the word of God and the prayer make it acceptable to God.”

*1 Timothy 4: 4-5.*

Company Number: 7743523

Registered Office: The Becket School, The Becket Way, Wilford Lane, West Bridgford, Nottingham NG2 7QY

## **Introduction**

The Becket School is an inclusive school and our mission is to work in partnership with parents and carers to provide an outstanding Catholic education for all our young people. As part of this mission, we aim to ensure that all young people are motivated to achieve their full potential academically, spiritually and socially.

As such, The Becket School is strongly committed to ensuring that our most disadvantaged students are given the extra support to allow them to be successful. The following statement summarises and outlines the plans we have put in place to ensure that pupil premium students are given the best possible support.

## **What is the Pupil Premium?**

Pupil premium was introduced in April, 2011 to close the gap between FSM (Free School Meals) and Non-FSM pupils. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

As a school, we are free to spend the Pupil Premium as we see fit but we are accountable for how we use the additional funding. New measures have been included in the performance tables to highlight the attainment and progress of pupils entitled to the Pupil Premium. The current allocation for 2016-2017 is £144,925.

## **The Becket School approach**

Our approach at The Becket School evolves and adapts over time to reflect the effectiveness of the funding allocation and the profile of each cohort.

In 2016 we launched a new strategy which aims to secure greater progress for students who are entitled to the Pupil Premium. This strategy has been formulated through research from the NFER and EEF, a literature review of OFSTED best practice reports, national conferences, local schools and other recognised sources of best-practice guidance.

In November 2015, The National Foundation for Educational Research (NFER) published a research report entitled Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. The report found that schools that were successful in closing the gap all shared seven distinct 'building blocks' of success. Our approach at The Becket seeks to establish these building blocks at the heart of our strategy:

- An ethos of attainment for all.
- Addressing behaviour and attendance.
- Focus on high quality teaching for all.
- Meeting individual student needs.
- Deploying staff effectively.
- Being data-driven and responding to evidence.
- Clear and responsive leadership.

Below we set out the priorities and actions for 2017-2018 that will be taken as part of this strategy as well as listing those undertaken in the previous year; these priorities and strategies are reviewed each half term by SLT and the Governors against agreed success criteria.

### Building Block 1: Whole-school ethos and attainment for all.

#### Actions completed 2016-2017

- Relaunch the Pupil Premium agenda with all staff.
- Use Learning and Teaching workshops to promote successful and effective strategies.
- Review setting procedures to ensure they do not entrench disadvantage.
- Trial and implement rewards schemes focused on celebrating the achievements of disadvantaged student.
- Explicitly link the Pupil Premium agenda to Jesus' teachings through morning prayers and teacher INSET.

#### Actions to be completed 2017-2018

- Highly visible 'scoreboard' to be display key information on disadvantaged students' progress in the school staffroom.
- Implementation of a new rewards/house points policy.
- Sharing of fortnightly tips for raising the attainment of disadvantaged students.

### Building Block 2: Addressing behaviour and attendance

#### Actions completed 2016-2017

- Launch a new behaviour structure and policy that has high expectations of all students; expectations, rewards and sanctions to be more consistent across the school.
- Develop the pastoral roles of form tutors, progress leaders, LSU and intervention coordinator by developing a staged approach to intervention focused on individual student behaviour data.
- Implement the Trust-Wide policy for monitoring the attendance of disadvantaged students.

#### Actions to be completed 2017-2018

- Introduce strategies to develop a 'growth mindset' and 'self-regulation' in disadvantaged students.
- Review and implement new interventions for students with a high number of behaviour points and/or detentions.
- Review the academic literature to implement additions to the current attendance procedures.

### Building Block 3: High quality teaching for all

#### Actions completed 2016-2017

- Continue improvements in the effectiveness of feedback given to disadvantaged students as part of the learning and teaching agenda.

#### Actions to be completed 2017-2018

- Ensure that the departments with strong outcomes for disadvantaged students shared best practice across the school.

	<ul style="list-style-type: none"> <li>• Investigate and implement strategies for developing the 'metacognition' of disadvantaged students.</li> <li>• Embed the accelerated learning cycle throughout the school.</li> </ul>
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### Building Block 4: Meeting individual student needs

<p><b>Actions completed 2016-2017</b></p> <ul style="list-style-type: none"> <li>• Create pupil profiles and provision maps for disadvantaged students that identify successful strategies, interests, aspirations and potential barriers to learning. Working with teachers, PLs, tutors, students, outside agencies and parents.</li> <li>• Create bespoke timetables for students at risk of underachievement with a specific focus on English and Maths – including after school sessions, one-to-one tutoring and small group sessions during the school day.</li> <li>• To investigate the most successful strategies in local secondary schools with a similar context and feeder primary schools and adopt/adapt successful strategies for The Becket School.</li> <li>• Raise the aspiration of disadvantaged students through talks, careers and university visits.</li> </ul>	<p><b>Actions to be completed 2017-2018</b></p> <ul style="list-style-type: none"> <li>• Strengthen parental engagement: Closely monitor attendance at parents' evenings and similar events and develop procedures for proactive intervention/engagement of parents. Strengthen parental voice in disadvantaged families.</li> <li>• Review the school's package of intervention strategies with a view to implementing a coherent framework that narrows the gaps in students' learning.</li> <li>• Create Raising Attainment Projects for a small number of students at the end of Y8 in order to aid the transition to KS4</li> <li>• Work with feeder primaries to create 'attribute sets' in go4schools so that strengths, areas for development and barriers are known by all staff from week 1 in Y7.</li> <li>• Investigate the value in students completing PASS assessments to identify hidden barriers with regards to attitude to school and education.</li> </ul>
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### Building Block 5: Deploy staff effectively

<p><b>Actions completed 2016-2017</b></p> <ul style="list-style-type: none"> <li>• Create clear action plans for staff that work closely with disadvantaged students in English and Maths.</li> <li>• Identify and meet any training needs for staff who work closely with disadvantaged students.</li> </ul>	<p><b>Actions to be completed 2017-2018</b></p> <ul style="list-style-type: none"> <li>• Train key members of staff to be able to deliver cognitive acceleration strategies.</li> <li>• Pupil Premium Champion to attend the National Conference.</li> </ul>
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<ul style="list-style-type: none"> <li>• Employ and develop the role of an 'intervention coordinator' to oversee the progress and support work for disadvantaged students.</li> </ul>	
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### Building Block 6: Data-driven and responding to evidence

<p><b>Actions completed 2016-2017</b></p> <ul style="list-style-type: none"> <li>• Conduct a comprehensive review of current and historic data to build up a profile of each cohort and the patterns and trends at The Becket School.</li> <li>• Continue to regularly review sources of research such as the EEF and look to implement/edit and adapt effective strategies at The Becket.</li> <li>• Work with LoLs to develop the new life without levels framework at The Becket School so that we are better able to identify gaps in learning and underachievement at an early age.</li> <li>• The creation of a 'Student Progress Forum' with key leaders which meets several times each year to oversee progress of key individual students and to coordinate provision/intervention.</li> <li>• Provide data dashboards to all LoLs and PLs after each data collection providing information on disadvantaged students' progress.</li> </ul>	<p><b>Actions to be completed 2017-2018</b></p> <ul style="list-style-type: none"> <li>• Review the school's package of intervention strategies with a view to implementing a coherent framework that narrows the gaps in students' learning.</li> <li>• New intervention focused on 'key students' to break the cycle of poor progress. Incentive scheme to support this.</li> <li>• New QA framework to be implemented so there is a closer scrutiny of Pupil Premium outcomes at every level.</li> </ul>
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### Building Block 7: Clear, responsive leadership

<p><b>Actions completed 2016-2017</b></p> <ul style="list-style-type: none"> <li>• Creation of a new strategy to improve the progress of disadvantaged students and a working document that is shared, evaluated and reviewed with SLT/Governors on a half-termly basis.</li> <li>• Develop a new framework for auditing and evaluating the allocation of the Pupil Premium funding and respond to effective/ineffective strategies accordingly.</li> <li>• Review the 2015-2016 allocation, evaluate the impact and set allocation for 2016-2017 based on this review.</li> </ul>	<p><b>Actions to be completed 2017-2018</b></p> <ul style="list-style-type: none"> <li>• New QA framework to be implemented so there is a closer scrutiny of Pupil Premium outcomes at every level.</li> </ul>
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| <ul style="list-style-type: none"><li>• Use of 'data dashboards' at all levels to ensure that leadership at all levels are responding to any underachievement quickly and efficiently.</li></ul> |  |
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## Pupil Premium Allocation: 2017-2018

To support the strategies, priorities and actions identified above, the Pupil Premium funding has been allocated as follows:

Planned expenditure	Cost	Role and actions supporting the strategy	Evaluation	Evaluation evidence (reviewed for Governors/SLT each term)
<b>Additional English teacher</b>  (% of salary)	£24,720	<ul style="list-style-type: none"> <li>• Increase the number of teaching groups in English throughout the school, in order to facilitate targeted intervention of Pupil Premium students in conjunction with Pupil Premium allocated Teaching Assistant.</li> <li>• To lead on creating action plans for underachieving Pupil Premium students that direct the targeted Teaching Assistant.</li> <li>• To contribute to Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through A8 and P8 scores in Y11 and within school measures Y7-10.</i></li> <li>• <i>Success criteria = improved attainment and progress; gap narrowing throughout the year groups.</i></li> </ul>	
<b>Additional Mathematics teacher</b>  (% of salary)	£16,270	<ul style="list-style-type: none"> <li>• Increase the number of teaching groups in English throughout the school, in order to facilitate targeted intervention of Pupil Premium students in conjunction with Pupil Premium allocated Teaching Assistant.</li> <li>• To lead on creating action plans for underachieving Pupil Premium students that direct the targeted Teaching Assistant.</li> <li>• To contribute to Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through A8 and P8 scores in Y11 and within school measures Y7-10.</i></li> <li>• <i>Success criteria = improved attainment and progress; gap narrowing throughout the year groups.</i></li> </ul>	
<b>Educational Welfare Officer</b>  (% of salary, shared across the Trust)	£7,050	<ul style="list-style-type: none"> <li>• To work with school staff, students, parents and outside agencies across the Trust to improve the attendance of Pupil Premium students and reduce persistent absence.</li> <li>• To contribute to the creation of Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through attendance and absence figures.</i></li> <li>• <i>Success criteria = improved attendance and persistent absence figures on the previous year in all year groups. Gap closing between Pupil Premium and non-Pupil Premium students.</i></li> </ul>	

<p><b>Intervention coordinator and targeted pupil premium intervention Teaching Assistants.</b></p>	<p>£64,110</p>	<p><b>Intervention coordinator:</b></p> <ul style="list-style-type: none"> <li>• Intervention coordinator to take a strategic lead on implementing and developing the Becket School strategy (seven building blocks).</li> <li>• The lead on the creation of Pupil Premium pupil profiles.</li> <li>• To research successful local and national strategies and implement adaptations in The Becket School.</li> <li>• To raise the profile and awareness of the Pupil Premium agenda within school.</li> <li>• To coordinate intervention strategies in conjunction with SLT, PLs, LoLs, tutors, EWO LSU, outside agencies, students and parents.</li> <li>• To develop and deliver bespoke timetables for students underachieving in English and Maths.</li> <li>• To strengthen parental engagement.</li> <li>• To evaluate in collaboration with the SLT link the impact of each strategy/funding allocation.</li> </ul> <p><b>Targeted Teaching Assistants:</b></p> <ul style="list-style-type: none"> <li>• To deliver small group and one-to-one interventions.</li> <li>• To contribute to and implement actions plans for students identified as at risk from underachievement.</li> <li>• To contribute to Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through various different measures depending on action (see action plan).</i></li> <li>• <i>Success criteria = improved and improving A8 and P8 scores and within school measures for Pupil Premium students across each year group.</i></li>   <li>• <i>Impact assessed through A8 and P8 scores in Y11 and within school measures Y7-10.</i></li> <li>• <i>Success criteria = improved attainment and progress; gap narrowing throughout the year groups.</i></li> </ul>	
<p><b>Student engagement officers x 4 (% of salary)</b></p>	<p>£23,026</p>	<ul style="list-style-type: none"> <li>• To identify emotional and behaviour barriers in Pupil Premium students.</li> <li>• To deliver short-course interventions and one-to-one mentoring sessions in order to remove emotional and behavioural barriers to learning.</li> <li>• To act as 'key workers' for vulnerable students and contribute to Pupil Premium profiles and provision maps to promote greater progress in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through LSU 'learning journeys' and behavioural data.</i></li> <li>• <i>Success criteria = reduction in behaviour points for Pupil Premium students, internal isolation and fixed-term exclusions.</i></li> </ul>	

		<ul style="list-style-type: none"> <li>To facilitate restorative meetings that promote positive changes to behaviour in the event of high-level incidents.</li> </ul>		
<b>Raising attainment projects</b>	£9665	<ul style="list-style-type: none"> <li>Funding allocated to within-school raising attainment projects each year in reaction to barriers and needs of the cohort. In many cases data-driven.</li> <li>For example: external one-to-one tutoring for vulnerable students, Key PP 'nudge' schemes, Y8 post-options projects, reward schemes, STAR revision/intervention programme.</li> </ul>	<ul style="list-style-type: none"> <li><i>Impact assessed and finances audited individually for each project as they are commissioned.</i></li> <li><i>Success criteria = reduction in behaviour points for Pupil Premium students, internal isolation and fixed-term exclusions. Impact assessed through LSU 'learning journeys' and behavioural data.</i></li> </ul>	
<b>Educational resources</b>	£500	<ul style="list-style-type: none"> <li>Investing in new resources for the new specifications that can be provided to Pupil Premium students on a loan basis (e.g. revision books, supporting literature texts etc).</li> </ul>	<ul style="list-style-type: none"> <li><i>Impact assessed through GCSE grades and attendance at after school sessions (requirement for the loans).</i></li> <li><i>Success criteria = high attendance figures for after school sessions and improvement in outcomes for individual students pre/post loan.</i></li> </ul>	
<b>Hardship fund</b>	£2000	<ul style="list-style-type: none"> <li>Money set aside for students experiencing hardship to ensure that they have full access to the curriculum (e.g. trips, uniform, transport etc.).</li> <li>Applications through Governors and SLT link.</li> </ul>		
<b>Literacy intervention programme/license</b>	£2875	<ul style="list-style-type: none"> <li>Licensing for the Accelerated Reader programme. Disadvantaged students identified with low reading ages in Y7 are put onto the programme.</li> </ul>	<ul style="list-style-type: none"> <li><i>Impact assessed through regular assessment throughout the year.</i></li> <li><i>Success criteria: Increase in reading ages for all students taking part in the programme.</i></li> </ul>	
<b>Total</b>	<b>£150,216</b>			

## Pupil Premium Funding Allocation: 2016-2017

To support the strategies, priorities and actions identified above, the Pupil Premium

Planned expenditure	Cost	Role and actions supporting the strategy	Evaluation	Evaluation evidence (reviewed for Governors/SLT each term)
<b>Additional English teacher</b>  (% of salary)	£24,475	<ul style="list-style-type: none"> <li>• Increase the number of teaching groups in English throughout the school, in order to facilitate targeted intervention of Pupil Premium students in conjunction with Pupil Premium allocated Teaching Assistant.</li> <li>• To lead on creating action plans for underachieving Pupil Premium students that direct the targeted Teaching Assistant.</li> <li>• To contribute to Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through A8 and P8 scores in Y11 and within school measures Y7-10.</i></li> <li>• <i>Success criteria = improved attainment and progress; gap narrowing throughout the year groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Y11 progress improved from -0.97 to -0.22. Attainment 5.17 up from 4.48 in the previous year. The gap with non-PP students narrowed from -1.53 to -1.00.</li> <li>• Y10 progress gap -0.61.</li> <li>• Y9 progress gap +0.06.</li> <li>• Y7 progress gap -0.22.</li> </ul>
<b>Additional Mathematics teacher</b>  (% of salary)	£16,108	<ul style="list-style-type: none"> <li>• Increase the number of teaching groups in English throughout the school, in order to facilitate targeted intervention of Pupil Premium students in conjunction with Pupil Premium allocated Teaching Assistant.</li> <li>• To lead on creating action plans for underachieving Pupil Premium students that direct the targeted Teaching Assistant.</li> <li>• To contribute to Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through A8 and P8 scores in Y11 and within school measures Y7-10.</i></li> <li>• <i>Success criteria = improved attainment and progress; gap narrowing throughout the year groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Y11 progress improved from -1.06 to -0.52. Attainment 5.17 up from 4.04 in the previous year. The gap with non-PP students narrowed from -1.90 to -1.25.</li> <li>• Y10 progress gap -0.65.</li> <li>• Y9 progress gap -0.01.</li> <li>• Y7 progress gap -0.22.</li> </ul>
<b>Educational Welfare Officer</b>  (% of salary, shared across the Trust)	£7,029	<ul style="list-style-type: none"> <li>• To work with school staff, students, parents and outside agencies across the Trust to improve the attendance of Pupil Premium students and reduce persistent absence.</li> <li>• To contribute to the creation of Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through attendance and absence figures.</i></li> <li>• <i>Success criteria = improved attendance and persistent absence figures on the previous year in all year groups. Gap closing between Pupil Premium and non-Pupil Premium students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of PP students remained reasonably high compared to national at 94.7%. This was the same as the previous year.</li> <li>• The gap with non-PP students decreased slightly from 2.1% to 2.0%.</li> </ul>

<p><b>Intervention coordinator and targeted pupil premium intervention Teaching Assistants.</b></p>	<p>£60,755</p>	<p><b>Intervention coordinator:</b></p> <ul style="list-style-type: none"> <li>• Intervention coordinator to take a strategic lead on implementing and developing the Becket School strategy (seven building blocks).</li> <li>• The lead on the creation of Pupil Premium pupil profiles.</li> <li>• To research successful local and national strategies and implement adaptations in The Becket School.</li> <li>• To raise the profile and awareness of the Pupil Premium agenda within school.</li> <li>• To coordinate intervention strategies in conjunction with SLT, PLs, LoLs, tutors, EWO LSU, outside agencies, students and parents.</li> <li>• To develop and deliver bespoke timetables for students underachieving in English and Maths.</li> <li>• To strengthen parental engagement.</li> <li>• To evaluate in collaboration with the SLT link the impact of each strategy/funding allocation.</li> </ul> <p><b>Targeted Teaching Assistants:</b></p> <ul style="list-style-type: none"> <li>• To deliver small group and one-to-one interventions.</li> <li>• To contribute to and implement actions plans for students identified as at risk from underachievement.</li> <li>• To contribute to Pupil Premium pupil profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through various different measures depending on action (see action plan).</i></li> <li>• <i>Success criteria = improved and improving A8 and P8 scores and within school measures for Pupil Premium students across each year group.</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Impact assessed through A8 and P8 scores in Y11 and within school measures Y7-10.</i></li> <li>• <i>Success criteria = improved attainment and progress; gap narrowing throughout the year groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Y11 progress improved from -0.71 to -0.39. Attainment 4.79 up from 4.44 in the previous year. The gap with non-PP students narrowed from -0.73 to -0.45.</li> <li>• Year 10 progress gap -0.61.</li> <li>• Year 9 progress gap -0.08.</li> <li>• Year 7 progress gap -0.16.</li> <li>• <b>See review of 2015-2016 strategy actions.</b></li> <li>• <b>See attendance evaluation.</b></li> <li>• <b>See behaviour evaluation below.</b></li> <li>• <b>See English and Maths evaluation above.</b></li> </ul>
<p><b>Student engagement officers x 4 (% of salary)</b></p>	<p>£22,018</p>	<ul style="list-style-type: none"> <li>• To identify emotional and behaviour barriers in Pupil Premium students.</li> <li>• To deliver short-course interventions and one-to-one mentoring sessions in order to remove emotional and behavioural barriers to learning.</li> <li>• To act as 'key workers' for vulnerable students and contribute to Pupil Premium profiles and provision maps to promote greater progress in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Impact assessed through LSU 'learning journeys' and behavioural data.</i></li> <li>• <i>Success criteria = reduction in behaviour points for Pupil Premium students, internal isolation and fixed-term exclusions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 40% reduction in internal isolations.</li> <li>• 50% reduction in the amount of students on FTEs.</li> </ul>

		<ul style="list-style-type: none"> <li>To facilitate restorative meetings that promote positive changes to behaviour in the event of high-level incidents.</li> </ul>		
<b>Raising attainment projects</b>	£6665	<ul style="list-style-type: none"> <li>Funding allocated to within-school raising attainment projects each year in reaction to barriers and needs of the cohort. In many cases data-driven.</li> <li>For example: external one-to-one tutoring for vulnerable students, Becket Headstart, Y8 post-options projects, reward schemes, STAR revision/intervention programme.</li> </ul>	<ul style="list-style-type: none"> <li><i>Impact assessed and finances audited individually for each project as they are commissioned.</i></li> <li><i>Success criteria = reduction in behaviour points for Pupil Premium students, internal isolation and fixed-term exclusions. Impact assessed through LSU 'learning journeys' and behavioural data.</i></li> </ul>	<ul style="list-style-type: none"> <li>Impact on progress, attainment and behaviour is evaluated above.</li> <li>Individual projects have also been evaluated with the result that some schemes are continuing (e.g. Reward Schemes, One-to-One tutoring) and others are being discontinued (e.g. Becket Headstart).</li> </ul>
<b>Educational resources</b>	£500	<ul style="list-style-type: none"> <li>Investing in new resources for the new specifications that can be provided to Pupil Premium students on a loan basis (e.g. revision books, supporting literature texts etc).</li> </ul>	<ul style="list-style-type: none"> <li><i>Impact assessed through GCSE grades and attendance at after school sessions (requirement for the loans).</i></li> <li><i>Success criteria = high attendance figures for after school sessions and improvement in outcomes for individual students pre/post loan.</i></li> </ul>	<ul style="list-style-type: none"> <li>Over 90% attendance to sessions for the students that took part in the scheme.</li> </ul>
<b>Hardship fund</b>	£5257	<ul style="list-style-type: none"> <li>Money set aside for students experiencing hardship to ensure that they have full access to the curriculum (e.g. trips, uniform, transport etc.).</li> <li>Applications through Governors and SLT link.</li> </ul>		<ul style="list-style-type: none"> <li>A significant amount more money was spent than originally budgeted in order to ensure the school's Y6 into Y7 Summer Scheme was more inclusive. PP student attendance increased from 20% of the cohort to 70% of the cohort this year.</li> <li>In addition, PP students were assisted financially for the Y7 Walesby trip to ensure it was</li> </ul>

				inclusive. Most PP students attended this trip. Student voice feedback was very positive.
<b>Literacy intervention programme/license</b>	£2875	<ul style="list-style-type: none"> <li>Licensing for the Accelerated Reader programme. Disadvantaged students identified with low reading ages in Y7 are put onto the programme.</li> </ul>	<ul style="list-style-type: none"> <li><i>Impact assessed through regular assessment throughout the year.</i></li> <li><i>Success criteria: Increase in reading ages for all students taking part in the programme.</i></li> </ul>	<ul style="list-style-type: none"> <li>An average increase in +8 months reading age.</li> </ul>
<b>Total</b>	<b>£144,925</b>			

## Review of Trends

Headline figures for pupil premium student outcomes compared to non-pupil premium outcomes over the last four years are as follows:

<b>Attainment 8</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Pupil Premium	42.29	43.5	44.69	47.90
Non Pupil Premium	57.7	57.7	60.79	57.90
Gap	15.41	14.2	16.1	10.0

<b>Basics % Eng and Maths (standard pass)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Pupil Premium	42.9	46.4	57.1	70.4
Non Pupil Premium	77.4	73.2	86.5	81.8
Gap	34.5	26.8	29.4	11.4

<b>Progress 8</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Pupil Premium	0.06	-0.43	-0.71	-0.39
Non Pupil Premium	0.28	0.09	0.02	0.06
Gap	0.22	0.49	0.73	0.45

In the 'Basics' attainment measure, the gap between Pupil Premium and non-Pupil Premium students has narrowed substantially over a four year period, although we recognise that this trend is somewhat cohort specific. The attainment 8 gap is also reducing over time.

The progress 8 measure reveals that progress of Pupil Premium students has dipped since 2014; progress measures pre-2014 were also strong and improving. The Becket School recognised this trend and implemented a new strategy at the start of the September 2016 academic year. The impact of this strategy can be seen in improved progress in 2017 and a reverse in the downward trend but the school acknowledges that there are still improvements that need to be made in order to see sustained and improved progress in the long term.

**End of 2017-2018 Report:**

	Y7	Y8	Y9	Y10	Y11	2015-2016 Leavers
<b>Headlines</b>						
Number of students	31	29	36	28	29	28
Progress	-0.14		-0.19	-0.33	-0.39	-0.71
Progress gap	-0.16		-0.08	-0.31	-0.45	-0.73
<b>English</b>						
English Strong Pass	54.8%		41.7%	64.3%	69.0%	n/a
English Strong Pass gap	-30.9%		-36.6%	-27.0%	-16.5%	n/a
English Progress	-0.29		-0.25	-0.35	-0.22	-0.98
English progress gap	-0.22		-0.06	-0.11	-1.00	-0.78
<b>Maths</b>						
Maths Strong Pass	74.2%		38.9%	53.6%	41.7%	n/a
Maths Strong Pass gap	-11.5%		-51.7%	-30.5%	-30.3%	n/a
Maths Progress	-0.16		-0.22	-0.35	-0.53	-1.07
Maths progress gap	-0.22		-0.01	-0.43	-1.35	-0.91
<b>Pastoral</b>						
Average Behaviour Points	33.1	107.1	115.4	76.2		n/a
Average Behaviour Points gap	+15.8	+50.8	+79.0	+50.8		n/a
Reflection % with non PP	26.5%	38.7%	63.9%	60.0%	48.7%	n/a
Reflection Count	10	50	119	54	27	n/a
Attendance	95.2%	94.8%	94.1%	93.4%	96.3%	90.0%
Attendance gap	-2.2	-2.4	-2.9	-2.6	-0.3	-6.0
Persistent Absence	16.1%	12.9%	28.9%	24.2%	3.5%	25.0%
	(5)	(4)	(11)	(7)	(1)	(11)