



# Pupil Premium Strategy Statement - Balaam Wood School



1. Summary Information					
<b>School:</b>	Balaam Wood Academy				
<b>Academic Year:</b>	2019/2020	<b>Total PP Budget:</b>	£255,255	<b>Date of Most Recent PP Review:</b>	External April 2019
		<b>Planned Spend:</b>	£255,255		
<b>Total Number of Pupils (KS3-KS4):</b>	362	<b>Number of Pupils Eligible for PP:</b>	273	<b>Date for Next Internal Review of this Strategy:</b>	February 2020

1. Current Attainment: (Academic Year 2018/2019)		
*Year 11	Pupils eligible for PP (your school)*	Pupils not eligible for PP (national average)**
<b>Progress 8 score average</b>	-0.47	-0.52 (0.13)
<b>Attainment 8 score average</b>	37.12	34.79 (50.30)
<b>English and Maths threshold</b>	26%	5% (50%)
<b>Percentage achieving EBacc</b>	0%	0% (21%)

\*based on yr11 2019 results

1. Barriers to Future Attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor Literacy skills)	
<b>A</b>	Some children within our PP cohort, when baselined, are below ARE in Numeracy and Literacy
<b>B</b>	Some HPA PP underperform in Examinations
<b>C</b>	Some pupils eligible for PP, including most able pupils lack resilience, access to resources, study support, equipment, guidance and/or cultural experiences which in turn can lead to low aspirations
<b>External barriers</b> (issues which also require action outside of school, such as low attendance rates)	
<b>D</b>	PA and mental health concerns in a minority of pupils leads to underperformance.

Date of Review: February 2020



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2. Desired Outcomes <i>(desired outcomes and how they will be measured)</i>		Success Criteria
<b>A.</b>	Accelerated levels of progress in literacy and numeracy for Year 7 pupils eligible for PP closing the gap on ARE.	<ul style="list-style-type: none"><li>• Identifying specific areas of weakness for literacy and numeracy using KS2 analysis.</li><li>• Whole school reading and spelling tests show an improvement by 10% for all PP pupils below ARE</li><li>• Targeted teaching based on outcomes of KS2 analysis and ongoing tests.</li><li>• Use of Lexia and Maths Wizz to accelerate progress</li><li>• Substantially close the gap on their more advantaged peers and others nationally for LPA</li></ul>
<b>B.</b>	Improved outcomes for HPA PP in CORE subjects, with a particular focus on Mathematics and Science as national statistics show that disadvantaged pupils often underachieve in Maths and Science and are under-represented in professions in this area.	<ul style="list-style-type: none"><li>• Improve attainment of pupil premium pupils so that it is closer to other schools nationally particularly in core subjects</li><li>• Improved teaching and learning across the school leading to a reduction in variation between classrooms and a better educational experience</li></ul>
<b>C.</b>	High aspirations for GCSE and post 16. A greater number of pupils engaged in experiencing a range of possibilities available following gcse's. Although the EEF states – 'On average, interventions which aim to raise aspirations appear to have little to no positive impact on educational attainment.' As a school we will feel it is important to raise awareness of ALL possible paths our pupils could aspire to.	<ul style="list-style-type: none"><li>• Greater range of enrichment opportunities offered; greater range of transition activities both with larger proportion of pupils involved.</li><li>• Higher Education Visits-All disadvantaged can visit a university during their time at Balaam Wood Academy</li><li>• Reduction of PA pp pupils</li><li>• Outcome measured by:</li></ul>



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		<ul style="list-style-type: none"> <li>• % of high PP attainers on Level 3 courses</li> <li>• % of PP pupils in post 16 education / training</li> <li>• Through mentoring, pupils improve their knowledge of available opportunities after GCSEs.</li> <li>• Pupils follow appropriate qualifications.</li> <li>• Improved rates of attainment amongst PP pupils compared to others nationally. All PP pupils to have the opportunity to participate in extra-curricular activities and enrichment activities to enhance the curriculum</li> <li>• Education visits are funded when directly linked to the curriculum</li> </ul>
<b>D.</b>	Improve attendance in line with national figures. Measure attendance (including that at out of hours learning), punctuality and % persistent absence.	<ul style="list-style-type: none"> <li>• Attendance of pupil premium pupils increases by 1.5%</li> <li>• Negative behaviour incidents of pp pupils' decreases.</li> <li>• Reduction of FTE</li> <li>• Improved attitude to learning at school and at home.</li> <li>• Bespoke SMHE workshops show an improving picture in attainment for those PP</li> </ul>

### 3. Planned Expenditure

**Academic Year:** 2019/2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support Whole School strategies.

#### i. Quality of Teaching for all



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Desired outcome	Chosen action/approach	What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Good or better teaching every lesson, every day.</p> <p>Attainment of pp pupils is improved and any 'gaps' are diminishing.</p>	<p>ADE analysis PP progress report to FL Lesson observations</p> <p>Quality First Teaching prioritised, with high-quality CPD sessions and QA procedures focusing on:</p> <ul style="list-style-type: none"> <li>○ differentiation to ensure that all pupils are supported and challenged to achieve their best.</li> <li>○ Questioning to ensure that all staff are able to develop and deepen answers</li> <li>○ Strategies for teaching disadvantaged pupils – spotlight at risk pupils through effort grade data</li> <li>○ Developing precise and rapid feedback strategies using visualisers, mini whiteboards and</li> </ul>	<p>Ensuring that individual class teachers and FL's are accountable for diminishing differences will lead to more appropriate in class interventions</p> <p>Through book trawls there is evidence of high quality written feedback that uses "I" or specific tasks to close gaps in learning and extend/challenge with all pupils to 'own' their learning and develop independent skills. This strategy is supported by the EEF which suggests high impact for very low cost. Impact +8 months</p> <p>If appropriate funding is targeted in teaching and learning pupils supported by it will make significant</p>	<p>Regular meetings between SLT and Faculty leaders through RAG meetings and Line Manager meetings</p> <p>Quality assurance process by senior leadership team and subject leaders – work sampling and learning walks</p> <p>QA procedures used to inform CPD</p> <p>CPD sessions delivered are evidence based</p> <p>Subject CPD- modelled by SLT and delivered by faculty leaders.</p> <p>Personalised, evidence based and needs driven</p> <p>CPD model designed to support teachers develop practice</p>	<p>Head teacher Supported by Assistant Head Teaching, Learning and curriculum Lead Practitioner for Data Faculty Leaders</p>	<p>Once a half term</p>



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	<p>teachers annotations.</p> <ul style="list-style-type: none"> <li>o Deliberate practice approaches to support retention and recall of facts, knowledge and understanding using the implemented BWQM across all subject areas</li> </ul> <p>Development of DIRT time in lessons. Pupil premium pupils monitored first during DIRT time- to be developed</p> <p>Bespoke CPD to train staff to ensure up to date pedagogy. Including Rosenshein, Lemov and BEP training £6,000</p> <p>Improving attainment of pupil premium pupils' Bespoke pathways for KS4 for disadvantaged pupils with specific needs including 1:1 visits to colleges</p>	<p>progress matched against other groups within school and nationally.</p> <p>Questioning- needs to continue to be embedded and developed along with feedback (+8 months EEF)</p> <p>Revision- the need to arm our pupils with the skills to succeed with their revision outside of lessons (+5 months EEF).</p> <p>Ensuring funding is targeted to key groups in Year 11 and across the school will ensure bespoke progress of PP</p>			
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	<p>Use of unqualified teacher in English <b>£16,800</b></p> <p>English in action conference <b>£240</b></p> <p>Cross over meetings between Director of Maths and English</p> <p>Lead Practitioner with a specific focus on Year 11 progress <b>£3300</b></p>				
<p>Improve teaching in Maths leading to improved numeracy skills and progress in Numeracy in Y7-9</p>	<p>Teacher led numeracy intervention through maths Wizz <b>£3,250</b></p> <p>Baseline testing Re test at ADE points 50% improve by at least a grade by the end of the year.</p> <p>Small groups and use of the intervention coach in Year 7 to accelerate progress <b>£12,000</b></p>	<p>Low levels of numeracy skills impact on disadvantaged pupil's attainment. It is essential there are strong foundations at KS3 to improve outcomes at KS4</p> <p>Small group tuition and 1:1 tuition can impact +4-5 months on learning. Targeted, underachieving PP GCSE pupils will improve their independence</p>	<p>QA by FL and SLT</p> <p>Monitoring of pupils' progress.</p>	<p>Deputy Head Teaching, Learning and Curriculum supported by Director of Maths</p>	<p>Once a half term</p>



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	4 sets in Year to reduce class sizes and impact on progress	and confidence and increase their chances of securing their target grades.			
<p>More challenge is provided for the upper band, and more able, in every class therefore accelerating their progress and attainment</p> <p>Improve pupil exposure in Year 7-9 to STEM subjects with a specific focus in Maths and Science</p>	<p>Challenge the more able in every class to achieve their potential Challenge upper band pupils in every year group to achieve the highest grades</p> <p>Coach Bright Mentoring selection of HPA pp Science, Maths and English £1500</p> <p>Development of the STEM club for PP pupils £2000</p> <p>Academic Peer Mentor programme led by AP ambassador</p> <p>3 Birmingham university coaches studying Maths working on a 1:1 basis with Year 11 pp HPA in WBW sessions</p>	<p>The Sutton Trust has found in a recent study pupils from disadvantaged backgrounds are often at a further disadvantage when it comes to getting qualifications in STEM subjects. Recent research found that only 53% of highly-able pupil premium pupils study triple sciences at GCSE, compared to 69% of those not receiving the Pupil Premium and one in five schools don't even offer triple science at GCSE. Furthermore, only 21% of bright but disadvantaged pupils are taking an AS level in Maths, compared to</p>	<p>Learning walks</p> <p>Book trawls</p> <p>ADE reviews</p> <p>Pupil voice</p> <p>Trip feedback</p>	<p>QA by Deputy Head Teaching, Learning and Curriculum supported by FL's for Science and Maths</p>	<p>Ongoing</p>



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	<p>My tutor Maths for targeted PP pupils in Year 11</p> <p>£1100</p> <p>STEM Enrichment opportunities offered</p>	<p>33% of their more advantaged peers.</p>			
<p>Improved reading ages and comprehension, leading to better progress and attainment</p> <p>Reading ages to be at least in line with chronological ages.</p>	<p>All faculty areas to ensure reading is a part of the curriculum, with a clear focus on reading for meaning.</p> <p>Reading programme/lesson embedded into KS3 English lessons, with SENCO support to facilitate reading tests for whole school.</p> <p>£2,600</p> <p>TA'S £42,000</p> <p>PSS toolkit for very low level literacy</p> <p>Reading Strategy whole school with BEP reading project</p> <p>£2000</p> <p>HGRT Reading test twice a year shows a positive</p>	<p>The reading programme/lesson once a week engages pupils by allowing them to make informed choices on appropriate reading material and then testing their comprehension of the text once completed.</p> <p>A well-researched area of pupils in receipt of the PP funding is that they often underachieve in literacy from a very young age.</p> <p>“By age 24 months, there was already a six-month gap in processing skills critical to language development.” (Fernald 2013)</p>	<p>Faculty leader QA and data analysis.</p> <p>CPD time to be used to train and support faculties in updating curriculum models to incorporate this.</p> <p>Visit to other schools with successful embedded whole-school reading strategies.</p>	<p>Assistant Head Teaching, Learning and Curriculum supported by the Lead Practitioner for reading and SENCO</p>	<p>Whole school testing twice a year using NGRT</p> <p>Regular testing in English lessons through pupil discussion, mini tests- ‘5 a day’ and book reviews.</p>





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	<p>improvement with 35% making good progress of 1 year or more. £5320</p> <p>Read to Achieve lessons-choral reading to address reading for pleasure</p> <p>Register and Read</p>	<p>The rationale for embedding literacy across the curriculum is underpinned by this data; we need to give PP pupils the opportunity to read regular, high-quality texts.</p> <p><b>EEF</b> –Reading comprehension strategies – moderate impact for very low cost, based on extensive evidence. Impact +5 months</p>			
<p>Exam skills programme for Year 11 to ensure they are fully prepared for examinations Better equipped to answer questions in exams. Robust individualised revision programmes</p> <p>Self-esteem, aspirations and resilience of disadvantaged</p>	<p>Form time intervention sessions led by Core subject areas</p> <p>Booster sessions after school</p> <p>Intervention groups for targeted disadvantaged pupils in Year 11 within the following: HPA, MPA and LPA</p> <p>All pupil premium pupils to be given a senior member of staff as a GCSE and post 16 mentor.</p>	<p>To achieve positive progress 8 scores in English, Mathematics and Ebacc</p> <p>Precisely informed interventions using high quality interventions known to impact positively on improvement and support the closing of gaps: Individual instruction +3 months /feedback +8 months/ 1:1 Tuition +5</p>	<p>ADE reports and data manager analysis Subject leaders through monitoring of lessons</p> <p>Lesson observations show pupils to be more compliant and are gaining in confidence • Pupil voice surveys show a more positive attitude to learning. Pupils have a wider understanding of the careers available to them and see them as achievable outcomes</p>	<p>Lead practioner for Year 11 Supported by assistant head Teaching and Learning and Faculty Leaders</p>	<p>Once a half term</p>



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<p>pupils will improve to be the same as their peers; parental engagement is improved.</p>	<p>Provide opportunities for pupils to experience:</p> <ul style="list-style-type: none"> <li>• Careers events</li> <li>• CIAG personalised and reviewed 6 monthly</li> <li>• University/college visits</li> </ul> <p>Ensure hard to reach parents attend parent events at school          Include extra 'How to help your child at home' meetings for identified/targeted parents          Ensure relevant parties are aware of funding in place to support disadvantaged pupils attending extra-curricular trips and events          The SENCO will liaise with the college transition programme</p> <p>The SMHE will liaise with the transition programme to ensure early identification of those pupils whose social and emotional needs</p>	<p>months / Small Group Tuition +4 months.</p> <p>There are a number of pupils who lack academic resilience which is holding their academic achievement back.          Meta-cognition and self-regulation (+7 months EEF)+</p>	<p>from their school career (as evidenced by careers interviews and college applications). •</p> <p>The percentage of parents of disadvantaged pupils attending parents' evenings has increased but does not yet match the percentage attendance of other parents.</p> <p>Exit pupil voice surveys following support intervention periods</p>		
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	are a barrier to them making progress in their learning.				
	Completion on online review linked to GATSBY				
<b>Total Budgeted Cost:</b>					<b>£</b>
<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Small group literacy support for year 7 pupils who have entered BWA below 100 in Reading to eliminate gaps in attainment.	Hackney Literacy Programme <b>£500</b>  Lexia <b>£3,000</b>	Low levels of literacy significantly impact on disadvantaged pupils in several lessons and so it is essential these gaps are quickly addressed. According to the small Eef study this programme added +1month in most cases and more in others.	QA by Faculty Leader and SENCO	FL English supported by SENCo and Lead practitioner in Reading	Once a half term
Numeracy progress intervention for year 7 pupils who have entered BWA below 100 in Numeracy to eliminate gaps in attainment.	Small group provision using Maths Wizz. <b>£2,650</b> TA's trained to implement the programme. <b>£19,200</b>	Some of the pupils need targeted intervention to support catch-up to accelerate basic skills <b>EEF</b> – Small group tuition. Moderate impact for moderate cost. Impact +4 months	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these pupils to show impact of the programme. TA CPD to support these pupils with the strategy.	FL Maths SENCO TA	Summer Two



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<p>Pupils with attendance below 95% improve attendance to 97%</p> <p>Reduction in PP with PA</p>	<p>Attendance manager- to include home visits <b>£21,600</b> Including home visits, parental meetings</p> <p>HOY's and Guidance leaders attached to year groups to monitor pupils and follow up quickly on truancies and attendance. First hour of the day response and follow up by Attendance manager. Strategically identify key groups of pupils, intervene and measure impact of actions. Attendance meetings take place for targeted families. Thorough half-termly briefing meeting of pastoral leaders about existing absence issues. DHT will collaborate to ensure school processes work smoothly together. Same day calls about attendance for target pupils and consistent</p>	<p>Early identification of specific barriers to attendance and participation are in place, building on pastoral and academic support. Targeted interventions actively reduce barriers to learning and exam participation and success</p>	<p>Daily attendance reviews secure attendance at least national average (NA) 94.6%; Persistent Absence &lt; NA 13.5</p> <p>Line management meetings, data analysis to see trends. %</p>	<p>DHT and Attendance manager, Pastoral team</p>	<p>Ongoing</p>
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<p>Improve attendance of PP pupils with a reduction in persistent absence in line with national figures.</p> <p>Reduce the number of pupils with PA and the amount of PA</p>	<p>approach applied amongst all year groups. Letters about attendance to families/carers. Attendance officer to visit all PA at home to discuss attendance with families/carers</p> <p>Specific PP improved attendance rewards to build good habits £1,600</p> <p>Continued development of a specific strategy aimed at disadvantaged pupils and their families combined with police and LA door knocks, facilitated by the Development Officer – Attendance. £3,500</p> <p>Development officer- Attendance produces weekly data which is then shared with HOY and staff who act upon the data, working with pupils and parents.</p> <p>Forensic analysis of data by pupil groups</p>	<p>Direct link between attendance and attainment at the school. Specific families account for the largest part of our PP attendance issues</p>			
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	Pupil and parental interviews regularly held to address poor attendance				
Revision: Pupils to understand how to work independently and revise for exams	<p>Deliberate practice: Train pupils in all year groups in using the revision skills of retrieval practice and spaced practice To support pupils in Year 9,10,11 in creating revision timetables in preparation for mock examinations and assessment points.</p> <p>Develop a whole school, best practice strategy to use across faculties Online packages including GCSEpod and Seneca</p> <p>Use of Class charts to engage parents with home learning <a href="#">£2575</a></p>	Retrieval practice and spaced learning have been identified as two skills that have some of the greatest impact on pupil learning and progress. Empowering pupils to have a greater ability to use these skills will increase their opportunities to be independent and consequently increase their confidence.	<p>Support faculties in understanding and implementing revision strategies into their SOLs, lessons and homework.</p> <p>Use CPD and Inset Sessions.</p> <p>Student voice – Revision skills sessions and timetable work sessions.</p> <p>Data Captures</p> <p>Staff voice</p>	FL's Assistant Head	At each data point capture
Improved attitude to learning and support for effective learning	SEMH mentor- work around 1:1 sessions with pupils who are experiencing difficult situations or displaying behaviour concerns in lessons are given support	We want pupils to become more independent. To do this, we recognise the need for a healthy mind. The EEF Toolkit suggests that targeted	<p>Forensic data analysis</p> <p>Mentor timetable and support sessions</p> <p>Register of attendance</p>	Deputy Head for Behaviour and Safeguarding	Once a half term



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<p>Increase attendance of PP pupils at homework club at lunch</p>	<p>and monitored by SEMH mentor. <b>£15,200</b></p> <p>Homework club set up- The Hub. This includes a specific club once a week for year 11 pupils only. The remainder of the sessions are open to all pupils</p> <p>Use new library system to monitor reading of books <b>£2000</b></p> <p>Hub area opened 4 lunchtimes and 2 nights a week to allow more vulnerable pupils a space to study, revise and complete home learning</p>	<p>interventions matched to specific pupils with needs or behaviour issues can be effective, especially for older pupils.</p> <p><b>EEF</b> Homework – Moderate impact for very low cost. Impact +5 months</p>	<p>Monitor the impact of pupils who attend homework club</p> <ol style="list-style-type: none"> <li>1. Attendance of PP pupils is recorded and monitored.</li> <li>2. Homework completion rates improve</li> <li>3. Standard of homework shows improvement</li> </ol>		
<p>Improved levels of progress and attitude to learning for the targeted PP pupils in Year 9 and 10</p>	<p>Aim Higher Plus funding- Graduate mentor to provide 1:1 mentoring for targeted Year 9 and 10 pupils <b>£6,616</b></p> <p>APP to organise enrichment opportunities at Birmingham University</p>	<p>We want PP pupils to have the same opportunities as others to a wide range of 'University' experiences. The EEF toolkit suggests that 1:1 tutoring on a regular basis for an extended</p>	<p>Set up aim higher plus collaborative agreement</p> <p>Appointment of TLR post holder to lead planning sessions and links with University mentor</p>	<p>Assistant Head Teaching and Learning supported by Aim Higher plus ambassador</p>	<p>Once a half term</p>



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	<p><b>£3,384</b></p> <p>Coaches (undergraduates) will lead master classes with Year 11 PP</p> <p>1:1 tutoring from the Russell Group of Universities</p> <p>Guest speakers to be invited into school from industry, higher education, business etc. through careers fair and other scheduled events</p> <p>Pupil premium pupils provided with enrichment and extracurricular activities through various subjects (e.g. STEM day, Maths inspiration, English theatre visits, History trips and Geography fieldwork)</p> <p><b>£4000</b></p> <p>Careers interview for all pupil premium pupils</p> <p><b>£1500</b></p> <p>A variety of subjects and courses provided to enable</p>	<p>period can have a clear impact, particularly when coupled with early intervention.</p> <p>EEF 1:1 Moderate impact for high cost.</p> <p>Impact + 5 months</p>	<p>Register of pupil attendance</p> <p>Minutes from mentor sessions</p> <p>Tracking of pupil progress at assessment points</p>		
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	<p>different paths to be chosen</p> <p>Aspirational subject targets to be given to all pupils including pupil premium to encourage high aspirations</p>				
<p>Positive rewards and communication to engage the families of disadvantaged</p>	<p>Celebration events and awards <b>£3,200</b></p> <p>Uniform provided to all PP pupils at the start of Year 7 <b>£1,600</b></p> <p>Assemblies celebrating successful progress of PP Reward trips to local cinema</p>	<p>There is a clear link between the achievement of disadvantaged and the engagement of families <b>EEF</b> Parental engagement Moderate impact for moderate cost. Impact +3 months</p>	<p>Monitoring of rewards and sanctions</p>	<p>Deputy Head for Behaviour and Safeguarding /Guidance Leader</p>	<p>Once a half term</p>
<p>Improve Behaviours for Learning so there is a reduction in C's issued, removals from lessons and reduction in exclusions</p>	<p>Behaviour support programmes to reduce exclusions and modify behaviour COBS <b>£4,800</b></p> <p>ADHD mentor <b>£19,200</b></p> <p>Guidance officer <b>£21,600</b></p> <p>SMHE Mentor Personalised curriculum to support pupils at risk of permanent exclusion,</p>	<p>Need to close any gaps in exclusions or isolations especially for repeat offenders of which PP pupils are the majority</p> <p><b>EEF</b> research suggests; Behaviour Intervention has moderate impact for moderate cost. Impact + 3 months</p>	<p>QA of behaviour record before and after bespoke intervention</p>	<p>Deputy Head for Behaviour and Safeguarding supported by Assistant Head for Behaviour and Guidance</p>	<p>Once a half term</p>



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	disaffection of becoming NEET in Key Stage 4. <b>£2,400</b> Reduction in behaviour incidents				
<b>Total Budgeted Cost:</b>					<b>£</b>
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To promote a smooth transition between primary and secondary. Key issues identified early	Summer School Year 6 Summer School- with a literacy focus <b>£5,000</b>	On average, nationally, <b>EEF</b> evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils.	Pupil tracking Laser meeting Discussions with Primary teachers  Identification of pupils via year 6 transition information and teacher data	Deputy head Teaching and Learning	Autumn 1 Spring 1 Summer 1
Raising student aspirations through a range of strategies	CEIAG Programme – a range of employer engagement activities for all PP pupils. Interventions and enrichment Inspirational speakers and workshops <b>£500</b>  A wide range of enrichment opportunities <b>£5,500</b>	EEF Toolkit recognises involving parents has an impact. Moderate impact for moderate cost +3 months Awareness that pupils (especially boys) achieve better in school when they have a plan for their future and can link achievement in school	Identify pupils for additional careers advice with CEIAG. Support pupils who lack aspirations or who aren't sure of the future. Visit local accessible colleges and universities where funding/travelling/living away from home may be less of an issue	Head Teacher supported by SLT	Once a half term



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		to support them to their next step.	Involving parent/guardians in supporting  Tracking and monitoring of all pupils in terms of where they are applying post-16 and follow-up with additional 1:1 interviews as needed		
<b>Total Budgeted Cost:</b>					<b>£</b>