BEAL HIGH SCHOOL
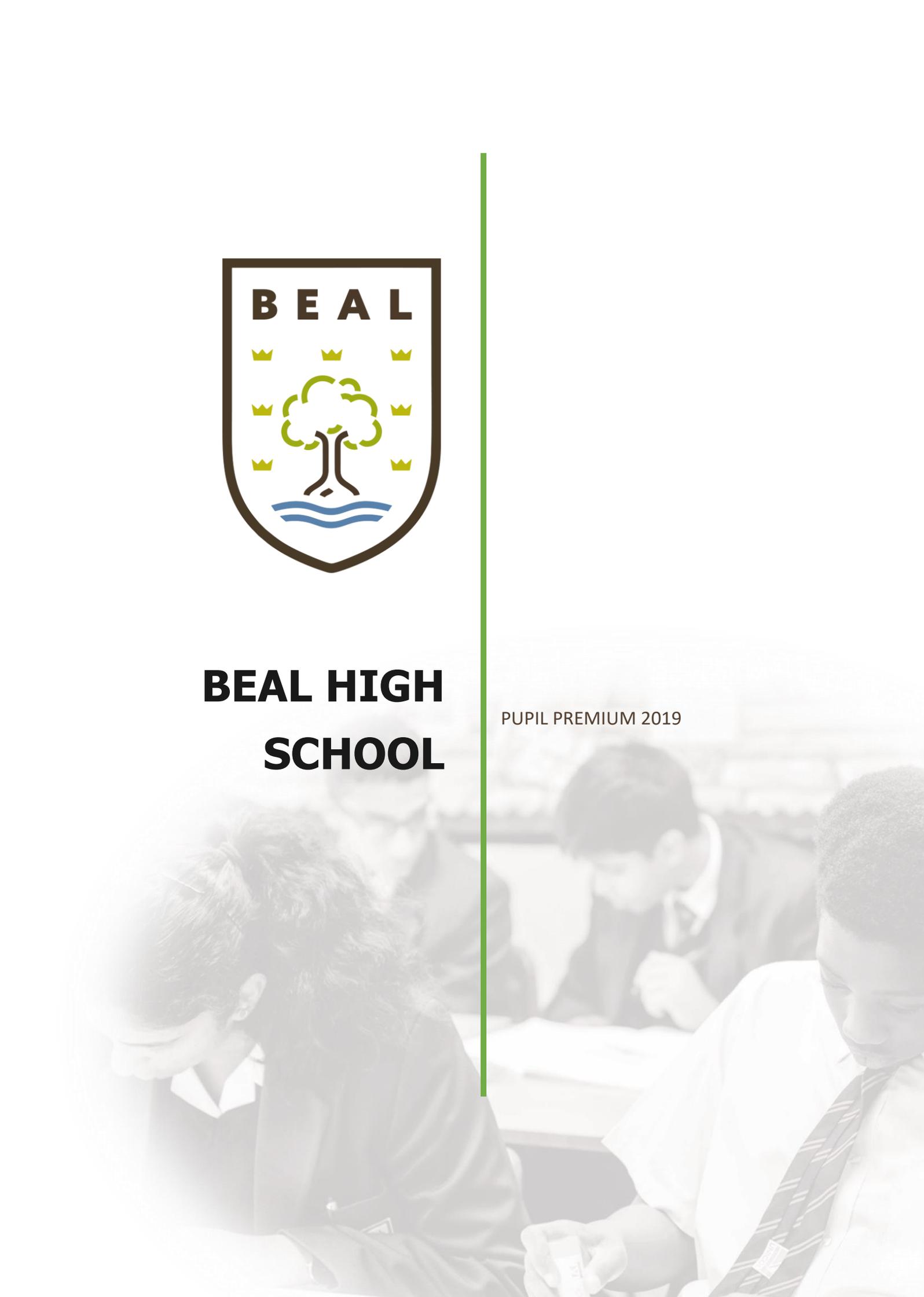
What is the Pupil Premium?

Introduced in 2011**,** the pupil premium is a sum of money given to publicly funded schools in England each year by the Government to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Is your child eligible?

Schools receive the following funding for each child given a pupil premium:

- Children who are registered as eligible for free school meals at any point in the past six years. Beal High School receives £935 for pupils in years 7 to 11.

- £2,300 for each pupil identified in the spring school census as having left local authority care because one of the following:

  - o Adoption;
  - o a Special Guardianship Order;
  - o a Child Arrangement Order *(previously Residence Order)*;
  - o In Service Children.

If a pupil has been registered as eligible for free school meals and has also left local authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Payments made to Academies

Pupil premium funding is paid to Academies in quarterly installments. In the 2018/19 financial year, pupil premium was paid on the following dates:

- 09 July 2018
- 08 October 2018
- 09 January 2019
- 08 April 2019

The Beal High School Pupil Premium strategy is reviewed on a termly basis as part of the School Self Evaluation Cycle. This includes reviewing the attainment, progress, behaviour, and attendance data of all students in the Academy alongside Pupil Premium and Non Pupil Premium students. The Academy also reviews the impact of the interventions and devises plans for the following term to ensure maximum impact. While interventions may be one part of our Pupil Premium strategy, it is our work to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour that is an integral part of our strategy.

How to claim your child's pupil premium?

Your child may be eligible for free school meals – and accordingly pupil premium – if you receive any of the following benefits:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they are not also entitled to Working Tax Credit and
- have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after qualification for Working
- Tax Credit ends
- Universal Credit (currently in place in pathfinder areas only)

You can check if you are eligible and apply online for free school meals by going to:

https://www.redbridge.gov.uk/schools/free-school-meal-application/
or by emailing
admissionsandawards@redbridge.gov.uk

Alternatively you can visit the Admissions and Awards Team at the London Borough of Redbridge at the following address:

Lynton House
255-259 High Road
Ilford
IG1 1NN

Accountability

The Government believes that Principals and School Leaders should decide how to use the pupil premium money as they are best placed to identify what would be of most benefit to the children who are eligible. They are held accountable for the decisions they make through:

- performance tables which show the performance of disadvantaged pupils compared with their peers;
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium;
- reports for parents that schools have to publish online.

Use of Pupil Premium 2018/19 and Outcomes

In 2018-19 Beal High School had 331 eligible pupils and received £935 per pupil and £2,300 for each child looked after by the local authority. The total pupil premium grant totalled £321,065 (estimated on 319 FSM – 12 LACs) /£348,467 (actual from finance)

In 2019/20 Beal High School has 387 eligible pupils and will receive £935 per pupil and £2,300 for each child looked after by the local authority. The total premium grant is estimated to total £434,545.

Beal High School effectively uses the pupil premium to support disadvantaged pupils and teachers are encouraged to use the teaching and learning toolkit and evaluation tools provided by the Government as well as evidence provided by the Education Endowment Foundation (The EEF guide to Pupil Premium 2019).

Common ways in which Beal High School spend their pupil premium fund include:

- Ensuring that all staff employed are highly trained and effective, and effective CPD is tailored for all staff (provided by NELTA – North East London Teaching Alliance)
- Personalising learning is at the core of our vision for teaching and learning. To ensure personal success for all our students we provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high quality learning experiences.
- Allowing meticulous student grouping and outstanding teaching to ensure rapid and sustained progress. All teaching staff are aware of who is eligible for the PPG, and this informs their planning.
- Maximising learning and progression through curriculum innovation and quality. Supporting student centric curriculum design that has remained true to this principle over periods of rapid change and external influences.
- Providing purposeful progression; the offer is flexible, not restricted by option blocks, and driven by student need. This is informed and improved by intensive, high quality Information, Advice and Guidance. The curriculum at both KS4 & Post 16 is determined by this choice.
- Supporting forensic use of data to identify groups at risk and judicious use of resources to respond swiftly - regular half termly monitoring, and the use of regular robust assessments which allow teachers to give students effective and timely feedback.
- Employing robust self-evaluation and improvement planning across every department, and year group; identifying individuals at risk of underachievement.
- Maximising support to remove barriers to learning and increasing opportunities for all students

On a day to day basis this might mean:

- Suitable learning challenges which meet the needs of all;
- Responding to the diverse needs of students within a classroom – perhaps dealt with by the pairing, grouping and organisation of the seating plan; understanding specific learning strategies to overcome barriers to learning or by effective deployment of Teaching Assistants (TAs) or other additional adults in the teaching environment
- Working in partnership with TAs and/or other support staff in the planning and preparation of lesson plans and materials in order to maximise impact on learning;
- Using effective AfL and questioning techniques to draw more and less able students into a debate, discussion or learning experience;
- Setting appropriate 'out of lesson learning' which is accessible to all students. Targeted academic support, linking structured one-to-one or small group intervention to classroom teaching.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children who receive the pupil premium.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.
- Investing in resources that boost children's learning, such as laptops or tablets.

The strategies to support PP pupils are chosen for their effectiveness based on cost and outcomes, many of the strategies used have been successful in previous years, while others have been adopted because of other schools' successes, empirical evidence or research undertaken by staff.

Often, **all of the children in a class will reap some benefit from how the school spends its pupil premium**. Many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups. Our targeted academic support and wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

As a non-selective, outstanding school we measure our success by the desired outcomes for **all** students and we focus on the difference that adults need to make to achieve these. Our determination ensures that all our students reach their full potential, and achieve outcomes that exceed those of their peers nationally. SENd students and those from Beacon Communication School (our additionally resourced provision for children on the Autistic Spectrum) are included in both GCSE and A' Level results which makes it both unique and exceptional within Redbridge and beyond. Our students are far more than just examination grades and thus receive as many enrichment opportunities and creative opportunities as possible. The PPG means that all students can access these opportunities.

Beal High school - The Pupil Premium (Self-evaluation 2019)
National indicators measuring student progress and attainment have changed in recent months and new performance indicators were introduced by the DfE for the first time in 2015-16. As a result, it is difficult to compare progress for the 2015-16 Year 11 cohort to the progress of previous cohorts.

Summary of number of Pupil Premium (PP) students – 2019/20

Pupil Premium data						
	Year 7	Year 8	Year 9	Year 10	Year 11	6th Form
Number on roll	360	360	360	360	360	903
Pupil Premium	36	57	69	73	62	90
CLA – Pupil Premium	4	4	6	5	7	3
% PP	**11.2**	**16.9**	**21.0**	**21.9**	**19.4**	**10.2**

KS3 Pupil Premium - Progress 2018/19: -

Assessment without Levels was introduced in 2016 and continues to be developed to ensure the highest standards are maintained academically and all students achieve their potential.

Overall in Key Stage 3, 75.2% (81.2%) of Pupil Premium students are making expected or above expected progress which is marginally higher than non-PP students in Key Stage 3 75.6% (77.8%).

- Of the Pupil Premium pupils in Year 7, 73.2 % pf PP are making above or expected progress which is higher than the cohort average of 70.4%.
- Of the Pupil Premium pupils in Year 8, 78.1% of PP are making above or expected progress in line with the cohort average of 78.7%
- Of the Pupil Premium pupils in Year 9, 75.4% of PP are making above or expected progress which is marginally lower the cohort average of 76.5%.
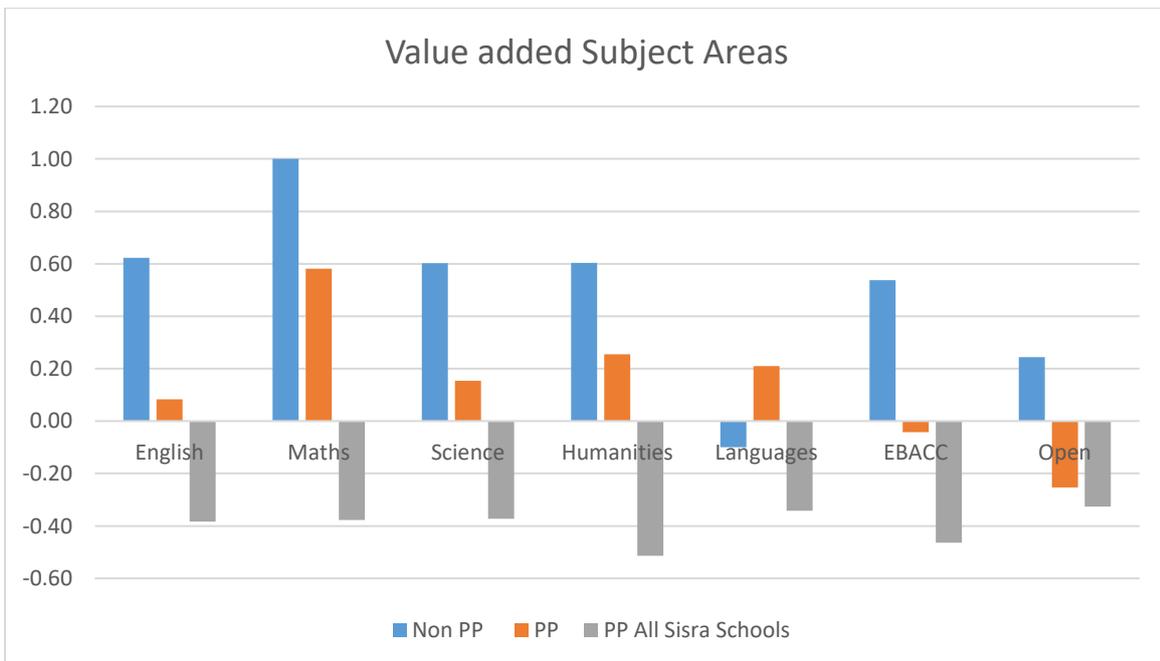
KS4 Pupil Premium - Outcomes (2018/19):

Context:
- 21% Pupil premium (73 in total), 1 student was looked after
- 10% Pupil premium ECHP
- 25% of PP students SEND Support (K)
- 23% Pupil premium are low ability on entry

2018 KS4 Outcomes:
As an indicator of the success of the interventions above, our Pupil Premium students in Year 11 achieved the following progress and attainment outcomes (provisional data from Sisra Analytics):

Provisional P8 2019

0.559 0.052 -0.375

Legend: ■ Non PP ■ PP ■ PP All Sisra Schools

A8 2019

Legend: ■ Non PP ■ PP ■ PP All Sisra Schools

% Achieving 9-4 English and Maths

Legend: ■ Non PP ■ PP ■ PP All Sisra Schools

Value added Subject Areas

Categories: English, Maths, Science, Humanities, Languages, EBACC, Open

Legend: ■ Non PP ■ PP ■ PP All Sisra Schools
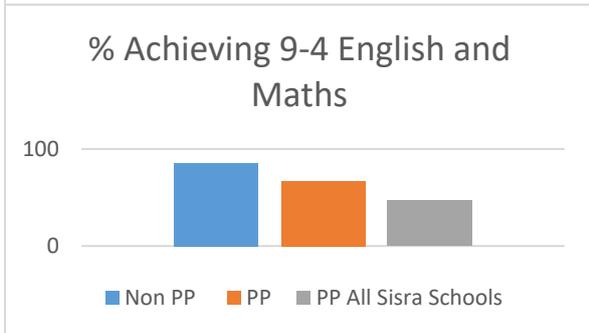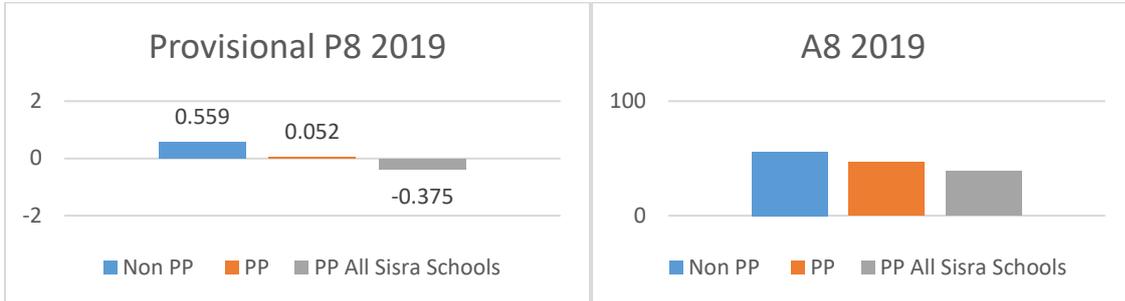
In 2019:

- The average progress 8 score in all schools was -0.018, so all of the above statistics are classified as better or 'significantly better' than the national average for this group. This is true testament to the level of support provided for all students at Beal High School.
- Attainment: 45% of PP students achieved 5 or more standard passes or above including English and Maths. This is significantly higher than 26% who achieved this in all schools.
- Overall A8 for pupil premium (46.17) is well above the A8 for all schools (38.54)
- Overall rates of progress for pupil premium students is strong, with pupil premium students making above expected progress in Maths, English, Sciences, Languages and Humanities.
- Estimated Progress 8 score for pupil premium students was 0.052 which is significantly better than -0.375 for all school but less than the 0.559 achieved by non-pupil premium.
- Overall P8 for middle and high ability PP students is above the national average for all schools, for low ability PP students below the NA.
  - Estimated P8 for Low ability on entry PP students (6 students) is -0.223
  - Estimated P8 for Middle ability on entry PP students (33 students) is 0.054
  - Estimated P8 for High ability on entry PP students (29 students) is 0.109

Maths

- All abilities of PP student score significantly above the national average for P8
- Lower ability PP students are significantly higher than non PP students for P8
- Middle and higher level PP students score below non PP students for P8

English

- Middle and higher abilities of PP student score above the national average for P8
- Lower ability PP students score below the national average for P8
- All ability level PP students score below non Pupil Premium students for P8

Science

- All abilities of PP student score above the national average for P8 with lower ability students being significantly higher.
- Lower ability PP students are significantly higher than non PP students for P8
- Middle and higher level PP students score below non Pupil Premium Students for P8

Humanities

- Middle and Higher abilities of PP student score above the national average for P8, with middle ability students being significantly higher.
- Lower ability PP students are significantly higher than non PP students for P8
- All ability level PP students score below non PP students for P8

Languages

- Middle and Higher abilities of PP student score above the national average for P8
- Lower ability PP students score below the national average for P8
- Middle and Higher ability PP students are higher than non PP students for P8
- Lower ability level PP students score below non PP students for P8

Ebacc Element:

- Higher ability PP student score above the national average for P8
- Middle and lower ability score below the national average for P8
- All ability level PP students score below non PP students for P8

Open Element:

- All ability PP student score below the national average for P8
- All ability level PP students score below non PP students for P8

KS4 ALPS Gap Analysis:
- In the last 4 years, the schools Alps score for disadvantaged students averages at 3.5. In the years 2014 to 2018 both disadvantaged and non-disadvantaged groups do equally well. In 2019 the disadvantaged did slightly less well than the non-disadvantaged. (please see Table – ALPS Gap Analysis below)

ALPS Gap Analysis:

	2015/16	2016/17	2017/18	2018/19
Total student numbers (inc those with no prior achievement)	241	229	347	350
Students included in the report (those with prior achievement)	220	216	324	318
Disadvantaged student numbers (with prior achievement)	41	37	61	67
Disadvantaged student % (with prior achievement)	18.6%	17.1%	18.8%	21.1%
Non-Disadvantaged - Average prior achievement	4.76	4.94	5.00	5.00
Disadvantaged - Average prior achievement	4.48	4.71	4.75	4.82
Alps QI score - Non-Disadvantaged students	1.01	0.99	1.02	1.01
Alps QI grade - Non-Disadvantaged students	3	3	3	3
Alps QI score - Disadvantaged students	1.02	1.03	1.03	0.94
Alps QI grade - Disadvantaged students	3	3	3	5
Alps QI Gap Analysis	0.01	0.04	0.01	-0.07
Alps QI8 score - Non-Disadvantaged students	1.05	1.02	1.02	1.03
Alps QI8 grade - Non-Disadvantaged students	2	3	3	3
Alps QI8 score - Disadvantaged students	1.03	1.02	1.02	0.93
Alps QI8 grade - Disadvantaged students	3	3	3	5
Alps QI8 Gap Analysis	-0.02	0.00	0.00	-0.10

Progress by Pupil group (Analyse School Performance 2018. 2019 data will be available in January 2020):

Key stage 4 disadvantaged

This is revised data for 2017/18.

Progress 8 for disadvantaged pupils

Progress score for disadvantaged pupils	**0.40**
Confidence interval	0.09 to 0.72
Number of disadvantaged pupils	62
Disadvantaged pupils with adjusted scores	0
National average for non-disadvantaged pupils	0.13

Progress 8 by prior attainment ?

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	31	9	118	30	182	23
Pupils with adjusted scores	0	0	0	0	0	0
Progress score	-0.43	-0.48	0.41	0.74	0.50	0.30
National average ?	-0.18	0.04	-0.01	0.17	0.01	0.12
Difference ?	-0.25	-0.52	0.42	0.57	0.48	0.19
Confidence interval	-0.87 to 0.02	-1.30 to 0.35	0.19 to 0.64	0.29 to 1.19	0.31 to 0.68	-0.21 to 0.82

Beal Sixth Form – Pupil Premium (2019)

In Year 13, those students previously eligible for pupil premium perform above the national average and with positive value added scores for each ability group.

KS5 Disadvantaged student progress

A Level

PP students   Non-PP students

	2017/18	2018/19
A level students (1 or more entries)	17	17
% students on mixed study programmes	23.5%	17.6%
Total exam entries (excluding general studies)	42	48
High prior attainers %	35.3%	29.4%
Middle prior attainers %	11.8%	47.1%
Low prior attainers %	52.9%	23.5%
Average prior achievement score	5.73	5.99
T score - single year score	3.00	2.67
T score - single year grade	3	2
RED teaching & learning %	57.1%	62.5%
RED teaching & learning grade	2	2
BLUE teaching & learning %	11.9%	12.5%
BLUE teaching & learning grade	4	4
Provider A level Quality Indicator score	1.00	1.03
Provider A level Quality Indicator grade	3	2
T score - Three GP score	-	2.83
T score - Three GP grade	-	2
Levels on target %	76.2%	79.2%

	2017/18	2018/19
A level students (1 or more entries)	176	213
% students on mixed study programmes	11.9%	18.3%
Total exam entries (excluding general studies)	503	566
High prior attainers %	31.8%	28.6%
Middle prior attainers %	43.8%	43.2%
Low prior attainers %	24.4%	28.2%
Average prior achievement score	6.03	5.97
T score - single year score	3.67	5.00
T score - single year grade	3	5
RED teaching & learning %	27.2%	4.2%
RED teaching & learning grade	5	7
BLUE teaching & learning %	8.0%	6.7%
BLUE teaching & learning grade	3	3
Provider A level Quality Indicator score	0.99	0.94
Provider A level Quality Indicator grade	3	5
T score - Three GP score	-	4.33
T score - Three GP grade	-	4
Levels on target %	71.0%	65.2%

SISRA analytics shows the following:

- Attainment: APS per entry: 34.04 v 32.54
- Progress: Value Added: +0.32 v -0.02

Headlines:

- At A level, PP students out-perform non-PP students both in terms of value added and raw attainment. All secure progression to university/apprenticeships/employment with no NEET (Not in Education, Employment or Training).
- Their performance is significantly above national average.
- Their T score progress is 'red hot' and at '2' they are made outstanding progress, amongst the top 10% of all providers nationally and scoring between the 90th and 99th percentile on the ALPS thermometer.
- Their progress as a micropopulation has improved from a 3 to a 2 from their counterparts in 2018.