



Beacon High - Pupil Premium - 2019/20 Review and 2020/21 Strategy

It needs to be noted that due to the school closure in March 2020 for students who were not identified as Key Worker or Vulnerable, our impact review does not take its usual form as strategies, interventions and data analyses came to a standstill, in part, in March 2020.

We would usually review the progress made and impact over a full academic year.

2019/20 Impact Review: our 2019/2020 profile was as below and placed us in the top Quintile for PP:

Year	Number of PP	% of PP
Year 7	21	38.89
Year 8	56	70.89
Year 9	65	67.01
Year 10	93	72.09
Year 11	109	74.66
Overall	344/505	68.12

2020 Summer Results

A combination of evidence consisting of class/home learning, mock exam results and coursework (if applicable) was used to award our students' grades internally in 2020. These were called Centre Assessed Grades. The centre grades submitted to the exam boards were agreed by the centre following an internal quality assurance process and were not the sole responsibility of any individual teacher. The Headteacher agreed and moderated all CAGS.

The trajectory of student's progress since the beginning of Year 11 was also taken into account to address the early school closures and missed school learning. These grades were then submitted to the exam boards. The final grades awarded by the exam boards were the product of a nationally applied process, aimed at ensuring that student grades were consistent with those of students in other years, and therefore had equal value.

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The grades that students received were a combination of CAGs and some calculated (external) grades. The standardisation model developed by Ofqual and the awarding organisations was statistical and, in some cases, did not reflect the grades submitted by the centre. The standardisation process applied by the exam boards ensured that grades awarded in 2020 were consistent with those awarded to other cohorts in other years. Students were awarded the higher of the two grades - either the CAG or the calculated grade.

There are no headline measures for schools to report in 2020 and no league tables to be released.

We have, of course, completed an internal analysis of our results and have evidence of improved outcomes across all headline figures, including closing the gap between PP and Non PP students. Higher attaining PP HAPS students remains a focus of our SDP for 2020/2021 although this group of students made more progress than their Non-PP HAPS peers. Overall there is an internally estimated gap of 0.37 between the outcomes of Disadvantaged and Non Disadvantaged. Matched data at Grades 4+ is 45% and at 5+ 26%. This is 8% and 16% higher than in 2019.

Pupil Premium - Progress 8

Whole School (All)	-0.33 (145 students) internally <i>estimated P8</i>
Disadvantaged Students	-0.42 (108 students) internally <i>estimated P8</i>
Non-Disadvantaged Students	-0.05 (37 students) internally <i>estimated P8</i>

Pupil Premium - Attainment 8

Whole School (All)	38.4 (145 students)
Disadvantaged Students	37.6 (108 students)
Non-Disadvantaged Students	40.8 (37 students)

2019 Summer Results

- The school was in the top 20% of all schools for the proportion of disadvantaged students (73%)
- There were two looked after children in the 2019 Year 11 cohort

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Pupil Premium - Progress 8

- Progress 8 was significantly below the national for other pupils for at least three years for the following groups: overall disadvantaged, disadvantaged middle, disadvantaged high

Whole School (All)	-1.12 (144 students) <i>estimated P8</i>
Disadvantaged Students	-1.18 (114 students) <i>estimated P8</i>
Non-Disadvantaged Students	-0.88 (30 students) <i>estimated P8</i>

Pupil Premium - Attainment 8

- Attainment 8 was in the bottom quintile (20%) for at least the past three years

Whole School (All)	32.8 (144 students)
Disadvantaged Students	31.3 (114 students)
Non-Disadvantaged Students	38.3 (30 students)

- In 2019, Attainment 8 was in the lowest 10% of all schools

2020/21 Strategy: our 2020/2021 profile is as below and places us in the top Quintile for PP. As of September 2020, we have 403 students on roll:

Year	Number of PP	% of PP
Year 7	29	52
Year 8	38	67
Year 9	54	68
Year 10	56	64
Year 11	82	67
Overall	259	64

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Summary of the Main Barriers to Educational Achievement Faced by Eligible PP Students at Beacon High

In-School Barriers:

- A. Levels of literacy on entry are low, especially for reading and writing which prevents students from making good progress in KS3.
- B. Levels of maths mental arithmetic skills on entry in Y7 are lower for pupil premium students than for other pupils, which reduce progress in maths in Y7.
- C. A high prevalence of social and emotional problems which produces barriers to progress and need to be overcome, including as a result of experiences during lockdown/Covid-19

External Barriers:

- D. Lower levels of engagement with home learning (HL) outside of school and parental engagement. This was compounded for some students during school closures to those not identified as Key Worker or vulnerable students. Low levels of remote learning and engagement with this learning was evident, for some as a result of not having access to technology or internet access.
- E. Parental barriers to reading, literacy and numeracy to support their child.
- F. Higher than national average level of safeguarding, SEND, and EAL. PP students are significantly below national expectations on entry to the school.

Alongside our strategy, we need to distinguish between other funds available to us to support the progress of students at Beacon High. The PP fund and spend is a separate budget focused solely on supporting the progress and attainment of our Pupil Premium students

The following act as opportunities to specifically focus on supporting all of our students, not just PP, who have fallen behind in their learning during the period of school closure:

- *National Catch Up Programme*
- *National Tutoring Programme*
- *Islington Borough - Catch Up to Keep Up*

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The Islington Framework for a Covid-19 Catch-up Programme

Based on guidance from the DFE and associated guidance from the EEF there are three key strands (and nine elements) to an effective programme to support pupils to catch-up.

Strand 1: Teaching and whole-school strategies

- a) Supporting great teaching
- b) Pupil assessment and feedback
- c) Transition support

Strand 2: Targeted support

- a) 1:1 and small group tuition
- b) Intervention programmes
- c) Extended school time (before and after school interventions)

Strand 3: Wider Strategies

- a) Supporting parents and carers
- b) Access to technology
- c) Holiday support

Schools should ensure all of these strands are considered in some way within their plans for how pupils will catch up on the learning that has been lost during the period of school closure. This will provide a common language and accountability framework across the Local authority when discussing the work of our schools to support pupils to catch up.

Nationally Funded Programmes:

In order to support schools' to help pupils to catch up on their missed learning, there are two national programmes funded by the government:

- National Catch-Up Programme (£650 million national funding)
- National Tutoring Programme (£350 million national funding)

In effect, the funding for both of these programmes is most closely linked to 'Strand 2' (Targeted

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Pupil Premium 2020/2021 – Strategy Plan Pupil Premium Allocation 2019/2020 – Impact Review

	2020/2021 - Strategy Plan	2019/2020 - Impact Review
Pupil Premium Total	£328,785	£429,015

Suggested Spend	2020/2021 Strategy Plan	2020/2021 Spend	Spend	2019/20 Impact Review	2019/20 Spend
'Chromebooks for All' Initiative	<p>This aligns with Strand 1 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on access to technology.</p> <p>This scheme will see all students have the opportunity to own a brand new Chromebook to support their learning journey throughout their time at our school. We will expect students to bring their devices to school every day fully charged for use in lessons. Students and parents need to consider the payment options explained within this parent pack before making their choice. Every effort has been made to make the offer as affordable as possible but if the cost remains a barrier alternative arrangements will be made. Chromebooks will provide many benefits for our students: Access to a wealth of up to date information Develop student's independence Access to websites used on a daily basis at school Opportunity to</p>	<i>£10,360</i>	N/A	N/A - new initiative following remote learning experience during lockdown and the needs for technology and equal opportunities for our students.	N/A

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	<p>collaborate and communicate more effectively through Google apps.</p> <p>£40 per PP student subsidised with 259 PP students on roll (September 2020).</p>				
1:3 Tuition - Year 11 Cohort Focused	<p>This aligns with Strand 2 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on targeted support including 1:1 and small group tuition.</p> <p>Began in June 2020 - focused on our Y10 students who returned to learning for face-to-face education.</p> <p>From September 2020, it is focused on this same year group for English and Maths. Students have been chosen from our TIGS (targeted intervention group) and HAPs students in this year group. Students receive specialised tuition twice per week in the determined core subject, for some students both core subjects. 63% (36 students) from the TIGS are PP.</p> <p>Tutors have been selected from Earnest Tutors. They deliver specific learning opportunities focused on identified learning gaps and core skills.</p> <p>We will further utilise tutors and tuition through the <i>National Tutoring Programme</i> and this will focus on EBacc subjects. The spend for this will be reported separately.</p>	£16,000	N/A	N/A - new initiative following remote learning experience during lockdown. Some costs to be covered by the National Catch-Up and National Tutoring Programme funds in 2020/2021 and the local authority 'Catch Up to Keep Up' initiative (Islington).	N/A

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<p>Teaching Staff (incl. External Tutors), DOLs Team, Support Staff (incl. KS4 Mentoring, Well-Being and Internal Exclusion) Year 7 Teaching Base</p>	<p>This aligns with Strand 1 of the strategies outlined in Islington’s Catch Up to Keep Up document. Essentially focusing on supporting great teaching, student assessment and feedback and transition support.</p> <p>Our SPD outcomes focused priorities for 2020/21 relating to the Quality of Education are:</p> <ol style="list-style-type: none"> 1. Ensure the development of an accessible online learning programme 2.1. Ensure the recovery curriculum is developed, monitored and reviewed, including transition points 3.1. Continue to improve outcomes by increasing our matching in English and Maths at Grades 5+ 3.2. Improve outcomes in Combined Science and Humanities subjects to improve the progress made in Bucket 2 3.3. Improve progress for disadvantaged students, specifically our pupil premium/disadvantaged HAP students 3.4. Ensure thorough planning and review of the requirements for exam entries in autumn 2020 & summer 2021 <p>We also have in post a KS4 Academic Mentor who supports the work of the KS4 DOLS Team. In addition, we have strengthened the crossover of pastoral and academic support by removing the House Teams structure and have replaced</p>	<p>£206,000</p>	<p>Teaching Staff (incl. External Tutors) House Team Staff (incl. HOH and AHOH) Support Staff (incl. KS4 Mentoring, Well-Being and Internal Exclusion)</p>	<p>Our outcomes this summer showed improvement from our Spring Term predictions. There was evident progress across all headline measures.</p> <p>Our SPD outcomes focused priorities for 2019/20 were:</p> <ol style="list-style-type: none"> 3.1 Improve outcomes by increasing our matched outcomes in English and Maths at Grades 5+: target of 42% 3.2 Improve outcomes across all GCSE subjects by attaining Grade 4s as opposed to Grade 3s 3.3 Improve outcomes in Science and Humanities subjects to improve the progress made in Bucket 2 3.4 Improve progress for disadvantaged students, specifically our pupil premium/disadvantaged HAP students <p>Our focus on staffing was about:</p> <ul style="list-style-type: none"> • Quality first teaching • Embedding our Pivotal behaviour policy • High quality tracking and intervention <p>We currently have no vacancies and are fully staffed with specialist teachers teaching all curriculum subjects.</p> <p>In Term 2, 38 observations were recorded on BlueSky as part of the second round of</p>	<p>£288,600</p>
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	<p>it with the Directors of Learning Teams in both KS3 and 4. This comprises a Director of Learning, Deputy Director of Learning and an Assistant Director of Learning.</p> <p>The work in Wellbeing, Internal Exclusion will be supplemented by the work completed by The Pathways Project - none of the PP funding will go towards this initiative as it is funded by The Evening Standard for three years.</p> <p>The Year 7 Base continues to be developed under the lead of the KS3 Director of Learning.</p>			<p>lesson observations for Autumn Term 2. These colleagues were jointly observed by an SLT member, HOD/F or a Lead Practitioner. All of which have received written feedback on BlueSky.</p> <p>One teacher's observation was due to be completed in the Spring term due to Paternity Leave absence. However due to the COVID-19 closure, this did not take place.</p> <p>Improvements have been made in Autonomy (6.3%); Challenge (1.7%) and Engagement (5.9%). Although there has been a slight decrease in Feedback (due to two teachers), whole school 'Marking Together' sessions are now part of the CPD sessions and regular book audits take place as part of BLT meetings and Focus Week reports for all subject areas.</p> <p>Support plans were used to address areas of development in T, L & A.</p> <p>Safeguarding procedures at Beacon High are robust and are continually reviewed by both the designated safeguarding lead and the appropriate team to ensure that the needs of all students are met effectively.</p> <p>The school's Wellbeing Centre has significantly increased its level of support and intervention for students, including a</p>	
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			<p>daily lunch club where students can complete home learning, paint, discuss any issues they may have, providing students with a safe space.</p> <p>There were also a number of additional programmes developed ready for September related to Mental Health and Wellbeing and our Recovery Curriculum. We also now have The Wing and Pathways to enhance further this support offer.</p> <p>Academic Mentoring: next steps include the use of the whole staff body, 1 student: 1 adult, use all staff across the school, they can be teachers, office staff, pastoral staff, anyone with a DBS that wants to work with one of our students, where appropriate and impactful.</p> <p>Year 7 Base: we had 56 students who started in Y7 September 2019. They had a 'base classroom' where they are taught maths, English, MFL and all their Humanities lessons. Their own area of the playground, complete with equipment for table tennis and some other games, is also being used at break and lunchtimes. Students had a positive experience with their learning and were more focussed than in previous years. Prep time was used to developed LORIC skills and engage in more holistic learning</p>	
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			<p>opportunities. Further CPD is required to support teachers in the KS2/3 transition.</p> <p>Due to Covid-19, there was no face to face summer school for our new Y7s in September 2020. Instead we used our PiXL - Be Awesome, Go Big strategy to engage with our new students. This was well received, where families accessed the materials.</p> <p>Bank of Tokyo students were selected, as they were unclear about their chosen career paths. Verbal feedback from all was positive, as it was from the Big Alliance. All students quite quickly then applied to courses.</p> <p>Deutsche Bank: attendance was excellent again, and has been for seven years. Intervention was successful as is evidenced by attendance. Anecdotally, it was clear student confidence in maths increased, and this showed in mock results in December and March.</p> <p>Academic Mentor: 46 PP students were targeted over the academic year and this included general monitoring, in-class support, key date sharing, regular check-in with subject teachers, advice and guidance, parent contact and meetings, behaviour issues, attendance, punctuality, truancy, external agents e.g. CAMHS, mental health and wellbeing support.</p>	
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				<p>100% of the students we engage with through our Well-Being Centre are PP. We have targeted about 33% of our whole school cohort with some form of 'well-being' intervention.</p> <p>CPD: impact in this area is less tangible. What you observe around the school is increased student knowledge, confidence and engagement in school and with learning topics as a result, the focus of CPD was on FACE. What you see as a result is students choosing to work and succeed because they believe they have control over their future. Impact reviews and ongoing CPD menu/map to be embedded 2020/2021.</p> <p>Throughout lockdown and school closure, CPD Menus were shared with colleagues and focused sessions took place to engage and address Recovery Curriculum needs and Curriculum Planning.</p>	
Admin Staff (incl. KS4 Academic Mentor, Data Manager, Attendance Officer and Exams Officer) Attendance Strategy	<p>This aligns with Strands 1, 2 and 3 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on student assessment and feedback and intervention programmes and supporting parents/carers.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> Consider the impact of setting and CPD based on strategies to support PP students 	£68,000	Admin Staff (incl. Data Manager, Attendance Officer and Exams Officer) Attendance Strategy	<p>We continued to:</p> <ul style="list-style-type: none"> Consider the impact of setting and CPD based on strategies to support PP students Review FFT targets and mobility of students Teach to the top, based on internal data analysis and HAPS data Target PP for extra-curricular activities, using internal data 	£83,500

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	<ul style="list-style-type: none"> • Review FFT targets and mobility of students • Teach to the top, based on internal data analysis and HAPS data and ensure appropriate tier entries in subjects where applicable • Target PP for extra-curricular activities where available, using internal data • Better utilise PiXL Independence and the Thinking Hard PiXL 9-7 resources based on internal data and predictions as well as the new strategy PiXL Stretch • Ensure that attendance, despite Covid-19 maintains at least at national average through support and discussion with families. This will be monitored and meetings to address this will take place <p>We will continue to improve the Attendance Strategy adopted in 2019/20 and developed through 2020/21 and in response to the current concerns about Covid-19 and national guidance.</p> <p>We will further enhance the Exams Officer's role to include Exam Access Arrangements for PP students particularly, in liaison with the SENDCo. for the school, who will take the lead on this.</p>			<ul style="list-style-type: none"> • Better utilise PiXL Independence and the Thinking Hard PiXL 9-7 resources based on internal data and predictions <p>Whole school attendance for the first two terms of the academic year 2019/20 was 94.7%. This was above last year's borough average of 94% and above our overall attendance figure for the previous year which was 94.5%. This is mostly due to the work of our full time attendance officer.</p> <p>There was also a rewards trip planned to Thorpe Park at the end of the year in July for all students with 100% attendance and this proved to be an excellent incentive for many of our students not to take even a single day off school. This did not take place but worked as an incentive throughout the year.</p> <p>We further enhanced the Exams Officer's role to include Exam Access Arrangements for PP students particularly, in liaison with the SENDCo. for the school, who will take the lead on this.</p> <p>Data systems were significantly improved, including the Centre Assessed Grades system that we followed as a result of DfE instruction, to allow tracking of all student</p>	
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	<p>We will also further develop the Centre Assessed Grades Policy in readiness for any CAGs system that may be implemented as a result of Covid-19 and exam changes in summer 2021.</p> <p>Our Academic Mentor will grow the offer available for Apprenticeships and strengthen the relationships with external partners, as well as expanding the mentoring programmes and facilitating a Study Room for our Y11 students.</p>			<p>groups, including PP/Non PP. Our internal KAT allows all teachers to track PP students and their progress and our improved moderation process enables more targeted intervention to support progress and attainment.</p> <p>All students are set FFT20 targets to raise aspirations and ambition. Progress and Standards meetings at KS3 and 4 continued and led to more accountability for outcomes in matched data, both of which improved.</p> <p>The Exams officer also worked alongside the Well-Being Centre to identify students from PP backgrounds with additional emotional support, including being placed in separate exam spaces with 1:1 invigilation.</p> <p>The academic mentor for KS4 sourced opportunities for PP students in Apprenticeships which was a new addition to the offer for Post-16.</p>	
<p>BfL ITIPS LORIC (Character Curriculum) Beacon Edge</p>	<p>This aligns with Strand 1 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on supporting great teaching.</p> <p>ITIPS: The school continues to develop its practice in relation to suitable support students who have experienced trauma through ITIPS. This project develops staff awareness in relation to trauma and how</p>	<p><i>£15,000</i></p>	<p>BfL ITIPS LORIC (Character Curriculum) Beacon Edge</p>	<p>We continued to focus on the following:</p> <ul style="list-style-type: none"> ● types of behaviours ● number of external exclusions for PP students ● alternatives to addressing behaviour ● development of students character through the LORIC curriculum 	<p><i>£16,800</i></p>

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	<p>best to support the students through emotional regulation, teaching and learning, behavioural management and the development of social awareness skills.</p> <p>Planning for next academic year will further develop the systems from 2019/2020, alongside significant well-being needs as a result of Covid-19 and our Recovery Curriculum plans will focus on and explore the emotional skills gaps of students and how these can be developed further through the PiXL LORIC curriculum, Beacon Edge, extended services and further by the trauma informed practice project.</p>			<p>BfL:</p> <ul style="list-style-type: none"> • We reduced the number of external exclusions over the first two terms, demonstrating a continued downward trend - reduction of 38% from the last academic year • There was more detailed tracking of students whose academic progress is impacted upon by exclusion and the development of intervention programmes for students of increasing concern • We successfully bid for additional resources to support positive behaviour and reduce exclusion through the Evening Standard Excluded Initiative <p>ITIPs:</p> <ul style="list-style-type: none"> • Whole staff training sessions delivered by external providers about trauma and its impact on our students • A working party was established to look at ways ITIPs profile could be raised around the school • During lockdown, support from ITIPs partners was provided on a fortnightly basis looking at practical ways to support staff and students throughout the school closure 	
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				<ul style="list-style-type: none"> An online staff room overseen by a member of staff and was created to provide teachers with a space to share concerns and provide mutual support <p>LORIC:</p> <ul style="list-style-type: none"> We continue to work on the LORIC and character curriculum delivered through Tutor Time, as well as the development of LORIC learning journeys 	
<p>Online Technology: GCSE Pod Membership Mathswatch App. PiXL Apps.</p>	<p>This aligns with Strand 3 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on access to technology.</p> <p>We will build on the existing methods to promote and better embed the use of all online technologies that support revision and independent learning at KS4. This will also feed directly into our Remote Learning Policy to ensure that the quality of online learning is good.</p> <p>Continue to celebrate teacher in-class use and share this success through posters, texts to parents, certificates, promotion in assembly, staff briefing etc.</p> <p>Teachers to model the use of each programme in lessons to further improve and drive usage.</p>	£9,000	<p>Online Technology: GCSE Pod Membership Mathswatch App. Accelerated Reader</p>	<p>We will build on the existing methods to promote and better embed the use of all online technologies that support revision and independent learning at KS4. This includes GCSEPod, PiXL Apps in Humanities, MathsWatch, Diagnostic Questions and Active Learn.</p> <p>We will continue to celebrate teacher in-class use and share this success through posters, texts to parents, certificates, promotion in assembly, staff briefing etc.</p> <p>Teachers will model the use of each programme in lessons to further improve and drive usage.</p>	£9600

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<p>Revision Books</p>	<p>This aligns with Strand 1 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on supporting great teaching and pupil assessment and feedback.</p> <p>PiXL Stretch and Independence will be used and we will continue to consider ways to move forward to give it a better chance of being successful:</p> <ul style="list-style-type: none"> • Smaller cohort of students to participate • More planning time given to staff and guidance about feedback and marking • Celebrate early successes of student learning earlier • Give a space for students to work on the tasks with staff support • Students do only one subject at a time, and shorten it to three tasks per HT <p>Parents' Evenings: We will continue to sell revision guides as bundles e.g. core bundle, EBACC bundle as per option choices at discounted rate. We will also look into purchasing subscriptions for online revision books.</p>	<p>£4,000</p>	<p>Revision Books</p>	<p>PiXL Independence - this was used in a limited way given that March mock exams were cut short and their intended use, to prepare as a result of PLCs from the March mocks, were not needed.</p> <p>Parents' Evenings:</p> <p>The strategy to engage non-attenders was considered where parents/carers are hard to reach and so miss out on the opportunity to support their child's revision.</p> <p>We continued to sell revision guides as bundles e.g. core bundle, EBACC bundle as per option choices at discounted rate.</p> <p>There was a significantly higher uptake on the purchasing of discounted revision guides at all Parents' Evenings and on Academic Review Day.</p>	<p>£640</p>
<p>Extra-Curricular Sports/PE Provision incl. Football Coaching</p>	<p>This aligns with Strand 2 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on extended school time (before and after school interventions).</p>	<p>£7,500</p>	<p>Extra-Curricular Sports/PE Provision incl. Football Coaching</p>	<p>This formed a part of the attendance strategy and encouraged some of our PP boys and girls into school, and on time, impacting positively on punctuality and engagement. This was across Y8-11. The</p>	<p>£9,200</p>

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	<p>This will continue to form a part of the attendance strategy and will encourage some of our PP boys and girls into school, and on time, impacting positively on punctuality and engagement. The morning football sessions have approx. 30 students, on average, per session, three times per week. This will be in place from October HT and it will be offered to a year group per day from Y8-11 and follow Covid-19 restrictions and guidelines.</p> <p>The extra-curricular offer from the PE Dept. runs alongside this and offers a safe space and positive engagement in learning and developing skills.</p> <p>An Out of Hours offer has been updated for 2020/21 and will be updated as available throughout the year.</p>			<p>morning football sessions had approx. 30 students, on average, per session, three times per week.</p> <p>The extra-curricular offer from the PE Dept. runs alongside this and offers a safe space and positive engagement in learning and developing skills.</p> <p>An improved tracking system of attendance figures will be in use in 2020/21.</p> <p>All attendance was hindered by school closure to all but key workers and vulnerable students.</p>	
Breakfast Club	<p>This aligns with Strand 3 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on supporting parents and carers.</p> <p>Currently, we do not facilitate a Breakfast Club for our students given Covid-19 restrictions and zoning/bubbles within the school. However, Beacon High hopes again to offer a Breakfast Club each morning for all students with those who are in receipt of FSM to obtain a free breakfast. The breakfast club provides students with an</p>	£1,000	Breakfast Club	<p>Ongoing as in previous years. Please see 2019/2020 impact statement.</p> <p>Introduced as a result of DfE research project 2017: started the breakfast club because we identified that children were coming to school hungry; while reducing hunger and eating more healthily were key drivers, we can link hunger with poor concentration and behaviour in the mornings at school, so also wanted to introduce breakfast clubs to improve students' ability to learn.</p>	£960

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	<p>opportunity to be offered a balanced meal to begin the day and is a welcome addition to the school inclusion plan allowing us to support a number of students each morning. The breakfast club runs between 7.30am and 8.30am every morning, and aims to provide support to as many students as possible. Breakfast servings average 40 students per day, who not only have breakfast, but have the space to begin to engage with learning under staff supervision.</p>			<p>Over school closure the school continued to provide meals for those students who were not eligible for FSM due to various reasons. This took the form of meals being ordered and delivered.</p> <p>Food bank referrals were made by the school to support some families and a local church donated shopping for twenty families</p>	
Food Technology/ Preparation and Nutrition Ingredients/ Resources	<p>This aligns with Strand 3 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on supporting parents and carers.</p> <p>This will be in place again allowing PP students to access lessons and engage in learning.</p> <p>Our 2021 cohort profile for Food Technology is 79% PP.</p>	£2,800	Food Technology/ Preparation and Nutrition Ingredients/ Resources	<p>Allowed PP students to access lessons and engage in learning.</p> <p>Overall Food Tech. results were not good. However, this was as a result of previous teaching and coverage of the GCSE and a specification change. 77% of students studying Food Technology in 2020 cohort were PP.</p>	£3,200
Uniform	<p>This aligns with Strand 3 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on supporting parents and carers.</p> <p>Subsidised uniform items were provided for PP students on a needs basis, with the new uniform ties and blazer badges were provided for all students. This will continue and we will be responsive to the needs of</p>	£300	Uniform	<p>Subsidised uniform items were provided for PP students on a needs basis.</p> <p>New uniform ties and blazer badges were provided for all students.</p> <p>Some student's uniforms were bought in full to support needs and welfare.</p>	£320

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	<p>PP students who are in financial difficulty as a result of Covid-19.</p> <p>Some student's uniforms are bought in full to support needs and welfare.</p>				
Residentials and Upward Bound	<p>This aligns with Strand 2 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on intervention programmes.</p> <p>Current circumstances restrict our offer of residential and Upward Bound. Some of the Upward Bound offers will be accessed remotely.</p> <p>This will be updated as per Government and local authority Guidance.</p>	£3,500	Residentials and Upward Bound	<p>This would have been subsidised to support PP students access to these experiences and engage them in the wider world. No residentials took place.</p> <p>Gardening Club and Land-Based Studies opportunities were heavily subsidised in order to offer an appropriate level of curriculum choice aimed at engagement and success.</p> <p>Further to this, Theatre Trips also took place for PP students.</p>	£4,000
Incentives/Rewards	<p>This aligns with Strand 1 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on pupil assessment and feedback.</p> <p>As in SIMS, achievements and rewards continues to consist of:</p> <ul style="list-style-type: none"> ● Postcards ● Letters ● Phone Calls ● Rewards trips for C2L (Commitment to Learning) ● Trips - termly for attendance and as available and safe with Covid-19 restrictions 	£6,500	Incentives and Rewards	<p>To increase parental engagement and PP students' progress the development of a parental engagement calendar, including parental workshops and the introduction of Beacon Edge and its reward system for parents in Y7 will allow parents to engage with the curriculum and support the progress of their children, while developing a positive rewards policy in the school.</p> <p>As in SIMS, achievements and rewards consisted of:</p> <ul style="list-style-type: none"> ● Postcards ● Letters ● Phone Calls 	£8,000

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	<ul style="list-style-type: none"> • C2L communication with home and internally around the school – posters etc. <p>We have also made use of the Behaviour function in Show My Homework (Team Satchel) to issue points, badges and reasons for effective behaviour management, all on one platform. It allows us to:</p> <ul style="list-style-type: none"> • Reward students for having good behaviour instantly online • Encourage students to model the behaviours your school wants to see • Recognise where a student needs extra attention • Manage all data from one centralised point 			<ul style="list-style-type: none"> • Rewards trips for C2L (Commitment to Learning) • House Team Trips – termly for attendance • C2L communication with home and internally around the school – posters etc. <p>During school closure there was a continued effort to engage students with positive reinforcement. This was achieved by:</p> <ul style="list-style-type: none"> • Messages from staff through Google Classrooms • Postcards were sent to students who had received the highest C2L grades following the data drop • Electronic postcards • Telephone communication with parents from the pastoral team when students had produced an excellent piece of learning • Work displayed on Twitter 	
<p>Motivational Workshops (incl. Motivational Speakers – Fix-Up Team)</p>	<p>This aligns with Strand 2 of the strategies outlined in Islington’s Catch Up to Keep Up document. Essentially focusing on intervention programmes.</p> <p>We have no plans for any face to face currently.</p> <p>We will attempt to source remote opportunities for our students from previously used and impactful</p>	<p>£1,600</p>	<p>Motivational Workshops (incl. Motivational Speakers – Fix-Up Team)</p>	<p>Fix-Up Team – Y9, 10 and 11 cohorts – different assemblies and messages were delivered according to need. Also included parental workshop offers that were not well-attended despite publicity and personal invitation for targeted parents.</p> <p>External Mentors: these targeted students had been given access to a professional external mentor. They consisted of</p>	<p>£1,920</p>

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	<p>organisations. These will be embedded into the Tutor and PSHCE curriculum, as well as through Remote Assemblies.</p>			<p>Governors e.g. Jennifer Jones and Florence Wilkinson. Students received 1:1 weekly meetings over the academic year.</p> <p>As an alternative to Positively Mad, we engaged our HAPS PP in subject specific workshops such as Maths Mastery at King's College. The impact of this was clear with the increased number of Grade 7-9 in Maths.</p> <p>We also offered residential at UCL for our HAPS PP girls; two were accepted on this course and both achieved strong grades and were among our highest attainers.</p> <p>Science also offered Science workshops led by the IOE over a period of two days during half term.</p>	
<p>Literacy: PiXL Code PiXL Unlock Literacy Coordinator</p>	<p>This aligns with Strand 1 of the strategies outlined in Islington's Catch Up to Keep Up document. Essentially focusing on supporting great teaching and pupil assessment and feedback.</p> <p>EEF Research to guide and underpin both the literacy and numeracy strategies in 2020/21.</p> <p>Currently, there is no Literacy Coordinator in post. An internal advert will be posted in October 2020.</p>	<p>£3,800</p>	<p>Literacy: PiXL Code PiXL Unlock Literacy Coordinator</p>	<p>Use of the QLA from DfE was made to analyse and review in core depts. This allowed for more targeted teaching in the Y7 lessons. The Y7 curriculum was written and created to support the needs of our students, from starting points.</p> <p>The impact of the interventions has been measured through assessment of students by class teachers, moderated at department level.</p> <p>When analysing the data a number of factors should be considered:</p>	<p>£4,000</p>

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	<p>We do not have access to QLA previously provided by the DfE given Covid-19 and the lack of assessment in the summer term 2020. The Y7 curriculum will therefore be written and created to support the needs of our students, from starting points based on internal teacher assessments and diagnostic feedback.</p> <p>Plans to include the following will also be embedded:</p> <ul style="list-style-type: none"> • Complete reading speed tests and interventions to close the gaps • Teach the grammar for writing SOL • The average reading age gain, across all abilities, after 6 hours of Sound Training was 27th months. (Northumbria University, 2015) to be researched • 69% of students reached their age-related reading standard, from a starting point of 16%, after 16 weeks of Lexia’s Core5 programme - to be researched • Use PiXL Unlock Vocabulary App.: repetition of and multiple exposures to words are important. Stahl (2005) cautioned against “mere repetition or drill of the word,” emphasising that vocabulary instruction should provide pupils with opportunities to encounter words repeatedly and in a variety of contexts. 			<ul style="list-style-type: none"> ● The impact of lockdown on the individual support offered to our learners ● 4 students arrived with an average scaled score of below 95 in both reading and maths, and 3 made expected progress. <p>PiXL Code continues to be phased into the SEND Dept. support of low literacy starting points.</p> <p>Reading Tests were not carried out as they had been planned during the time of school closure; these will be planned for and in place for 2020/21 to allow for better tracking of impact, alongside SPAG analysis from exam specifications.</p> <p>PiXL Unlock continued to be used and embedded in curriculum plans for each subject area. There was a whole staff INSET, as well department focused sessions led by the Literacy Coordinator. Learning Walks were conducted to evaluate how the PiXL Unlock strategy was being used in day-to-day lessons; these took place across nine curriculum areas and a report was written for sharing at the middle leaders meeting:</p> <ul style="list-style-type: none"> • Some staff are using the PiXL Unlock Flow Chart templates. A particularly good example was seen in History where the 	
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	<ul style="list-style-type: none"> • Pre-teach specific words for specific texts: Anderson and Nagy (1991) emphasised that “there are precise words children may need to know in order to comprehend particular lessons or subject matter.” A lacking vocabulary hinders progress. • Use the PiXL vocabulary sheets • Read Alex Quigley’s book • Teach roots, suffixes and prefixes: www.learnthat.org • Invest in oracy and verbal development opportunities <p>PiXL Unlock will continue and will focus on addressing the following next steps:</p> <ul style="list-style-type: none"> • The vocabulary selected is not always appropriately challenging. As a consequence, the PiXL Unlock Process cannot be applied in full: i.e. It is not possible to deconstruct words and link Tier 3 vocabulary to Tier 2 and 1 words. To address this, staff should now actively use the word mats that have been placed in the shared staff area under ‘Staff Resources’. The file is named ‘PiXL Unlock Resources’. All subjects are accountable for the teaching of this vocabulary. • New vocabulary needs to be embedded into Do Nows! so that the words can be referred to and 			<p>template had been adapted and was being used by students.</p> <ul style="list-style-type: none"> • In Land-Based Studies, card games were used to enhance students understanding of new vocabulary. • In MFL, words were deconstructed and linked to English words already known by students. Additionally, in MFL there was effective vocalising of words • In Art, visual images were used to enhance student’s understanding when vocalising words and defining them. The images also allowed for cross-referencing with other art forms and examples that the students had studied. <p>Class readers were also bought for the Year 7 cohort to engage in shared reading opportunities.</p>	
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	<p>revisited throughout the lesson, and beyond.</p> <ul style="list-style-type: none"> Lesson content needs to be scrutinised, in advance, in order to identify words that students may not understand as certain vocabulary that was not explained was seen to present a barrier to student's learning. Vocabulary teaching MUST be planned. We should not assume that students know the vocabulary we give them texts. An example in Science was noted with Y11 of five key words in preparation for an experiment that three students did not understand, or could not articulate the meaning. <p>Up for Debate is also to be relaunched with our new Year 7 cohort:</p> <ul style="list-style-type: none"> Up for Debate is a major new oracy programme for state schools in England, brought to you by the PiXL Edge and the Noisy Classroom. It brings PiXL's years of experience in helping pupils succeed, together with top quality resources developed by world-class debate educators. The programme includes a richly-resourced Scheme of Work for KS3, ideas for oracy across the curriculum and for co-curricular 				
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	debate. We also run a major national debating competition for Year 7-9s each spring and summer.				
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