

Pupil Premium Outline 2020/2021

What is Pupil Premium?

The Government believes that the Pupil Premium (PP), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their more advantaged peers by ensuring that funding to tackle disadvantage reaches the students who need it most. For every child eligible for a FSM, the school receives additional money to spend on initiatives aimed at 'closing the educational gap' between children from poor and those from more-wealthy backgrounds. In most cases, the PP is allocated to schools and is clearly identifiable. It is for schools to decide how the PP is spent, since we are best placed to put into place the additional provision our students require to accelerate their educational progress.

Rationale

To allocate the PP funding, we work according to the following rationale. All members of staff and Governors accept responsibility for socially disadvantaged students and are committed to meeting their pastoral, social and academic needs, within a caring environment. As with every student in our care, a student who is considered to be socially disadvantaged is valued, respected and entitled to develop their potential, and achieve it, irrespective of need.

Our principles are:

- We seek to ensure that teaching, learning and assessment opportunities meet the needs of all of the students; this now includes a responsibility for ensuring quality first remote and blended learning models in response to Covid-19 and school closures that have and may take place in the future. We want all of our students to have access to technology that supports learning through our 'Chromebooks for All' initiative
- We seek to ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of PP students are adequately assessed and addressed
- In making provision for PP students, we recognise that not all students who receive FSM will be socially disadvantaged
- We also recognise that not all students who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the PP funding to support any student or group/s of students the school has legitimately identified as being in need of intervention and support
- PP funding will be allocated following a needs analysis which will identify priority students, groups and classes

Pupil Premium Outline 2020/2021

Beacon High’s Pupil Premium Grant Allocation Amount (2020/2021)

Total Pupil Premium Funds: £328,785

Our 2020/2021 profile is as below, September 2020, and places us in the top Quintile for PP. We currently 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

(September 2020)

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.

Pupil Premium Outline 2020/2021

How will the Impact of the Spending of the Pupil Premium be Measured?

To monitor progress on attainment, new measures will be included in the performance tables that will capture the achievement of students covered by the Pupil Premium. At Beacon High, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform student progress and enable the early identification of need, support and appropriate intervention.

Identified Development Process and Priorities from the External PP Review (April 2017)

Updated and Relevant to 2020/2021

- Research and apply relevant successful strategies for disadvantaged pupils adopted by schools from sources such as the DfE similar schools and also the Education Endowment Foundation Toolkit and Families of Schools Database.
- Develop a summary overview and case studies for disadvantaged pupils to summarise their progress from starting points and celebrate their successes/achievements. This provides a good opportunity to demonstrate the effective leadership of the team with regard to monitoring, tracking, actions taken and impact of interventions executed by staff and teams.
- Continue to ensure that all senior and middle leaders are clear on the difference the PPG is having on students and take responsibility for progress and attainment.
- Develop a rewards system that also engages parents. Consider a shorter 'lead time' on rewards to have a greater immediate impact on students' confidence, well-being and self-esteem – use rewards little and often.
- Celebrate student success and work through Learning Displays around the school both in classrooms and in communal areas.
- Continue to explore the Primary Curriculum and work with Primary colleagues to fully understand the English and maths requirements at KS2 through the Federation and Teaching Schools Alliance, through the Year 7 Base project.
- Identify a time in the year for the PP governor to discuss and scrutinise the revised PP Strategy providing the opportunity for support and challenge in the process.
- Facilitate regular meetings for the PP governor to meet with the PP lead in order to keep a clear focus on these pupils and the efficiency/effectiveness of the PP spend. Audit the skills and qualities developed by extra-curricular activities/visits and target vulnerable students to develop these, through increased participation.
- Ensure impact measures show the skills developed and the success gained by students through educational visits.
- Continue to track and document the participation of PP students in all activities (breakfast clubs, after school clubs, extra-curricular activities/ visits) to evidence the impact of any spend including that which comes from the PPG and evidence as impact.
- Provided more detail around the spend indicating directly the salary proportions attributed to staff thus providing clarity for accountability of the impact of their

Pupil Premium Outline 2020/2021

work. The role of the business manager should be to ensure that there is regular evaluation of the expenditure and to challenge where impact is limited providing a clear audit trail for the PPG. The impact of the PPG should then be detailed on the school website as per statutory requirements

Development Priorities – Pupil Premium

Our overall aim as a school is to ensure that all of our students make outstanding progress and attain at least their FFT20 estimates in all subjects that they study. The PP Strategy Plan is to ensure that our most disadvantaged students are able to make the same levels of progress as all students nationally and is aligned to our School Development Plan for 2020/21. The impact of lockdown on individual students and the support offered to them also needs to be considered alongside our strategy for the spend of our Catch-Up Funding and the offer of the National Tutoring Programme.

Often, students eligible for FSM will have to make even more progress in a year than all other students. This is because these students may well have an academic starting point that is lower than other students; they will need to make more progress in their learning just to catch up to others. Students attending Beacon High have been particularly impacted by the disruption to their education due to the COVID-19 outbreak and subsequent closure of schools. The EEF have estimated that ten years of progress in narrowing the attainment gap in the UK have been lost as a result of the pandemic. Our PP strategy for 2020/2021 seeks to address and mitigate the inequality that our most deprived students have fallen victim to during lockdown.

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.

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

Pupil Premium Outline 2020/2021

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.

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>

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

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 school

Pupil Premium Outline 2020/2021

SCHOOL DEVELOPMENT PLAN (JUNE 2020 – AUGUST 2021 KEY PRIORITIES)

Quality of Education

1. Ensure the development of an accessible remote 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

Behaviour and Attitudes

4. Ensure that staff routinely apply the school's rewards and sanctions policy through the embedding of Trauma Informed Practice
5. Continue to reduce exclusions through the development of the Pathways Project
6. To increase the number of students graded C2L Grade 4 or 5 across the curriculum and to consistently apply the rewards system to recognise this

Personal Development

7. Develop further a programme of well-being support for all students through targeted and whole school interventions and attendance
8. Continue to implement the LORIC curriculum, including the Holocaust Education Programme

Leadership and Management

9. Communicate a clear vision and high expectations for positive behaviour, attitudes to learning and student outcomes
10. Ensure that teachers consistently comply with the school's agreed strategies for teaching, learning and assessment
11. Develop our Tri-School model of education