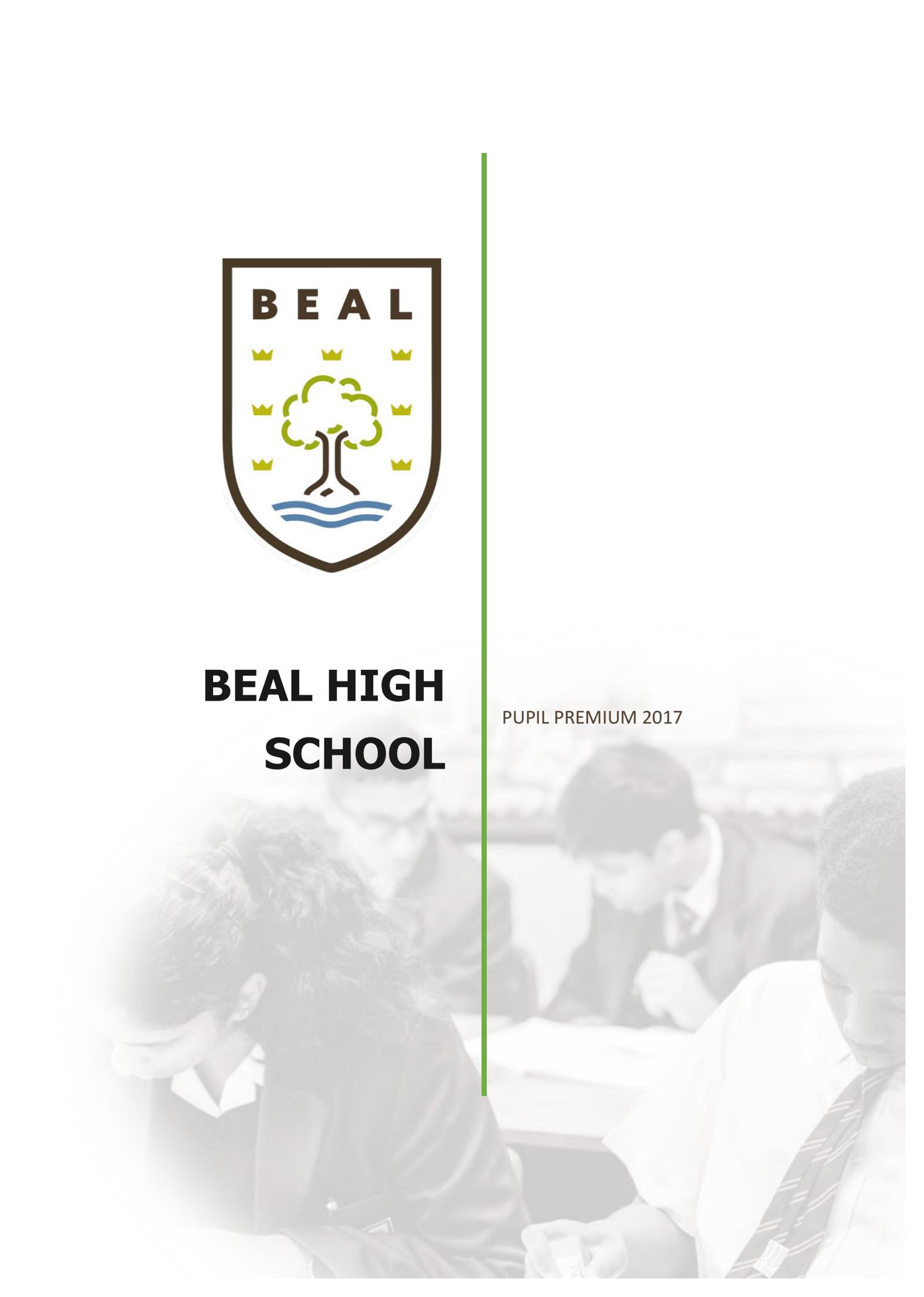




# **BEAL HIGH SCHOOL**

PUPIL PREMIUM 2017





## 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.
- £1,900 for each pupil identified in the spring school census as having left local authority care because one of the following:
  - Adoption;
  - a Special Guardianship Order;
  - a Child Arrangement Order (*previously Residence Order*);
  - 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 £1,900 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 2017/18 financial year, pupil premium will be paid on the following dates:

- 6<sup>th</sup> July 2017
- 6<sup>th</sup> October 2017
- 6<sup>th</sup> January 2018
- 6<sup>th</sup> April 2018

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.

## 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:

<http://www.redbridge.gov.uk/freeschoolmeals>

or by emailing

[admissionsandawards@redbridge.gov.uk](mailto: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:

- the 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;
- the reports for parents that schools have to publish online.

## Using the pupil premium effectively

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.

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)
- ensuring that all day-to-day teaching meets the needs of each learner, rather than simply relying on interventions to compensate for teaching that is less than good. Where more support is needed the school allocates the best teachers to teach intervention groups. All teaching staff are aware of who is eligible for the PPG, and this informs their planning.
- allowing meticulous student grouping and outstanding teaching to ensure rapid and sustained progress.
- 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.

On a day to day basis this might mean:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with Mathematics or literacy.
- 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:** for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support. Research shows that the fund does help to narrow gaps between disadvantaged children and their peers, particularly in English and Mathematics.

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. SEN students and those from Beacon Communication School (the autistic unit) 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 2017)**

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 – 2017/18**

<b>Pupil Premium data</b>						
	Year 7	Year 8	Year 9	Year 10	Year 11	6th Form
Number on roll	356	359	359	361	359	501
Pupil Premium	48	56	45	43	45	35
CLA – Pupil Premium	2	2	4	1	6	2
<b>% PP</b>	<b>14</b>	<b>16</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>7.4</b>



### KS3 Pupil Premium - Progress 2016/17:

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

- Of the FSM pupils in Year 7, 87% of FSM are making above or expected progress which is higher than the cohort average of 86%.
- Of the FSM pupils in Year 8, 83% of FSM are making above or expected progress which is in line with the cohort average.
- Of the FSM pupils in Year 9, 78% of FSM are making above or expected progress which is lower than the cohort average of 81%.

### KS4 Pupil Premium - Outcomes (2016/17):

#### Context:

- 12% Pupil premium students (30 in total), 4 Looked after
- 14% of PP students SEND
- 17% are low ability on entry

### 2017 KS4 Outcomes:

As an indicator of the success of the interventions above, our vulnerable students in Year 11 achieved the following progress results (provisional data from Analyse School Performance):

## Progress 8 ?

School	<b>+0.50</b>	Well above average
Confidence interval ?	+0.33 to +0.66	Above average
Number of pupils	222	Average
National average	-0.03	Below average
School compared to national average ?	Well above average	Well below average

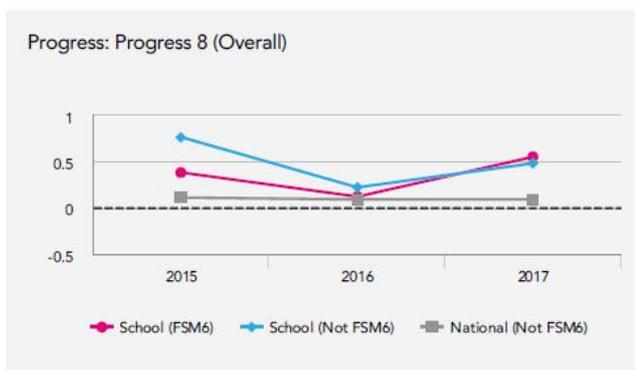
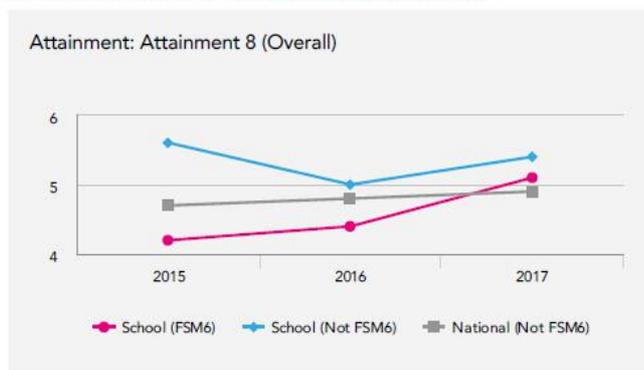


Progress 8 by pupil group ?											
Breakdown	Cohort	Overall Progress 8		English element ?		Maths element ?		English Baccalaureate element ?		Open element ?	
		School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark
All pupils	222	0.50	-0.03	0.43	-0.03	1.35	-0.02	0.43	-0.03	0.03	-0.04
Male ?	120	0.26	-0.24	0.08	-0.43	1.34	0.03	0.20	-0.18	-0.30	-0.34
Female ?	102	0.78	0.18	0.84	0.38	1.36	-0.07	0.71	0.13	0.41	0.27
Disadvantaged ?	43	0.44	0.11	0.42	0.11	1.17	0.12	0.28	0.13	0.13	0.09
Other ?	179	0.51	0.11	0.43	0.11	1.39	0.12	0.47	0.13	0.01	0.09
Ever 6 FSM ?	40	0.55	0.10	0.47	0.10	1.33	0.11	0.39	0.12	0.25	0.08
Children looked after ?	3	-0.95	-0.02	-0.53	-0.02	-0.53	-0.01	-1.26	-0.02	-1.21	-0.03

## Overall Progress 8 and Attainment 8 outcomes compared to all (2017 – Fisher Family Trust data):

### Disadvantaged pupils

#### KS4 Performance for disadvantaged pupils 2017



#### In 2017:

- The national average progress 8 score is zero, so all of the above statistics are classified as better or 'significantly better' than the national average for this group (with the exception of low ability on entry). This is true testament to the level of support provided for all students at Beal High School.
- Overall A8 for disadvantaged is the same as the A8 for non-disadvantaged students nationally and well above the NA for disadvantaged (Beal A8 of disadvantaged is 52.4, NA is 43.5).
- Rates of progress for pupil premium, middle and higher attainers is strong: Our Middle and high ability disadvantaged students perform better than our middle and high ability non-disadvantaged students
- **Low ability** on entry disadvantaged students perform below NA (small cohort – 3 students)
- **High ability** on entry disadvantaged students perform better than non-disadvantaged and above NA for Progress 8 and attainment 8.
- Progress 8 scores in 2017 was +0.5.



### **English:**

- Middle and Higher ability disadvantaged performed above national average and better than non-PP middle and higher ability students.
- Low ability, disadvantaged in line with NA for Progress

### **Maths:**

- Higher and middle ability disadvantaged performed significantly above national average and better than non-disadvantaged in both abilities.
- Low ability, disadvantaged in line with NA (progress).

### **Ebacc Element:**

- Low ability **disadvantaged** are below NA for Progress 8. 3 students included – all entered and passed vocational science not included in P8 measure.
- Less able and disadvantaged more likely to do BTEC science and less likely to do a language, History or Geography
- Middle ability disadvantaged performed above national average and better than non-disadvantaged in the cohort.

### **Open Element:**

- Middle and High ability disadvantaged performed better than middle and high ability non-disadvantaged.





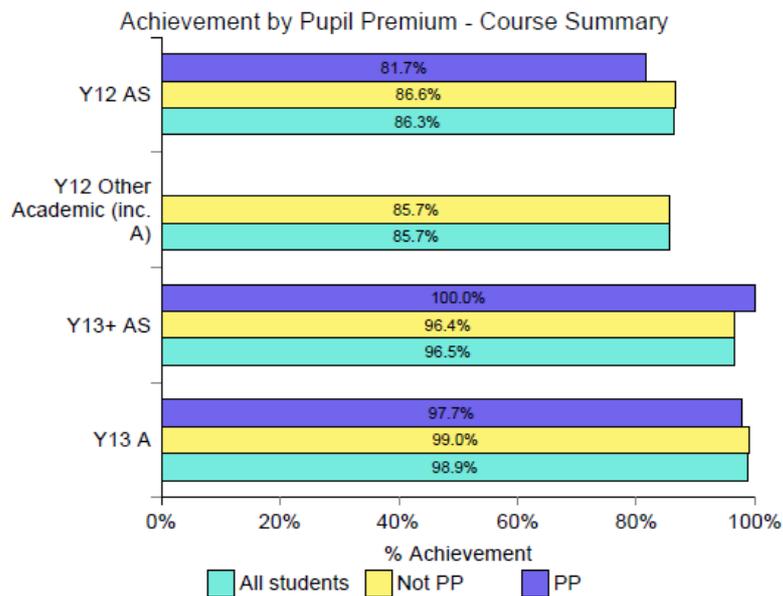
## Beal High School 6<sup>th</sup> form – Pupil Premium (2017)

### Student characteristic numbers

	PP	SEN	FSM	CLA	EAL
Y12	23	13	19	1	135
Y13	18	18	15	0	102
Y14	0	0	0	0	0
Total	41	31	34	1	237
% of students	8%	6%	7%	0%	47%

### Achievement Analysis - Student characteristics

Characteristic	Academic APE (in year)	Academic VA	No. of academic entries	Vocational APE (in year)	Vocational VA	No. of vocational entries
FSM	32.5	0.07	90	--	--	--
Non-FSM	33.3	0.14	1446	--	--	--
SEN	32.6	0.17	29	--	--	--
Non-SEN	33.3	0.14	1507	--	--	--
CLA	25.0	0.61	4	--	--	--
Non-CLA	33.3	0.14	1532	--	--	--
EAL	32.1	0.16	735	--	--	--
Non-EAL	34.3	0.11	801	--	--	--
Pupil Premium	30.1	-0.06	105	--	--	--
Non-Pupil Premium	33.5	0.15	1431	--	--	--
Any Other Ethnic Group	--	--	--	--	--	--
Asian or Asian British	32.4	0.09	1157	--	--	--
Black or Black British	33.4	0.22	125	--	--	--
Chinese	41.1	0.64	37	--	--	--
Mixed / Dual Background	37.1	0.27	91	--	--	--
White or White British	35.8	0.21	126	--	--	--



- In Year 12, where FSM data was collated, students in receipt of free school meals performed at AS Level 4.1% worse than those not in receipt of free school meals. On the other hand, in Year 13, students in receipt of free school meals performed at A Level 1.2% better than those students not in receipt of free school meals.
- In Year 12 AS Level, looked after children (LAC) outperformed those who are not LAC as there was a 100% pass rate for looked after children in Year 12. There were no looked after children in Year 13 in 2016/2017.
- In Year 12 AS Level, Pupil Premium (PP) students underperformed those who are not PP by 5.1%. In Year 13 A Level, PP students underperformed those who are not PP by 1.3%. There was 100% success rate on vocational courses for all students and PP students.



### Impact for 3 years (2012-2015):

Between 2012 and 2015, DFE KS4 performance tables show improvement in progress and attainment for disadvantaged students over three years and the PPG is helping us to sustain this improvement.

- Overall achievement of students in 2015 was outstanding (our GCSE results were in the top 20% nationally and at A2 Beal was above national average.)
- Overall the progress of students in 2015 was outstanding. In 2015 our Value Added score was 1032.1 for all students and 1010.7 for those who are disadvantaged. Students benefiting from PPG performed significantly above national average against all measures; not only performing better than **similar** students, they achieved better than **all** students nationally.
- KS4 performance tables show sustained improvement in progress and attainment for disadvantaged students over three years (for all middle and higher ability students in most areas); this continues into Sixth Form with a Sig+ performance at A' Level (A2 ALPS 4 – Very good and AS ALPS 3 – Excellent) and APS above National Average in all listed groups; resulting in 86% of our students stay on in the Sixth Form and 95% go on to university. This year ALPS VAS/QI for Year 12 of Black 4. ALPS VAS/QI for Year 13 of Black 5.
- Students benefiting from PPG performed significantly above the national average on every measure. They not only performed better than similar students nationally, they achieved better than all students nationally.
- In English and Maths, our disadvantaged students consistently make better progress than all students nationally. This is extraordinary in a school where 64.6% of students have English as their second language.
- Year on year student outcomes on average are excellent. This is a result of excellent teaching & learning and excellent pastoral support in all Key Stages. However, the challenge for this academic year is to raise standards in those departments where attainment and progress is not as good as other departments and to achieve outstanding outcomes.