

## Beal High School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 and 2022-23 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Beal High School
Number of pupils in school	1,794 in Year 7 - Year11 873 in 6th form 322 pupils eligible for pupil premium
Proportion (%) of pupil premium eligible pupils	18% Based on Year 7 to 11 pupils.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (This is an update for year 3 of 3 Year plan)
Date this statement was published	Year 1 – November 2021 Year 2 – updated December 2022 Year 3 – updated December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Yvonne Andress - Co-headteacher
Pupil premium lead	Yvonne Andress – Co-headteacher
Governor / Trustee lead	Sheraz Bhatti – Chair of LGB

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,270
Recovery premium funding allocation this academic year	£88,872 – Estimate DFE will publish allocations shortly
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£422,142

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent at Beal High School is to enrich the lives of all our students, no matter their background or prior attainment. We aim to both raise achievement of all our students, as well as ensuring that we close the gap between our cohorts of student groups. Our aim is to ensure student needs are met through:

- 1) **Whole school approaches:** High Quality Teaching, pupil assessment & feedback, transition support
- 2) **A broad, tailored and aspirational curriculum**
- 3) **Targeted academic support:** such as tutoring for students who need it
- 4) **Wider Strategies:** thoughtful personal development for all students, tackling non-academic barriers to success in school such as attendance, behaviour, social and emotional support.

The plans outlined in this Pupil Premium statement intend to support all students and all of their needs, regardless of whether they are disadvantaged or not.

We aim that 100% of students go on to high quality destinations at post-16 and post-18. We aim to widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance.

We will focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

Each year, we have a relentless focus on ensuring consistent high quality teaching, learning and assessment in every classroom, underpinned by our [CALIBRE curriculum framework](#). This includes a standardised lesson structure, underpinned by recent research on cognitive science and learning, a coaching programme for ECTs and teachers who need additional support, a robust quality assurance cycle and a simple and consistent approach to ensuring high levels of engagement in all lessons. The key principles of our strategy plan are:

- 1) Ensuring high quality teaching, learning, assessment and feedback in every classroom that supports the development of knowledge and skills, outcomes, progress and progression
- 2) Maintain and improve high standards of achievement and progress for all, mitigating any gaps in learning.
- 3) A broad and balanced curriculum meeting the needs of all our learners. Ensuring a curriculum framework that drives intellectual curiosity: The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development and life-long learning – KS3 'EXCALIBRE' Curriculum.
- 4) Targeted academic support through the BMAT Tutoring Programme, Up Learn and My Tutor

- 5) Ensuring 'intelligent assessment' is used at levels across the school to improve learning and to identify early gaps in student knowledge and understanding
- 6) Improving literacy across the school and embedding a culture of reading in all year groups
- 7) Reduced group size/increased team teaching to provide additional support for key groups e.g. in KS2-3 transition, and for students who are re-sitting English and Maths GCSE.
- 8) Ensure the quality of provision in MFL to support the increase in student numbers taking languages (EBACc)
- 9) Embed a coordinated approach with safeguarding, pastoral, mental health/wellbeing and SEND teams. To include targeted pastoral and wellbeing support through our expanded counselling, mentoring, aspirations and personal development/careers support programmes.
- 10) Develop the health and wellbeing of students and staff through healthy eating and increased physical activity.
- 11) To develop students' cultural capital through 100% engagement of all students in extra-curricular opportunities and trips. Provide extra-curricular and structured social activities to mitigate the impact of the cost of living for students (breakfast club/uniform swap-shop).
- 12) Ensuring high levels of attendance for all students

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																																																						
1	<p><b>Beal - Academic Gap</b> – On 2019 (external assessment) and 2023 (external assessment) there is a gap in outcomes between disadvantaged students and non-disadvantaged students. In both years our outcomes for all students and disadvantaged students are well above the national average for 2019.</p> <p>Overall academic attainment is in line with 2019 outcomes for Eng/Ma 4+ however has slightly decreased for Eng/Ma 5+. There is an increased gap in percentage of students achieving 4+ in English and Maths between non-disadvantaged and disadvantaged.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">National Outcomes for 2019</th> <th colspan="3">Beal 2019 Outcomes</th> <th colspan="3">Beal 2023 Outcomes</th> </tr> <tr> <th>All</th> <th>DA</th> <th>All</th> <th>DA</th> <th>GAP</th> <th>All</th> <th>DA</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td><b>P8</b></td> <td>0.13</td> <td>-0.45</td> <td>0.47</td> <td>0.03</td> <td>0.44</td> <td>0.45</td> <td>0.1</td> <td>0.35</td> </tr> <tr> <td><b>A8</b></td> <td>50.3</td> <td>36.7</td> <td>53.8</td> <td>46.2</td> <td>7.63</td> <td>53.8</td> <td>44</td> <td>9.76</td> </tr> <tr> <td><b>Mat/Eng 9-5 Pass %</b></td> <td>49.9</td> <td>24.7</td> <td>65.4</td> <td>45.2</td> <td>20.2</td> <td>65.5</td> <td>45.8</td> <td>19.7</td> </tr> <tr> <td><b>Mat/Eng 9-4 Pass %</b></td> <td></td> <td></td> <td>81.6</td> <td>67.1</td> <td>14.5</td> <td>80.7</td> <td>61</td> <td>19.7</td> </tr> <tr> <td><b>Ebacc Entry %</b></td> <td>44.5</td> <td>27.5</td> <td>45.3</td> <td>34.2</td> <td>11.1</td> <td>68.3</td> <td>57.6</td> <td>10.7</td> </tr> </tbody> </table>										National Outcomes for 2019		Beal 2019 Outcomes			Beal 2023 Outcomes			All	DA	All	DA	GAP	All	DA	GAP	<b>P8</b>	0.13	-0.45	0.47	0.03	0.44	0.45	0.1	0.35	<b>A8</b>	50.3	36.7	53.8	46.2	7.63	53.8	44	9.76	<b>Mat/Eng 9-5 Pass %</b>	49.9	24.7	65.4	45.2	20.2	65.5	45.8	19.7	<b>Mat/Eng 9-4 Pass %</b>			81.6	67.1	14.5	80.7	61	19.7	<b>Ebacc Entry %</b>	44.5	27.5	45.3	34.2	11.1	68.3	57.6	10.7
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	<b>Ebacc APS</b>	4.43	3.08	4.8	4.03	0.77	4.94	3.96	0.98
	<b>Ebacc 4+%</b>			30.9	24.7	6.2	34.2	15.3	18.9
	<i>*Data and commentary updated 2023.</i>								
2	<b>Beal - Attainment on entry</b> - Attainment on entry of our last 3 cohorts has shown:								
	Year group 2022/23			Reading		Maths		GPS	
	Y07 (75 students PP) <i>Data based on KS2 SATs</i>	PP		106.7		106		108	
		Non PP		106.3		107		108	
		Gap		+0.4		-1		0	
	Y08 (58 students PP) <i>Data based on CATs</i>	PP		102.9		101.7		104.2	
		Non PP		105		104.3		106.4	
		Gap		-2.1		-2.6		-2.2	
	Y09 (68 students PP) <i>Data based on CATs</i>	PP		103		101		103.6	
		Non PP		105		104.5		106.9	
		Gap		-2		-3.5		-3.3	
	The gap in prior attainment is larger for our current Year 10 and Year 9 cohorts than the current Year 7 and 8. The largest gaps are in Maths in Years 8, 9 and 10. We have seen an increase in number of PP families this year.								
	<i>*Data and commentary updated 2023</i>								
3	<b>Attendance</b> - Attendance at Beal is well above national average for both pupil premium and non-pupil premium, with persistent absence below national average. There is a gap between disadvantaged students and their peers in attendance. This gap reduced in the last academic year.								
		Pupil Premium Attendance		Non-PP Attendance		Gap			
	2019-2020	93.75%		95.42%		1.67%			
	2020-2021	94.32% (Improved by 0.57%)		95.65 (Improved by 0.23%)		1.33% (Improved by 0.34%)			
	2021-2022	94.89 (improved by 0.57%)		95.76 (improved by 0.11%)		0.87 (improved by 0.46%)			
	2022-2023	94.83 (decreased by 0.06%)		95.1 (decreased by 0.66%)		0.27 (improved by 0.6%)			
4	<b>Hardship</b> - Many of our families, both disadvantaged and those who are not, have experienced significant levels of financial hardship since the onset of the pandemic and this will continue to be felt throughout the academic year with the energy crisis and rising cost of living.  Many report through parent meetings and our parent voice activities that they struggle for IT and internet access at home, as well as quiet places for students to complete their homework with an increasing number of families with insufficient funds for food, uniform and attendance to school visits. Provision of breakfast club as well as our uniform swap-shop will be essential. We will also								

	need to consider supporting families with payment for school trips so that no child is disadvantaged.
5	<p><b>Wellbeing</b> –We have seen an increase in those students needing mental health/pastoral support with the following being contributory factors to the increase in referrals/mental health difficulties which we foresee continuing being concerns in 2023/24 as has been seen nationally:</p> <ul style="list-style-type: none"> <li>• An increase in the number of families struggling with financial hardship and poverty not helped with the continuing rise in energy bills and the cost of living</li> <li>• Historical mental health difficulties/drug abuse, domestic violence bringing mental health difficulties to the surface.</li> <li>• Academic anxiety and the pressure to perform academically, particularly in KS4/5.</li> <li>• The increased negative impact of social media which will continue to be prioritised through our pastoral strategy and PSHE/RSE programme</li> </ul>
6	<p><b>Progression</b> – We are proud of 100% successful progression for our Year 11 and 13 in 2022/23 year, however this valuable support will need to continue in 2023-24 to ensure there is not an increased risk of students becoming NEET (Not in education, employment or training) when they leave school and within two terms of students leaving (In education or employed for 2 terms after KS4 - 2023 school leavers)</p>
7	<p><b>EAL</b> - A significant number of our students who are disadvantaged, join us mid-phase, often with limited proficiency in English. This makes it challenging for them to make progress initially, without additional support. With the war in Ukraine, we did see an increase in mid-year admissions of students from this area in 2022-23.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria					
<p>Disadvantaged students perform well-above national average (for disadvantaged students) for P8, A8 and E&amp;M 4+.</p> <p>In our 2023 <b>outcomes</b> the gap between DA and Non-DA has increased. 2023 cohort of DA shows that a sig proportion of the DA cohort were multi-vulnerable (low ability on entry, SEND).</p>		National DA 2019	National Average 2019	2022 outcomes (all Beal DA)	2023 outcomes (all Beal DA)	Target 2023/2024 (those DA at Beal more than 2 years)
	Progress 8	-0.45	0.13	0.63	0.1	0.17
	Attainment 8	36.7	50.3	54.4	44.3	46.93
	% Students Achieving Grade 5+ in English and Maths	24.7%	49.9%	72%	45.8%	65.6%
Disadvantaged students have well-above national average entry rate		Nation- al DA	National Average	EBACC 2021/22	EBACC 2022/2	Target 2023/2024

<p>for <b>EBACC</b> subjects at KS4.</p>		2021	2021 (non-DA)	(all Beal DA)	3 (all Beal DA)	(all Beal DA)
<p>EBacc Entry</p>	27.5%	44.5%	45.6%	57.6	86.1%	
<p>EBacc at Grade 4+</p>	24%	31%	27.9%	15.3%	77%	
<p>Disadvantaged students have at least national average <b>attendance</b>. Disadvantaged students have below national average (all students) of persistent absence.</p>	<p><u>Attendance:</u> Attendance for disadvantaged students is in line with all students at Beal High School (target 96%) and at least national average for all students.</p> <p><u>Persistent Absence (PA):</u> The percentage of persistent absences for pupil premium students in years 7 to 11 for the academic year 2022/2023 is 8.9% compared to 8.34% for non-disadvantaged students.</p> <p>Absence for all cohorts within cohorts is significantly below the national %. For disadvantaged it is <b>8.9% (compared to 43.6% nationally)</b></p>					
<p>Implementation of <b>school-led tutoring</b> to include BMAT tutoring, My Tutor. Targeting: - those students not making expected progress against CAG grades in KS4/5 - those students at a 3/4 in Eng/Ma in KS4 to support them in achieving a 4/5+ in Eng/Ma.</p>	<ul style="list-style-type: none"> <li>- 2023/2024 attainment and progress data above 2018/19, 2022/23 average including for cohorts within cohorts</li> <li>- KS5 Minimum ALPS 4</li> <li>- Vocational target 4+</li> <li>- KS4 Minimum ALPS 3</li> <li>- KS4 Attainment 4+ in English/maths 85% (2022-23 = 81%)</li> <li>- KS4 internal P8 0.50 (2022-23 = provisional 0.45)</li> </ul>					
<p>To improve the <b>literacy</b> of all of our students by ensuring all staff contribute to whole school literacy strategy: - Implement adapted strategies for improving writing through oracy and reading - Implement and embed Reading + scheme in Year 7/8/9 – target SEND/BCD/EAL students (half termly reviews) - Implement Reading scheme in English for all students Years 7/8/9 (half termly reviews) - To appoint an oracy champion to develop oracy in every classroom and to coordinate the activities, opportunities and public speaking competitions.</p>	<ul style="list-style-type: none"> <li>- Everybody Reading Something (ERS) as evidenced in Unifrog</li> <li>- 100% of year 7/8/9 SEND/EAL students engage with Reading+ and making progress</li> <li>- 100% engagement with English department reading scheme (Years 7/8/9)</li> <li>- Established <b>reading and research portals</b> for: Students at all key stages, teachers and ITT students – SLT Termly report provided (MY)</li> <li>- Students entered for public speaking competitions: The Jack Petchey Speak Out Challenge and The English-speaking union public speaking competition.</li> </ul>					
<p>All students progress on to high quality post-16 and post-18</p>	<p><b>100% Progression at KS4 and KS5:</b> 100% of the 2023 Year 11 cohort secured a place at the Beal Sixth form (82%),</p>					

<p>education, employment or training.</p>	<p>an alternative Sixth form/college or an apprenticeship. We need to continue to monitor those whose destination was not BHS to ensure 0% NEET by March 2024.</p> <p><b>KPI:</b> 1 in 4 receiving offers at Russell Group universities and 1 in 5 taking up in Sept 2024; clearing 10% or below</p> <p>50%+ to take up place at Top Third unis; degree apprenticeship uptake to be maintained or improved</p> <p>% MDV – to maintain and improve 2022 and 2023 numbers</p> <p>% Oxbridge – to maintain and improve 2022 and 2023 numbers</p> <p>BCD 100% progression to BSF (BCD) or other provider by the time they reach Year 11 in 2024.</p> <p>Retention targets: Year 11-12: 82%+; Year 12 L2-3: 70%+; Year 12-13: 95%+</p>
<p><b>Personal development programmes</b>, effective tutoring, essential development, careers and PSHE/RSE, linked to the assembly programme.</p> <p><b>Mental health strategy</b> fully developed to ensure children continue to have access to specialist advice and guidance as well a focus on healthy lifestyles (food and physical activity).</p> <p>Embed whole school <b>Careers</b> strategy from KS3 to ensure successful progression for all, utilising alumni members.</p> <p>Sustain and develop a <b>tutoring programme</b> in KS3 and continue to embed in KS4 and KS5 – that focuses on academic progress, wellbeing, healthy lifestyles and UCAS/progression support</p>	<p><b>PSHE/RSE programmes</b> embedded into timetable with learning walks, lesson observations and student walks indicating positive outcomes. 100% engagement with lessons.</p> <p><b>Gatsby Benchmarks 4</b> (Linking curriculum learning to careers) to be met by <b>100% of departments</b>. Increase Benchmark 5 (Pupil encounters with employers &amp; employees) implementation to 50%. Ensure we meet the minimum legal requirements for provider access as per the Baker clause.</p> <p>100% of Y7 students complete activities on the <b>careers</b> library on Unifrog + 100% engagement with teacher led activities during NCW.</p> <p><b>Counselling:</b> 0% students are re-referred</p> <p>Achieve Healthy Schools London Bronze award.</p> <p>Achieve Safer schools award – Silver</p>
<p><b>Engagement Strategy</b> provides a broad and balanced extra-curricular provision that develops social interaction and enhances the development of leadership skills and health/wellbeing.</p>	<p>Extra-curricular engagement tracked using Evolve and Unifrog</p> <p>100% attendance in an extra-curricular activity in or out of school.</p> <p><b>Extra-curricular activities</b> that engage KS3 students with 100% attendance in years 7-9. Monitored via Unifrog and student voice.</p> <p>100% of students in Year 10 access Geography field trip.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£175,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed <b>high quality teaching, learning and assessment</b> across all subject areas.</p> <p>Embed <b>high quality, consistent assessment and feedback</b> that supports the development of knowledge and skills, outcomes, progress and progression:</p> <ul style="list-style-type: none"> <li>- Implementation of KS3 assessment strategy 23-24 to ensure consistency of practice within and across departments</li> <li>- <b>CPD programme</b> 2023-24 –KS3 assessment, whole school literacy and numeracy, SEND &amp; Adaptive teaching, pastoral strategy foci.</li> <li>- Implementation of <b>QA cycle</b> and activities to ensure effective and consistent assessment and feedback in line with T&amp;L policy and minimum expectations to support student progress in all key stages.</li> <li>- Provide whole school, departmental and 1-2-1 CPD to ensure that staff know which techniques work and can sequence learning appropriately and provide effective feedback.</li> <li>- Ensuring that all staff employed are highly trained and effective, and effective CPD is tailored for all staff including training programmes for ECTs/NQTs, aspiring middle and senior leaders.</li> <li>- Provide whole school leadership coaching through seminar and faculty model and additional leadership coaching support provided where identified for specific departments.</li> <li>- Supporting student centric curriculum design. Plan for implementation of GCSE <b>Natural History</b> and 3-year pathway at BSF (September 2025).</li> <li>- Embed <b>community languages</b> programme as part of our EBacc priority.</li> <li>- Ensure the quality of provision in <b>MFL</b> to support the increase in student numbers and <b>Science</b> to support equality of entitlement at</li> </ul>	<p><a href="#">EEF</a> Teaching and Learning Toolkit: Metacognition and self-regulation</p> <p>Staff CPD – increased investment in staff development through external courses and time provision. Including fully funded NPQ courses delivered by UCL/IOE and the North East London Teaching School Hub; SENCO National Award for Special Educational Needs Coordination PG Cert.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a></p>	<p>1 – Academic Gap</p> <p>2 – Attainment on Entry</p> <p>4 - Hardship</p> <p>6 - Progression</p> <p>7 – EAL</p>



KS3-5.		
<p><b>Embed high quality summative and formative assessment:</b> Improved ‘intelligent assessment’ across the school, to identify early gaps in student knowledge and understanding</p> <p><b>Focus on Key Stage 3 Assessment strategy</b> – clarity and coherence from Key Stage 2 – 4, linked to explicit skills criteria.</p> <ul style="list-style-type: none"> <li>- Ensure clear baseline assessment for all KS3 students that allows accurate tracking of progress – <b>CATs Tests</b> in 2023-24</li> <li>- Invest in standardised assessment.</li> <li>- Invest in CPD on ‘intelligent assessment’ and use of assessment to increase speed of being able to intervene when students are struggling</li> </ul>	<p>Evidence from EEF for use of standardised assessments to track progress:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Within ‘intelligent assessment’ and responding to assessment, feedback is critical – evidence for this comes from EPI/EEF: <a href="#">Systematic-Review-of-Feedback-EPPI-2021.pdf</a></p>	<p>1 – Academic Gap  2 – Attainment on Entry  6 - Progression  7 – EAL</p>
<p><b>Improving literacy/numeracy across the school and embedding a culture of reading in all year groups</b></p> <ul style="list-style-type: none"> <li>- CPD sessions</li> <li>- Whole-school approach refined</li> <li>- Implement differentiated strategies for improving writing through oracy and reading</li> <li>- Implement and embed <b>Reading +</b> scheme in Year 7/8/9 – target SEND/BCD/EAL students (half termly reviews)</li> <li>- Implement Reading scheme in English for all students Years 7/8/9 (half termly reviews)</li> <li>- To appoint an <b>oracy champion</b> to develop oracy in every classroom and to coordinate the activities, opportunities and public speaking competitions.</li> <li>- <b>Maths Mastery</b> support and <b>My Maths</b> for students in Year 7 and 8 to narrow gaps in skills.</li> <li>- Delivery of BMAT tutoring to support in the access to and progress made in Eng/Maths</li> </ul>	<p>Evidence from EEF around how to improve literacy in secondary schools:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Evidence for improving literacy linked to attainment in English and Maths:  <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies evidence of impact from EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 – Academic Gap  6 – Progression  7 – EAL</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£125,818**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reduced group size/increased team teaching to provide additional support for key groups (Maths/English/Science/MFL)</b></p> <ul style="list-style-type: none"> <li>- Implementation of school led tutoring (BMAT tutoring/My Tutor) – impact evaluated by progress and outcomes in all department areas by all cohorts within cohorts.</li> <li>- <u>Transition support</u>: providing support for those that need help to transition back to school. E.g. running dedicated transition events to support pupils starting a new school e.g. GL reading assessment and literacy and reading intervention provided by English staff, EAL staff and SEND DHOY;</li> <li>- Group size kept small for GCSE English and Maths groups for re-sit students.</li> <li>- Academic monitoring and support provided by our SEND DHOYs</li> <li>- SEND DHOYs overview provision for K students in their year groups and deliver interventions for their year groups, progress and inclusion in interventions e.g. social skills, literacy interventions</li> <li>- Personalised support and access arrangements for SEND students.</li> <li>- Targeted tuition for our Looked after children (CLA) – Fleet tutors</li> </ul>	<p>Evidence for in-class small group tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1 – Academic Gap            2 – Attainment on Entry            6 - Progression            7 – EAL</p>
<p><b>Targeted academic support through the BMAT Tutoring Programme</b></p> <ul style="list-style-type: none"> <li>-Small Group tuition for students across subjects based on progress/attainment</li> <li>- Sustain and develop a <b>tutoring programme in KS3 and continue to embed in KS4 and KS5</b> - that focuses on academic progress, wellbeing and</li> </ul>	<p>Evidence from EEF that small group tutoring can, when appropriately targeted, be used to close knowledge and attainment gaps.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>One-to-one tutoring evidence.  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 – Academic Gap            2 – Attainment on Entry            6 - Progression            7 – EAL</p>

UCAS/progression support - <b>Positively You</b> - Resilience & Exam Busters workshop for Year 11 & Year 10 in the Summer term.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£121,044**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Extending school day, including widening access to enrichment and hardship support across our school community</b></p> <ul style="list-style-type: none"> <li>-Providing homework club for all students every day after school</li> <li>-Hardship fund to support with individual barriers to learning and families with short-term financial hardship</li> <li>-Increased extra-curricular programme</li> <li>- Ensure all disadvantaged students have access to <b>technology</b> to support learning. Investing in resources that boost children’s learning, such as laptops or tablets.</li> <li>- Personalised support provided by our Respite and Reintegration provision + mentoring.</li> <li>- Providing Breakfast club for all students with a free breakfast every day</li> <li>- Hardship fund/second hand uniform swap shop</li> </ul>	<p>Evidence for extended school day impacting on student progress: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Evidence for impact of improving <a href="#">student physical activity</a> and <a href="#">arts participation</a> through extra-curricular programme.</p>	<p>4 – Hardship 5 – Wellbeing 6 – Progression</p>
<p><b>Targeted pastoral and wellbeing support through:</b></p> <ul style="list-style-type: none"> <li>- Parent support advisors to support students and their families that are looked after or children in need.</li> <li>- Mentors to support with Positive Thought Process and R&amp;R mentoring provision.</li> <li>- Peer mentoring training provided by the</li> </ul>	<p>Using the evidence published by the EEF in its guide, <a href="#">Communicating effectively with families</a>, to inform practice.</p> <p>Impact of Behaviour Interventions on student progress: <a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a></p>	<p>5 – Wellbeing 6 – Progression</p>

<p>MHST, supervised by the DDSL/Staff mentor</p> <ul style="list-style-type: none"> <li>- Implement mental health strategy to ensure children have access to specialist advice and guidance.</li> <li>- Expanding schools' counselling provision (6 days equiv per week) and recruitment of 6<sup>th</sup> form specific fully qualified counsellor.</li> <li>- Curriculum in PSHE and the pastoral programme to incorporate focus on mental health , resilience, healthy eating and lifestul (Healthy schools London Bronze award).</li> <li>- External speakers and agencies invited in to support our RSE/PSHE curriculum and focus on priority areas that have emerged as a result of of the rising cost of living and financial hardship.</li> <li>- Summer school programme that benefits pupils socially, helping to ensure that they return to school ready to learn.</li> <li>- Embed a <b>Personal Development Programme (PDP)</b> award that develops 21<sup>st</sup> century work related skills for all pupils across every key stage, heightening academic progression, employability and career prospects.</li> <li>- Embed whole school <b>Careers strategy</b> to ensure successful progression for all. To include careers support programmes including careers advisor (<b>Prospects</b>)</li> <li>- Personal development programme in the 6th form to ensure PP students apply for high calibre universities (MDV and EPQ leads)</li> <li>- 'Excalibur Project' and HPQ focusing on the Key Stage 3 curriculum in terms of literacy, skills for learning, creativity, curriculum mastery</li> <li>- <u>Student forum</u>: Ensure that disadvantaged students are represented on the student forum, peer mentors and in any decision making within the school.</li> </ul>	<p><a href="#">evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Strong evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</u></p> <p>Significant evidence from Anna Freud centre – recent, open-access publications, with evidence of impact of counselling as part of mental-health  <a href="https://www.annafreud.org/research-and-policy/research-policy/resources/articles/">https://www.annafreud.org/research-and-policy/research-policy/resources/articles/</a></p> <p>Evidence from Careers and Enterprise Company of "Effective Careers Interventions for Disadvantaged Young People: Evidence review"  <a href="https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf">https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf</a></p>	
<p><b>Ensuring high levels of attendance for all students</b></p> <ul style="list-style-type: none"> <li>-Rigorous tracking processes</li> <li>- EWO support</li> </ul>	<p>EEF Review of attendance  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-</a></p>	<p>3 – Attendance</p>

<p>- Attendance training for key pastoral staff</p>	<p><a href="https://www.evidenceplus.gov.uk/assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	
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**Total budgeted cost: £422,142**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

#### Academic Outcomes GCSE:

- GCSE attainment is very positive overall with most measures in line with our 2019 outcomes and higher in some measures.
- GCSE grades 7-9 in Eng/Maths at Beal are higher this year (28%) when compared with 2019 GCSE outcomes for this measure (23.8%).
- English and Maths pass at 4+ has dipped slightly by 0.9% when compared to our 2019 outcomes, however still significantly above the national average at 80.7% (NA 67.8%).
- A positive attainment 8 score, very similar to 2019 outcomes.
- Attainment above the national average in all measures and for all cohorts within cohorts
- Achievement 20% higher than national average for achievement in the English and maths attainment measures at the 5+ measure

#### Outstanding value added

- Provision P8 score of 0.48 (*Provisional release of KS4 Performance data 2023*), in line with 2019 outcomes.
- KS4 ALPs of a grade 3 is exceptional and higher than our target grade, putting us in the top 25% of schools nationally and in line with our 2019 ALPS score.
- English Language, Maths, Food Prep and Economics have achieved an ALPs score of 2 placing them in the top 10% of schools nationally.
- Chemistry, English Literature, History, Physics, RE, Sociology and Combined Science all scored an ALPs score of 3, placing them in the top 25% of schools nationally.

#### BSF summer 2023 – Year 13 headlines

##### Overall Attainment:

- A Level attainment in line with 2019 and below 2022; BTEC below both (new specifications)
- A Level cohort midway between 2019 and 2022 on average prior attainment (5.95 against 5.97 and 5.92) whilst BTEC cohort 4.0 against 4.8 and 4.1, but inflated GCSE CAGs should be factored in – the average national grade hike for 2021 cohort was +0.6 APS
- Average points per entry and per student: A Level 29.55 (31.56 in 2022 and 28.88 in 2019) and 83.24 (96.37 in 2022 and 85.64 in 2019) and BTEC 27.90 (30.71 in 2022 and 30.14 in 2019) and 49.55 (49.82 in 2022) – lower relative score due to proportion of students on mixed study programmes
- At critical thresholds, actual below predictions but close to 2019: for A levels (2023 predictions and then 2019 in brackets): A\*-A 14% (23% and 19%) A\*-B 37% (49% and 43%), A\*-C 63% (76% and 66%) and a pass rate of 95% (98% and 96%)
- For BTEC, critical thresholds: D\*-D is %, D\*-M is 84% and the pass rate 99%

##### Overall Progress:

- For A level, VA was expected to be ALPS 5 (meeting national expectations for progress and

in line with 2019 (ALPS 5) and above 2022 (ALPS 7) but was at 6, with internal at 5 and external at 7 – overall meeting national expectations.

- For BTEC, VA at 7 in line with predictions
- Vocational dip 2023 caused by return to full modular examinations
- Narrowed gap across gender; FSM in line
- Both campuses in line for A level progress overall

**Cohorts within cohorts (Year 13):**

Cohort within cohort	A Level progress relative to overall cohort	Vocational progress relative to overall cohort
TFA campus	-0.01	0.76
Female	-0.14	-0.1
Male	0.08	0.05
FSM	0.02	0.25
SEND K	0.34	-0.06
SEND EHCP (3 students)	-0.51	0.8
EAL	-0.03	-0.14

**Attendance headlines 2022-23:**

	Pupil Premium Attendance	Non-PP Attendance	Gap
2019-2020	93.75%	95.42%	1.67%
2020-2021	94.32% (Improved by 0.57%)	95.65 (Improved by 0.23%)	1.33% (Improved by 0.34%)
2021- 2022	94.89 (improved by 0.57%)	95.76 (improved by 0.11%)	0.87 (improved by 0.46%)
2022-2023	94.83 (decreased by 0.06%)	95.1 (decreased by 0.66%)	0.27 (improved by 0.6%)

Attendance:

Attendance for disadvantaged students is in line with all students at Beal High School (target 96%) and at least national average for all students.

Persistent Absence (PA):

The percentage of persistent absences for pupil premium students in years 7 to 11 for the academic year 2022/2023 is 18.4% compared to 10.4% for non-disadvantaged students. (Year 7 -19%, Year 8 - 14%, Year 9 - 18%, Year 10 - 18% and Year 11 - 23%). Whilst the percentages for the pupil premium students appears high, they represent a small number of students.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Wise Up Team building	WiseUp
Votes for Schools	Votes for Schools
Reading Plus	DreamBox learning
Worth It Wellbeing Ambassador Programme	Worth It
CPF first aid training for Year 8 students	Emergency First Aid Ltd
Positively You – Exam Buster/Resilience workshop for Year 11 students	Positively You.org
Get into Digital, Technical, It Careers event	Pathway CTM
Health Inequality ‘Cardinal’ project	Wellcome Sanger Institute
Cre8tive Curriculum	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

<b>How our service pupil premium allocation was spent last academic year</b>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA