

Beal High School: Pupil premium strategy review 2019-20

School overview

| Metric | Data |
|---|------------------|
| School name | Beal High School |
| Pupils in school | 2677 |
| Proportion of disadvantaged pupils | 12% |
| Pupil premium allocation this academic year | £337k |
| Academic year or years covered by statement | 2019-20 |
| Publish date | September 2020 |
| Review date | September 2021 |
| Statement authorised by | Kathryn Burns |
| Pupil premium lead | Yvonne Andress |
| Governor lead | Anna Graham |

Disadvantaged pupil performance overview for 2020 (P8 scores have been worked out relative to 2019 validated data)

| | |
|---------------------------------|------------------------|
| Progress 8 | 0.54 |
| Ebacc entry | 33.2% (NA in 2019 40%) |
| Attainment 8 | 51.54 (NA 46.69) |
| % Grade 5+ in English and maths | 69% (NA 43%) |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|--|--|-------------|
| Progress 8 (estimated by CAG process) | Achieve national average for progress made by all pupils nationally | Sept 21 |
| Attainment 8 | Achieve national average for attainment for all pupils | Sept 21 |
| % Grade 5+ in English and maths | 2021/22 5+ attainment in English and Maths above the national average for disadvantaged students when compared to similar cohorts nationally | Sept 21 |
| Other | 100% progression, 0% NEET ALPS minimum grade 4 at KS4 and KS5 | Sept 21 |
| Ebacc entry | 47%+ target entry by 2021 | Sept 21 |

Teaching priorities for current academic year:

Personalising learning is at the core of our vision for teaching and learning.

To ensure personal success for all our students we provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high quality learning experiences.

| Measure | Activity |
|---|--|
| Priority 1 | <ul style="list-style-type: none"> • Embed Teaching, Learning and Assessment Strategy with a focus on: social and emotional learning, self-regulation and metacognition. • Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD • Clear quality assurance cycle in place to ensure challenge for all students and cycle of assessment and feedback. |
| Priority 2 | Supporting student centric curriculum design that has remained true to this principle over periods of rapid change and external influences e.g. introduction of the following new courses in Key Stage 4/5: Creative iMedia, Music technology, Graphic Communication, introduce AAT course; evaluate future of BTEC L3; Consider introduction of T levels (2022). |
| Priority 3 | Small class sizes in Maths and English in the Sixth form where students have not achieved a standard pass in English and Maths. |
| Barriers to learning these priorities address | Low aspirations. Lower levels of literacy and numeracy on entry for PP students. Consistently good teaching to promote the progress of PP students. |
| Projected spending | £247k |

Targeted academic support for current academic year

| Measure | Activity |
|------------|--|
| Priority 1 | <p>Implementation of BMAT tutoring, catch up and revision programme – impact evaluated by progress and outcomes in line or exceeding predictions and targets.</p> <p>Subject Remote Catch-up: All Departments provide a one hour remote catch-up session per week for Year 11 and 13</p> |
| Priority 2 | Small group tuition in English and Maths to ensure all students achieve a good pass + 100% progression. |
| Priority 3 | <p>Effective transition of Year 7 students:</p> <ul style="list-style-type: none"> • Summer school • GL reading assessment and literacy and reading intervention provided by English staff, EAL staff and SEND DHOY • Foster a reading culture in the English department and lower school. Year 9 English project to engage boys in reading. • Social skills groups provided by SEND DHOY (Transition lead) • After school Homework club for all KS3 students |

| | |
|---|--|
| Priority 4 (<i>added following March 2020 lockdown</i>) | Remote learning strategy to meet statutory requirements and ensure continuity of learning for all students. Provide laptop and wireless connection devices for all disadvantaged students to ensure 100% access to remote learning provision. |
| Barriers to learning these priorities address | Remote learning may be difficult to access at home so strategies would support students in accessing the learning during periods of lockdown or self isolation. |
| Projected spending | £66k |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Exams Strategy – Internal progress tests two times in the year/CATs and recalibration of flightpaths for year groups focusing specifically on Key Stage 3 students. |
| Priority 2 | Implementation of Show My Homework application across the whole school to ensure 100% student access to remote learning. |
| Priority 3 | Mental Health Strategy: Counselling provision (Entrust) – increased counselling provision across the Trust will allow for more children to have access to specialist advice and guidance |
| Priority 4 | Personal development programme in the 6 th form to ensure PP students apply for high calibre universities (MDV and EPQ leads) Provision of a recovery curriculum in PSHE/RSE to incorporate focus on Safeguarding, mental health and wellbeing. |
| Barriers to learning these priorities address | Ensure high levels of ambition. Engagement with learning of key pupils. Ensure secure baselines for KS3 students that have not sat externally validated assessments. |
| Projected spending | £26k |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development with a focus on Remote learning and Assessment | Use of INSET days/Twilight sessions. |
| Targeted support | Ensuring enough time and staff to provide 1:1, small group tuition as part of the BMAT tutoring programme. The impact of the pandemic may affect attendance face to face. Access to electronic devices | Effective use of remote catch up: MS Teams. Distribution of laptops to our most vulnerable students. Provision of vulnerable student provision. |
| Wider strategies | Engaging the families and students facing most challenges. Workload impact on staff | Clear processes of communication between pastoral/wellbeing team and vulnerable families. Change the timing of the day/amend QA cycle if required. |

Review: Aims and outcomes

| Aim | Outcome |
|--|---|
| Achieve national average for progress made by all pupils nationally | Not measurable without any externally validated data. Internal data shows this to be in line with previous 2 years outcomes and well above national average. |
| Achieve national average for attainment for all pupils | Not measurable without any externally validated data. Internal data shows this to be in line with previous 2 years outcomes and well above national average. |
| 2021/22 5+ attainment in English and Maths above the national average for disadvantaged students when compared to similar cohorts nationally | Not measurable without any externally validated data. Internal CAG data shows this to be above the previous 3 years outcomes. |
| 100% progression, 0% NEET ALPS minimum grade 4 at KS4 and KS5 | KS4 – 100% progression to 6 th form or college, 0% NEET. 100% progression for our largest ever cohort in the 6 th form. 408 UCAS submissions, with 85% having started University this year, 1 in 4 taking places at Russell Group universities. 4 Oxbridge students and 8 students to Medical school and 1 to Dentistry. |
| 47%+ target entry by 2021 | Year 10 EBACC entry – 39% |