

Pupil Premium Bid

Beachcroft AP Academy

Using your Pupil Premium Funding, what methods have you employed to make sustained improvements in the attainment of your disadvantaged pupils? (Please identify and explain concrete examples and strategies)

Beachcroft AP Academy has used the pupil premium funding to improve the achievement of all students through a variety of approaches to increasing engagement, achievement, attendance and access to specialist academic support.

Year 11 learners have benefitted from year 11 Academic Mentoring throughout the year specifically focusing on challenging students to take ownership of their learning. This has involved targeted sessions with year 11 students looking at prior attainment, focused key milestones for students and guidance on managing study and revision and supporting the removal of barriers that prevent accelerated academic achievement. Students with specific areas of weakness have attended 1:1 sessions with Learning Support Professionals to develop the necessary skills to gain the grades. The impact of this has led to an increase in GCSE performance in a range of subjects offered and better than ever GCSE English and Art results for students. These subjects have meant that the Academy has outperformed nation standards for AP academies. Year 11 students were supported in making college applications through this mentoring which has led to all students securing places on college courses and not NEET students from the cohort.

We have funded the costs of the End of year Achievement Celebration including producing subject engraved medallions for all learners presented at the end of Year Achievement Celebration. This provided students with a sense of recognition and developed students self belief and confidence in their Academic achievement. Students were motivated to achieve key goals in subjects to achieve their recognition.

We have funded two days Vocational college training for identified learners at risk of not achieving in academic subjects. Alongside this students achieved a range of key qualifications as a result of support their progression with the support of additional learning support professional capacity to complete qualifications.

Students have been further motivated by funded end of term trips for learners who had achieved a specific number of outstanding work lessons. Students progress was tracked daily and students worked towards producing the most outstanding pieces of work in the school to achieve their place.

Year 11 students attended the Science Conference for Key Stage 4. This targeted students high thinking skills by developing students knowledge about specific areas of the curriculum and in preparation for university applications.

At the beginning of the year students were taken to Jamie's Farm where they had access to therapeutic support through animal husbandry. All year 11 students that attended this trip

gained better than predicted results at the end of the year and all were maintained in school (attended) until the end of the school year. These students learnt skills such as perseverance, self confidence and self discipline that supported academic outcomes

How have these strategies impacted on the achievement and wider development of disadvantaged pupils? How have you monitored this impact?

Students' attendance has been consistently improved throughout the year by applying a range of strategies including funding attendance reward trips for targeted improvement for improved attendance and a weekly raffle. Students who achieved their targets names were put into a hat on each day they attended. At the end of each week students names were picked out the hat to win the weekly prize. This proved a very effective strategy to engage learners in attending more regularly, these habits have continued into this academic year. Similarly with punctuality where students attended before 9:10am they were rewarded with a punctuality prize

To widen students exposure to culture and art a number of supporting excursions and visits were paid for including opportunities for students to take part in national competitions such as Debate Mate. Students attended Drama Productions at The Lyric and performed to an audience of their peers and the public. We have also worked closely with Paddington Arts Funded to produce a number for drama productions for all students

We have been able to extend the opportunities for students to access a healthy lifestyle through the purchasing of sports equipment namely table tennis, boxing and basketball for both unstructured times and also Friday Options. This is now having a lasting impact in school with plans for these activities to continue into the extended day program.

All students have had birthday cards during the year and at Christmas we were able to give students small gifts to promote inclusive and positive relationships with staff and the school. This created a nurturing environment for students. We have been able to pay for. Shoes for learners' to be in school uniform, Breakfast Club funding and break time snacks for all learners

What have been the strengths and weaknesses of these methods? On what evidence have you based these conclusions?

The impacts of these initiatives can be measured through the increased participation and motivation (attendance and punctuality) and attainment of groups of students both individually through case studies and groups of learners and the wider impact and culture of the school.

Our strategy has been to provide supportive experiences at the same time as removing barriers or deficiencies that have been identified for each learner in turn.

The greatest impacts in this AP context has been made where students specific academic goals have been addressed increasing the number of 1:1 sessions for students with particular SEND needs and complex difficulties. These alongside individual rewards and incentives have enabled us to make the greatest gains.

The danger in these methods is that our learners motivations can become reliant on external factors and this may have had an impact on our ability to develop students self reliance and resilience internally. Rewards have however provided us with the opportunity to instil good habits in learners and to practice the eventually goal supporting self control, work ethic and responsiveness to curriculum demands.

Can you provide evidence of using research, and/or working in collaboration with other partners, in order to develop the most effective strategies to improve outcomes for disadvantaged pupils?

Some of our most successful outcomes for learners have been when we have worked alongside arts providers to achieve the overall academic goal. For example students studying for their BTEC qualification in Drama actually produced their exam piece through the work they did at the theatre with real actors, set designers, musicians and professionals. These real life experiences and the opportunity to develop alongside these organisations has significantly improved the quality of outcomes for students. Students achieved level 1 and 2 BTEC courses as a result.

Working alongside the education welfare service our attendance strategies have dovetailed with work to increase attendance.

Please state below any additional information that may further your application.

Beachcroft AP Academy (BCAPA) meets the needs of the most vulnerable and disengaged learners in Westminster, and as a result relies on the pupil premium to enhance the funding required to make the significant impact it does make on learners life chances and opportunities.

Despite Westminster being an affluent London area, containing some of the least socio- economically deprived wards in London, all of the learners on roll at the close of the last school year lived in wards that fall into the bottom 5% on the Index of Deprivation. (Around 11% of children living in these areas come from income deprived households and 3/5 are fully benefit dependent). The passion for equal outcomes, pupil achievement regardless of socio economic status and high aspirations for learners permeates throughout all our work and as a result financial management this resource. In the last academic year there were over 20 different interventions funded to support 37 learners.