

### Pupil Premium Headlines: 2014

Beachcroft AP Academy (BCAPA) meets the needs of the most vulnerable and disengaged learners in Westminster, and as a result relies on the PPG 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 a result financial management of the PPG.

In the last academic year there were over 50 different interventions funded to support 37 learners in receipt of Pupil Premium. Some were targeted at specific individuals and others at large groups and the whole school. In 2012/13 around 46% of the school role received PPG, however due to the transient nature of the school population and the short term stay status of some learners it is estimated that on an annual basis 95% of learners that come through the school are entitled to PPG, which may be been received whilst at mainstream school earlier in the academic year.

For some learners their needs are so great that they require specialist and personalised pathways through education and PPG is used to fund these options. Here are some successful case studies and examples of how we have used to PPG to increase opportunities for the most disadvantaged and ensure that they can access Post 16 opportunities and learning in Year 7 to 11 in the same way their peers can.

<p>London College of Beauty Therapy</p> <p>Bespoke Level 1 accredited course set up for a girls who were excluded from school and at risk of social exclusion.</p>	<p>Both learners completed the course and left school with accredited qualifications. One is now studying at a local college and is about to start Level 2 qualifications.</p>
<p>Plan B</p> <p>1:1 Mentoring and Support to engage back into school.</p>	<p>This learner sat and passed Functional Skills Level 1 in English and Maths, with the learner sitting the exams in the local Children’s Centre.</p>
<p>WKC Job Train and Macbeth Street Vocational College</p> <p>Vocational placements in Car Mechanics and Construction</p>	<p>To meet the needs of learners who could not engage full time in a school based curriculum. Both Year 10 learners are now attending school and participating in college, with excellent attendance and achievement in line with peers.</p>
<p>Aspire at QK Academy</p> <p>A one year GCSE programme in outsourced AP for the able learners.</p>	<p>One learner sat 8 GCSEs in Year 10 and achieved 7 B and C grades and has begun college a year early.</p> <p>One learner achieved 8 GCSEs – with 5 being A* - C and one learner 8 GCSEs – with 6 being A* - C</p>

	grades. These learners achieved APS scores of 42, 39 and 42 and total APS of 252, 354 and 326.
Jamie's Farm	<p>Two trips have taken place taking learners to this outstanding therapeutic farm to stay for 4 nights:</p> <p>Learner 1: Reintegrated into mainstream school</p> <p>Learner 2: Improved Attendance from school refuser to 83%</p> <p>Learner 3: Sat 6 GCSEs; achieved 5 A* - G passes after 2 years out of education and now studying NVQ Level 2 Plumbing at College</p> <p>Learner 4: Exceeding predicted GCSE grades in all subject areas</p> <p>Learner 5: ADHD learner who refused to engage in out of school activity has attended all Summer Schools and Holiday Clubs and now attending college placement one day a week and a Drama Project one day a week (in school the other 3 days)</p>
Summer School	Residential Camping Trip
Class Sponsorship of London Zoo Animals	Class Trips to the Zoo and animal education workshops to develop wider outcomes and enrich experiences.

**Evidence to Support**

<u>Headline</u>	<u>% of Pupil Premium Learners</u>	<u>% of Whole School Population</u>

Year 11s moving into Post 16 Education	90%	87%
NEETs at 16 years old	10%	13%
Year 11s leaving with Level 1 or higher Accreditation	100%	96%
Year 11s leaving with 5A* - C GCSEs	27%	12%
Year 11s leaving with 5 A* - G GCSEs	45%	28%
Year 7 – 10 Meeting expected levels of progress in English	100%	100%
Year 7 – 10 Exceeding expected levels of progress in English	55%	60%
Engaged in Extra Curricular Activity/Summer School or Curriculum Enrichment	68%	65%

**Indicative Cost of Interventions:**

£5000 plus staff expenses – Jaimes Farm Residential

0.3 LSA time for Academic Mentoring =  $£120 \times 38 = £4560$

0.2 Teacher Time for Literacy Interventions (M6 Teacher) = £3,836

Curriculum Trips Budget £1000

Reward Trips Budget = £1000

0.2 Teacher Time for Year 11 1:1 Interventions (M6 Teacher) = £3,836

Summer School Budget = £1500

Staffing of Summer School = £1500

Holiday Activities/Staffing = £1500

Vision2Learn Contributions = £1500

PiXL Club Contributions = £1500

School Uniform Contributions = £1000

Offsite Vocational Provision Contributions = £4000

Achievement for All Project - £1000

### **Achievement for All Impact Report 2012/13**

Reading APS Change – 4.0

Writing APS Change – 3.5

Beachcroft has seen particularly good progress for identified pupils in English. It attributes this to a focus on tracking progress and wider outcomes. Both tracking of progress and teaching along with focused interventions in the English department has worked very well for Beachcroft.

When compared to National Data (DfE Statistical Release) the progress made by learners at Beachcroft School is outstanding and evidences the effective use of the Pupil Premium funding to improve outcomes and opportunities for the learners that face extensive challenge and disadvantage in society and their life.

	Number of end of key stage 4 pupils	Percentage of pupils entered for 5+ GCSEs or equivalent <sup>3</sup>	Percentage of pupils at the end of key stage 4 achieving					Average GCSE and equivalent point score per pupil at the end of key stage 4	
			5+ GCSE at A*-C or equivalent	5+ A*-C including English and mathematics GCSEs	5+ GCSE at A*-G or equivalent	Level 2 English and mathematics skills	Level 1 English and mathematics skills		A pass in any qualification
National	9,750	32.8	5.4	1.5	24.4	5.2	35.4	81	95.2
Inner London	1447	34	6.8	2.4	25	6.2	33.9	79.1	95.4
Westminster	20	30	15	0	25	0	25	80	93.2

### **Key quotes from March 2013 Ofsted Inspection to evidence impact of PPG interventions:**

Most students transfer back successfully to mainstream schools or move on to college or employment. This demonstrates the good progress they have made.

Almost all students arrive with educational standards well below those expected for their age. Nevertheless, throughout all areas they achieve well in all subjects if they attend regularly. They begin to close the gap with those in mainstream schools.

There is no difference in progress between different groups of students. This includes boys, girls, disabled students and those who have different special educational needs, students from different ethnic minorities and student in receipt of the pupil premium.

Students eligible for pupil premium achieve GCSE grades in English and mathematics in line with other students.

A rigorous system has been introduced that allows staff to see at a glance the progress of individuals and of different groups, and to identify gaps in learning quickly. Where staff have identified gaps in the performance of some students, especially in terms of reading, writing or mathematical skills, additional funding via the pupil premium has been used astutely to provide intervention lessons designated to raise standards.

Specific catch-up lessons in literacy and effective alternative provision that matches students' needs leads to the attainment of qualifications at the appropriate level. Those students observed on a visit to a separate provider were working enthusiastically and with a high degree of independence.