

PUPIL PREMIUM FUNDING REPORT 2016-17

How much pupil premium funding you received for this academic year?

For the year 2016-17 the pupil premium figure for Beachcroft AP Academy is **£41,139.88**

Details of the main barriers to educational achievement that the disadvantaged children in your school face

The clear majority of our learners at Beachcroft are disadvantaged to varying degrees, although not all are entitled to Pupil Premium (PP) support. Learners arrive with us with a variety of barriers to learning. Some have been completely disenfranchised from education and sometimes have an extremely negative view of school and teachers. Many of our learners have a literacy deficit which means they struggle to access the curriculum. This can then present other issues which can manifest into behavioural difficulties.

Our recent PP strategy has focussed on the literacy needs of our young learners. We believe that by improving a learners' ability to read and write effectively, many of the other barriers to learning can be addressed more effectively. We are committed to reducing the literacy deficit and improving outcomes in terminal exams.

PP groups are tracked and their performance over the years at Beachcroft AP Academy has been at least in line with non-PP pupils. (Please see table below)

Group Performance	5 A*- G 2016	5 A*- G 2015	5 A*- C 2016	5 A*-C 2015
FSM	83%	57%	0	14%
Pupil Premium	86%	50%	0	10%
Statement	100%	67%	0	0
LAC	100%	0%	0	0%
EAL	100%	75%	0	25%
Boys	80%	57%	10%	0%
Girls	100%	33%	0%	33%

How you will spend your pupil premium funding to address these barriers and the reasons for the approach you've chosen?

We believe that the life chances of our most vulnerable learners can be vastly improved by improving standards of literacy and numeracy. This is the rationale for the implementation of the Waved Intervention System. We know in AP that even a single qualification can sometimes

make all difference to a young person who has consistently faced difficulties with their education. Many of our learners arrive with us with very poor literacy levels and sometimes undiagnosed special education needs. By raising literacy levels which subsequently allows learners better access to exam questions, we are able to improve outcomes for our students. Our approach has had instant rewards with over 2/3 of learners making twice the expected progress in their reading ages over a 6 month period. Exam results improved to 83% achieving 5 A*-G compared to just 10% in other AP settings

We adopt a wrap-around approach to our learners which starts with the provision of breakfast at 8.30 each morning. We also provide toast and drinks at breaktime for all learners.

Given the high numbers of PP pupils at Beachcroft AP Academy at any given time and bearing in mind our pupil population is growing in-year, our approach to determining who benefits from our range of interventions cannot be based upon who is entitled to PP; **it is based on need**. Our range of interventions includes:

- Waved Interventions - All learners are allocated a 'wave' based on their level of need. This is based on their individual provision maps and entitles learners to a wide range of interventions including anger management, mentoring, literacy and numeracy support
- Jamie's Farm - annual farm residential. Again, this is open to all learners regardless of whether they are PP or not. Where possible we will target PP learners to attend but our overall ethos is that every child should have the opportunity to attend a residential
- TBAP Residence - the main criterion for referral here is that learners are on the edge of care proceedings. All referrals to the Residence so far have been entitled to PP.
- Therapeutic interventions - the mental health of all our learners is monitored closely. Our therapy offer has more than doubled in 2016-17. Our offer is based on a referral system and is open to all learners. This is a difficult area to monitor impact given that the effects of therapy may not become apparent until much later in the lives of our learners, possibly after they have left us.
- Bespoke learning opportunities - where learners struggle with the curriculum we offer we strive to offer alternatives outside of the school. PP allows us to source vocational courses in other venues to meet the learning needs of certain learners. For example, we have offered Motor Vehicle mechanics and commissioned the College of North West London to re-engage a learner who had been out of education for nearly a year. This learner is now thriving within this setting.
- Revision opportunities - in the form of after school classes staffed by existing staff and the provision of revision materials to all learners
- Regular trips to the Theatre and Cinema and other places of interest - we try to get learners out of their physical comfort zones to enjoy the basic pleasures afforded ordinary (mainly) middle class families. Often these do not require significant funding but the experience is something new for many of our learners as they do not get the opportunities to see these places.
- Leavers' day celebrations - very successful end of year celebrations for year 11s involving leavers assembly and go karting trip

How you will measure the impact of the pupil premium?

As a MAT we are in the process of devising a range of measures to help us monitor the progress of our learners. Progress 5 Measures are being developed in response to the [Commission on Assessment Without Levels: final report](#) which promotes the view that approaches to assessment:

- are based on needs of the pupils
- follow the school's curriculum
- support effective teaching

Using a programme called Pupil Asset we have developed an approach which allows us to measure the impact of our new approach to assessment on all groups, including of course learners entitled to PP.

We are also monitoring progress in the following areas:

- Attendance - Attendance progress
- Literacy - Pupil Premium learners make progress with their reading ages at least in line with non-PP learners. In some cases, our PP learners make accelerated progress in their reading ages
- Behaviour - Progress in behaviour is tracked through our behaviour points system
- Enrichment and Therapy - Engagement in therapy will be tracked and the impact on a learners personal, emotional and well-being will be monitored maeasures such as PASS

Our rationale for this is that our learners make progress in a number of areas that may not be captured in terms of progress in the year or through exam outcomes.

For last year:

How you spent your pupil premium funding -

1. Our main spending was the setting up of the Waved intervention model. This included the appointment of two Wave Leaders and permanent TBAP contracts being negotiated for all Learning Support Professionals.
2. Breakfast Club - provision of hot breakfast items before school
3. Enrichment trips - Numerous trips were organised including Jamie's Farm, Summer residential, Challenger Troop and Theatre and Cinema trips

The impact that the pupil premium had on pupils - Progress 5 measures

- Exam outcomes - PP learners achieved 83% 5 A*-G which is line with non-PP learners; meaning no gap exists at BCAPA
- Attendance rates - Overall attendance for the whole school last year was 82%. PP learners attendance was 78% while non PP learners was 85%
- Behaviour - There was no significant difference in the behaviour points of PP and non PP learners

- Literacy - Over 2/3 of our learners made more than expected progress in their reading ages. This was cited by Ofsted in our recent inspection as a considerable strength of the school.