

**How much pupil premium funding you received for this academic year (this is on the website)**

For the year 2019 - 20, the pupil premium figure for Beachcroft AP Academy is £50,078.

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

Many learners and their families have had previous negative experiences of school, literacy and numeracy deficits, and at times, involvement in antisocial behaviour. Our strategy is to provide interventions to all learners who need support to improve their educational outcomes. Learners at Beachcroft AP Academy are referred to TBAP because they may experience a number of barriers to learning within their mainstream schools: these include poor attendance, poor literacy and/or numeracy, social/emotional needs and low self-esteem. Some learners also experience mental health difficulties and trauma. Pupil premium funding is used in order to close the gap, inspire, raise aspirations and self-belief and to improve young peoples' life chances. The learners at Beachcroft AP Academy have been given opportunities, which allow them to believe that they can be successful and achieve their potential.

We measure the impact of these strategies through ongoing tracking of learner progress in 5 key areas (Progress 5):

- Y11 attainment and in-year progress;
- Improvements in attendance;
- Improvements in behaviour for learning;
- Improvements in literacy and numeracy;
- Improvements in emotional and mental well-being.

This information is captured in individual Progress 5 reports and is also reported to TBAP Trust Board and LAB members through termly reports. All LAB reports are published on our website.

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

We adopt a wrap-around approach to our learners, starting with the provision of a hot breakfast from 8.30am, snacks at break time and a hot meal at lunchtime. We aim to create a cohesive climate of support for all, therefore learners and staff share meal times in our school canteen to create a sense of community.

Our approach to determining who benefits from our range of interventions is based on need and is planned in advance for academic and mentoring sessions wherever possible. Dynamic intervention also takes place daily as and when the need arises.

The identification of priorities will be determined by:

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.

2. Analysing attainment data (current and historic) including trends and progress at a school, local and national level so that the current benchmark can be identified.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving outcomes, for example, through the Sutton Trust.

The identification of the appropriate priorities are:

1. Focussed 1-1 literacy interventions
2. Year 6 and 11 extra support in preparation for SATs/GCSE exams
3. Breakfast club, snack at break and a hot meal at lunch for all pupils
4. Funding of school trips
5. Staff training such as in 'ARC Trauma informed practice'
6. Behaviour mentoring and interventions
7. Outreach work for school refusers
8. Uniform grants (purchased for all pupils)
9. Speech and language therapist
10. Deputy coordinator in SEN (specific middle leader responsibility)

<b>Use of Pupil Premium 2019-20</b>	<b>Amount Allocated £</b>	<b>Year Group(s) involved</b>	<b>Nature of support provided</b>	<b>Intended Outcomes of support provided</b>	<b>How the activity will be monitored, frequency, position responsible</b>
Focused 1-1 literacy	£5000	KS1 to KS3 students through SSIF initiative)	Interventions	Accelerated progress in reading	Half termly looking at data. Local literacy LSP to lead.
Breakfast Club	£3000	All Pupils	Early morning care	Improved attendance and punctuality	SSM Half termly assessments
Enrichment activities	£3000	Across all Key stages	Termly curriculum based trips  End of year rewards trip	Enrichment within curriculum Increased motivation	All staff Termly
Speech and language therapist	7500	Targeted work with learners	1:1 therapy	Increased access to the curriculum	DOAI
Uniform grants	2500	All	Full uniform provided	Self confidence Readiness to learn	HOS/SSM Termly

Mini Bus	5000 annually	All	Transport and travel for staff and learners	Access to trips and to enable outreach work	HOS/HR
Hot lunch	24000	All	Hot meals commissioned through the LA	Meeting the basic needs of learners on roll	HOS

**Further ways/explanation in which PP funding supports the learners:**

Provision of equipment- we have a policy of providing learners with the equipment they need in order to be successful in their learning. This includes ensuring all learners have the correct uniform, equipment and home learning tools needed to feel ready for learning and therefore to make progress academically.

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**. The range of interventions led by highly skilled staff includes:

- Waved interventions - All learners are allocated a 'wave' based on their level of need. This entitles learners to a wide range of interventions including anger management, mentoring, literacy and numeracy support
- We improve behaviour for learning through rewards and enrichment activities. Through positive relationships with staff, learners begin to manage their behaviour, develop a positive attitude to school life and to learning.
- Literacy interventions: All learners are assessed when they arrive at Beachcroft AP Academy so that we have an understanding of any underlying literacy needs. Learners with a low reading age are referred to the Lexonik Core training programme for a 6-week intervention. Their reading age is tested at the beginning and end of the programme to clearly demonstrate progress made. A whole school literacy programme has been developed to ensure that the strategies used in Lexonik Core are applied across all subjects. Reading comprehension is also developed through 1:1 interventions and whole school strategies.
- Bespoke learning opportunities – where learners struggle with the curriculum we offer we strive to offer alternatives outside of the school. PP funding allows us to source vocational courses in other venues to meet the learning needs of certain learners. For example, we have offer Motor Vehicle mechanics to six PP learners and another access a Hair and Beauty placement offsite.

## How you will measure the impact of the pupil premium

PP groups are tracked and their performance over the years at Beachcroft AP Academy. Please see table below.

<b>Group Performance</b>	<b>5 A*- G / 9 - 1 2018</b>	<b>5 A*- C / 9- 4 2018</b>	<b>5 A*- G / 9 -1 2019</b>	<b>5 A*- C / 9- 4 2019</b>
FSM	50%	5%	56%	8%
Pupil Premium	50%	5%	56%	8%
***Statement/EHCP	50%	0	33%	0%
LAC	N/A	N/A	N/A	N/A
EAL	41%	0	NA	NA
Boys	66%	5	60%	10%
Girls	66%	0%	50%	0%

**The date of the next pupil premium strategy review** – September 2020 (following GCSE and other examination analysis).