



Beacon Hill Community School

Report on Pupil Premium allocation, spend and impact. 2015-16

What is Pupil Premium funding?

Pupil Premium funding (PPF) was introduced by the government in April 2011 as a means of addressing underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It has since been supplemented by funding for any looked after child (CLA) and for children of personnel in the British armed forces. The funding may be spent by schools how they wish. However, schools need to demonstrate that the performance of those pupils for whom, the grant was allocated is improving.

How is the funding allocated?

Funding was initially allocated according to the January 2011 school census figures for pupils registered for FSM. In 2012, the Government extended the funding to pupils who have been eligible for free school meals at any point in the last 6 years, calling this measure 'Ever 6'.

What are the main barriers to educational achievement for many students in receipt of Pupil Premium funding?

The main barriers to educational achievement for many of our students who are in receipt of Pupil Premium funding (as well as others who are not) would appear to be 3 fold:

1. A lack of Aspiration for a career which is in line with their potential.
2. A poor Attitude to work, especially in terms of independent study, overcoming difficult problems or completing work outside of school.
3. Poor Attendance at school, possibly due to the above factors but also contributed to by other factors outside the control of the school.

In greater detail, we know that the following areas present significant barriers to educational success for many of our Pupil Premium students:

Organisational skills	Low literacy levels	Low Numeracy skills	Dysfunctional home life / Background
Economic factors	Behavioural issues	Special Educational Needs	Low self-esteem
Restricted aspirations	Lack of self-motivation	On-going illnesses	Significant periods of education missed
Several changes of address and school		Other unknown factors	

Our plan for spending the Pupil Premium funding allocated to us by the government will address all 3 areas in order to increase every student's Aspiration, Attitude and Attendance (referred to in our spending proposal as the '3 A's'). This 3-fold approach will, we believe, result in greater Achievement for every student.

Pupil Premium grant allocation 2015-16

For the financial year 2015-16, Beacon Hill Community School received a total of **£57,970** as a direct grant from the DfE. During this year approximately **52%** (62/119 pupils) of pupils at our school received or had received free school meals in the previous six years or were looked after children. **This is significantly above both the national and Cumbrian average for secondary schools.** Additionally, 2 pupils were children of a serving member of the armed forces and this generated income from the DfE of £600. 3 pupils were looked after and their Pupil Premium (£1900) was held by the local authority and released for specific purposes linked to each child's educational needs. We also received £500 in Catch Up Pupil Premium funding for those students who need additional literacy and maths support in year 7.

The school used this £57,970 of funding as follows:

Curriculum Support

- Provision for support and intervention programmes in mathematics, English and science in Key Stage 3
- Extra mathematics and English lessons in Key Stage 4 including 1:1 and regular break out groups
- Training, qualification and delivery of Catch-Up Literacy and Numeracy
- KS4 Assertive mentoring for FSM students

Pastoral Support

- The provision of an external counsellor to address the specific needs of identified pupils
- The provision of an internal counsellor to address confidence and self-esteem issues impacting on learning of identified pupils

Enrichment

- Where it was deemed appropriate, financial support was made available to allow eligible pupils to take part in trips and visits

Allocation and Impact

Intervention	Cost	Impact (High, Medium, Low)
1:1/1:2 English	3500	H
1:1/1:2 Maths	3500	H
1:1/1:2 Science	3500	M
Break out Maths	5000	H
Project Group	18150	H
Reading Software	350	M
Subsidised Books	300	L
KS4 Entry Level Classes (1:2/1:3) E, M & S	16500	H
Counsellor	10000	M
Homework Club Food	450	L
Enrichment/Curriculum trips and visits	500	L
Uniform	250	M
10 x Laptops	3255	M
Other Educational Materials	2000	L
Total Spent	67,255	

For a detailed analysis of interventions and impact see appendix A

Pupils eligible for the Pupil Premium leaving in 2016

	School		Gap	Is the gap closing? By how much (between June 2013- June 2014)?
	% of pupil eligible for the Pupil Premium achieving expected progress	% of other pupils achieving expected progress		
English Progress	16.7	50	-33.3	Yes – down from 35.7 to 33.3
Maths Progress	25	41.7	-16.7	Gap remains the same

	School	National (2015)	Gap	School	National (2015)	Gap
	% of pupil eligible for the Pupil Premium achieving expected progress	% of pupil eligible for the Pupil Premium achieving expected progress		% of other pupils achieving expected progress	% of other pupils achieving expected progress	
English Progress	17	57	-40	50	69	-19
Maths Progress	25	49	-24	41.7	66	-24.3

Appendix 1 – Analysis of Impact of Interventions 2015-16

- Formation of intervention panel comprising of Intervention Manager; Head; Deputy Head; SENCO; Pastoral Manager; Inclusion Manager; HoD English; HoD Maths. Panel to meet monthly to prescribe, analyse and evaluate interventions.
- The panel initially met in order to identify the Barriers to Learning of all (65) pupil premium children. (see List 1 below for barriers to learning) All Pupil Premium pupils regardless of current academic attainment were identified as having some barriers to learning. It was the intention that the panel would set appropriate interventions in order to address these barriers and allow the pupils to make accelerated progress.
- The Panel has met regularly to prescribe, evaluate and adjust interventions in light of up to date data on pupil performance. The panel has addressed progress of all pupils with special consideration to Pupil Premium pupils.
- Academic interventions have prioritised on maths and English progress (all abilities). Interventions used have ranged from small group removal from non-core subjects for 6 week focused intervention block; 1:1 KS4 after school intervention; Small numbers break out group (additional staffing);

IMPACT: The rigorous analysis of all pupils has resulted in very small gaps between Pupil Premium and non-Pupil Premium groups in both KS3 & KS4. On many occasions Pupil Premium pupils are making greater progress than

non-Pupil Premium pupils. Of the 7 pupils taken for higher level intervention in maths, 5 of them achieved a L7 at the end of KS3.

Summary of Y7-10 Progress (EP measured from KS2) in English, maths and science

Year 10																	
ENGLISH						MATHS						SCIENCE					
Jul-15	DC1	DC2	DC3	DC4	DC5	Jul-15	DC1	DC2	DC3	DC4	DC5	Jul-15	DC1	DC2	DC3	DC4	DC5
D+	D	D+		4	5	E-	F+	E+	E+	E	E-	E+		D		D-	D
C-	D	D		4	4	C-	C-	D+	C-	D+	D-	D-		E		D-	D+
E	F	F		2	2	E	E-	E	E	E+	E	E-		E		F	E+
D-	F+	E		3	3	D-	D-	D-	D-	D-	D-	E		E		E-	D-
C	D+	D		3	5	C+	C+	C+	C+	C+	C	D-		D		D+	C-
		F+		3	4			F+	E-	E-	E			F		E-	E
B	D	C		5	5	C-	C-	C+	C	C	C	D-		D		D	C+
D	D	D		4	4	C	C+	B-	C+	C+	C	D		C		D+	C+
E-	F	E+		3	3	C+	B-	B-	C+	C	C+	D-		C		C	C
				6	6				B-	C+	B					A-	B+
E	F	E-		2	2	D-	D-	E+	E+	D-	D+	E		G		F	E+
C	D+	D+		4	4	C+	C+	C+	C+	C	C-	C-		B		B-	B
B	C	C		4	5	C	C+	C-	C-	C+	C+	E		E		D-	C
E-	E	E+		2	3	E	E+	F+	F+	F+	E	E+		F		F	E+
B	B	B-		6	5	B-	B-	A-	B	C+	B	D-		D		D	C+
C-	C-	D		4	4	C	C+	B-	B-	C	C	D		D		D	D-
D	D+	D		4	4	B-	C+	B-	C+	C	B-	D-		C		C-	C-
C-	E+	D		3	4	C+	B	B	C+	C+	C+	C		D		D+	C
Year 9																	
ENGLISH						MATHS						SCIENCE					
Jul-15	DC1	DC2	DC3	DC4	DC5	Jul-15	DC1	DC2	DC3	DC4	DC5	Jul-15	DC1	DC2	DC3	DC4	DC5
4a	D-	D+		3	3	3c	E-	E	E	E	E-	5c		D-		E-	E-
5b	D+	C-		4	4	6c	C-	D+	C-	C-	D+	7c		C+		C+	C+
6a	B	B		6	6	5a	D+	C-	C-	C-	C-	6b		B-		B+	B+
6c	C-	C-		4	4	6c	C-	C	C+	C	C	6b		C+		C-	C
3b	E+	D-		2	2	3a	E+	D-	D-	E+	E	5a		D-		E+	E+
3b	E	D-		2	2	3c	E-	E	E+	E+	E	4a		D-		F+	F+
5b	D	C-		3	3	3b	E-	E+	E+	E+	E	5b		D		D	E+
4a	D+	D+		4	4	6c	C	C-	C-	D+	C-	6b		C		C	C
6c	C	C		5	6	7c	B	B	B	B-	B-	7c		B		A	A
3a	E	E+		2	2	3c	F	E-	E-	E-	F+	4a		E+		D-	E-
Year 8																	
ENGLISH						MATHS						SCIENCE					
Jul-15	DC1	DC2	DC3	DC4	DC6	Jul-15	DC1	DC2	DC3	DC4	DC6	Jul-15	DC1	DC2	DC3	DC4	DC5
4b	C-	C-		4	4	4c	D-	D	D+	D+	D	5c		D		D+	D
3b	D-	D-		2	1	2c	F	F	F	F	F-	3a		E+		D+	C+
4c	D+	D+		3	3	3b	E	D-	D	D-	D-	5b		D-		C-	D
4b	D-	D-		3	3	5b	C	C-	C+	C	C+	5c		C-		D+	C-
3a	D	D+		3	3	3a	E+	D-	D+	D	D-	5c		C-		C-	C
4b	D+	D+		2	1	2a	E	D-	E+	E+	E	5a		E		B	B+
				2	1					E+	F+					D-	C-
4b	D	D-		3	4	5a	C	C+	C+	C+	C+	5c		C-		C-	C
4a	D+	D+		5	4	6b	B	B-	B	B-	B+	4b		D-		C-	D-
6c	A	A-		6	6	4c	D	D+	C-	D+	D-	6a		C		C+	B
Year 7																	
ENGLISH						MATHS						SCIENCE					
Jul-15	DC1	DC2	DC3	DC4	DC6	Jul-15	DC1	DC2	DC3	DC4	DC6	Jul-15	DC1	DC2	DC3	DC4	DC5
	D	D		2	2		B-	B-	B-	C+	C			D		D+	D-
	B-	B		6	6		B+	B	B	B+	B			C+		B-	A-
		D		3	5			D+	C	C	C-			D		C	D-
	D+	D+		2	2		C-	C-	C-	C-	D			D		D	E+
	C	C+		4	4		C-	C	C+	C	C-			C+		B-	B+
	D+	D		2	1		D+	D+	D+	D+	D			E+		D-	B-
					3						C						C-
		C		4	4			C	C+	C	C-					C+	C-
	B-	C		4	4		B+	B+	B	B-	B			C		C	C
	D-	D-		2	1		D	D	D-	D	D-			E		D-	B
					6						C+						B

2015-16 data is measured from summer 2015 TA to summer 2016 TA. Progress from KS2 is measured from KS2 English and mathematics SATs results to summer 2016 TA. All results are taken as an average of either the Pupil Premium or non-Pupil Premium members of the cohort.

Two interventions were put into place to address this:

Intervention: Behaviour Intervention – a group of 4 boys were causing low level disruption. They all enjoy sport. It was decided that for a period Pupil Premium money would be used to pay for their transport to and participation in a Thai boxing class in a close by town. It is intended that this will develop maturity (responsibility taking a bus late in the evening, timing, and money management. To put this in context one boy was recently on

an intervention specifically aimed at teaching identified pupils to tell the time and it was hoped that this intervention would allow him use these new skills.) It would also expose the boys to discipline, positive role models, an outlet for their energy and an environment where they would not be the disrupting force they were becoming in class.

IMPACT - Significant reduction in serious behavioural issues in lessons. Duty Teacher Call Outs (pupil removed from lesson) reduce significantly (Pupil A – 9 > 1, Pupil B – 8 > 1, Pupil C 8 > 0, Pupil D 12 > 6). Though initially positive the boys ultimately lacked the confidence to take the bus alone and so instead the instructor was paid to come into school. Attendance was free and popular though pupils were required to have no ‘duty teachers’ during the week and to attend homework club for twenty minutes prior to training. Unfortunately, though attendance of homework club rose as a result, attendance from Pupil Premium pupils was poor and it was decided to end the club after 1 term.

Intervention: Counselling Intervention – Certain pupils had substantial pastoral needs connected to home life and past. As such some Pupil Premium money has been used to fund a counsellor to work them.

Intervention: Y9-11 Workshops – A series of 1.5 hour evening workshops for Y9-11 Pupil premium girls and their mothers (or other female role model) was developed in conjunction with Inspira to run from January 2014. In turn they focused on Confidence and Aspirations, Self-esteem and Stress, and Health Issues. In order to increase uptake and participation, an incentive was offered to any girl and her mother who attended all three sessions. This also increased positive parental involvement in school and feedback from both pupils and parents was excellent. In addition to this, a group of 8 girls were identified as having severe confidence and self-esteem issues. Two cycles of four week Self Esteem programme was developed with a local beauty therapist who worked with the girls to develop confidence.

IMPACT: Feedback from these sessions was highly positive with comments such as, “I realise now that no one is perfect and I feel much happier about myself.” Attendance of several girls who benefitted from these interventions increased significantly (Pupil E 74.24%>84.09%, Pupil F 83.68%>95.81%, Pupil G 87.88%>100%, Pupil H up 10% on previous year despite being admitted to Guys hospital and having attendance of 59% in HT4). One girl (Pupil I) has significantly improved her emotional stability having previously spent many days in the learning support office crying now engages with other pupils positively. Two year 9 girls, having made their GCSE options following the course, chose several more academic subjects from the higher pathway (including History and French).

Intervention: Homework club incentives – increased quantity and variety of food provided at homework club.

IMPACT: A variety of measures resulted in an increased attendance and participation in homework club of 45% on previous year, with 80% of this coming from pupils eligible for the Pupil Premium.

Intervention: Laptops were purchased and loaned to pupils for whom access is an issue which has impacted upon homework. Loan is reviewed at regular intervals and homework completion is a condition of loan

IMPACT: High levels of improvement for individuals (Pupil J significant improvement in h/w from Autumn term (both quality and quantity) Pupil K complete all Food Tech coursework from zero starting point)

Intervention: Enrichment – a range of trips were offered this year each targeted at a specific group of Pupil Premium pupils:

- Mountain Biking Weekend –Develop leadership, confidence and engagement.
- York City Trip – Broaden horizons, cultural exposure, understanding of importance and benefits of aspirations.

- Survival weekend – specific programme to develop the confidence, aspirations and self-esteem of target group.

Participation in one of the trips was covered using Pupil Premium money for each eligible child (£110) However this was conditional upon them meeting certain, personalised success criteria prior to the trip (All Green for homework on interim reports / 5 A*-C including E&M on interim / Green for Attendance for two half terms running)

IMPACT: A number of notable successes, particularly with maths homework of male pupils on the Mountain Bike trip. Many KS4 pupils however did not value the opportunity to go on a trip. To some the opportunity was not worth the targets and their indifference to being removed from the trip was made clear. Often when one pupil was removed/dropped out of the trip many friends followed. Many had no interest in attending any trips regardless of cost or targets. Some asked if they could pay rather than having targets. Of the pupils who ultimately participated in the trips 78% were on track to make or exceed expected progress in English and 82% were on track to make or exceed expected progress in maths by the end of the academic year. Obviously a number of factors contributed to this and it is unfortunate that a large number of targeted Pupil Premium pupils chose not to attend any trip or to drop out at a late stage.

Intervention: Literacy has remained a key focus. Software has been purchased in order to regularly assess the progress of reading within the school. The results of this have also contributed to the allocation of intervention. Each pupil eligible for the Pupil Premium pupil was also offered the opportunity to have the purchase of a book subsidised by £5 during the school book fair. Over 75% of Pupil Premium pupils took this opportunity. Pupil Premium money has also contributed to the provision of a Reading Teacher.

IMPACT: It is not possible to assess the impact of these measures in isolation as there are a range of reading and LAC programmes in school. This year there have been some significant success stories (Increases of Pupil L – 3.6yrs, Pupil M – 3.5yrs, Pupil N – 2.9yrs, Pupil O – 2.4yrs, Pupil P – 2.3yrs, Pupil Q – 2.1yrs)

Intervention: A collection of 50 puzzles were bought. These require tactile coordination and logic/problem solving skills in order to complete. They were available for loan from the library but not for use in school. The aim was for the pupils to complete the puzzles at home – with help from parents. As the puzzles were seen as a game and unthreatening it was hoped that parents who we are aware struggle to help their children with homework would become involved in helping their child with something from school. There was much evidence of this being a success with some pupils taking photographs on their phones of completed puzzles that a parent had solved etc. Though open to everyone Pupil Premium pupils were particularly targeted.

Year 7 literacy and numeracy catch-up premium

Evaluation of spending of additional funding –‘Catch Up Premium (English)’

Since September 2013, the Government has provided schools with an additional £500 for any child whose end of Key Stage 2 reading level is below a level 4. The purpose of this money is to provide extra resources to boost these students’ reading level up to where it needs to be so that they can better access their secondary school curriculum.

At Beacon Hill Community School, we welcomed 1 student into year 7 in September 2015 whose end of Key Stage 2 reading level was below a level 4. This generated a total of £500 in Catch Up Premium funding.

How we used our year 7 Literacy catch-up premium (taken from Ofsted document ‘Literacy and Numeracy catch up strategies (Nov 2012)’)

We assessed the individual needs of each of the pupils who attracted the year 7 catch-up Pupil Premium in order to decide the best way to use the funding. We only selected programmes and approaches that we knew to be effective, i.e. am reg intervention; lesson withdrawal; Catch Up Literacy programme; teaching group; directed LSA support in lesson; focus of in-class targeted teacher support; 1 to 1 reading support in weekly English library lesson; LSD corrective reading through IDL programme.

We spent this extra money on:

- Targeted support in Project Group library lessons and Reading Buddies
- Catch Up 1 to 1 interventions
- English 1 to 1 interventions

Analysis of impact

- IMPACT – Prior to final assessment of impact of intervention pupil moved school due to change of address

Evaluation of spending of additional funding – ‘Catch Up Premium (Maths)’

Since September 2013, the Government has provided schools with an additional £500 for any child whose end of Key Stage 2 Maths level is below a level 4. The purpose of this money is to provide extra resources to boost these students’ Maths level up to where it needs to be so that they can better access the numeracy elements of their secondary school curriculum.

At Beacon Hill Community School, we welcomed 0 students into year 7 in September 2015 whose end of Key Stage 2 Maths level was below a level 4. This generated a total of £0 in Catch Up Premium funding.