

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beauchamps High School
Number of pupils in school	1419
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Darren Windeatt
Pupil premium lead	Darren Windeatt
Governor / Trustee lead	Geoff Flowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,630
Recovery premium funding allocation this academic year	£28,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£205,905

Part A: Pupil premium strategy plan

Statement of intent

At Beauchamps High School we endeavour to have a curriculum that is underpinned by our vision and core values. At the heart of this is our commitment to ensure that every student is able to achieve their best and beyond. Running alongside this, our family culture promotes wellbeing, an enjoyment of being at school and a love of learning.

So our innovative curriculum has been implemented to:

- Provide true breadth to widen knowledge and to develop a mastery of understanding
- Maximise the potential of all our students to unlock doors for future steps in their life journey
- Provide the opportunity for staff to inspire our students and promote a love of learning and an enjoyment of school

The principles of our strategy are as follows:

An excellent education and the highest expectations for all, regardless of background or barriers to learning

The PP Grant should support improved attainment, raised expectations and readiness for life and learning

High quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged students being seen as 'someone else's responsibility'

The PP Grant should be used to ensure disadvantaged students access excellent teaching and learning every day

The PP Grant should address the needs of students as early as possible. It should focus on gaps in learning. End of key stage outcomes are a by-product of this approach

At the heart of our whole school intent is the drive for every student that leaves Beauchamps High School to have the next step in their education secured by the time they leave us. The focus of our pupil premium strategy is therefore to support our disadvantaged students to have the same opportunity to reach that goal as their peers.

High quality teaching is also at the heart of our approach with a continually increasing focus on literacy and vocabulary skills which research shows is the key to reducing the attainment gap. Intervention strategies, carefully targeted to the right students at the right time will complement teaching giving those who need it the extra opportunity to remain in line with their peers.

Never before in education has there been such a challenge to support a more diverse range of social and emotional needs than ever before and this strategy will endeavour to give the support that is needed to students.

Relationships underpin everything that we do in school and a focus to improve all relationships with disadvantaged students is integral to our strategy ensuring that every interaction matters. We are aware that many disadvantaged students do not lack ability but may lack opportunity. Early intervention with them is critical. They need consistency, structure and order balanced with teacher autonomy and subject specific pedagogy.

To achieve our intent, we have been working with Essex Local Authority on their Disadvantaged Champion's Project. Many of our strategies that form our overall strategy are as a result of our work with the LA in conjunction with the publication; Addressing Educational Disadvantage in Schools and Colleges. The Essex Way.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attainment of disadvantaged students is approximately 9-12 months behind that of their peers in maths and English
2	The reading ages of disadvantaged children are 12 months below those of their peers
3	Disadvantaged students in general score lower than their peers in our emotional well-being survey
4	The attendance of our disadvantaged students is 4.4% below their peers
5	The attainment of disadvantaged students is approximately 9 months behind that of their peers in all subjects
6	The engagement of some parents and their children with the variety of opportunities on offer

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4 with a focus on Ebacc subjects	By the end of our current plan in 2024/25 40% more students will study the Ebacc. Currently 11% study the Ebacc

	<p>An A8 score better than national average for disadvantaged students (4.3 – currently 3.6)</p> <p>A P8 score better than national average for disadvantaged students (currently -0.05)</p> <p>A closure of the school gap between disadvantaged students and their peers – currently A8 1.41 and P8 0.15</p>
Improved reading and literacy skills among disadvantaged students	<p>Reading ages will improve for disadvantaged students bringing them closer in line with their peers – current reading age gap is 1 year for the whole school. At KS3 the gap is 6 months and by KS4 it is 14 months. Lesson observations and book scrutiny will report an improvement in literacy skills observed in lessons</p>
To achieve and sustain improved wellbeing and to ensure relevant support is in place for those who require it	<p>Data from emotional wellbeing surveys will show sustained emotional wellbeing. Increase in disadvantaged students currently taking part in extracurricular activity – currently 40%</p>
To achieve and sustain improved attendance for all students and to bring the attendance of disadvantaged students closer to that of their peers	<p>By 2024/25 attendance for all students will be 96% and the gap between disadvantaged students and their peers will be reduced – currently 4.4%</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of metacognitive and self-regulation in all students through improved use and training on the 'Beauchamps Lesson'	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Using metacognitive strategies is an inexpensive strategy with a proven impact of 7 months	1,2,3,5
Literacy initiatives across the whole school in all department areas: Every opportunity to read aloud in all lessons must be taken Key words and new vocabulary taught in a consistent way across the school CPD sessions to upskill staff to improve literacy in all lessons Drop Everything and Read Provision of relevant reading resources to classes	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Literacy improvement is essential as a whole school initiative to improve student outcomes in all curriculum areas. Quality assurance will be carried out by Literacy Lead and Curriculum Leaders	1,2,5
4 New Group Reading Test per year to track progress and inform intervention groups	https://www.gla-assessment.co.uk/assessments/new-group-reading-test/ Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	2
Accelerated reading programme including reading aloud to each other	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.renaissance.com/products/accelerated-reader/	2

	A proven classroom-based reading strategy. Internal data annually reports improved reading age for participants of the programme	
New literacy specialist appointments to support literacy – speech and language intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://thatreadingthing.com/ Research suggests that interventions led by teaching assistants can have an impact of 5 months. These staff will mainly deliver That Reading Thing,	2
Provision of additional teaching resources to students in a variety of subject areas	Departments have used PPG funding historically to fund additional teaching resources that they assess to have had an impact on student learning.	1,2,5
High attainers extra curriculum programme giving the opportunity for Year 7 and Year 8 students to gain Level 2 qualifications	Results in previous years have been very positive and the experience of sitting exams early is a good experience for the higher attaining students	1,5
Contingency for in year financial support needed following departmental assessments of need	It has been necessary year in year out to set aside funding for in year requests which are needed or become available to support student learning.	1,2,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention leads delivering extra-curricular support to disadvantaged students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Working with small groups has proven impact of 4 months	1,5
English intervention leads delivering extra-curricular support to disadvantaged students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,5

	Working with small groups has proven impact of 4 months	
Use of school led tutoring fund to deliver intervention to students underachieving in Years 8-10	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Working with small groups has proven impact of 4 months	1,5
Academic intervention in after school sessions for those students in Year 11 identified as underachieving	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Working with small groups has proven impact of 4 months	1,5
Literacy programmes focussed on those students identified as needing additional support: Lexia Nurture Group That Reading Thing Bring your teacher to breakfast Breakfast with boys Ladies that lunch	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions have a proven record of impact of 6 months	1,2,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £91,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support in place to improve student's emotional wellbeing. Eg. Emotional well-being mentor, school Youth Worker, Flexible Learning Centre	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Strategies to support social and emotional learning in secondary schools can have an impact of 5 months. Internal data and feedback suggests that these strategies have become invaluable	3

	to the students that have accessed the interventions	
Role of Attendance Officer to focus on disadvantaged student's attendance and to co-ordinate strategies to improve attendance	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities The DFE guidance has been informed by engagement with schools that have significantly improved attendance and reduced persistent absence	4
Behaviour mentoring from West Ham United Foundation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Strategies to support behaviour in secondary schools have an impact of 3 months	3
Careers provision for all disadvantaged students targeted to need: 1 to 1 interviews Aspiration events Information and guidance	https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf Good careers guidance and provision of aspiration for students remains as important as ever. Internal data suggests that our provision remains crucial to a significant number of students and NEET figures also confirm this with figures below national and local average.	3
Provision of a free breakfast for disadvantaged students	https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023 Whilst we are not a part of this programme the research indicates the importance of the provision and therefore we opt to provide this for our disadvantaged students	1,3,4,5
Delivery of student and parent events to boost engagement and improve relationships between home and school	Prior to Covid these had started to be a success and internal data from attending parents suggested a positive reception for these events. They were also successful at bring in to school parents that otherwise may have been hard to reach.	6

Total budgeted cost: £ 190,174

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was lower than in the previous 2 years in key areas of the curriculum.

Despite being on track during the previous year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our desired outcomes are listed below:

PPG students will make good or better progress as a result of high-quality teaching and learning

The attainment gap in achievement between PPG students and other students will decrease

PPG students at KS3 will achieve at least in line with their peers and not fall behind early in their schooling

Attendance rates for PPG students increase and close the gap with other students

An accurate assessment of the strategy is very challenging as education has witnessed 2 years like no other before but we were able to draw some conclusions from the strategies that were implemented and used this information to improve our planned offer for this year. For example, the intervention leads in maths and english were not producing the impact that was desired and so this has been adapted to have an intervention lead for each year group in the two subject areas. We have developed the role of our academic mentor for disadvantaged students to become the manager of our Flexible Learning Centre where anxious children who may have otherwise worked at home are able to work in school but outside of mainstream lessons until they are ready to return to lessons.

Previous plans have not prioritised literacy teaching and interventions enough and having worked with the LA on developing this disadvantaged strategy it is clear that an increase in focus on these areas was required. This will happen over the course of this academic year with new strategies across the whole school, specific interventions and new support staff posts very much a part of this year's plan

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial and full closure where all

disadvantaged students online needs were met by the loan of school, LA and DFE funded devices and access to internet through DFE and LA initiatives. The school delivered a fully live online learning experience for our students which was fully accessed by around 70% of students.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 95.15%, it was higher than the national average. At times when all students were expected to attend school, absence among disadvantaged students was 3.65% higher than their peers, whilst disadvantaged students accounted for 40% of the total figure of persistent absentees (13.96%). These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance
That Reading Thing	That Reading Thing
Youth mentoring	Smart Minds

Further information

This space will contain half termly updates on the progress to date of the strategy: