

# Pupil premium strategy statement – Beauchamps High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1222 (7-11) 1448 (7-13)
Proportion (%) of pupil premium eligible pupils	16.8% (7-11) 15.1% (7-13)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/22 – 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Darren Windeatt
Pupil premium lead	Josh Beaumont
Governor / Trustee lead	Geoff Flowers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 219,765
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 53,820
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 273,585

## 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.
	An A8 score better than national average for disadvantaged students (4.3 – currently 3.6). A P8 score better than national average for disadvantaged students (currently -0.05). A closure of the school gap between disadvantaged students and their peers – currently A8 1.41 and P8 0.15.
Improved reading and literacy skills among disadvantaged students	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.
To achieve and sustain improved wellbeing and to ensure relevant support is in place for those who require it	Data from emotional wellbeing surveys will show sustained emotional wellbeing. Increase in disadvantaged students currently taking part in extracurricular activity – currently 40%.
To achieve and sustain improved attendance for all students and to bring the attendance of disadvantaged students closer to that of their peers	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%

## 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: £ 65,000

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'	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> 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 Every P5 lessons begins with 10 minutes of literacy activity Provision of relevant reading resources to classes	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> 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
Years 7-10 to undertake 3 STAR reading tests per year and Years 11-13 to undertake 3 New Group Reading Test per year to track progress and inform intervention groups	<a href="https://www.gi-assessment.co.uk/assessments/new-group-reading-test/">https://www.gi-assessment.co.uk/assessments/new-group-reading-test/</a> 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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a> A proven classroom-based reading strategy. Internal data annually reports improved reading age for participants of the programme	2

Literacy specialist staff will continue to support literacy – speech and language intervention.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://thatreadingthing.com/">https://thatreadingthing.com/</a> 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	1,2,5
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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention teacher delivering targeted support through small group sessions to disadvantaged students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Working with small groups has proven impact of 4 months	1,5
English intervention leads delivering extra-curricular support to disadvantaged students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> 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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Working with small groups has proven impact of 4 months	1,5
Literacy programmes focussed on those students identified as needing additional support: Lexia Achievement Curriculum	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,5
That Reading Thing Bring your teacher to breakfast Breakfast with books	Oral language interventions have a proven record of impact of 6 months	

Delivery of a new 'achievement' curriculum that will support our lowest performing students that come into Year 7 having not achieved outcomes expected by the end of KS2. This programme will run in Years 7 and 8	This is a new and innovative approach which is in response to the cohort of students that we expect to join Year 7 each year moving forward. It started in February 2023. Due to the success of the initial trial this will now take place in Years 7 and 8 and plans to include as an annual intervention	1,2,5,6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 110,000

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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> 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 to the students that have accessed the interventions	3
Role of Attendance Officer to focus on disadvantaged student's attendance and to co-ordinate strategies to improve attendance	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> The DFE guidance has been informed by engagement with schools that have significantly improved attendance and reduced persistent absence	4
In house behaviour mentoring and coaching. Named teacher to mentor specific cohort of male students needing role model for behaviour	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> Strategies to support behaviour in secondary schools have an impact of 3 months	3
Careers provision for all disadvantaged students	<a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf">https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</a>	3
Targeted to need: 1 to 1 interviews Aspiration events Information and guidance	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.	

<p>Provision of a free breakfast for disadvantaged students</p>	<p><a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</a></p> <p>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</p>	<p>1,3,4,5</p>
<p>Personal Development programme to run for identified cohort of Year 10 students. This will include work on Post 16/18 aspirations including exposure to businesses and universities.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/Aspiration-interventions-EEF">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is limited research from the EEF on aspirational interventions but this programme ran last year with positive outcomes for students and notable improvements in attitude to learning and their aspiration to succeed and work towards their next steps.</p>	<p>1,3,4,5,6</p>
<p>Delivery of student and parent events to boost engagement and improve relationships between home and school</p>	<p>Internal data from attending parents suggested a positive reception for these events. They were also successful at bringing to school parents that otherwise may have been hard to reach.</p>	<p>6</p>

**Total budgeted cost: £ 275,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our disadvantaged students continue to achieve outcomes below that of their peers. After the second year of this 3 year strategy our progress towards the desired outcomes listed below can be summarised with the following information:

The DFE has stated that 'Given the uneven impact of the pandemic on school and college performance data, the government has said you should not make direct comparisons between the performance data for one school or college and another, or to data from previous years.

Therefore, 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.

P8 score for our outgoing Year 11 students was  $-0.42$ . This is an improvement from the previous year score of  $-1.01$ . This gave a gap to their peers of  $0.66$ , which is  $0.5$  better than the gap from the previous year. This gap remains too big, and a key focus of the strategy's remaining years will be to reduce this P8 gap further. Analysis of the group's results highlights 3 students who for specific reasons did not sit many of their planned GCSE exams. The A8 score for disadvantaged students was  $3.5$  compared to all students with an A8 of  $4.8$ . A gap here of  $1.3$  is still a gap to be reduced.  $33.33\%$  of the cohort achieved a grade 5+ in English and maths;  $56\%$  of the cohort achieved a grade 4+ in English and maths.

Our literacy interventions are showing encouraging progress, though a staffing gap between Christmas and Easter means this was not as positive as the previous year. A new, highly-qualified team is now in place. Disadvantaged students who have had exposure to literacy interventions have made better progress than their peers. Year 7 students progressed 6.6 months, Year 8 students progressed 7 months and Year 9 students progressed 8.9 months. Our year 10 students have shown the most progress, 11.4 months, having taken part in an intensive reading intervention before starting year 11, the first cohort to work with the new team. Across the whole school, the Reading age gap has closed from 12 months to 9 months. 235 students have received literacy interventions to support their progress in literacy.

Attendance for PPG students for 2022/23 was  $84.6\%$  compared to the figure for all students of  $92.1\%$ . This leaves a gap of  $7.46\%$  which needs to be decreased using the strategies outlined above.  $42\%$  of disadvantaged students were persistent absentees last year compared with  $22\%$  of all students. This gap remain too large, which is why attendance remains a focus of our current plan.

### Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance
That Reading Thing	That Reading Thing
Youth mentoring	Smart Minds
Personal Development Programme	Enterprise in Education
Respect Project	Essex Girls and Boys Club



## Further information

The Essex Boys and Girls Club facilitated a respect project to help re-engage our most disadvantaged back into their own education. Students had the opportunity to take part in an activity day and those that then progressed took part in 8 life skills workshops and had the opportunity to go on a residential visit.

Of the 20 students that started, 9 students in Y9 completed all parts detailed above. The feedback from the staff and students involved has been really positive, the students were fully engaged and enjoyed the sessions and residential trip to Wales.

Through the charity 'Every Child Online' we received 40 laptops to give to our most disadvantaged Year 7 students to support them with their home learning.

Following the success of the Year 9 Pupil Development Programme, Enterprise in Education have created a bespoke programme for 20 Year 10 PPG students. This programme encourages students to consider future careers and prepared students for the wider world. Students had the opportunity to talk to individuals from a range of sectors as well as experiencing two workplace visits.