

# Pupil premium strategy statement – Beauchamps High School

This statement details Beauchamps High School's use of pupil premium funding to help improve the outcomes 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	1462 (Y7-13) 1236 (Y7-11)
Proportion (%) of pupil premium eligible pupils	14.5% (Y7-13) 15.4% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers	2024/25-2026/27 (3 Year Plan)
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Josh Beaumont
Pupil premium lead	Josh Beaumont
Governor / Trustee lead	Wayne Harris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195 300
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£195 300</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Beauchamps High School is an inclusive school where 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.

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 below their peers in maths and English (Disadvantaged A8 average – 3.7, All pupils average – 4.6)
2	Reading age of disadvantaged students is lower than their peers (on average 6 months behind peers)
3	Disadvantaged students in general score lower than their peers in our emotional wellbeing survey
4	Attendance of disadvantaged students was 5.6% lower than their peers
5	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, we would like to close the gap on % of students entering the EBacc. Currently 69% of our disadvantaged students entered the EBacc compared to 84% of all pupils.
Improved outcomes for English and Maths	Closure of attainment in English and maths at Grade 5+. Current gap 17.1% between disadvantaged and whole cohort comparison.
Improved reading and literacy skills among disadvantaged students	Reading ages will improve for disadvantaged students bringing them closer in line with their peers. This will be monitored through reading tests. 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 the end of 2026/2027 academic year, attendance for all students will be 94% and the gap between disadvantaged students and their peers will be reduced – currently 5.6% Aiming for PPG attendance to be at 90%+

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40 300

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	1,2,3,4,5
Literacy initiatives across the whole school in all department areas: Every opportunity	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy</a> <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 the Literacy Lead and Curriculum Leaders.	1,2,3,5

<p>to read aloud in all lessons must be taken</p> <p>Key words and new vocabulary taught in a consistent way across the school</p> <p>CPD sessions to upskill staff to improve literacy in all lessons</p> <p>Every P5 lessons begins with 10 minutes of literacy activity</p> <p>Provision of relevant reading resources to classes</p>		
<p>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</p>	<p><a href="https://www.gj-assessment.co.uk/assessments/new-group-reading-test/">https://www.gj-assessment.co.uk/assessments/new-group-reading-test/</a></p> <p>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.</p>	<p>1,2,5</p>
<p>Accelerated Reading Programme including</p>	<p><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></p> <p><a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a></p>	<p>1,2,5</p>

reading aloud to each other	A proven classroom-based reading strategy. Internal data annually reports improved reading age for participants of the programme.	
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,	1,2,3,5
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: £65 000

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

<p>Literacy intervention leads delivering extra-curricular support to disadvantaged students</p>	<p><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.</p>	<p>1,2,5</p>
<p>Academic intervention in after school sessions for those students in Year 11 identified as underachieving</p>	<p><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.</p>	<p>1,5</p>
<p>Literacy programmes focussed on those students identified as needing additional support: Lexia Achievement Curriculum</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral</a> <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></p>	<p>1,2,5</p>
<p>That Reading Thing Bring your teacher to breakfast Breakfast with books</p>	<p>Oral language interventions have a proven record of impact of 6 months.</p>	<p>1,2,5</p>
<p>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</p>	<p>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. Having started in February 2023 with a successful trial phase, this programme is now running through KS3.</p>	<p>1,2,5,6</p>

run in Years 7 and 8		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support in place to improve students' emotional wellbeing. E.g. Emotional well-being mentor, school Youth Worker, Flexible Learning Centre	<p><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></p> <p>Strategies to support social and emotional learning in secondary schools can have an impact of 5 months.</p> <p>Internal data and feedback suggests that these strategies have become invaluable to the students that have accessed the interventions.</p>	3,4
Role of Attendance Officer to focus on disadvantaged student's attendance and to co-ordinate strategies to improve attendance	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full</a>  <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>  <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></p> <p>The DFE guidance has been informed by engagement with schools that have significantly improved attendance and reduced persistent absence.</p>	3,4
In house behaviour mentoring and coaching. Named teacher to mentor specific cohort of male students needing role	<p><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></p> <p>Strategies to support behaviour in secondary schools have an impact of 3 months.</p>	3,4



model for behaviour		
Careers provision for all disadvantaged students	<a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-goodhttps://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-goodhttps://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</a>	3,5
Targeted to need: 1:1 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.	3,5
Provision of a free breakfast for disadvantaged students	<a href="https://www.gov.uk/guidance/breakfast-clubs">https://www.gov.uk/guidance/breakfast-clubs</a> <a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</a> 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	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.	6

**Total budgeted cost: £ 195 300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our disadvantaged students continue to achieve outcomes below that of their peers. After the final year (2023/24 academic year) of this 3-year strategy our progress towards the desired outcomes listed below can be summarised with the following information:

A note of caution, pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently. Therefore, an accurate assessment of the strategy is very challenging as education 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.

Progress 8 score for our outgoing Year 11 students was -0.48. This has brought about a significant reduction in the progress gap versus peers. For the 2022/23 academic year the gap was 0.66, whereas the 2023/24 gap is 0.44. Closing the gap by nearly a quarter of a grade of progress demonstrates the success of our previous strategy. This is however a gap we will continue to strive to reduce as much as possible. Previous 3-year goal was to ensure 40%+ students were studying the EBacc, this was achieved as 69% of students now undertake the EBacc.

Attainment 8 score for disadvantaged students was 3.7 compared to all students with an A8 of 4.6. A gap here of 1.1 is still a gap to be reduced. 33.33% of the cohort achieved a grade 5+ in English and maths; 64% of the cohort achieved a grade 4+ in English and maths which is an increase of 8% on previous year.

Our literacy interventions are showing encouraging progress. Disadvantaged students who have had exposure to literacy interventions have made better progress than their peers. Evidence of our intervention success demonstrates that whilst there is a much larger gap in Y7 (1y1m) by the time students reach Y11 this gap has been almost eradicated (1m).

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%. Using the strategies outlined above for the academic year 2023/24 PPG attendance was 86.5% compared to attendance of all students being 92.1%. This means the gap decreased to 5.6%. 43% of disadvantaged students were persistent absentees last year compared with 22% of all students. This gap remains too large and the importance of reducing this gap is only strengthened by the new 'working together to improve attendance' guidance from the DfE.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Accelerated reader	Renaissance
Youth mentoring	Smart Minds
Respect Project	Essex Girls and Boys Club
That Reading Thing	That Reading Thing