

Pupil premium strategy statement – Beaumont School

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	Beaumont School
Number of pupils in school	1518
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
Date this statement was published	6 th September 2021 and updated 20 th November 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Martin Atkinson
Pupil premium lead	Elena Dundjerovic
Governor / Trustee lead	Michelle Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111, 030 (estimated figure) plus £21,105 CLA funding which is used directly for each CLA student
Recovery premium funding allocation this academic year	C £15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£147, 135

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to reduce the gap between students eligible for Pupil Premium and those that are not. The Pupil Premium strategy aims to put the pupil at the centre of what we all do. Teachers are empowered with knowledge about the pupil to meet their needs through quality-first teaching and trauma-informed practice.

Our aim is to educate young people to become active, caring, and confident citizens, who contribute positively to society and lead rewarding lives. We do this by helping each young person to flourish within a school community which is committed to:

- Providing outstanding learning opportunities within a broad and balanced curriculum;
- Creating a safe and caring environment in which every young person enjoys learning; and
- Developing an awareness of our world, celebrating cultural diversity and promoting a concern for the environment. (PSI, Beaumont School, 2021-22)

The focus of our pupil premium strategy is to champion disadvantaged students. We work to improve the progress, experience and achievement of all disadvantaged students (including pupil premium).

We work hard to understand the barriers that our disadvantaged students may face including those that they experience in and outside of school. The activities that we describe in this strategy statement encompass many elements of a whole school approach.

We recognise that high quality teaching is the most effective strategy to support our disadvantaged students and this is proven to have the greatest impact on closing the disadvantage attainment gap. We also recognise that all students benefit from this approach. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for disadvantaged students.

Our approach shows a commitment to common challenges and individual needs. These are identified through conducting our own primary research and combining this with the most up to date secondary research, including consulting the Education Endowment Foundation and education recovery research.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Difficulty learning independently during two Covid 19 lockdowns.</i></p> <p><i>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</i></p> <p><i>This has resulted in knowledge gaps resulting in pupils falling further behind age-related expectations.</i></p>

2	<i>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</i>
3	<i>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</i>
4	<i>Our observations and discussions with students and families have shown that there is a direct correlation between students that experience social and emotional issues and a lack of involvement in extra-curricular activities.</i>
5	<i>Through the pandemic, as a result of regular contact, we have learnt more about student's backgrounds and the level of support that is in place at home. Parental disengagement for some families has increased the impact of school closures i.e. completion of work and the successful transition back into full time school hours.</i>

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
Progress 8	Our students will achieve in line with non-disadvantaged students nationally.
Attainment 8	Achieve national average for attainment for all pupils.
Percentage of Grade 5+ in English and Maths	65%
Ebacc APS	4.5
Attendance	Improve attendance to 95% or above.
High levels of progress in literacy for Key Stage 3 disadvantaged students.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. A reduction in the number of lesson 'negatives' received for no home learning in the next 3 years

To improve attendance of parents/carers at key school events.	96+% attendance at: <ul style="list-style-type: none"> • Consultation evenings • Year 9 Options Evening • Post 16 Information Evening
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys (including PASS survey) and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality teaching for all students.</i>	<ul style="list-style-type: none"> - Ensure consistent implementation of an ambitious curriculum and assessment which is aligned with it. - Introduce and support individualised CPD for staff through the process of deliberate practice. - Teaching and Learning Team appointed in order to support deliberate practice CPD. 	1, 2
<i>Pupil premium coordinator</i>	<ul style="list-style-type: none"> - Weekly mentoring with Post LAC students improves their mental wellbeing as they feel listened to and can get academic support, as required. EEF research shows that mentoring can add around 2 months of progress - The appointment frees up the time of the Pupil Premium lead to focus on strategy and also to focus on students in crisis. 	3, 4, 5
<i>Learning mentor</i>	<ul style="list-style-type: none"> - EEF research shows that mentoring can add around 2 months of progress and interventions which improve metacognition and self- 	1, 2, 3, 4, 5

	regulation can add 7 months of progress	
<i>Disadvantaged students tracking system</i>	<ul style="list-style-type: none"> - Supporting the attainment of disadvantaged students: success and good practice (DFE: 2015) - Staff have a deeper understanding of each disadvantaged student and their specific barriers to learning. 	1, 2, 3, 4, 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
<i>1:1 6th form tutors for specific subjects</i>	EEF research shows that peer tutoring can add 5 months progress	1, 2, 3
<i>Counselling</i>	<ul style="list-style-type: none"> - Due to significant mental health difficulties for some of our students, which for some were exacerbated by the Covid lockdowns, providing counselling services is an essential part of our toolkit. - Supporting the attainment of disadvantaged students: success and good practice (2015) shows that social and emotional support is a commonly used successfully strategy. 	4
<i>The Mentoring Lab – mentoring for BAME students</i>	<ul style="list-style-type: none"> - Counselling and mentoring can help to improve engagement with school and improve attendance. - Supporting the attainment of disadvantaged students: success and good practice (2015) shows that social and emotional support is a commonly used successfully strategy. - The Racial Equality Foundation (2021) found that Black students are at greater risk of being excluded from school. Students who have been excluded are rendered vulnerable to poor mental and physical health. 	1, 2, 3, 4, 5

<i>Mentoring, including new learning mentor</i>	<ul style="list-style-type: none"> - EEF research shows +7 months progress for metacognition and self-regulation development. - EEF is still researching the impact of aspiration interventions 	1, 2, 3, 4
<i>Learning support lessons</i>	<ul style="list-style-type: none"> - EEF research shows that small group tuition adds 4 months of progress 	1, 2, 3
<i>Extra Maths lessons</i>	<ul style="list-style-type: none"> - EEF research shows that small group tuition adds 4 months of progress 	1, 2, 3
<i>Extra English lessons</i>	<ul style="list-style-type: none"> - EEF research shows that small group tuition adds 4 months of progress 	1, 2, 3
<i>Your Favourite Teacher subscription</i>	<ul style="list-style-type: none"> - Educational Endowment Foundation Teaching Toolkit (2017) - Home learning completion highlights itself as a problem in previous reporting cycles - 'Narrowing the Gap' by Daniel Sobel recommends pre-learn and over learn as key strategy to close the gap. 	1, 2, 5
<i>Equipment/Resources/Trips</i>	<ul style="list-style-type: none"> - The student premium: how schools are spending the funding successfully (Ofsted, 2013) 	3, 4, 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Steps – Hertfordshire Therapeutic Response to Behaviour</i> <i>Whole school training</i> <i>5 Steps trained tutors</i>	<ul style="list-style-type: none"> - County-wide data on reduced exclusions - Internal data on reduced numbers of negatives, detentions, on-calls - EEF research shows that behaviour interventions can add 4 months of progress 	3, 4
<i>Pupil Premium coordinator</i> <ul style="list-style-type: none"> - <i>Contact with home regarding attendance and any other issues that may arise</i> 	<ul style="list-style-type: none"> - Parents and carers have access to a non-teaching member of staff who has greater availability. - Pupil Premium administrator is a former SENCo, teacher and Assistant Headteacher, who has previously held responsibility for disadvantaged 	4, 5

	<p>students and so brings a wealth of experience to the role</p> <ul style="list-style-type: none"> - Educational Endowment Foundation Teaching Toolkit shows that parental engagement can improve progress by 2-3 months (short term) 	
<p><i>Pass Survey</i></p> <ul style="list-style-type: none"> - <i>Survey conducted twice in the academic year</i> 	<ul style="list-style-type: none"> - PASS is a tool that helps take the guesswork out of understanding why some students are reluctant learners, why they are underachieving or why they are misbehaving. - Self regard as a learner is a frequently mentioned barrier for our disadvantaged students. 	2, 3, 4
<p><i>Outreach Support</i></p>	<ul style="list-style-type: none"> - Counselling and mentoring can help to improve engagement with school and improve attendance. - Supporting the attainment of disadvantaged students: success and good practice (2015) shows that social and emotional support is a commonly used successfully strategy. 	3, 4
<p><i>Access to extra-curricular opportunities</i></p>	<ul style="list-style-type: none"> - CLA students receive 100% funding of school trips and resources - Post LAC and other disadvantaged students offered 50% discount on school trips and resources 	3, 4, 5

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 performance of our disadvantaged students was lower than the previous year. The gap between our disadvantaged students for achieving 4+ in English and Maths was larger than in 2019/20. Additionally, our Attainment 8 score was lower in 2020/21 than in 2019/20.

To gather more meaningful data, we compared the progress of our disadvantaged students with that of non-disadvantaged students with the same Key Stage APS. The results were mixed and a true comparison is complicated by the varying responses to the pandemic and the various school closures. However, we are incredibly proud of our commitment to maintain a high quality curriculum, even during periods of school closure, and the priority given to our disadvantaged students to still attend school. All disadvantaged students secured places for post 16 study, 53% of them have a place in our 6th form. 82% of our Year 13 disadvantaged students have gone on to study at university. Only two did not apply but plan to do so in September 2022.

We used pupil premium funding to maintain our outreach support programme. This was delivered online and through meticulous planning once schools re-opened again to ensure the safety of our external staff and our students.

The strong relationship that we have forged with 'Your Favourite Teacher' meant that they very generously extended our subscriptions to all Year 10 and 11 students for all their online learning packages, beyond just our disadvantaged students. They worked with the Maths department to set lessons during lockdown as well.

Our assessments have taught us that wellbeing and mental health were significantly impacted last year. We have used this information to extend our provision for this academic year and have used some of our recovery funding to secure additional hours beyond our usual contracts. We have also employed the services of bespoke counselling where school refusal is a potential risk.

Aim	Outcome
To gain a deeper understanding of each disadvantaged student and their specific barriers to learning.	The impact of lockdown and COVID overall has had a tremendous impact on the support that we provide for our students.
To support students to complete home learning.	Extended learning did not take place after school as we needed to limit the time that students spent on site.
High levels of progress in literacy for Key Stage 3 disadvantaged students.	STAR reading tests had to be completed remotely during lockdown and the absence of lesson time devoted to Accelerated Reader during lockdown impacted on reading levels of

	disadvantaged students. It is difficult to gauge accurate progress for these reasons.
Disadvantaged students are able to take part in the curriculum enrichment programme offered through subjects and curriculum enrichment days/week and aspirations are increased.	There was a limited extra-curricular programme last academic year due to COVID. However, our enrichment programme and the involvement of students is a key aspect of our plan for school improvement this year.
Improved study skills at Key Stage 4.	<p>Although not part of the pupil premium budget, our Key Stage 4 disadvantaged students were all offered catch up tuition last academic year. We also offered 'Your Favourite Teacher' subscriptions to all of our Key Stage 4 disadvantaged students.</p> <p>Headline data:</p> <p>Attainment 8 score increased from 42.07 in November to 49.10 in June.</p> <p>Grade 5+ Eng/Maths increased from 26.7% in November to 33.3% in June.</p> <p>Grade 4+ Eng/Maths increased from 46.7% in November to 73.3% in June.</p>
Increased attendance rates for disadvantaged students.	Attendance figures for disadvantaged students was 90.3% for 2020-21 and 96.75% for CLA students. This is a strategy aim for improvement for this academic year.
To improve attendance of parents/carers at information evenings and consultation evenings.	<p>There were no parent evening events held in school last academic year due to COVID.</p> <p>Consultation evenings were moved online which did help with attendance as the system allowed school to note who had not signed up for appointments and take swift action. Some consultation evenings will continue to be held online due to this success.</p>
To respond to any presenting SEMH issues and put support in place.	<p>The impact of COVID has meant that our wider strategies were impacted heavily, particularly counselling and students' being able to access the support.</p> <p>There was an increased level of demand this year due to the impact of lockdown and restrictions in the wider community.</p> <p>In total, our spending on mentoring for disadvantaged students was £2800.</p> <p>Throughout the time that was spent in school, the case load of each of our external professionals was between 25% and 50% disadvantaged students.</p> <p>Our Family Support worker's caseload was consistently a minimum of 33% disadvantaged students throughout the year.</p>

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.
This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Your Favourite Teacher	Your Favourite Teacher