

Pupil premium strategy statement – Beaumont School

This statement details our school’s use of pupil 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	1651
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2027/28
Date this statement was published	27 th November 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Martin Atkinson and the CTL Committee
Pupil premium lead	Danielle Irving
Governor / Trustee lead	Michelle Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97 080
Recovery premium funding allocation 2023-24	£22 977
CLA funding (which is used directly got each CLA)	£9840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ 129 897

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 who are not. Students who are eligible for Pupil Premium funding may be referred to as 'disadvantaged'.

At Beaumont School, our aim is always that our disadvantaged students outperform not only their disadvantaged peers nationally, but also their non-disadvantaged peers nationally. We have a strong track record of achieving this.

This Pupil Premium Strategy puts disadvantaged students at the centre of what all staff do in school to reduce the barriers that exist, so that disadvantaged students achieve the very best outcomes.

All Beaumont students benefit from the highly-skilled teachers at the school, and this is evidenced to disproportionately benefit disadvantaged students. Through our programme of continuing professional development (CPD), these expert teachers have up-to-date training that empowers them to deliver their expert subject knowledge through quality-first teaching and trauma-informed practice.

Beyond the classroom, our extra-curricular offer enables disadvantaged students to enjoy and excel in a wider range of opportunities, building social capital, a sense of belonging and pride in their achievements. Disadvantaged students are well-represented in extra-curricular activities, as evidenced in our wider-participation survey.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – attendance of disadvantaged students has, historically, been lower than their non-disadvantaged peers (both nationally and at Beaumont School).</p> <p>This results in gaps in knowledge which are detrimental to progress over time. It can also result in declining feeling of belonging and self-esteem as students come to recognise these gaps. There is, therefore, an inherent link between this challenge and students' social and emotional well-being (challenge 2). This also links with a potential for lower-aspirations for themselves.</p>
2	<p>Social and emotional well-being – our observations and discussions with pupils and families have identified social and emotional issues for pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>This can result in reduced progress over time as students experiencing these issues may be less able to focus on their learning. There is also an inherent link between this challenge and attendance (challenge 1). This also links with a potential for lower-aspirations for themselves.</p>
3	<p>Parental engagement – lower levels of parental engagement for some (not all) families is a contributing factor to student attitudes towards school, their motivation to engage and their understanding of what is required to achieve well.</p>
4	<p>Self-regulation and meta-cognition – 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 in maths and science.</p>

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 of Beaumont School disadvantaged cohort is in line with non-disadvantaged students nationally.	This will be measurable via national Progress 8 data released annually.
Attainment 8 of Beaumont School disadvantaged cohort is in line with all students nationally.	This will be measurable via national Attainment 8 data released annually.
Sustained attainment at GCSE in English and maths	40% of disadvantaged students achieve a Grade 5 or above in English and Maths.
Sustained attainment at GCSE in the EBacc	APS for disadvantaged students is 4.5.

Improved attendance of the disadvantaged cohort	Attendance of this cohort is 95% or above.
The gap in literacy levels at Key Stage 3 will be narrowed.	Literacy levels of disadvantaged students at Key Stage 3 is in line with their non-disadvantaged peers, or there is evident progress being made by disadvantaged students for those who are not in line with their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50 000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality teaching for all learners</i>	<p>Whilst all learners benefit from high quality teaching, evidence shows that disadvantaged students are disproportionately positively affected by high quality teaching (i.e. high quality teaching has a larger impact on this cohort than for non-disadvantaged student).</p> <p>This funding will support the consistent implementation of our ambitious curriculum, including the teaching and learning priorities outlined in the Plan for School Improvement (PSI).</p> <ul style="list-style-type: none"> - Each department and teacher adopting an approach that supports all students to access and succeed in the curriculum, adapting teaching where necessary to respond to need. - Teaching and Learning Lead Practitioners appointed in order to lead the focus on adaptive teaching 	1 and 2
<i>Pupil Premium Coordinator</i>	<p>The Pupil Premium Coordinator is in regular contact with parents and students:</p> <ul style="list-style-type: none"> - Regular student contact means that students have a space to raise worries or concerns, where their sense of belonging is enhanced and where attendance/effort/attainment issues can be addressed. Having someone “one their side” is an important motivator for students who have these meetings. 	1, 2, 3 and 4
<i>Academic Mentor</i> <i>Pastoral Mentors</i>	<p>EEF research shows that mentoring can add around 2 months of progress.</p> <p>This year we are implementing the role of academic mentor at KS4, to support improved organisation and study skills for target students. Disadvantaged students are prioritised for this support. This often</p>	1, 2 and 4

	<p>takes place within the timetable so is not seen as an unfair or onerous 'extra'.</p> <p>Pastoral mentoring helps identify and address the other aspects that may limit a students' engagement with learning.</p>	
<i>Disadvantaged students tracking system</i>	<p><i>Supporting the attainment of disadvantaged students: success and good practice (2015)</i></p> <p><i>Bringing light to those who need it most (Nicholls, 2022)</i></p> <p>The tracking process ensures that disadvantaged students are brought to the forefront of the minds of all staff. Staff provide feedback on individual students and the pastoral team surrounding the child then examines what additional support or input may be beneficial for accelerating progress. This is then reviewed regularly.</p>	1, 2, 3 and 4

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

Budgeted cost: £ 70 000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Sixth Form tutors for specific subjects</i>	EEF research shows that peer tutoring can add 5 months of progress	1, 2 and 4
<i>Counselling and Outreach support</i>	<p><i>Supporting the attainment of disadvantaged students: success and good practice (2015)</i></p> <p>Providing support services for these students is an essential part of our toolkit for supporting students to access and then excel in their education</p>	1, 2 and 4
<i>Extra maths and English lessons</i>	EEF research shows that small group tuition can add 4 months of progress	1, 2 and 4
<i>Learning Support lessons</i>	EEF research shows that small group tuition can add 4 months of progress	1, 2 and 4
<i>Equipment/Resources/Trips</i>	Students cannot access their learning without these things – the school works to ensure all students have the equipment and resources they need, including providing packs of study	2 and 4

	resources for KS4 and 5 students who may need these for revision and exam preparation.	
<i>Academic mentoring</i>	(as in previous section)	4
<i>Reading programmes for Key Stage 3 students</i>	<p>In order to access the curriculum, students need to be confident readers, in line with their chronological age.</p> <p><i>Accelerated Reader, Sparx Reader and Bedrock</i> are all programmes proven to support students make improved progress in reading. <i>That Reading Thing</i> has also been supported with PP funding to target specific students with lower reading ages.</p> <p>Visits from Authors and Poets are a part of the library's programme to accelerate progress and build positivity around reading.</p>	2 and 4
<i>Funding for The National Tutoring Programme has ceased for this academic year and, as such, school is not able to fund 1:1 tutoring as it did in the previous 2 academic years.</i>	The DfE considers there to be strong evidence behind the effectiveness of tutoring but without the funding commitment, school is not able to fund tutoring programmes.	

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

Budgeted cost: £ 10 000 (approximately)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium Coordinator</i>	<p>EEF evidence show that improved parental engagement can improve progress by 2-3 months (short-term)</p> <p>The Pupil Premium Coordinator is in regular contact with parents and students:</p> <ul style="list-style-type: none"> - Regular contact with parents can support improved engagement with Parent Consultation Evenings and other events. It also supports improved sign-up for trips. The Pupil Premium 	3

	<p>Coordinator can also signpost parents to outside support, such as how to apply for Free School Meals (FSM), or other relevant external agencies.</p> <ul style="list-style-type: none"> - Parents and carers have access to a non-teaching member of staff who has more availability 	
<i>Pass Survey</i>	<p>PASS is a tool that enables us to see the underlying factors as to why some students are reluctant learners or why they are underachieving/misbehaving.</p> <p>Self-regard is frequently cited as a barrier for our disadvantaged students.</p>	2 and 4
<i>Outreach Support</i>	<p>This is an essential part of our toolkit to improve student engagement, self-image and motivation.</p>	1 and 2
<i>Access to extra-curricular opportunities</i>	<p>CLA students receive 100% funding of school trips and resources.</p> <p>Post-CLA and other disadvantaged students are offered a 50% discount on curriculum-based trips and resources.</p>	1, 2, 3 and 4

Total budgeted cost: £ 130 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Beaumont's disadvantaged cohort have, once again, outperformed not only their disadvantaged peers nationally, but 'all pupils' nationally (i.e. the national cohort including non-disadvantaged students).

- *At GCSE, our disadvantaged cohort has a Progress 8 score of 0.3. This is higher than the national figure for all pupils (not yet published for this year, but usually around 0.1), with an average point score of 4.1 in EBacc subjects. 52% of our disadvantaged cohort achieved Grades 4+ in English and Maths in Summer 2024 (33% achieved Grade 5+ in English and Maths.*
- *At A-level*, our disadvantaged cohort had an average grade of a C+ (B- for all students) and these 15 students were supported to apply for the next steps in their education, training or employment*
- *Attendance for disadvantaged students in the academic year 2023-24 was 89.5%, a steady increase on the previous year (National disadvantaged – 88.9%). Improving attendance remains a key focus of the PP strategy*
- *Our wider-participation survey show that disadvantaged students are proportionately represented or over-represented in the vast majority of extra-curricular activities (all bar 3 areas). Areas to build upon are known by staff involved and plans are in place to address this.*

We are on track to meet the new targets set for outcomes and progress, wider participation and well-being. Attendance remains an area of focus for improvement, where bespoke strategies are being implemented and monitored closely and carefully.

**KS5 disadvantaged students are not funded in the same way as for KS3 and 4, but we use very similar strategies to monitor and support these students and their attainment and progress is a priority at KS5.*

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.

Programme	Provider
n/a	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We have 1 child in receipt of service pupil premium, who is monitored and supported in line with all other students for whom the school receives PP funding.

The impact of that spending on service pupil premium eligible pupils

This student continues to progress very well and is forecast to achieve the highest grades possible at A level this year.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.