

Pupil premium strategy statement – Beaumont School

This statement details our school’s use of pupil premium and 16-19 bursary 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	1755 (1169 Years 7-11) (554 Years 12-13)
Proportion (%) of pupil premium eligible pupils	6.9% 81 (Years 7-11)
Proportion (%) of pupils eligible for 16-19 bursary funding	5.2% 29 (Years 12-13)
Proportion (%) of pupils who have applied for 16-19 bursary support *	3.6% 20 (Years 12-13)
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	November 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Martin Atkinson and the CTL committee
Pupil premium lead	Elena Dundjerovic
Governor / Trustee lead	April Cowen

* A change in personal circumstances may mean a student/ family makes a mid year application

Funding overview for Pupil Premium 2025/6

Detail	Amount
Pupil premium funding allocation this academic year	£101,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
CLA funding (which is used directly for each CLA)	£5,400
Total Pupil Premium budget for this academic year	£106, 475

<p><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></p>	
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Funding overview 16-19 bursary funding

Detail	Amount
16-19 bursary funding allocation this academic year	£7,581
16-19 bursary funding carried forward from previous years (enter £0 if not applicable)	£3,524
<p>Total 16-19 Bursary Fund for this academic year (2025/6)</p> <p><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></p>	£11,105

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	Attendance – attendance of disadvantaged students has, historically, been lower than their non-disadvantaged peers (both nationally and at Beaumont School). This results in gaps in knowledge which are detrimental to progress over time. It can also result in a 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.
2	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. 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.
3	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.
4	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.

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 (when measured).
Attainment 8 of Beaumont School disadvantaged cohort is in line with non-disadvantaged students nationally.	This will be measurable via national Attainment 8 data released annually.
A Level average grade for disadvantaged students (including those in receipt of bursary) is in line with non-disadvantaged students nationally	This will be measured via national A Level data released annually Students included: FSM, previously PP, LAC, PLAC, in receipt of bursary and service children.
Sustained attainment at GCSE in English and maths	40% of disadvantaged students achieve a Grade 5 or above in English and Maths.
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 are 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 2025/6

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: £48, 475

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching for all learners	<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 students).</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). - Ensure that staff have the knowledge and skills to support all students to access and succeed in the curriculum (we have a shared language across the school about how we support all students to access and succeed in the curriculum, adapting where necessary, which is evident from lesson observations).</p>	1, 2 & 4
Pupil premium administrator	<p>The Pupil Premium Coordinator is in regular contact with parents and students:</p> <p>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 “on their side” is an important motivator for students who have these meetings.</p>	1, 2, 3 & 4
Academic and pastoral mentors	<p>EEF research shows that mentoring can add around 2 months of progress.</p> <p>The role of academic mentor at KS4 is proving to be crucial. Their aim is to support improved organisation and study skills for target students. Disadvantaged students are prioritised for this support. This often takes place within the timetable so is not seen as an unfair or onerous ‘extra’. Pastoral mentoring helps identify and address the other aspects that may limit a student’s engagement with learning.</p>	1, 2, 3 & 4

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

Budgeted cost: £48, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Sixth Form tutors for specific subjects	EEF research shows that peer tutoring can add 5 months of progress	1, 2 & 4
Counselling and Outreach support	Supporting the attainment of disadvantaged students: success and good practice (2015) Providing support services for these students is an essential part of our toolkit for supporting students to access and then excel in their education	1, 2 & 4
Extra maths and English lessons	EEF research shows that small group tuition can add 4 months of progress	1, 2 & 4
Learning Support lessons	EEF research shows that small group tuition can add 4 months of progress	1, 2 & 4
Equipment/Resources/Trips	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 resources for KS4 and 5 students who may need these for revision and exam preparation.	2 & 4
Academic mentoring	(as in previous section)	4
Reading programmes for Key Stage 3 students	In order to access the curriculum, students need to be confident readers, in line with their chronological age. Accelerated Reader, Sparx Reader and Bedrock are all programmes proven to support students to make improved progress in reading. That Reading Thing has also been supported with PP funding to target specific students with lower reading ages. Visits from Authors and Poets are a part of the library's programme to accelerate progress and build positivity around reading.	2 & 4

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

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Coordinator	EEF evidence shows that improved parental engagement can improve progress by 2-3 months (short-term). The Pupil Premium Coordinator is in regular contact with parents and students: - 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 Coordinator can also signpost parents to outside support, such as how to apply for Free School Meals (FSM), or other relevant external agencies. - Parents and carers have access to a non-teaching member of staff who has more availability	3
Outreach Support	This is an essential part of our toolkit to improve student engagement, self-image and motivation.	1 & 2
Access to extracurricular opportunities	CLA students receive 100% funding of school trips and resources. Post-CLA and other disadvantaged students are offered a 50% discount on curriculum-based trips and resources	1, 2, 3 & 4

Total budgeted cost: £106, 475

Part B: Review of the previous academic year (2024/5)

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, we do not have a Progress 8 score due to the absence of KS2 assessments during COVID. Our Attainment 8 score for this cohort was 38.7.
- Our cohort has an average point score of 3.6 in EBacc subjects. 50% of our disadvantaged cohort achieved Grades 4+ in English and Maths in Summer 2025 (21% 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 2024-25 was 88.9%, a steady increase on the previous year (National disadvantaged – not yet available). Improving attendance remains a key focus of the PP strategy.
- Our wider-participation survey shows that disadvantaged students are proportionately represented or over-represented in the vast majority of extracurricular activities (all bar 3 areas). Our PSI 2025-26 has a priority that targets creating a stronger sense of belonging and therefore motivation in all students. 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. KS5 students and families have to apply for bursary support. (Refer to bursary policy on website) We encourage all disadvantaged students to apply, but not all families do so. Bursary funding is used to support educational trips, a contribution towards school travel, textbooks, stationery and other items required to participate effectively in curriculum subjects. We use very similar strategies to monitor and support our disadvantaged students (whether they have applied for bursary or not) and their attainment, progress and destinations beyond Beaumont are priorities 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

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**

A student received support specifically metacognition work in addition to support for wellbeing and mental health.

The impact of that spending on service pupil premium eligible pupils

The student was able to sit their GCSE exams and secure entry to the 6th form.