

Pupil premium strategy statement – Beauchamp College – December 2025

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	2303 students on roll (1579- Key Stage 3 and 4)
Proportion (%) of pupil premium eligible pupils	11.6 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are	2025- 2028
Date this statement was published	November 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Alice King
Pupil premium lead	Dr. Chinyere Magulike
Governor / Trustee lead	Ian Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,345
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
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>	£194,345

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Beauchamp College, our aim is to use Pupil Premium funding to ensure that every disadvantaged student receives high quality teaching in all subjects, enabling them to thrive academically and holistically. We are committed to narrowing the attainment gap between disadvantaged pupils and their peers so that outcomes continue to exceed national averages.

We strive to provide a pupil-centered experience, where provision is tailored to individual needs and ensures that disadvantaged pupils enjoy a positive, enriching school life comparable to that of their peers. Our approach focuses on removing barriers and addressing challenges that impact academic achievement and overall well-being.

Our strategy includes:

- Wrap-around care that ensures pupils are equipped, supported, and ready to learn every day.
- Diagnostic assessments and monitoring to target interventions precisely.
- High expectations and purposeful challenge, delivered through a whole-school approach where every member of staff takes responsibility for disadvantaged pupils' outcomes and experiences in school.

We regularly review and adapt our strategies to maximize impact, ensuring interventions remain effective and responsive to need. Our expectation is that all students, including those who are disadvantaged, have access to a broad, knowledge-rich curriculum that develops academic ability and personal qualities, equipping them for any future career or life path they choose.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Attendance and punctuality</p> <p>Analysis of attendance data from the end of last academic year highlights an opportunity to further improve attendance for Pupil Premium students and close the gap with their peers. By focusing on strategies that promote engagement and well-being and foster a sense of belonging we can strengthen consistency in attendance and ensure every student benefits fully from their learning experience.</p>
2.	<p>Literacy and Numeracy skills</p> <p>Analysis of KS2 SATs data and internal assessments indicates clear opportunities to support and accelerate progress for some PP students in Key Stage 3. While many students demonstrate strong foundations, some students face challenges in areas such as literacy, as highlighted by New Group Reading Tests (NGRT). Students from disadvantaged backgrounds often start with a lower average reading age, which provides us with a chance to implement targeted interventions early.</p> <p>Similarly, SATs evidence highlights that numeracy skills for PP students are slightly below those of non-PP peers on entry to Year 7, presenting an opportunity to strengthen mathematical fluency through targeted support.</p> <p>In Key Stage 4, data drop analysis shows that only a small proportion of students experience subject-specific barriers, which allows us to tailor strategies to individual needs and ensure every learner can thrive.</p>
3.	<p>Teaching and Learning</p> <p>Applying high-quality teaching strategies that incorporate effective pedagogical approaches such as metacognition, feedback, and questioning to strengthen classroom engagement. These strategies are designed to enable students to take ownership of their learning, develop strong self-regulation skills, and build emotional resilience. Through creating an inclusive and supportive learning environment, we aim to ensure that every student is actively engaged, motivated, and equipped with the skills needed to succeed both academically and personally.</p>

4.	<p>GCSE performance and interventions</p> <p>Targeted academic interventions will be implemented across key GCSE subjects to accelerate progress and strengthen performance, ensuring that every student is provided with the support needed to succeed.</p> <p>Alongside academic support, holistic interventions will be delivered to nurture aspirations, guide next steps, and promote wellbeing. By addressing both educational and personal development, a supportive environment will be created in which pupil premium students can thrive and confidently pursue their future goals.</p>
5.	<p>Extracurricular and cultural capital</p> <p>Internal data, discussions, and observations highlight an opportunity to enrich student experiences by increasing access to extracurricular activities such as trips, visits, and clubs beyond regular school hours.</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
<p>Improve attendance for students eligible for Pupil Premium Grant (PPG), so that it is in line with our college average.</p>	<p>Data to show students eligible for PPG to be higher than national for non-pupil premium students. Gap between students eligible for pupil premium and non-pupil premium to be reduced.</p> <p>Students to be included and targeted with whole school attendance strategies and measures at all levels of provision.</p>
<p>Improve literacy and numeracy</p>	<p>Students will benefit from targeted literacy and numeracy interventions designed to accelerate progress and build confidence. In Years 7 and 8, students will engage in evidence-based strategies such as Direct Instruction, Reciprocal Reading, Switch-On, inference reading sessions, and reading buddy programmes to strengthen comprehension and fluency. Those with lower reading ages will receive additional support through small-group interventions and one-to-one reading sessions, ensuring personalised attention to their needs.</p> <p>Numeracy interventions will be delivered through the Maths department, with nurture groups providing a supportive environment to develop core skills and deepen understanding. These approaches aim to create a positive learning experience, boost academic resilience, and empower students to achieve their full potential.</p>
<p>To ensure consistent application of effective teaching and learning strategies.</p>	<p>Behaviour for learning is supported by fostering strong engagement in the classroom and motivating students to succeed. The PP mentor plays a key role in supporting Pupil Premium students to ensure they have a positive and productive learning experience.</p> <p>All staff including form tutors, subject teachers, Heads of Year, and senior leaders, will monitor students consistently, using the behaviour policy to implement strategies that promote</p>

	<p>positive behaviour and learning. Approaches include the use of 'Stop the Clock' to maintain consistency in teaching and behaviour expectations, alongside tutor and subject reports, weekly personal support plans, and regular communication with parents to agree short-term targets. These measures aim to ensure that targeted students' behaviour, achievement, and rewards align with those of their non-PP peers. Small group interventions will also be used to build academic resilience, increase classroom engagement, and boost motivation to learn. These sessions will provide holistic development opportunities, enhance cultural capital and support students' overall growth.</p>
<p>Narrow attainment gap between disadvantaged and non-pupil premium students.</p>	<p>A variety of targeted academic interventions will be implemented across subjects for pupil premium students, ensuring that improvement in Attainment 8 outcomes is achieved when compared to non-pupil premium peers.</p> <p>One-to-one career guidance will be provided by the Careers Adviser, with support from the Pupil Premium Mentor, so that disadvantaged students are adequately supported in making informed decisions about their next steps for Level 3 qualifications or training. Through this collaborative approach, both academic progress and aspirational goals will be effectively supported.</p>
<p>Students to access and can attend a variety of extracurricular opportunities, including after school clubs and trips.</p>	<p>Students will be supported and encouraged to take advantage of at least one club and participate in trips available to their year group, enriching their learning experience beyond the classroom. Engagement will be celebrated and monitored through the Beehive tracking system, with tailored encouragement provided to ensure every student benefits from these opportunities.</p> <p>The reward system will be used to recognise and motivate participation in trips, while faculties will offer exciting workshops and</p>

	projects that connect extracurricular activities to the curriculum, fostering curiosity, creativity, and a love for learning.
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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: £97,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. Ensure the needs and profile of students eligible for PP is remain highly visible and prioritised among staff.</p>	<p>High standard of teaching benefits all students including PP. EEF highlight the most value tool resource is that of the teacher, teaching high quality lessons. EEF Cognitive science EEF High Quality Teaching</p>	3
<p>Ensure PP students received high quality feedback using whole school marking policy. Maintain high expectations for class and homework to align with 'Beauchamp Basic Standards'.</p>	<p>EEF Feedback</p>	3, 4
<p>Deliver whole staff training throughout the academic year. To include teaching strategies with proven efficacy in improving outcomes in pupil premium students, such as on retrieval practice, metacognition, effective feedback and questioning. Include support from regional PP lead and Trust lead for PP to ensure a consistent practice in school and across the Trust. CPD to take place at all levels including ECT and ITT CPD sessions. Professional development on evidence based approached, for example, metacognition, reading comprehension, phonics, mastery learning. (National</p>	<p>PP award winners.</p>	1, 2, 3 4, 5

College Membership/ Teaching Walk thrus/ The Keys).		
Developing high quality teaching, assessment and curriculum which responds to the needs of pupils	Vocab test	
The use of technology and other resources focused on supporting high quality teaching and learning, especially those that encourage additional opportunities for retrieval practice and students to embed core knowledge. (Educake/ Massolit/ Seneca learning).	EEF Tutoring	

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

Budgeted cost: £42,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the effective use of SISRA after each data snapshot to enable staff at all levels to monitor the progress of Pupil Premium students and respond accordingly. RAB meetings will serve as a collaborative platform to celebrate successes, identify students who may need additional support, and agree on tailored strategies.</p> <p>Insights from these discussions will drive the removal of barriers to learning and the implementation of structured, targeted interventions designed to accelerate progress and raise GCSE attainment for Pupil Premium students. This proactive and solution-focused approach ensures every learner can thrive and achieve their full potential.</p>	EEF - Assessment	3

<p>The PP mentor plays a vital role in strengthening parental engagement by fostering clear and effective communication about pupil progress and supporting families in accessing resources that enhance learning. To maximise achievement, students will be provided with Chromebooks to help reduce the digital divide and will be encouraged to make full use of online platforms such as Educake, Massolit, and Seneca Learning, alongside the VLE, to complement classroom learning and reinforce key concepts. These strategies aim to create a strong partnership between school, home, and students, ensuring that every learner has the tools and support needed to succeed.</p>	<p>EEF Mentoring EEF Parental Engagement</p>	<p>3</p>
<p>Offer tutoring to support learners to achieve in line with their potential, maintaining positive progress.</p>	<p>EEF Tutoring</p>	<p>3</p>
<p>The PP mentor will use parents' evenings as an opportunity to meet with parents of Pupil Premium students, reinforcing the support provided and strengthening the home-school partnership. To maintain a clear focus on Pupil Premium students, the Assistant Head of Year and Key Stage teams will prioritise these learners in all activities, including parents' evenings. To maximise attendance and engagement, parents' evening will open early for Pupil Premium families, and all parents will be contacted beforehand to secure appointments.</p>	<p>EEF Parents EEF Parental Engagement</p>	<p>1,2,3,4&5</p>
<p>Provide access to counselling services for targeted PP students.</p>		<p>4</p>
<p>Make effective use of our careers advisors to support all Pupil Premium students, ensuring they receive high-quality guidance through careers information embedded in the PSHE curriculum. In addition, SEND and Pupil Premium students will benefit from personalised one-to-one sessions with our internal Careers Advisor, providing tailored support to help them plan and achieve their next steps confidently.</p>	<p>EEF Careers</p>	<p>5</p>

<p>Sessions will be provided for targeted students, focusing on study skills, organisation, and practical revision strategies to enhance learning and exam readiness. Collaboration with the Leadership Team will ensure appropriate student identification, effective planning, and delivery of sessions after school. Attendance and progress will be tracked on SIMS, with regular communication to parents to reinforce engagement and support.</p>	<p><u>EEF small group interventions</u></p>	
<p>Language assistant to support with MFL</p>	<p>Practice to improve performance</p>	

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

Budgeted cost: £54,186

Activity	Evidence that supports this approach
<p>Make effective use of attendance officers and pupil premium mentor for all PP students, using data to target attendance support to improve and maintain good attendance. Include use of whole school goals/targets and rewards to motivate.</p>	<p>EEF Attendance</p>
<p>A dedicated pupil premium mentor will lead efforts to ensure pupils are consistently present and prepared to learn each day. This includes providing wrap-around care and practical assistance so that students have the resources they need. High expectations will be communicated clearly and reinforced positively, with mentoring designed to build habits of punctuality and resilience. Early identification of pupils at risk of low attendance will enable timely interventions, while strong family engagement will be prioritised to address barriers to regular attendance. Tailored support for families will help overcome challenges, creating a collaborative environment that promotes consistent participation and academic success.</p>	<p>EEF Attendance</p>
<p>A whole school behaviour management system will be effectively implemented to ensure all students can access high-quality teaching and learning. The Pupil Premium Mentor will provide targeted support to disadvantaged students, promoting positive behaviour through Improved parent communication and engagement to strengthen the home-school partnership, ensuring consistency in expectations and support.</p> <p>The reward ladder will be used to celebrate and reinforce positive behaviours, creating meaningful learning experiences and a culture of achievement and inclusion for Pupil Premium students.</p>	<p>EEF Behaviour</p>
<p>An adapted curriculum that supports learning and personal development will be provided, where appropriate, through alternative provision to students with specific needs.</p>	
<p>Students will have access to a wide range of extracurricular opportunities and on-site specialists, enriching their educational experience and ensuring that financial barriers such as costs for music lessons are removed.</p>	
<p>Ensure students in Key Stages 3 and 4 to begin each day with energy and confidence by providing a welcoming breakfast club that fosters wellbeing, community, and readiness to learn</p>	<p>Various studies. Magic breakfast</p>
<p>Training for SSC staff on strategies to support students with SEMH</p>	<p>EEF SEMH</p>
<p>External small group sessions for students who have low attendance due to SEMH</p>	<p>EEF SEMH</p>

Onsite small alternative provision sessions to support students with SEMH, to include cooking, arts and crafts. To improve attendance and engagement in lessons.	EEF SEMH
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Total budgeted cost: £194,345

Part B: The Review of the previous academic year outcomes for pupil premium students

We have undertaken a comprehensive review of the performance of disadvantaged pupils over the previous academic year, using national assessment data alongside our internal summative and formative assessments. Analysis shows that while pupil premium students joined with lower prior attainment than their peers, significant progress has been made in narrowing gaps across key measures.

In 2024, the Progress 8 gap between pupil premium and non-pupil premium students at Beauchamp College narrowed compared to 2023. Although Progress 8 data is not available for 2025, Attainment 8 results show a positive trend, reflecting the impact of targeted strategies. These improvements indicate that interventions are driving progress and enabling disadvantaged students to perform above national averages. Further progress is evident in EBacc participation and achievement, with pupil premium students accessing a broader curriculum offer than the national average. Additionally, the open basket Progress 8 score showed a positive trend for pupil premium learners in 2024, highlighting the success of interventions in these subjects and providing a model for future improvement across all areas.

Beyond academic outcomes, wider engagement indicators show encouraging trends. Behaviour for learning continues to improve, supported by reward systems that celebrate engagement and motivation. Participation in extracurricular activities has increased, and rewards trips have provided enriching experiences. Career guidance has supported positive destinations for most pupil premium students.

Attendance remains a key area for development, as persistent absence disproportionately affects pupil premium students. Evidence from last year confirms that improved attendance has the greatest impact on outcomes, and this will remain a priority focus.

Overall, while gaps remain, there is clear progress and a strong foundation for continued improvement. With new strategies in place and the addition of a dedicated Pupil Premium mentor, we are on track to achieve ambitious outcomes for 2025/26, ensuring every student could thrive.

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Externally provided programmes

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

Programme	Provider
Tuition	My Tutor
Tuition	Purple Ruler

Service Pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

To deliver our aims for pupil premium students, we have conducted a comprehensive review of previous strategies, assessed the needs of the current cohort, and developed targeted actions to drive improvement. Collaboration is at the heart of our approach, we share and embed best practice across our Trust schools and draw on the expertise of colleagues leading pupil premium provision. To strengthen our strategy further, we commission two independent pupil premium reviews annually, ensuring external insight and challenge.

Our approach is firmly rooted in evidence-based practice, guided by recommendations from the Education Endowment Foundation (EEF). This commitment has enabled us to implement impactful initiatives, including providing electronic devices to guarantee access to our virtual learning environment and partnering with local charities to remove barriers to learning. Pupil premium provision is a whole-school responsibility, with every member of staff actively contributing to the delivery of our shared vision and objectives.