

Pupil premium strategy statement – Beauchamp College – December 2024

This statement details our school’s use of pupil premium (and recovery 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	2183 students on roll (1523 - Key Stage 4)
Proportion (%) of pupil premium eligible pupils	10.62 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Alice King
Pupil premium lead	John Oswin
Governor / Trustee lead	Ian Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,670
Recovery premium funding allocation this academic year	£48,971
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>	£216,641

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?*

Our objectives are to use the pupil premium funding to facilitate the provision of quality first teaching in all subjects for all students, to ensure the attainment and progress gap between disadvantaged and all other students in our school closes, and is higher than it is for all students nationally.

We also want to ensure that the student's experience is pupil centred, ensuring our provision aligns with their needs and their time in our school is positive and is comparable with those students in our school not eligible for pupil premium.

During this period, we will focus on the key barriers, bespoke barriers and challenges that prevent our disadvantaged students from succeeding academically and enduring a positive experience in their time in school. Our strategies will include fundamental wrap around care for all students eligible for PP ensuring they arrive equipped and ready to be in lessons in front of our teaching professionals as often as possible. Our approach academically will also include diagnostics assessments, monitored by staff at all levels to ensure our interventions are targeted specifically to the need of the student. To ensure the strategies are impactful we regularly monitor and adjust accordingly ensuring appropriate and purposeful individual challenge with high levels of expectations, targeted intervention and a whole school approach in which staff take responsibility for disadvantaged students' outcomes and holistic experience.

Our expectation at Beauchamp College is that all students including those that are disadvantaged have an accessible and challenging, knowledge rich and broad curriculum, which allows them to acquire and develop their academic ability and a number of personal characteristics, thus equipping them to pursue any future job or career path they so wish to.

Challenges

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

Challenge number	Detail of challenge
1	Our weekly monitoring and analysis towards the end of the last academic year and the beginning of this year has shown that some families need additional support to ensure their child is present and on time.
2	Our initial questionnaire taken by all students eligible for PP show a number of students and families were disproportionately affected by the pandemic financially, affecting a number of aspects of their educational experience.
3	Analysis of KS2 data SATS, and our internal data drops and assessments show a number of students in key stage 3 have barriers to their learning including literacy, evident from the results of our ' <i>no more marking</i> ' assessment and the <i>cognitive ability Test</i> results. Students from a disadvantaged background are arriving with a lower average reading age. Similarly, in key stage 4 data drop analysis shows barriers in a small proportion of students in one or some of their subject areas.
4	Analysis of behaviour shows a small number of students disproportionately affecting the statistics by receiving a high number of behaviour points leading to more sanctions.
5	Extracurricular and cultural capital – historically internal data, discussions and observations show that a number of our students have experienced less extra-curricular exposure in the form of trips, visits and clubs outside of school time. We counteract this in school as can be seen by the equal proportion of students participating in our Preparing reward.

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
Improve attendance for students eligible for PP, so that it is in line with our college average.	Data to show students eligible for PP to be higher than national for non-PP students. Gap between students eligible for PP and non-PP to be reduced. Students to be included and targeted with whole school attendance strategies and measures at all levels of provision.

<p>Remove financial barrier to variety of aspects of students' educational experience.</p>	<p>All students to have accessed allowance and supplied with appropriate resources and a chromebook device where necessary.</p> <p>All students to be targeted where they have not accessed any of the wrap around support package.</p>
<p>Students who are below the national expected level to make accelerated progress bringing them in line with other students nationally.</p>	<p>Identified students to be included in intervention strategies. Year 7 and year 8 to be included in Direct Instruction and Reciprocal Reader and Fresh Start to improve attainment highlighted in data drops. Students 9-11 to be included in small group intervention, small group reading and individual tutoring.</p> <p>Improvement in effort grades, current and most likely attainment data.</p>
<p>Reduce the number of behaviour points and sanctions for students who have negative attitudes to learning as an identified area.</p>	<p>Students to be monitored by staff on all levels, including form tutor, subject staff year head and senior staff. Staff to use behaviour policy to monitor behaviour and implement strategies to improve behaviour. Strategies include tutor and subject reports, weekly personal support plans, liaising with parents weekly on short term targets with the outcome that the targeted students' behaviour improves and achievement/rewards and behaviour points are in line with non-pp counterparts.</p> <p>For students who are continuing to get their behaviour wrong small group work will be used to support those students and develop their emotional literacy. This will be monitored by seeing a reduction in behaviour points.</p>
<p>Students to access and have the opportunity to attend a variety of extracurricular opportunities, including after school clubs and trips.</p>	<p>All students to access at least one club and trips on offer to their year group.</p> <p>Participation to be monitored by the PREPARING model and targeted accordingly where there is a lack of participation.</p>

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: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Quality First Teaching, ensuring an 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 profile of students eligible for PP is high amongst staff.</p>	<p>High standard of teaching benefits all student including PP. EEF highlight the most value tool resource is that of the teacher, teaching high quality lessons.</p> <p>EEF High Quality Teaching</p>	3
<p>Reduce class sizes in core subjects.</p>	<p>EEF, PP award winners, PP learners to benefit from smaller class sizes.</p> <p>EEF Group Size</p>	3
<p>Ensure PP students received high quality feedback using whole school marking policy and high expectations for class and homework and are in line with the 'Beauchamp Basic Standard'.</p>	<p>EEF Feedback</p>	3, 4

<p>Deliver whole staff training regularly at various points throughout the academic year. To include teaching strategies with proven efficacy in improving outcomes in disadvantaged 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.</p> <p>Professional development on evidence based approached, for example, metacognition, reading comprehension, phonics, mastery learning. (National College Membership/ Teaching walk thrus/ The Key).</p>	<p>PP award winners.</p>	<p>1, 2, 3 4, 5</p>
<p>Developing high quality teaching, assessment and curriculum which responds to the needs of pupils</p>		
<p>The use of technology and other resources focussed on supporting high quality teaching and learning, especially those that encourage additional opportunities for retrieval practice and students to embed core knowledge. (Educake/ Massolit/ Tassomai).</p>	<p>EEf Tutoring</p>	

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

Budgeted cost: £ 86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Include the use of SISRA following data snapshots to ensure staff at all levels can monitor progress of PP students. PP lead to supply all staff with PP student breakdowns in a forum to replace briefing platform.</p>	<p>EEF - Assessment</p>	<p>3</p>
<p>Monitoring academic progress through HoY and pastoral team. HoY to analyse data to inform intervention and mentoring.</p>	<p>EEF Mentoring</p>	<p>3</p>
<p>Utilise online resources (Tassomi learning and MyTutor) to maximise progress. Students to use effectively the VLE to compliment learning in the classroom.</p>	<p>EEF Tutoring</p>	<p>3</p>
<p>Offer tutoring to support learners to achieve in line with their potential, maintaining positive progress.</p>	<p>EEF One to One Tuition</p>	<p>3</p>
<p>Ensure Assistant Head of Year and Key Stage retains focus on PP students through all activities such as parents evening.</p> <p>Open parent evening early for PP and call all before it opens to book appointments in.</p>	<p>EEF Parents</p>	<p>1, 2, 3, 4 & 5</p>
<p>Provide access to counselling services for targeted PP students. Relate.</p>	<p>PP award winners.</p>	<p>4</p>

<p>Make effective use of careers advisors for all PP students and through careers information in the PSHE curriculum.</p> <p>Additional careers event organised for SEND and PP student 15th November 22 which is smaller and opportunity for one to one with careers advisor and parent.</p>	<p>EEF Careers</p>	<p>5</p>
<p>Small group intervention sessions for targeted students on study skills, organisation, and practical revision support. Work with LT to identify students, plan and run weekly session afterschool, track on SIMSIM, parent communication.</p>	<p>EEF</p>	
<p>Elevate study skills sessions to support students with their student skills and reinforce message from school about using metacognitive strategies in self-study.</p>	<p>EEF research</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: £ 44,000

Activity	Evidence that supports this approach	
<p>Make effective use of attendance officers 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>First day calling for PP students. Reward after 2 weeks of 100% attendance for PP students.</p>	<p>EEF Attendance</p>	
<p>Recruitment of a pupil premium mentor who will focus on attendance and closing the academic attendance gap</p>	<p>EEF Attendance</p>	

Effectively implement whole school behaviour management system to enable students to access high quality teaching.	EEF Behaviour	
Implement wrap around care package including transport, uniform and allowance support to financial barriers are reduced/removed for parents/carers.	PP award winners.	
Provide support with access to educational trips.	Trips support	
Alternative provision to be used where appropriate for students where their needs require students to be have an adapted curriculum offer.		
Students to have access to extracurricular opportunities and specialists on college site further developing their educational experiences, removing any financial barriers (e.g. music).	PP award winners	
Actively encourage a positive start to the day through a breakfast club aimed at key stage 3.	Various studies. Research on reducing barriers	
Training for SSC staff on CBT and other strategies to support students with SEMH	EEF SMEH	
External small group sessions for students who have low attendance due to SEMH	EEF SMEH	
Onsite small alternative provision sessions to support students with SEMH, to include cooking, arts and crafts. To improve attendance and engagement in lessons.	EEF SMEH	

Total budgeted cost: £216,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged students joined us with lower prior attainment (101.5) than our non-disadvantaged students (107). This trend of performance continued with an average A8 of 40.5 compared to 57.17.

Although there is still a gap between disadvantaged and all other learners at Beauchamp College, in 2023 the P8 gap between PP and non-PP students at the school reduced compared to 2022.

At Beauchamp College disadvantaged students (DA) had a P8 of -0.15 compared to -0.57 of disadvantaged students nationally.

The gaps are higher in the EBacc subjects. 66% of DA students take the EBacc compared to just 44% of all students nationally, the P8 of the open basket was positive for our DA learners. An area of enquiry is how to emulate the success of the open basket across all subjects for this group of learners.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Disadvantaged students were disproportionately persistently absent (PA) compared to the whole cohort, with 33.3% of DA students having attendance less than 90% attendance compared to 15.8% of non-DA students.

The data demonstrated that there needs to continue to be a focus on the attendance of the DA students, and the attainment in the EBacc subjects.

Based on all the information above, the performance of our disadvantaged students although above national average did not meet the expectations set by the college for all students to have apposite progress 8 score, however, with the new strategies selected this year and the recruitment of a Pupil Premium mentor we are hopeful at present we are on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that targeted intervention has significant impacts on some groups of students, however the biggest impact was seen when the attendance of students was improved. This needs to continue to be a focus this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

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 prepare our strategy and approach towards our aims and objectives regarding disadvantaged students we have evaluated the impact of previous strategies and approaches in previous years, assessed the needs of the current cohort and planned accordingly. In addition, we continue to share and adopt practice from within our Trust schools, working as a collective to tailor our practice accordingly and with the knowledge of additional experts and colleagues who lead on pupil premium provision. We also commission two pupil premium reviews each year led by colleagues outside of our school context.

We continue to use evidence-based practice and EEF advice regarding pupil premium provision to inform our practice. We have used studies and research to support us with students during the pandemic and have as a result have been able to provide devices across the school to allow all students to access our VLE and enhance their learning experiences.

Further, our whole staff responsibility focus allows for all colleagues to contribute towards the aims and objectives outlined in our pupil premium intent.