

Pupil premium strategy statement 2023-25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 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	Beechwood School
Number of pupils in school	855
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	December 23
Date on which it will be reviewed	September 24
Statement authorised by	Anita Spires
Pupil premium lead	Kamran Samad
Governor / Trustee lead	Katherine Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,730
Recovery premium funding allocation this academic year	£78,936
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£366,666

Part A: Pupil premium strategy plan

Statement of intent

Historically, there has been a gap between the outcomes of disadvantaged and non-disadvantaged students at Beechwood School; it is our intention, moving forward, that all students, irrespective of their background or the challenges they face, make good progress and attain well across the curriculum. Quality first teaching is at the heart of our work to support all students including disadvantaged students, the EEF states that this is “the most important lever schools have to improve attainment for all students, including DAS”.

At Beechwood we will make use of targeted academic interventions and wider strategies to support students where additional support is needed to make the difference. At Beechwood, we support disadvantaged students to achieve their goals by:

- Ensuring we know our DAS students by completing regular robust need analyses and sharing the information with staff - all staff are responsible for the progress of DAS
- Build a comprehensive picture of layers of disadvantage and challenges faced by vulnerable pupils, and ensure the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Building aspiration within students, engendering belief in themselves, school and what they can achieve.
- Using the needs analysis to target interventions and additional funding appropriately.
- Including families in the decisions we make and support we provide.

Through the intended outcomes detailed below, it is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and the Recovery Premium Grant for students whose education has been worst affected, including non-disadvantaged students.

The Beechwood way is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective at Beechwood we will:

- ensure disadvantaged students are challenged in the work that they are set
- early intervention at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- Review at the different data points to see any commonalities and address this at its earliest convenience

Challenges

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

Challenge number	Detail of challenge																																			
1.	<p>Progress and attainment outcomes for disadvantaged students across KS4 ranges are lower than Non - DAS.</p> <p>At KS4:</p> <ul style="list-style-type: none">2023 P8 for disadvantaged students is -1.22, below that of their peers (-0.87).36% of DAS received a standard pass in Eng/Maths (which is greater than 2019) compared to 45% of non-DAS. <p>At KS3:</p> <ul style="list-style-type: none">The number of disadvantaged students making expected progress in English, maths and science is lower than their peers by an average of 20 percentage points.																																			
2.	<p>Observation has shown that for disadvantaged students, covid has had a longer lasting, deeper impact on their well-being and engagement in school than their peers.</p> <p>At KS4, interrupted learning over the lockdown periods has left knowledge gaps. A significant minority of disadvantaged students continue to find it challenging to return to full-time, structured education.</p> <p>At KS3, disadvantaged students are receiving more detentions and behaviour points than their peers.</p>																																			
3.	<p>Disadvantaged students arrive at Beechwood with, on average, lower scores. This immediately puts them at an additional disadvantage.</p> <table><tr><th></th><th colspan="2">2023</th><th colspan="2">2022</th><th colspan="2">2021</th></tr><tr><th></th><th>DAS (Scaled score)</th><th>Non-DAS (Scaled score)</th><th>DAS</th><th>Non-DAS</th><th>DAS</th><th>Non-DAS</th></tr><tr><td>Reading age average</td><td>96.3</td><td>97</td><td>10.5</td><td>11.3</td><td>9.9</td><td>11.1</td></tr><tr><td>SAT: Reading</td><td>102</td><td>87</td><td>100.5</td><td>103.1</td><td>100.4</td><td>101.8</td></tr><tr><td>SAT: maths</td><td>99</td><td>89</td><td>99.3</td><td>102.5</td><td>102.5</td><td>100.6</td></tr></table> <p>*On Entry to Year 7 (2021 & 2020 SATs were not taken due to Covid so a retrospective score has been used based on results from CATs)*</p> <p>NB - 2023 year 7 intake - DAS students have higher average scores than non-DAS</p>		2023		2022		2021			DAS (Scaled score)	Non-DAS (Scaled score)	DAS	Non-DAS	DAS	Non-DAS	Reading age average	96.3	97	10.5	11.3	9.9	11.1	SAT: Reading	102	87	100.5	103.1	100.4	101.8	SAT: maths	99	89	99.3	102.5	102.5	100.6
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4.	<p>DAS attendance is not good enough.</p> <p>In 2022 - 2023, DAS attendance was broadly in line with that of non-DAS at Beechwood; both are below nation attendance rates tracked by the FFT post-covid. This is a whole school focus area for improvement.</p>																																			
5.	<p>Parental Engagement levels are lower for DAS students.</p> <p>Attendance at parents/teacher consultation, excellence and other evenings is lower for the families of DAS.</p>																																			

6.	Social exclusion levels are higher for DAS students. Uniform standards are lower; students feel they are on the edge of the school community. Lower participation rates in extra-curricular activities. Lower numbers receiving awards - attendance, achievement point certificates, reward activities.
7.	Home Study engagement is lower for DAS students.
8.	Mental Health issues, particularly following covid, have a higher prevalence amongst our DAS.

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
1. Improved outcomes for DAS at all stages of the school	Improved P8 & A8 Improved % of English/Maths 4+/5+ pass
2. Improved engagement of DAS with school	Reduced number of FTS, detentions and behaviour points for DAS. Students feel supported by school (pupil interviews/ SLT forum) Increased numbers of DAS staying on into 6th form.
3. Reduce gap in key measures for DAS students at Beechwood arriving in KS3.	Improved transition work at KS2/3 Attendance at summer school Improved reading ages at re-testing. Greater levels of vocabulary and an advancement of reading ages. Increased application of Tier 2 vocabulary
4. Students attendance is equal to or greater than the National Average.	Attendance is improved Attendance is at National Standard
5. Parental engagement is improved for DAS	More DAS parents attend key events. Outcomes of parent surveys reflect positive engagement
6. Improve social inclusion of DAS students.	More DAS on school trips More DAS at extracurricular activities DAS supported with correct school uniform Students feel proud to a member of Beechwood school
7. Improved engagement with home study programmes	Higher percentage of home study tasks completed. Improved marks in internal testing. Improved outcomes at the end of KS4/5
8. Improved mental health support for DAS students.	Attendance is improved both at school and lessons when in school. Reduced number of referrals to mental health support.

	Students happier in school - student surveys.
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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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD on Evidence- based approaches to T&L including;</p> <ul style="list-style-type: none"> • Adaptive Teaching • Increasing participation ratio • Explicit teaching of reading for fluency • Phonics 	EEF highlights High Quality Teaching as the number one factor that will support all students.	1, 2, 3
<p>Raising awareness/ Improve teacher knowledge of students</p> <ul style="list-style-type: none"> • Purchase of Class Charts/ Provision map • Regular emails/ staff updates • Updated PP register including, support and need context 	Being responsive teachers (Fletcher-Wood, 2018) and adaptive teachers EEF understanding adaptive teaching	1,2,3,4,6
<p>Curriculum model planned and funded to allow for smaller class sizes.</p> <p>Additional staff employed and retained to ensure smaller group sizes.</p>	EEF states - smaller class sizes can allow higher quality interactions with students and the minimising of disruption. Beechwood is a school in a challenging context increasing the positive impact of this strategy. EEF states - smaller class sizes facilitate better quality feedback.	1,2
<p>Year 11 Academic tutor groups for English Maths and Science. DAS students prioritised spaces.</p>	<p>Positive P8 for 2 out 5 Academic tutor groups and better than school average for the other 3.</p> <p>An effective way to utilise Pupil Premium spending through targeted academic support (EEF)</p>	1,2,3,4,6,7
<p>Build relationships and engagement with families of DAS particularly</p>	<p>Parental engagement has a positive impact of 4 months (EEF)</p>	5

attendance at information evenings.		
GL assessments including CAT tests and associated staff training	Standardised tests can provide reliable insights into the specific strengths and weaknesses to ensure students receive targeted support.	1,2,3
Introduction of the 'Expert Reader' Programme across all year groups to assist in Language acquisition and recall	EEF tells us that Reading Comprehension Strategies have a high impact and so through a target approach to challenge this students become more engaged with understanding the written word	1, 2,6,7
Sparx Maths programme - online programme for maths development. Adaptive to the user needs to boost confidence and close gaps. Used for homework and in tutor time in KS3.	The attainment gap between disadvantaged primary school pupils and their classmates has grown in mathematics by one month since the onset of the pandemic, according to interim findings published today by the Education Endowment Foundation (EEF).	1,2,6,7

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
Small group Ebacc subject targeted intervention in year 11.	<p>Success in 2022 and 2023 within English and Maths.</p> <p>EEF toolkit 1-2-1 and small group evidence.</p> <p>Small groups of 1:3 are recommended in order to maintain high-quality and impactful tuition, with the maximum permitted tutor-pupil ratio being 1:6. (DfE guidance)</p>	1,2, 3,4,5
Small group maths intervention in KS3 with focus on KS2 95-99 in year 7. High ability DAS in year 9.	<p>Success in 2022-3 within Maths at Beechwood.</p> <p>EEF toolkit 1-2-1 and small group evidence.</p> <p>PET-XI Tutor programme across year 7 , 8 and 9 target HPA students as boosters to keep the gap between KS2 and current narrowed or at least the same.</p>	1,2,3
Residential study courses	Evidence from Beechwood PGL trip - Summer 2023 - where students involved improved from their mock examinations.	
<p>Academic support plans created for PHA students with PHA lead:</p> <ul style="list-style-type: none"> • Masterclasses for DAS PHA students • Visits to Universities • Mentoring from Trust Grammar School 	EEF toolkit - Mentoring - +2 months	1, 2, 3, 5, 6,7

Internal Alternative Provision Bases - three strands; Severe and Persistent absenteeism, Behaviour support, cognitive support.	<p>Early indications from summer of 2023 show that students on the programme show reduced behaviour points/detentions.</p> <p>EEF is conducting research into the efficacy of internal AP.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing Persistent non-attendance. Addition of EWO to the Learning continuity team.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes - EEF	4,5
Closer tracking and monitor student attendance and engaging families in the importance of good attendance and support	EEF, parental engagement (4 months additional progress)	1, 3, 4, 5, 7
Targeted behaviour and attitudes support for students with low Attitude to Learning scores across several subjects. Led by deputy director studies.	EEF Improving behaviour in schools - Reactive approach for those with more challenging behaviours	1, 2, 6.
<p>Beechwood Beyond is a strategy to improve students' cultural capital and engagement at school .</p> <ul style="list-style-type: none"> • Trips & Visits • Theatre companies • School productions 	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. (EEF)</p> <p>Social Mobility Commission: 'State of the Nation Report 2021'</p>	1,2,3, 4, 5, 6

Breakfast club	Breakfast clubs can reduce the number of pupils coming to class hungry. and therefore, breakfast clubs can help pupils concentrate and pay attention in class. DfE Breakfast clubs, set up and implementation (DfE, 2017)	1 ,3, 6, 7
External positive mental health practitioners to work across the school including talks on coping with exam pressures to Yr 11 and performances from touring groups.	“children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers” EEF. D	1, 3, 6, 7
Educational Psychologist	Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. (EEF)	1,2,3, 7

Total budgeted cost: £366,000

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 2022 to 2023 academic year.

A significant number of students who sat GCSEs in summer 2023 found it very challenging to return to full time education following Covid related school closures and home-schooling and as a result, progress 8 for all students fell (-0.89), . For disadvantaged students, in 2023, progress fell below -1. The gap between DAS and non-DAS for progress 8 in 2023 stayed at 0.3. This shows that there is still much to do.

As we have returned to a more conventional way of teaching at Beechwood school following the Covid-19 outbreak, we have seen improvements for our KS3 DAS students, the gap with their peers has reduced, with 60% of DAS meeting their English target. Maths is not as good (35%) with some work to do.

For PP students taking GCSEs in summer 2024 (year 10 last year), their performance in end of year examinations was very promising with a predicted P8 of -0.35.

This has been facilitated by our introduction of intervention through the use of the National Tutoring Programme and the Recovery Premium where we have focused on key groups to help boost performance. This will continue again for our 2024 cohort, and will now include Humanities and Science Tutoring, alongside the Maths and English tuition.

Overall attendance for 2022-3 for PP students is 89.97 and for non pupil premium was 91.9 for 2022-3. Improving our attendance is a whole school priority.

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
Booster courses Ebaac Tutoring	National Tutoring Programme
Sparx Maths	Sparks
Maths Tuition programme	Pet-Xi
Science SLTG	Pet-Xi
Peer Mentoring	Herschel Grammar School
Online Personal Tutoring	MyTutor
Online Revision support	Save My Exams
Online Home study Platform	Senneca