

Pupil premium strategy statement 2025-27

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2027 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	833
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 25
Date on which it will be reviewed	November 26
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	£1455 x328 = £477240
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	£477,240

Part A: Pupil premium strategy plan

Statement of intent

Historically, there have been gaps between the outcomes and attendance of disadvantaged and non-disadvantaged students at Beechwood School; it is our intention that all students, irrespective of their background or the challenges they face, attend well, make good progress and attain well across the curriculum. Students who attend Beechwood School regularly do well. Quality first teaching alongside our attendance strategy are at the heart of our work to support disadvantaged students, the EEF states that good quality teaching and learning is “the most important lever schools have to improve attainment for all students, including DAS”. In addition, we will make use of targeted academic interventions and wider strategies to support students to improve outcomes for DAS students.

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.

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
- apply 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

Challenges

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

Challenge number	Detail of challenge																												
1.	Attainment outcomes for disadvantaged students in KS4 are lower than Non - DAS (no progress measures in 2025 & 2026). At KS4: 2025 A8 for disadvantaged students is 29.11 (7. 28 below their peers) 43% of DAS received a standard pass in Eng/Maths compared to 56% of all students. At KS3: - More DAS achieve their target than their peers in English Maths and Science; this needs to continue into KS4																												
2.	Observation has shown that for disadvantaged students well-being and engagement in school is lower than that of their peers. DAS ratio of achievement to behaviour point is, on average, 4% points lower than non-DAS. Rates of FTS are higher for DAS students.																												
3.	Disadvantaged students arrive at Beechwood with, on average, similar KS2 scores. They should complete KS4 with similar outcomes to their peers <table border="1"><thead><tr><th></th><th colspan="2">2025</th><th colspan="2">2024</th><th colspan="2">2023</th></tr><tr><th></th><th>DAS (Scaled score)</th><th>Non- DAS (Scaled score)</th><th>DAS (Scaled score)</th><th>Non- DAS (Scaled score)</th><th>DAS (Scaled score)</th><th>Non- DAS (Scaled score)</th></tr></thead><tbody><tr><td>SAT: Reading</td><td>103.9</td><td>103.6</td><td>101.7</td><td>102.7</td><td>102</td><td>87</td></tr><tr><td>SAT: maths</td><td>103.5</td><td>102.1</td><td>100.4</td><td>103.3</td><td>99</td><td>89</td></tr></tbody></table>		2025		2024		2023			DAS (Scaled score)	Non- DAS (Scaled score)	DAS (Scaled score)	Non- DAS (Scaled score)	DAS (Scaled score)	Non- DAS (Scaled score)	SAT: Reading	103.9	103.6	101.7	102.7	102	87	SAT: maths	103.5	102.1	100.4	103.3	99	89
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4.	DAS attendance is not good enough. In 2023-24, disadvantaged students attendance remains below their peers at 85% (92% NPP)																												
5.	Parental Engagement levels are lower for DAS students. Attendance at parents/teacher consultation, excellence and other evenings is lower for the families of DAS.																												
6.	Social exclusion levels are higher for DAS students. 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. Online home learning platform completion rates are lower for DAS students.																												
8.	Mental Health issues, particularly following covid, have a higher prevalence amongst our DAS. - CAMHS referrals: - ELSA support - Counsellor support																												

9.	DAS students are at more risk of becoming NEET Families are not always able to support with transition decisions. Higher proportion of students identified as at risk of becoming NEET.
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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 A8 (P8 will not be available until 2027) 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.
9. Improved support for students at risk of becoming NEET	Students take up places in school/college. Students are successful in gaining places on apprenticeship schemes.

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: £176,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD on Evidence- based approaches to T&L including; • Adaptive Teaching • Increasing participation ratio • Explicit teaching of reading for fluency • Phonics • Holding attention in the classroom	EEF highlights High Quality Teaching as the number one factor that will support all students.	1, 2, 3
Raising awareness/ Improve teacher knowledge of students • Purchase of Class Charts/ Provision map • Regular emails/ staff updates • Updated DAS register including, support and need context	Being responsive teachers (Fletcher-Wood, 2018) and adaptive teachers EEF understanding adaptive teaching	1,2,3,4,6
Year 11 Academic tutor groups for English Maths and Science. DAS students prioritised spaces.	Positive P8 (2024) for 2 out 5 Academic tutor groups and better than school average for the other 3. An effective way to utilise Pupil Premium spending through targeted academic support (EEF)	1,2,3,4,6,7
Build relationships and engagement with families of DAS particularly attendance at information evenings.	Parental engagement has a positive impact of 4 months (EEF)	5

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
Reading platform for all KS3 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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Ebacc subject targeted intervention in year 11. Extended day programme - PP students prioritised	Success in 2022 - 2025 within English and Maths. Some success in Humanities. EEF toolkit 1-2-1 and small group evidence. Small groups are recommended in order to maintain high-quality and impactful tuition, with the maximum group size will be 6.	1,2, 3,4,5
Residential study courses	Evidence from Beechwood PGL trip - Summer 2023 & Summer 2024 - where students involved improved from their mock examinations.	
Academic support plans created for PHA/DAS students with PHA lead: • Masterclasses for DAS PHA students • WRL visits to large companies - DAS students prioritised.	EEF toolkit - Mentoring - +2 months EEF toolkit -Careers	1, 2, 3, 5, 6,7
Internal Alternative Provision Bases - three strands; Severe and Persistent absenteeism, Behaviour support, cognitive support.	Early indications from summer of 2023 show that students on the programme show reduced behaviour points/detentions. EEF is conducting research into the efficacy of internal AP. https://www.definefine.org.uk/	1, 2, 3, 5, 6,7

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

Budgeted cost: £90,000

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
Attendance officer for 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
Deputy Directors of Studies - attendance focus 6 @ 3,214 per £19,284	Beechwood GCSE results 2024 - students with 90%+ attendance perform on average 1 grade better than their peers.	4
Targeted behaviour and attitudes support for students with low Attitude to Learning scores across several subjects. Led by the director of studies.	EEF Improving behaviour in schools - Reactive approach for those with more challenging behaviours	1, 2, 6.
Beechwood Beyond is a strategy to improve students' cultural capital and engagement at school . • Trips & Visits • Theatre companies • School productions	All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. (EEF) Social Mobility Commission: 'State of the Nation Report 2021'	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	1 ,3, 6, 7

	clubs, set up and implementation (DfE, 2017)	
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: £477,240

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 2024 to 2025 academic year.

Students who attend Beechwood regularly, including those in receipt of PPF do well in school. Pupil Premium students with attendance of 80%+ have an A8 of 41.8 comparable to their peers 43.2.

One of our key aims, as a school, is to improve attendance rates so all students can benefit from the high quality provision.

PP students in KS4 benefited from a programme of internal academic support and tutoring which contributed to maintaining the A8 and Basics (English and Maths 4+) measures.

Where students attend the intervention sessions provided, impact is positive. Engagement and attendance remain our main focus for 2024-25 to ensure the maximum impact.

In KS3, more DAS achieve their target levels than their peers in English Maths and Science; this needs to continue into KS4.

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
Sparx Maths	Sparks
Peer Mentoring	Herschel Grammar School
Online Revision support	Save My Exams
Online Home study Platforms	Seneca, Cognito