

## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 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.

Detail	Data
School name	Beaminster School
Number of pupils in school	679
Proportion (%) of Pupil Premium eligible pupils	21.06%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	31/12/2024
Date on which it will be reviewed	09/2025
Statement authorised by	K Hales
Pupil Premium lead	K Hales
Governor / Trustee lead	P Tanner

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this financial year	£148,600
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year	£148,600

### Part A: Pupil Premium Strategy Plan

#### Statement of Intent

As an inclusive rural secondary school, our intention is to provide an ambitious, enjoyable and supportive learning environment rooted in high quality teaching for all. Our ultimate goal is that no child is left behind academically, or socially because of disadvantage; removing barriers to learning is at the heart of our Pupil Premium strategy.

We understand that needs and costs will differ depending on the barriers to learning that need to be addressed. Therefore, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Through rigorous tracking, careful planning and targeted support and intervention we strive to remove the soft bigotry of low expectations and raise lifelong aspirations so that our children are provided with access and opportunities to enjoy academic success.



## Challenges

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

Challenge number	Detail of challenge
1	Raise the profile of disadvantaged students
2	Reframe T&L strategies to address attainment gap
3	Review and enhance whole school interventions and communicate those to staff and parents
4	Further develop numeracy and literacy interventions that effectively close identified gaps
5	Improve behaviour and attendance by focussing on relationships with both pupils and parents.
6	Continue to explore evidence-based research training for key staff to assist wider implementation of metacognitive practice for all students.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

For 2022-23 we have R/A/G the outcomes as they currently stand:

**Red = Not yet achieved**

**Yellow = Ongoing/In progress**

**Green = Achieved**

**Developed from previous 2 years review**

Intended outcome	Success criteria
Higher profile of all PP students Challenge: 1,6	Disadvantaged students to achieve, or exceed, 5+ GCSEs at grade 4 and above – students identified as falling below that standard have individualised interventions. Increased engagement is evident in classroom observations, access to the curriculum and progress Learning walk logs and intervention plans evidence higher profile of disadvantage students across all key stages and all subjects ClassCharts information readily available for all staff on students' status PP/SEN/Pupil Passports Disadvantaged students to achieve, or exceed, P8 averages, in line with national averages Disadvantaged students to achieve, or exceed, A8 averages in line with national averages Increasing numbers of disadvantaged students accessing the support programs through close scrutiny of data. Ofsted said in their recent inspection "Adults know pupils well as individuals. As a result, pupils get the help and support they need."
Improved Literacy and Numeracy of disadvantaged students Challenge: 3,4	By the end of KS3 90% of students read at, or above, chronological reading age and able to access GCSE texts successfully. DoLA to source RA at end of Year 9.

	<p>Disadvantaged students to achieve, or exceed, 4+ in English and Maths in relation to FFT targets.</p> <p>Maths Mastery program for those PP students in KS3 over target to attend sessions at Exeter Mathematical School on the Maths Circles Programme</p> <p>Those PP students in Maths who are still below target in their progress are focussing their efforts on raising attainment of the disadvantaged in a number of ways: working with SEN Dept. on improving numeracy and KS2 Numeracy Liaison with primaries. Clear identification DiP.</p> <p>Literacy levels for PP students are at the same level as non-PP students in Years 7 and 8.</p> <p>Bedrock program is used across the board in KS3 in tutor and in English lessons to embed improved vocabulary and spelling.</p> <p>Evidence found of the program's efficacy investigated this year.</p> <p>Literacy is addressed in many ways – Whole-School Oracy focus, Read Aloud and whole school Reader to try and address the national decline in reading for students. Whole staff approach is helping to boost the status of reading including the PTA who gift a book to every student and the Bank of Dreams and Nightmares project raising the aspirations of PP students</p> <p>Ofsted said: 'The school has the ambition for pupils to become committed readers who understand the value of reading.'</p>
<p>Measure impact of interventions externally and internally.</p> <p>Challenge: 2,5</p>	<p>Establishment and regular update of the Additional Needs Register to provide a central resource for staff.</p> <p>Monthly report for PP started in January 2023</p> <p>HOD/HOY/SENCo monitor and measure impacts of the internal and external interventions and assess value for money at specific data points through each year: Sept/Jan/April/July using a range of measures including:</p> <ul style="list-style-type: none"> <li>• 4Matrix Gap analysis</li> <li>• Department tracking</li> <li>• Mock exam/GCSE analysis</li> <li>• FFT</li> <li>• Learning walks</li> <li>• Book scrutiny</li> <li>• Pupil pursuits</li> </ul> <p>A set of Case studies that evaluate the impact on individual students has been created each year to build a bank to evidence impacts in individual students.</p> <p>Baseline data: Autumn 2024 attendance gap 4.3% between PP and Non-PP students. Whole school at 92.8 (+0.7% national) and PP students 88.5 % (+1.1% national)</p> <p>Wellbeing referral data used to guide students to partners in Prout Bridge, Self-Prescribing team and CAMHS as well as other agencies.</p>



<p>Build improved relationships with disadvantaged students and their families.</p> <p>Challenge: 5</p>	<p>Attendance Target of 95% for whole school. Improved from 91.2% in Autumn 2021 to 93% in Autumn 2024. Non-PP improved from 87.4% to 88.6% (1% above national).</p> <p>Narrow the gap in attendance in line with national averages for non-disadvantaged students</p> <p>Barriers to Learning interviews to create conversation with students.</p> <p>Attendance at Academic Monitoring day for engagement with parents is 25% of the whole school attended – in line with the proportion of students at the school.</p> <p>Project on metacognition developed focused on numerical literacy with CJ/JS across whole school</p>
<p>Core Subjects to make disadvantaged students a focus across the school to raise attainment</p> <p>Challenge: 1,3,6</p>	<p>Monitor intervention groups across core subjects Sep/Feb/April/Jul as part of the reporting process</p> <p>Diagnostic analysis of knowledge gaps to create resources for targeted academic support packages through 4Matrix, FFT and internal report tracking all linked to intervention packages – staggered approach being trialled to evidence the efficacy of the intervention</p> <p>Give teachers target students from data analysis and help to support them through a range of intervention packages – internally and externally as evidenced by report process</p> <p>Monitor effectiveness of interventions through case studies</p> <p>Disadvantaged students in Year 10 targets to be focused on 5 GCSEs including English and Maths at 4+</p>
<p>Create a language rich environment for all students</p> <p>Challenge: 4</p>	<p>'The Read Aloud' and 'The Big Write', Words 4 All and 'Bedrock' interventions increase reading age in students over time and improve vocabulary at KS3</p> <p>90% of KS3 read at, or above, chronological reading age evidenced by end of KS3 test</p> <p>Literacy boards in every department- all subjects</p> <p>Literacy week 6 times a year</p>
<p>To achieve and sustain improved well being for all pupils including those who are at a disadvantage as a result of Covid</p> <p>Challenge: 1,5</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <p>Current 2024 Kirkland Rowell Parent Survey says an outstanding 90.3% of parents and 80% of students would recommend the school; only 7% of students and 4% of parents were not satisfied with the school.</p> <p>Continued Work with ELSA/ Prout Bridge/ Mosaic/ SSGC/ CAMHS</p> <p>Develop transition pinch points with Year 6/7 and 9/10 buddy system with CJ and JS</p>
<p>Whole school Assessment Focus</p> <p>Challenge: 1, 2</p>	<p>Clear evidence, in lessons, of spacing and retrieval practice taking place (e.g. learning reviews, memory dumps, low stakes quizzing).</p> <p>Students are given opportunities to revisit learning and understand the metacognition behind this, allowing students to solidify knowledge and the teacher to identify misconceptions.</p> <p>Summative assessments see an improvement in student knowledge and understanding and the subsequent development of subject skills.</p>



<p>Reframe Whole School Responsive Teaching</p> <p>Challenge: 1,2,6</p>	<p>Staff CPD for 2024/25 focuses on subject specific pedagogy, new technologies and reflective practice alongside a series of National College briefings throughout the year.</p> <p>5 a day EEF T&amp;L principals reflected in the Responsive Teaching booklets and the CPD sessions attended through the year.</p> <p>Series of 'Marketplace' type breakfast CPD sessions focus on learning strategies for all students.</p> <p>Observe improved Learning objectives, feedback, questioning and scaffolding in learning walks and teacher observations as well as raised profile of disadvantaged students across all teachers.]</p> <p>Establish whether we need to create a numerical literacy program across the school that offers metacognitive strategies for all pupils to aid their problem solving.</p>
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### Activity in this Academic Year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £59,054

Activity	Evidence that supports this approach	Challenge number addressed
<p>Raise the profile of PP students across the school through targeted T&amp;L CPD</p>	<p>Implementation of education research and system change are described in this evidence review from the EEF and it outlines the need for systematic and diagnostic knowledge mobilisation</p> <p><a href="https://www.eef.org.uk/evidence-reviews/implementation-in-education-review-protocol">EEF-Implementation-in-education-review-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1,2,3</p>
<p>Raise attainment through a literacy strategy for whole school with a focus on disadvantaged students.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>1,3</p>



## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 95,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify mid attaining students for a range of targeted support strategies internally and externally	<a href="https://educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,6
Focus on Maths transition support for Years 7 and 8 and Year 11 through a range of interventions.	<a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3/">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4
Literacy focus through Words For All, Bedrock, TA Support and SEN support	<a href="#">Improving Literacy in Secondary Schools</a>	1,4,5
Learning Support team	<a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,5

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase relationship building to develop greater participation and attendance including mental health support with ELSA and Prout Bridge Project	<a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,5
Parental/Student Engagement program to further build relationships and boost attendance and behaviour	<a href="https://educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,5

Total budgeted of £265,131 far exceeds the required allocation of £148,600



## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity has had on pupils over the past three years upto, and including, the 2023-24 academic year.

Firstly, we are delighted that our restless and ambitious focus on **attendance** since our return from Covid-19 has seen such a marked improvement. We are now above national comparisons for overall attendance (0.7% higher) Pupil Premium (1.1% higher), SEND Support (1.8% higher) and EHCP students (4.8% higher), as well as 2% below national persistent absence comparisons. This is thanks to the whole-school support and interventions put in place over the past 3 years under challenges 3 & 5.

We are also very encouraged by the work that has been done to raise the profile of disadvantaged students (challenge 1), such as our aspirations for them to undertake an equally challenging **Ebacc curriculum** and the En/Ma attainment (challenges 2 & 4) is back on the rise. **Progress measures** remain strong for Post-16 progression and, although we were pleased with the work completed by our students at Learning Centres, this did have a significant impact on Progress 8 measures and remains a key focus for this year.

	2021/22		2022/23		2023/24	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
	31	86	17	99	30	88
<b>P8</b>	-0.71	0.21	0.01	-0.01	-0.69	0.13
<b>A8</b>	38	50	37	43	37	45
<b>En/Ma 4+</b>	52%	72%	35%	59%	43%	67%
<b>En/Ma 5+</b>	29%	50%	24%	33%	29%	37%
<b>Ebacc entries</b>	16%	44%	6%	28%	37%	44%

**P8** tells you about the progress that pupils in a school make from the end of primary school to the end of year 11

**A8** is a measure of the average attainment of pupils in each group

Our spending was largely focused on quality first teaching and a range of other measures below to improve whole school engagement and learning:

- Establish a broad and balanced curriculum which is ambitious for all students
- Improve the impact of teaching on student progress
- Challenge under-achievement by improving the delivery and impact of interventions - *our aims are set out in Section C of the current school SiP*
- Strengthen the deployment of resources
- Students are safe, happy and healthy

A successful judgement of GOOD by OFSTED was given in September 2023 and bears out the good work we have consistently been doing since our last GOOD judgement in 2017.

Please see OFSTED Report 2023.



## Externally Provided Programmes

Programme	Provider
Bedrock	Bedrock
Words for All	Literacy Team in School
I have a dream....	The Bank of Dreams and Nightmares
MyTutor National Tutoring Programme	My Tutor
Prout Bridge (Wellbeing / Mental Health)	Prout Bridge Project
Kirkland Rowell Surveys	GL Assessment
PASS Surveys	GL Assessment
PALAC Project	University College London
Making A Difference	South Central Teaching School Hub
My Time Young Carers	My Time Dorset
CAMHS	Relate
Essential Study Skills	Learning Performance
The National College	National Education Group Ltd
The Exeter Mathematics School	Maths Circles Programme
Self-Prescribing Mental Health Clinic	NHS
Careers focus	Unifrog

## Further Information

At Beaminster School we recognise that not all disadvantaged students are included in PP or SEND lists and we endeavour to ensure that we include all students who are experiencing a disadvantage from their peers. We also do the following which supports disadvantage here:

- *Wellbeing / Attendance and family support through SSGC and West Dorset Locality*
- *ClassCharts for better student information and identification*
- *Government 'Laptops for Schools' to any disadvantaged who requires*
- *Unifrog, Year 10 WXP and Careers Guidance Counsellor*
- *College / Vocational courses in KS4*
- *Whole School Responsive Teaching focus, use of The National College online learning platform.*