

Pupil premium strategy statement 2024-2027 BCA

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 effect that last year's spending of pupil premium had within our school. It will be reviewed in September 2025

School overview

Detail	Data
School name	Beamont Collegiate Academy
Number of pupils in school	903
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	P Greenhalgh
Pupil premium lead	S Mullen
Governor / Trustee lead	L Perks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	384,300
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

<p>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</p>	384,300
---	---------

Part A: Pupil premium strategy plan

Statement of intent

At Beamont Collegiate Academy, we believe in equality of opportunity for all. Teachers are expected to teach evidence informed curriculum supported by strong pastoral care that results in positive outcomes for all young people. Our intention is that no child is left behind socially or academically because of disadvantage and that all pupils, make good progress and achieve well across the curriculum, particularly in EBacc subjects.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The activity we have outlined in this statement is also intended to support all our learner’s needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our pupil premium plan will focus on 5 main areas: raising the outcomes of all students at GCSE including the most vulnerable and SEND. Closing the disadvantage gap with national averages, supporting an improvement in attendance for all including the most vulnerable, support for SEMH and a comprehensive reading strategy to tackle barriers to reading, vocabulary acquisition, literacy and numeracy.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Engagement in school life of parents and carers NEET

2	Gaps in knowledge (including reading, vocabulary, oracy skills and numeracy)
3	Achievement and progress of disadvantaged, SEND, HPAs

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
Quality of teaching: Ensure the quality of classroom delivery is consistently good across all departments and that every teacher is supported (through CPD) to keep improving.	Step lab is used to support teacher improvement The weekly CPD programme in place is designed to support high quality delivery of inclusive and adaptive lessons that meet the needs of all learners
Improved Targeted Academic Support: Use of targeted support (reading interventions, E/M/S tuition at KS4/GCSE support centre and our Endeavour+ revision seminars reduce gaps in knowledge and supports all students in making good progress across the curriculum	Continued improvement in the performance of students at grade 4 and 5 across GCSE subjects Continued improvement in the performance of students at grade 4 and 5 in Basics Reduction in the gap in performance between PP and non-PP students in GCSEs in P8 and A8 Improved oracy, vocabulary, numeracy and literacy skills demonstrated across the curriculum
Wider strategies: reduce the non-academic barriers to success in school – persistent and severely absence and improved parental engagement that culminates in students feeling a sense of belonging through the inclusive culture.	NEET figure at or close to 0 Improved attendance of PP students PA of PP students reduces Parental attendance to meetings/reintegration/events improves Strong participation rates in enrichment Staff trained in EBSA strategies

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: 82,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Maths to deliver small group tuition alongside curriculum lessons to support improved outcomes at GCSE	EEF suggest +4 months progress based on small group tuition. Additional staffing will allow small group teaching of the GCSE curriculum in readiness for terminal exams	1,2,3
The delivery and training of staff on White Rose Maths at KS3 to ensure consistency in teaching approaches and foundational knowledge is secured at KS3 so that all pupils are GCSE ready in Maths	(EEF 2021) Guide to supporting School Planning 'A Tiered Approach identifies teaching as the most important factor in improving outcomes for pupils based on high quality instruction, deep subject knowledge and high-quality assessment.	2,3
Implementation of the Trust wide 'TCAT Talks' strategy to improve the oracy skills of students across the school	EEF: on average, oral language approaches have a high impact on pupil outcomes of 6 months' additionally progress	2,3
Embed quality first adaptive teaching through CPD training - rooting our strategies in the classroom in evidence - to ensure the best outcomes for all students	Supporting the attainment of disadvantaged students (DFE 2015) suggests high quality teaching is the key to successful schools	2,3

<p>Provide Reading Intervention programmes at KS3 and 4 to support language development and literacy that include:</p> <p>Lexonik Leap Lexonik Advance BCA Reading curriculum BCA Reads tutor program.</p>	<p>EEF cite the work of Jerrim and Moss (2018) who state that reading is a predictor of long-term academic success. By bringing 'reading' into our curriculum provision as a distinct subject we hope to build on the work done in English on comprehension strategies to help students understanding of texts.</p> <p>EEF Improving Literacy Guidance Report (2019) recommends vocabulary instruction</p> <p>DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis.</p>	<p>1,2,3</p>
--	--	--------------

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

Budgeted cost: £ 70,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 11 GCSE Tuition Programme (including remote revision support sessions) in English, maths and Science</p>	<p>As outlined in the EEF document, tuition can be effective in delivering 5 additional months progress on average.</p>	<p>2, 3</p>

<p>NGRT screening/YARC</p>	<p>Regular tracking will help diminish the gap in reading ages for PP and non-PP</p> <p>Use of data to inform prescriptive reading comprehensive strategic approach during RC lesson - EEF suggest up to +6 months progress</p> <p>DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis. and in NW lost 2 months of reading</p>	<p>1,2,3</p>
<p>KS3 Literacy Lexonik Programme of literacy intervention for students who are below 85 on SAS</p>	<p>Over a 1/3 of students on entry in year 7 have a SAS reading score of below 100. The research of this approach to reading shows potential gains of 27 months over a 6 x 1 hour course. (Lexonik)</p> <p>DFE Learning Loss (2021) 7% gap in reading between PP and non-PP and in NW lost 2 months in reading</p>	<p>1,2,3</p>
<p>Deliver subject specific interventions at breakfast/after school for Year 11 students</p>	<p>EEF suggest +4 months progress based on small group tuition</p>	<p>2,3</p>
<p>Provide Holiday/Saturday revision sessions across all GCSE subjects</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p>	<p>2,3</p>
<p>Dedicated year 11 Pastoral Support Assistant to support most vulnerable students</p>	<p>Evidence indicates that 1-1 academic mentoring can be effective delivering 2 months additional progress on average (EEF 2020)</p>	<p>2,3</p>

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

Budgeted cost: 231,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Manager to make first day absence calls prioritising PP students</p> <p>Dedicated TA support one hour a day for SEND students to support attendance</p> <p>Dedicated PSA to support with first day calls for one hour a day</p>	<p>‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’</p> <p>Report (DFE 2015)</p> <p>Importance of robust attendance data tracking and monitoring systems in schools to address attendance issues</p>	<p>1</p>
<p>VP with responsibility for attendance to ensure daily and weekly attendance data is shared with SLT/PLs</p> <p>Appointment of AAP as ‘attendance lead’ to add more capacity to driving up standards of attendance across the academy</p>	<p>Report (as above from DFE)</p> <p>Importance of robust attendance data tracking and monitoring systems in schools to address attendance issues</p>	<p>1</p>
<p>Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year</p>	<p>(mind.org) 1 in 4 people in the UK will experience a mental health problem each year. Covid 19 has also had a negative impact with 54% of children and young people with a mental health issue say that lockdown has made their life worse</p>	<p>1,</p>

<p>PSAs linked to each year group to support relationship building so work on behaviour, attendance and SEMH can take place with students on a 1-1 and small group basis.</p>	<p>(EEF 2019) it is important that a strong relationship between pupil and staff are developed and that there is “someone to know each pupil, their strengths and interests”</p> <p>Recommendation 5 of the EEF improving behaviour in schools’ states that “for those pupils who need more intensive support with their behaviour, a personalised approach is recommended” EEF 2019.</p>	<p>1</p>
<p>Implement a parent communication strategy to include:</p> <p>weekly text messages to year 11 parents focusing on attendance and key messages around revision/exams/dates Praise letters to individual students and/or parents after an assessment series perfect week award text messages Absence first day calls home visits attendance letters (stages 1-3) parental support evenings (GCSES, attendance, reading, NEET)</p>	<p>EEF study into parental engagement states ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p>	<p>1,2,3,</p>
<p>Ensure all identified disadvantaged students whose attendance falls below 90% is monitored and put on an attendance action plan by Progress leader.</p>	<p>DfE report ‘The link between absence and attainment at KS2 and KS4’. As students miss more lessons in secondary schools, their attainment across a range of measure declines.</p> <p>It also supports the notion identified by the EEF in the report that” knowing their students well can have a positive impact on classroom behaviour”. EEF 2019. EEF 2019.</p>	<p>1, 2, 3,</p>

Ensure there is a mental health lead within school who will liaise with external agencies including CAMHS, Kooth and MASH to support vulnerable pupils and families	DFE 2018 'supporting mental health in schools and colleges. "Having a single point of contact helped to build relationships and provided valuable specialist support and guidance for staff, and schools and colleges"	1,
Offer outdoor adventure programmes/enrichment to all students that include: <ol style="list-style-type: none"> 1. CCF 2. D of E 3. Oxplore 4. Boston/New York 	EEF Toolkit cites the benefits of such programmes as leading to up to +4 months for outdoor adventure learning and progress	1,
To ensure all PP/SEND students are prioritised for an early careers 1-1 meeting in Year 11	Our own research from student voice supports the rationale that having a career and post 16 course in mind helps overall aspirations and attendance	1, 3
To develop a comprehensive careers strategy in line with Gatsby principles	Gov.UK/Ofsted – high quality careers guidance is essential for all children to understand the options open to them and to realise their potential (2022)	1
To improve the attendance at enrichment sessions (particularly for those who are vulnerable/SEND)	Gov.UK/Ofsted Enrichment activities play a crucial part in enhancing the experience of vulnerable students and building their capacity as learners. These activities can give vulnerable learners a 'taste of success', increasing their confidence. (2019)	1,3

Total budgeted cost: £ 384,300

