

Pupil Premium Strategy Statement – Barr Beacon School

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	1502
Proportion (%) of pupil premium eligible pupils	19.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs K Hibbs
Pupil premium lead	Mr J Barton
Governor / Trustee lead	Mr J Bench

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£269,850

Part A: Pupil Premium strategy plan (2023-2026)

Statement of intent

At Barr Beacon School, we recognise that we have an increasing population of pupils eligible for Pupil Premium funding and this emerging demographic increases year-on-year, post-pandemic. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects and achieve well. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals: to become confident, resilient and successful individuals who embody and exemplify our Beacon Values.

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 (Education Endowment Foundation 2021). In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers over the duration of the plan. In 2022/23 there was a significant gap between the progress of pupils eligible for Pupil Premium and all pupils at Barr Beacon School. This was nearly a whole grade on average with pupils achieving a positive Progress 8 score of 0.39 but pupils in Year 11 eligible for Pupil Premium achieving a score of -0.38.

Prioritising the attendance of pupils eligible for Pupil Premium and removing barriers to build resilience is a key strand of our plan. The impact that attendance has on achievement is profound. We aim to build resilience in our pupils to combat this.

Economically, our pupils eligible for Pupil Premium may not have access to as many activities outside of school as all other pupils and we recognise that this is a key element within our plan to build confident, resilient and successful learners. This includes opening doors to the world of possibilities of different institutions and providers through timely and appropriate careers education, information, advice and guidance to interest and empower our pupils to take an ambitious and appropriate next step.

We are also aware of pastoral factors disproportionately affecting our pupils eligible for Pupil Premium and also recognise that each child/family has individual, unique pressures and circumstances. Therefore, our package of support is bespoke, tailored and wide-ranging aimed at intervening to remove barriers to success,

including providing mental health support and counselling, focussed mentoring and behaviour support and academic coaching.

Our approach and plans are also outlined in the School Development Plan. To ensure they are effective we will regularly monitor and evaluate the impact of our work, charting the course appropriately.

Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes for pupils eligible for Pupil Premium are not yet consistently in line with those of all pupils.
2	Assessments and transition processes suggest disadvantaged pupils have greater difficulty reading confidently than more affluent peers and making age-expected progress.
3	Pupils eligible for Pupil Premium do not yet have the same equity of access to opportunities in order to develop their cultural capital.
4	Support pupils eligible for Pupil Premium to be successful in sustaining an ambitious and appropriate next step.
5	Behaviour data in 2021/22 and 2022/23 shows a disproportionate amount of suspensions for pupils eligible for pupil premium when compared to all pupils. In 2022/23, 34.23% of our pupils eligible for Pupil Premium were classed as persistently absent. This is stark when considering that for all pupils across the school, 20.2% were classed as persistently absent which is below the national average. This also rose from 21/22 where 30.93% of pupils eligible for Pupil Premium were classed as persistently absent, a trend that needs to be addressed.
6	Parental engagement for pupils eligible for Pupil Premium is lower than for all pupils.

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.

Challenge number	Intended outcome	Success criteria
1	Improve academic outcomes to bring progress and attainment for pupils eligible for Pupil Premium in line with progress of all pupils so that they are successful .	<ul style="list-style-type: none"> Gaps reduce consistently between the performance of pupils eligible for Pupil Premium and all pupils over time in terms of progress and attainment.
2	Increase reading age to ensure pupils eligible for Pupil Premium are reading confidently at chronologically age appropriate levels.	<ul style="list-style-type: none"> Pupils eligible for Pupil Premium involved in targeted reading interventions have no gap between their chronological age and their reading age.
3	Increase opportunities for development of cultural capital via a range of carefully planned curricular and extra-curricular experiences which will interest and empower our pupils and students to take an ambitious appropriate 'next step'.	<ul style="list-style-type: none"> Gaps reduce over time in relation to the percentage of all pupils involved in extra-curricular clubs and disadvantaged pupil. Every pupil eligible for Pupil Premium has a minimum entitlement in relation to opportunities which are tracked and evaluated
4	Keep aspirations on track by providing a broad experience of careers related opportunities, advice and guidance so pupils successfully sustain ambitious destinations.	<ul style="list-style-type: none"> NEET data for pupils eligible for Pupil Premium reduces over time There is no gap between NEET data for disadvantaged pupils and all pupils
5	Remove pastoral barriers and develop pupils' resilience at school, impacting positively on attendance, behaviour and wellbeing.	<ul style="list-style-type: none"> Persistent absence figures for all pupils are below national average and the gap continues to close between all pupils and pupils eligible for Pupil Premium Absence figures for all pupils are in line with or better than national average and the gap continues to close between all pupils and those eligible for Pupil Premium

		<ul style="list-style-type: none"> Suspension data indicates a reduction in the number of pupils suspended (and suspended repeatedly) eligible for Pupil Premium over time and when compared to all pupils.
6	Ensure effective parental engagement to support pupils' achievement.	<ul style="list-style-type: none"> Gaps reduce in the attendance at Progress Evenings between all pupils and pupils eligible for Pupil Premium Funding.

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: £ 69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Designated member of Senior Leadership Team	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	All	£30,000
Over recruitment in Core subjects to create smaller class sizes	https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/	1	£30,000

in English, Maths, Science			
Designated member of Senior Leadership for Literacy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2	£3000
Easter School intervention	https://www.gov.uk/government/publications/summer-schools-programme	1	£3,000
Summer School interventions to support transition	https://www.gov.uk/government/publications/summer-schools-programme https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1	£3,000

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

Budgeted cost: £ 85,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Academic Coaches	<p>Coaching https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Reading recovery coaching support https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Small Group Tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>In Class Support https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p>	1 and 2	£20,000

Foreign Language Assistants	https://assets.publishing.service.gov.uk/media/5a80bcd2ed915d74e6230292/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	1	£20,000
Learning Support Assistants	https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/	1	£18,000
Online learning programmes (e.g. Educake, Everlearn, Lexonix)	https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/ https://dfemedia.blog.gov.uk/2018/12/03/education-in-the-media-monday-3-december-2018/	1	£6000
Pupil Premium Year 11 Revision Packs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	1	£1000
Pupil Premium Year 10 Revision Packs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	1	£10,000
KS3 Study Resource Packs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	1	£3000
Books for Read to Succeed	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2	£3000
Printing			£500
NGRT Tests	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf	1 and 2	£4000

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

Budgeted cost: £ 115,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Attendance Reward Trips (Christmas /End of Year)	https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1733774954 https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5	£2000
Educational Visits	https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf	3	£10000
Careers Advisor	Aspiration 2019 https://www.suttontrust.com/research-paper/universityaspirations-2019/ Advancing ambitions https://www.suttontrust.com/researchpaper/advancing-ambitions/	4	£15000
PP Conference KS4	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1	£3500
PP Conference KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1	£3500
Careers Activities	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/	4	£3000
Brilliant Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4	£3000
School Counsellor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5	£15000
Pastoral Coaches	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/	5	£15000
Attendance Officer	https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/	5	£10000
Assistant Heads of House To	https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1733774954	5	£6000

Focus on Attendance	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance		
Core Faculties KS3 Leads		1	£7000
Peripatetic Music	Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3	£3,300
Performing Arts Award	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/arts-participation/	3	£3000
Ingredients and Equipment for food lessons	https://questions-statements.parliament.uk/written-questions/detail/2015-03-06/226579	3	£4000
Parents Evening – virtual package	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	6	£4000
Travel Passes	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5	£3,000
Reading Books from Book fair	https://www.tandfonline.com/doi/full/10.1080/09575146.2021.1908234	2	£1000
Discretionary Uniform Hardship Fund	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5	£1000
Prom			£1000

Total budgeted cost: £ 268,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 3 year strategy written in Autumn 2023 outlined challenges to be overcome and strategies we would use in relation to supporting pupils eligible for pupil premium to achieve outcomes in line with those of all pupils. In 2022/23, 13.8% of the Year 11 cohort (40 pupils) were eligible for Pupil Premium. In 2023, pupils achieved a P8 score of +0.39 whilst disadvantaged pupils achieved a P8 score of -0.38, nearly a gap of a whole grade on average. As a result of the strategies put in place, the P8 score for disadvantaged pupils in 2024 rose to +0.04 and the gap between the average performance of all pupils and those eligible for Pupil premium was reduced to around a quarter of a grade on average. This is noteworthy as in 2024, 23.6% of Year 11 pupils were eligible for Pupil Premium funding (61 pupils). The prior attainment of these pupils in 2024 was also slightly less than in 2023 (104.5 points vs 104 points in 2024).

In terms of Attainment 8, in 2023, all pupils scored 52.31 with disadvantaged pupils scoring 43.59 (a gap of around 10) but in 2024 this gap reduced to 6.22 as disadvantaged students achieved higher (45.7) than the previous year. This was particularly stark in the 'average grade' measure where there was a gap in 2023 of a whole grade between the performance of all pupils (5.23) and disadvantaged pupils (4.36). This gap closed in 2024 to 0.62 with disadvantaged pupils' average grade also rising to 4.57. One of the biggest successes in 2024 was around those pupils achieving a positive P8 score: in 2023, this was 33.3% of the pupils eligible for Pupil premium funding but in 2024, this rose to 57.6% of the 61 pupils eligible for funding. At subject level, we saw impact in English in where in 2023, only 41% of pupils eligible for Pupil Premium funding achieved a positive progress score. This was a significant gap when compared to 68.2% of all pupils achieving a positive progress score in the subject. In 2024, this gap reduced to 1.1% as the percentage of all pupils achieving a positive progress score in English was 68.6% and the percentage of disadvantaged pupils achieving this was 67.8%. These trends continue across subjects with disadvantaged pupils performing significantly better than in 2023. In Maths, for example, only 18 pupils achieved a positive progress score (46.2%) but this rose to 52.5% in 2024, as the subject P8 score for all pupils also rose in that subject.

The EBACC follows a similar pattern with only 35.9% of pupils eligible for Pupil Premium achieving a positive progress score in 2023 – a gap of nearly 30%, when compared to the performance of all pupils in EBACC in 2023. In 2024, however, 61% of pupils eligible for Pupil Premium (36 pupils) achieved a positive progress score in this measure, whereas 63% of all pupils also achieved this, leaving a gap of only around 2% in 2024 – which has closed significantly from 2023 where it was around 30%. Our commitment to all pupils regardless of background, achieving this measure is reinforced by the rise in EBACC entries from 2023 to 2024. 79.2% of all pupils were

entered for EBACC in 2023 with 60% of disadvantaged pupils. In 2024, this rose to 88.4% of all pupils being entered and 85.2% of pupils eligible for Pupil Premium, closing a significant gap from nearly 20% in 2023 to around 3% in 2024. More disadvantaged pupils achieved a standard pass in 2024 than in 2023 in this measure too (44.3% in 2024 as opposed to 37.5% in 2023 although we did not see such a significant rise in the 'strong EBACC pass', although the gap reduced marginally between the performance of all pupils and disadvantaged pupils in this measure year on year.

Although we were disappointed by the performance of all pupils in the Open measure with only 43.9% of all pupils achieving a positive progress score in 2024, 44.1% of pupils eligible for pupil premium also achieved positive progress in this group of subjects. The gap closed year on year from being around 20% in 2023 to there being no gap in 2024

4 in the Open element. However, we are also aware the number of pupils eligible for Pupil Premium achieving a positive progress score in the Open element also fell by 7% and this remains an area of focus for the school within the plan.

Gaps between the 'basics' performance of all pupils and their more disadvantaged peers, eligible for Pupil premium, were closing from 2023 to 2024. 45.9% (28 pupils) achieved a strong pass in English and Maths in 2024. 37.5% of disadvantaged pupils achieved this in 2023. The performance of all pupils in this measure held at around 60% from 2023 to 2024, indicating a closing of the gap by 6%. More disadvantaged pupils gained a strong pass in English in 2024 than compared to 2023. 77.9% of all pupils achieved a strong pass in English in 2023 and this fell marginally in 2024 to 76.4%. However, 70.5% of pupils eligible for Pupil Premium achieved a strong pass in English in 2024 as opposed to just 57.5% of disadvantaged pupils who achieved this in 2023. In Maths, 49.2% of disadvantaged pupils achieved a strong pass.

The performance of middle prior attaining disadvantaged pupils in 2023 saw a P8 score of -0.63 which was significantly lower than that of all pupils (+0.48). However, in 2024, although the progress of all middle prior attaining pupils fell to +0.34, the performance of middle prior attaining disadvantaged pupils was +0.35. Lower prior attaining disadvantaged pupils also saw a positive P8 score of +0.07 in 2024 – a marginal increase from 2023 which saw the performance measured at -0.04. The progress of higher prior attaining disadvantaged pupils should be a priority as the P8 score for this group was -0.41 in 2024. In 2023 it was -0.16. For all higher prior attaining pupils, 2024 saw a positive progress 8 score of +0.11 which improved from a negative position of -0.02 in 2023. This trend was not followed by higher prior attaining disadvantaged pupils in 2024 though. When this is analysed more closely, the performance in attainment measures in Maths, Science and EBacc saw higher prior attaining pupils improve from 2023 to 2024 in these areas, however, this was not

reflected in the performance of the higher prior attaining disadvantaged pupils subgroup in these measures as we saw slight drops in attainment grades.

In relation to absence, 2022/23 saw persistent absence for pupil premium pupils at a 3 year high of 34.23%. Strategic actions taken to address this in 2023/24 saw this figure reduced to 28.81%.

In 2022/23 there were 210 suspensions issued. Of these, 43 were for disadvantaged pupils (20.4%). 43 pupils were issued with 2 or more suspensions in 2022/23; 8 of these pupils were eligible for Pupil Premium (19%). There were 214 suspensions issued in 2023/24. Of these pupils, 80 were eligible for Pupil Premium funding (37.4%). 42 pupils were issued with 2 or more suspensions in 2023/24; 22 of these pupils were eligible for Pupil Premium (52.4%).

Our work to support pupils who are our weakest readers saw interventions using Lexonik and Fresh Start. The pupils that were eligible for Pupil premium in these interventions made an average of 44 months progress in terms of their reading ages. Disadvantaged pupils in our Reading Challenge Intervention, where Year 12 students were trained to read with pupils in Key Stage 3, made 5.5 months progress on average.

In 2022/23, 0.7% of Year 11 pupils were classed as NEET. Within this, 2.1% of pupils eligible for Pupil Premium were also classed as NEET. This reduced to 1.6% in 2023/24. We also saw 3.3% of disadvantaged pupils going on to Apprenticeships, whereas no pupils eligible for Pupil Premium followed this route in 2023.

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
N/A	N/A

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils