

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	1479
Proportion (%) of pupil premium eligible pupils	20.9%
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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs K Hibbs
Pupil premium lead	Mr A Ball
Governor / Trustee lead	Sir Mark Aspinall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,700
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>	£296,700

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.

At the start of this 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 .	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.	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'.	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 attain ambitious destinations.	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.	<p>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</p> <p>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</p> <p>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.</p>
6	Ensure effective parental engagement to support pupils' achievement.	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: £ 91,525

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 in English, Maths, Science	https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/	1	£41,000
Designated member of Senior Leadership for Literacy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2	£4000
Term Time Intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 & 2	£5000
Easter School intervention	https://www.gov.uk/government/publications/summer-schools-programme	1	£5600

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	£5925
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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	£20,500
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	£22,500

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	£8000
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	£2000
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	£2000
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: £ 119,675

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	£3000
Educational Visits	https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf	3	£18,200
Careers Advisor	Aspiration 2019 https://www.suttontrust.com/research-paper/universityaspirations-2019/ Advancing ambitions https://www.suttontrust.com/researchpaper/advancing-ambitions/	4	£15,000
Careers Activities	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/	4	£3,000
Brilliant Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4	£3,000
School Counsellor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5	£15,000
Pastoral Coaches	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/	5	£15,000
Attendance Officer	https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/	5	£10,000
Assistant Heads of House To Focus on Attendance	https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1733774954	5	£6,000

Core Faculties KS3 Leads to ensure strength in Middle Leadership	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research - Research Report FINAL v2.pdf	1	£7,000
Peripatetic Music	Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3	£5,475
Performing Arts Award	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/arts-participation/	3	£3,000
Ingredients and Equipment for food lessons	https://questions-statements.parliament.uk/written-questions/detail/2015-03-06/226579	3	£4,000
Parents Evening – virtual package	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	6	£4,000
Travel Passes	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5	£3,500
Reading Books from Book fair	https://www.tandfonline.com/doi/full/10.1080/09575146.2021.1908234	2	£1,500
Discretionary Uniform Hardship Fund	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5	£2,000
Prom	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils		£1000

Total budgeted cost: £ £296,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1 Success Criteria: *Gaps reduce consistently between the performance of pupils eligible for Pupil Premium and all pupils over time in terms of progress and attainment.*

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.

Progress 8

Academic Year	Number of PP	P8 PP	P8 Non-PP	Gap
2022/23	40	-0.38	+0.51	-0.89
2023/24	61	+0.01	+0.26	-0.25
2024/25	65	N/A	N/A	N/A

In 2022/23, 13.8% of the Year 11 cohort (40 pupils) were eligible for Pupil Premium. In 2023, non-pp pupils achieved a P8 score of +0.51 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 +0.01 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 2024/25 there was no P8 measure as the Year 11 cohort did not have a Prior Attainment figure due to Covid.

Attainment 8

Academic Year	Number of PP	A8 PP	A8 Non-PP	Gap
2022/23	40	43.59	53.71	-10.12
2023/24	61	45.70	51.92	-6.22
2024/25	65	47.07	52.21	-5.14

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 occurred again in 2024/25 with the gap reducing further to 5.14, which equates to half a grade difference. 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.

9-5 Basics

Academic Year	Number of PP	9-5 Eng/Maths PP	9-5 Eng/Maths Non PP	Gap
2022/23	40	37.5%	63.1%	-25.6%
2023/24	61	45.9%	65.0%	-19.1%
2024/25	65	52.3%	65.3%	-13%

9-4 Basics

Academic Year	Number of PP	9-4 Eng/Maths PP	9-4 Eng/Maths Non PP	Gap
2022/23	40	65%	84.7%	-19.7%
2023/24	61	73.8%	82.7%	-8.9%
2024/25	65	66.2%	80.1%	-13.9%

In terms of Basics for English and Maths, the gap at the 9-5 level (a strong pass) has continued to close year on year. At the 9-4 level (a good pass), we saw a big reduction in 2023/24 but an increase in 2024/25.

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. In 2025 87% of all pupils were entered into EBACC with 80% of the Pupil Premium pupils entered.

Challenge 2 Success Criteria: *Pupils eligible for Pupil Premium involved in targeted reading interventions have no gap between their chronological age and their reading age.*

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.

Overall, average difference between FSM and Non FSM pupils has declined from a gap of 4.41 in 2024-25 to 3.56 in 2025, with the gap declining even more significantly in KS4.

Challenge 3 Success Criteria: *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.

Challenge 4 Success Criteria: *NEET data for pupils eligible for Pupil Premium reduces over time.*
There is no gap between NEET data for disadvantaged pupils and all pupils.

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. In 2024/25 0.8% of Year 11 pupils were classed as NEET (2 pupils). Of the two pupils, one pupil was Pupil Premium.

Challenge 5 Success Criteria: *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.

Year	Persistent Absence Figure PP	Persistent Absence Figure NPP
2023/24	41%	18%
2024/25	36.3% (4.7% reduction)	16.5%

Year	Attendance PP	Attendance NPP
2023/24	87.8%	93.5%
2024/25	89.6% (Increase 1.4%)	94.1% (Increase 0.6%)

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.

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%).

In 2023/24 there were 214 suspensions. 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%). In 2024/25 there were 188 suspensions. Of these pupils, 69 were eligible for Pupil Premium funding (37%). 45 pupils were issued with 2 or more suspensions in 2024/25, 19 of which

(42%) were Pupil Premium.

Challenge 6 Success Criteria: *Gaps reduce in the attendance at Progress Evenings between all pupils and pupils eligible for Pupil Premium Funding.*

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**

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The impact of that spending on service pupil premium eligible pupils

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