

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.

School overview

Detail	Data
School name	Beths Grammar School
Number of pupils in school	957 (Y7-11) 705 (Y12-13)
Proportion (%) of pupil premium eligible pupils	12.8 % of the Y7-11 cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Richard Blyghton, Headteacher
Pupil premium lead	Sarah King, Assistant Headteacher
Governor / Trustee lead	Catherine Guest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,588
Recovery premium funding allocation this academic year	£0
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	£118,588

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach as 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. 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.

Another key part of our strategy is to ensure that all students can take advantage of the opportunities available, such as extra-curricular activities and educational trips.

Our approach will be responsive to common challenges and individual needs.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	P8 values for pupil premium students have consistently been higher than for non-pupil premium students. The challenge now is to close the gap for all disadvantaged students, particularly those with individual educational needs by employing what is working well for pupil premium students.
2 Personal Development	Observations and discussions with pupils and families suggest that the education and wellbeing of many pupils, including those disadvantaged, have been negatively impacted by partial school closures and Covid restrictions. National studies also suggest that these restrictions have had a more significant impact on disadvantaged pupils in comparison to their peers. The disruption to enrichment activities as well as the usual PSHCE delivery has limited the positive outcomes these have on student wellbeing.

3 Wellbeing & Mental Health	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, financial hardship and the lack of enrichment opportunities due to the pandemic. These challenges affect several of our disadvantaged pupils, impacting on their attainment and progress.
4 Attendance	We recognise that absenteeism can negatively impact pupils' progress, so will seek to reduce any emerging gap.

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
To deliver high quality teaching and learning that reduces the attainment and progress gaps between disadvantaged students and their peers.	Lesson observation data to provide evidence of high-quality teaching and learning that supports the progress of all students. P8 data, where available, demonstrates that disadvantaged students achieve in line, or better, than their peers. This includes an analysis of different groups of students, particularly those with SEND or PP.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To implement interventions that make up for lost learning arising from disruptions from the pandemic.	An increase in participation in enrichment activities, particularly among disadvantaged students. All students access a PSHCE curriculum with stakeholder feedback demonstrating the positive impact of the program. P8 data, where available, demonstrates that disadvantaged students achieve in line, or better, than their peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: **£16,161**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide CPD for staff to develop their pedagogy to strengthen and support high-quality teaching.</p>	<p>Reflects current pedagogical thinking including Rosenshine's Principles</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Part-fund a literacy coordinator to carry out staff training and share good practice across the curriculum to raise writing standards across all subjects.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English as well as across the curriculum:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1,2</p>
<p>External assessment of KS4 papers for Maths and English.</p>	<p>Outcomes externally marked, which provides areas of development for the quality of staff marking along with analyses of each paper for student intervention work.</p>	<p>1,2</p>

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

Budgeted cost: **£15,323.82**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Deliver intervention sessions to support targeted GCSE students.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: **£87,103**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Part-fund attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Part-fund the salary of a qualified school counsellor to provide wellbeing support for the students.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	2,3,4
Recruit, train and supervise a team of 6 th form mentors to deliver	The mental Health of Children and Young People in England (Public Health England)	3

<p>wellbeing support for students.</p> <p>Creation of wellbeing committee and wellbeing champions.</p> <p>To increase the number of staff who are mental health first aiders.</p>		
<p>Deliver whole school support for disadvantaged and vulnerable groups with a particular focus on PSHCE and careers education.</p> <p>Part-fund the salary of a Careers Lead and 2 additional members of the team to ensure students receive the best support in their academic and career choices.</p>	<p>Personal, social, health and economic (PSHE) education: a review of impact and effective practice (DfE)</p>	1,2,3,4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £118,588

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 2023 to 2024 academic year.

Attainment: In the summer of 2024, our 26 Pupil Premium students in year 11 achieved a Progress 8 score of +0.78, with that of our non-PP students being +0.53. This demonstrates that our disadvantaged students obtained approximately one quarter of a grade higher than those non-PP students.

Literacy: Despite P8 for English taking a dip this year, the work taking place across the school on literacy continues to have a positive impact on student outcomes, particularly that of disadvantaged students. Having carried a gap in progress over the past couple of years, 2023/24 shows a huge swing in favour of the pupil premium students, with them outperforming the rest of the students by almost half a grade.

Impact of Covid restrictions: Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, with the continuation of live remote learning across all subjects in all year groups. P8 score is once again higher than the pre-covid level. The interventions that have occurred and continue to happen are making a difference to outcomes for all students, with any gaps in learning identified and narrowed.

Wellbeing & Mental Health: Our assessments demonstrated that pupil behaviour, wellbeing and mental health were still significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had had the degree of positive impact that we had expected.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.