

Pupil premium strategy statement – Beal High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2633
Proportion (%) of pupil premium eligible pupils	19%
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)	Year 1 of 3 year plan
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Yvonne Andress/Will Mackintosh – Co-Headteachers
Pupil premium lead	Yvonne Andress/Will Mackintosh – Co-Headteachers
Governor / Trustee lead	Sheraz Bhatti – Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£368,725
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>	£368,725

Part A: Pupil premium strategy plan

Statement of intent

Our intent at Beal High School is to enrich the lives of all our students, no matter their background or prior attainment. We aim to both raise achievement of all our students, as well as ensuring that we close the gap between our cohorts of student groups, particularly between the most and least advantaged students nationally. Our aim is to ensure all student needs are met, focusing particularly on our most disadvantaged through:

- 1) **Whole school approaches:** High quality curriculum and teaching, pupil assessment & feedback, transition support having an impact on disadvantaged and non-disadvantaged students in the school. Our intention is to close the disadvantaged attainment gap whilst at the same time this being beneficial to our non-disadvantaged.
- 2) **A broad, tailored and aspirational curriculum which meets the needs of all students**
- 3) **Targeted academic support and robust assessment** is used to ensure we are responsive to challenges/individual student needs: such as tutoring, speech and language therapy
- 4) **Wider Strategies:** thoughtful personal development for all students, tackling non-academic barriers to success in school such as attendance, behaviour, social and emotional support and successful progression.

We aim that 100% of students go on to high quality destinations at post-16 and post-18. We aim to widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and apprenticeships.

We will focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation focusing specifically on supporting students who are disadvantaged. Some of this support will be shared by students who are not in receipt of Pupil Premium funding, and we do this to promote good progress for all children.

Challenges

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

Challenge number	Detail of challenge
1	KS2 - Pupil premium students start KS3 below their non-PP peers. The gap at KS3 average scaled score has been -2.5 (Y7), -2.5 (Y8) and -1.6 (Y9). There is not enough evidence yet to suggest this gap is widening, but this will be monitored.
2	KS2 - The last three cohorts, the gap between PP students and non-PP peers on entry has been wider in Maths than in Reading or GVPS. -3.5 (Y7), -2.7 (Y8), -1.2 (Y9). Evidence suggests this gap is widening across time.

3

KS3 - At the end of Year 9, student achievement in core subjects is marginally lower for PP students than non-PP students.

	Average BMAT Level	% Achieving BMAT Level 5+
English	PP = 5B Non-PP = 5B	PP = 74.7% Non-PP = 72.9%
Maths	PP = 6C Non-PP = 6B	PP = 84.0% Non-PP = 89.3%
Science	PP = 5C Non-PP = 5C	PP = 64.0% Non-PP = 65.9%

BMAT levels ([linked here](#)) are the trust approach to standardised assessment levelling at KS3.

In Maths, PP students achieve below their non-PP counterparts in both average level achieved and proportion achieving a level 5+.

PP students achieve similarly or higher than non-PP counterparts in Science and Maths.

4

KS4 – PP students perform well above national averages for all students and for PP students, however, there remains some gap in overall progress and outcomes at KS4.

PP students study a broad and balanced curriculum, and have an entitlement to study all subjects, demonstrated by exceptionally high EBACC entry rate.

Progress 8 2024	<p>Disadvantaged students had a P8 of +0.34 – compared to the national average of -0.57 – meaning nationally BHS students outperformed their peers by +0.91.</p> <p>The overall cohort had a P8 of +0.62, which means PP students made slightly slower progress than their peers by -0.14.</p> <p>There is a national average gap of -0.72, so BHS students’ gap is considerably lower.</p>
Attainment 8 2025	<p>Disadvantaged students had a A8 of 47.21, compared to a national average of 34.6 (2024 figure) – meaning nationally BHS students outperformed their peers by +12.61.</p> <p>The overall cohort of had an A8 of 55.44, which means PP students attainment was lower by -8.23.</p> <p>This is partially explained by lower starting points, however, this cohort did not have KS2 data.</p>
EBACC Entry	<p>Disadvantaged students had an EBACC entry rate of 84%, compared to a whole cohort of 90%. National EBACC entry rates are 40%, so PP students at BHS have more than double the national entry rate.</p>

5	<p>KS5 – There is a small gap in A-level outcomes between disadvantaged students and their peers.</p> <p>Beal 6th form takes a large number of external students from local schools each year and offers 4 pathways for students, including:</p> <ul style="list-style-type: none"> - 3 year pathway (English and Maths GCSE resits plus L2 courses) - BTEC/Mixed Pathway – L3/A-level courses - A-levels - Beal Maths School – Maths/Further maths plus 1 or 2 other A-levels <p>On starting BSF, disadvantaged students are slightly below their non-disadvantaged peers. 2025 leavers – APS = 0.07 lower (5.43 vs. 5.51) 2024 leavers – APS = 0.21 lower (5.91 vs 6.12) 2023 leavers – APS = 0.01 lower (5.94 vs 5.95)</p> <p>Outcomes –</p> <p>At A-level, disadvantaged students achieved an average point score of 28.94 which is -0.44 lower than non-disadvantaged peers. However, ALPS progress scores for the two groups are identical.</p> <p>Applied General qualifications, disadvantaged students achieved APS of 26.05 which is 1.40 lower than their non-disadvantaged peers. However, due to lower starting points BTEC ALPS outcomes are 2 levels higher than non-disadvantaged peers.</p> <p>Tech Level qualifications, disadvantaged students outperformed their peers by an APS +7.75 (Achieved 35.5) also reflected by ALPS.</p>
6	<p>Attendance – BHS attendance is consistently in the top 10% of schools in the country (94.6% in 2024-5).</p> <p>PP students at BHS attendance at 94.0% is approximately 5% higher than all-PP students nationally and is higher than ‘all’ students nationally by 0.6%. However, there is a small gap at BHS with PP attendance at 94.0% and non-PP at 95.0%.</p>

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
<p>KS3 - Reduction in gap between disadvantaged and non-disadvantaged students in end of KS3 attainment.</p> <p>Increased proportion of disadvantaged students who achieve a BMAT Level 5+ by end of KS3 in English, Maths and Science.</p>	<p>Average grade awarded remains equal in English and Science and becomes equal in Maths.</p> <p>% of students who reach level 5+ is the same, or evidence of gap narrowing over 3 years.</p>
<p>KS4 – reduction in A8 gap, while continuing to improve outcomes for all students.</p>	<p>Attainment 8 for disadvantaged students remains well above national average for all students.</p> <p>Narrower gap over 3 years in Attainment 8 between disadvantaged and non-disadvantaged peers.</p>

	<p>When P8 returns in 2027, PP students continue to make much faster progress than national average for all students.</p> <p>Percentage passing English and Maths GCSEs.</p>
<p>KS5 – no gap in A-level APS between disadvantaged students and their peers, while maintaining exceptional progress in all pathways and for all students.</p>	<p>APS for disadvantaged students studying A-levels increases to be at least equal to non-disadvantaged peers.</p> <p>APS for disadvantaged students studying applied general and technical qualifications increases compared to 2025 and is at least the same as their non-disadvantaged peers.</p>
<p>100% Progression – supporting our disadvantaged pupils to gain places at top universities/colleges/degree apprenticeships</p>	<p>Maintain 100% progression to high quality destinations for all Year 11 and Year 13 students.</p> <p>Percentage of disadvantaged pupils applying to Russell Group universities in Year 13.</p>
<p>Attendance – maintaining position in top 10% of schools nationally for attendance, while also continuing to increase PP attendance as well as punctuality of our disadvantaged pupils</p>	<p>BHS remains in top decile for attendance nationally, PP attendance rises to be equal to non-PP attendance.</p> <p>Comparison of disadvantaged/non-disadvantaged pupils' attendance and punctuality.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum and Teaching Improvement – CPD - Implementation of BMAT teaching principles and BMAT Curriculum Principles, based on Rosenshine's Principles of Instruction meets the needs of all learners in the classroom and facilitates stretch and challenge for all students.</p> <p>CPD for teaching support staff to improve literacy support of disadvantaged students, with an explicit focus on the teaching of phonics.</p> <p>Internal CPD Programme focused solely on curriculum and teaching.</p>	<p>EEF Teaching and Learning Toolkit: Metacognition and self-regulation</p> <p>Rosenshine's Principles of Instruction: https://www.aft.org/sites/default/files/Rosenshine.pdf</p> <p>SLT senior leaders training.</p>	1, 2, 3, 4, 5

Specific CPD for senior leaders on data analysis and putting actions in place – to support continued improvement in outcomes for all.		
<p>Revision - Improved revision/consolidation approach including staff training and student technique training to prepare for exams and ensure all students have access to high quality revision teaching and resources.</p> <p>Additional revision sessions for disadvantaged students that are targeted for this support.</p>	<p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). "Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology." <i>Psychological Science in the Public Interest</i>, 14(1), 4-58.</p> <p>This is the seminal meta-analysis that reviewed 10 common revision techniques and identified practice testing and distributed (spaced) practice as the most effective strategies.</p> <p>Downloadable Materials — The Learning Scientists</p>	3, 4, 5
<p>Targeted approach to student tracking - Targeted department action plans and target setting at student/class/department level.</p> <p>Targets set for every class/every department based on number of grades achieved – this ensures all students across the comprehensive range are targeted, staff are aware of what each student should be getting and adapts teaching to meet needs of the students. This is supported by middle/senior leader training and development in data analysis and actions.</p> <p>Department Evaluation and Quality Improvement Planning (DEQIP) process is targeted at highest leverage actions, which will improve outcomes for all students compared to 2024-25 outcomes.</p>	<p>Locke, E. A., & Latham, G. P. (1990). <i>A Theory of Goal Setting and Task Performance</i>. Englewood Cliffs, NJ: Prentice-Hall.</p> <p>Replicating this approach in for all students and staff – “Specific, difficult goals lead to higher performance than easy goals, 'do your best' goals, or no goals”</p> <p>Targeted intervention and progress monitoring of Year 11/13 by their HOY/HOS/SLT, enabling them to self-regulate and be well prepared for their GCSEs/A-levels.</p>	1, 2, 3, 4, 5
<p>Literacy and numeracy interventions - Adaptive reading and maths programmes Wider roll-out/embedding of Sparx Reader/Sparx Maths to support to increase baseline reading and numeracy.</p> <p>These adaptive, curriculum aligned programmes increase the impact of homework/independent learning.</p>	<p>Evidence from EEF around how to improve literacy in secondary schools:</p> <p>Improving Literacy in Secondary Schools</p> <p>Evidence for improving literacy linked to attainment in English and Maths:</p>	

Time is built in to curriculum to check on progress/support students, and those unable to access computers at home can use library (see below) or be provided with a device at home.	word-gap.pdf (oup.com.cn) Reading comprehension strategies evidence of impact from EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
External CPD programme – particular focus on CPD for raising attainment in all departments, including funding/time/cover funding for external training and exam board training		3,4,5

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic support – each year group has a defined full-time non-teaching SEND-specific deputy head of year. They support students, particularly those with SEN-K in school, parent liaison and tracking/intervening where support needed. Academic monitoring and support provided by our SEND DHOYs</p> <p>Personalised support and access arrangements for SEND students.</p>	<p>Improve pupils' decision-making skills, interaction with others and their self-management of emotions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Providing targeted interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,4,5,6
<p>Tutoring</p> <p>Small Group tuition for students across subjects based on progress/attainment – identified using data tracking, and prioritised for students who need additional support</p>	<p>Evidence from EEF that small group tutoring can, when appropriately targeted, be used to close knowledge and attainment gaps.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One-to-one tutoring evidence.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5

<p>Online education platforms to develop strong independent learning (Sparx Maths/English/Science; Learning village)</p>	<p>We have found that online platforms are an accessible way for our pupils to access resources easily at home, especially over the lockdown period.</p>	
<p>EAL small group support – 3 full time EAL specialist staff who provide students with language support and intervention to build confidence, language skills and enable them to integrate in to mainstream lessons and accelerate academic progress - Use of online platform Learning Village to support with independent learning.</p> <p>Group size kept small for students who need additional support in English and Maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Transition Support - providing support for those that need help to transition to secondary school.</p> <p>E.g. running 5 dedicated transition events to support pupils starting a new school</p> <p>EAL staff and SEND DHOY involvement with students/families</p>	<p>Parental engagement:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Funding for curriculum school trips – all curriculum trips are fully funded for all FSM/PP students to ensure full equitable access to the curriculum</p>	<p>EEF Outdoor Adventure learning.</p>	<p>1, 2, 3, 4, 5</p>
<p>Progression/careers programme support</p> <ul style="list-style-type: none"> - Implement a golden thread of careers and progression advice and guidance for all students, incorporated into our use of Unifrog (KS3 – KS5) - Embed whole school Careers strategy to ensure successful progression for all. To include careers support programmes including careers advisor 	<p>Evidence from Careers and Enterprise Company of “Effective Careers Interventions for Disadvantaged Young People: Evidence review”</p> <p>https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf</p> <p>Careers interviews/drop down sessions</p>	

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

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending school day, including widening access to enrichment and hardship support across our school community -Providing homework club for all students every day after school -Hardship fund to support with individual barriers to learning and families with short-term financial hardship - Free breakfast club for all students, with PP students targeted. -Increased extra-curricular programme with clear tracking of disadvantaged students. - Ensure all disadvantaged students have access to technology to support learning. Investing in resources that boost student learning, such as laptops - Personalised support provided by our Respite and Reintegration provision + mentoring. - ELSA (Emotional Literacy support) training for TAs/SEND DHOYs	Evidence for extended school day impacting on student progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Evidence for impact of improving student physical activity and arts participation through extra-curricular programme.	1, 2, 3, 4, 5, 6
Ensuring high levels of attendance for all students -Rigorous tracking processes, focusing on PP as well as non-PP. - EWO support - Attendance training for key pastoral staff -Attendance officer significant capacity and daily/weekly processes - Senior leadership responsible for attendance	EEF Review of attendance https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice.	6 (and associated therefore 1-5)
Summer school – fully funded KS3 summer school – supporting transition from primary to secondary, including outdoor learning and sport.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	1, 2, 6

Communication with PP families to ensure attendance.	evidence/teaching-learning-toolkit/summer-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Counselling	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Significant evidence from Anna Freud centre – recent, open-access publications, with evidence of impact of counselling as part of mental-health https://www.annafreud.org/research-and-policy/research-policy/resources/articles/	6 (and therefore 1-5)
Enhanced Work with families including through parents' evenings, SEND DHOYs and parent support advisors	Using the evidence published by the EEF in its guide, Communicating effectively with families , to inform practice.	6 (and therefore 1-5)
Cultural capital including access to trips, clubs and wider experiences such as Duke of Edinburgh award being fully funded (including equipment) for all students, making taking open to all.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,2,3,4,5,6

Total budgeted cost: £ 400,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of the previous 3 year plan. Outcomes of the plans are summarised in the table below.

Intended outcomes – summary

Disadvantaged students perform well-above national average (for disadvantaged students) for P8, A8 and E&M 4+.	Met Disadvantaged students had a A8 of 47.21 Disadvantaged students had a P8 of +0.34 – compared to the national average of -0.57 (2024)
Disadvantaged students have well-above national average entry rate for EBACC subjects at KS4.	Met Disadvantaged students had an EBACC entry rate of 84%, compared to a whole cohort of 90%. National EBACC entry rates are 40%, so PP students at BHS have more than double the national entry rate.
Disadvantaged students have at least national average attendance	Met PP students at BHS attendance at 94.0% is approximately 5% higher than all-PP students nationally, and is higher than ‘all’ students nationally by 0.6%.
All students progress on to high quality post-16 and post-18 education, employment	Met 100% of students secured progression routes post-16 and post-18 to high quality destinations.
<i>Pastoral/wellbeing development programmes</i>	Met Mental health strategy, pastoral support strategy, personal development programme, careers programme, wellbeing programmes all fully embedded and impactful. Increased engagement with extra curricular programmes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
n/a	