

Pupil premium strategy statement – Beccles High 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	239
Proportion (%) of pupil premium eligible pupils	47.2%
1	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	C.Barns Headteacher
Pupil premium lead	C.Barns
Governor / Trustee lead	R. Margand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,050
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	£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>	£148,050

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Beccels High School is that we inspire, enable and celebrate every young person's personal best. This means that we want all of our students, irrespective of their background, to achieve the very best that they can during their time in secondary school.

Our pupil premium strategy seeks to remove the barriers typically faced by students from disadvantaged backgrounds. Weak literacy skills is an area in which disadvantaged students are disproportionately affected. This is an area of focus during this academic year. We seek to ensure the physical and emotional wellbeing of our students through use of our pupil premium funding.

Then at the forefront of our strategy is quality first teaching at the heart of the school. Quality first teaching is the single most important area in which we must focus our attention to ensure the progress not only of disadvantaged students, but those with SEND and those not fitting any of these categories.

Through the development and implementation of the Beccles Basics, we seek to address disadvantage at Beccels High School from the ground up. Removing any barriers that exist to ensure that all students succeed.

In deciding how to use our pupil premium funding, we utilised the following guidance:

- [Sutton Trust Report](#)
- [EEF Teaching and Learning Toolkit](#)
- [The Vocabulary Gap](#)
- [DfE Guidance](#)

The guidance above, alongside our own knowledge of the school context led us to the following priorities:

- Improving reading, literacy and vocabulary amongst all learners.
- Promoting quality first teaching – with close to 50% PP students, this will always have the greatest impact on all learners.
- Improving engagement with parents, to subsequently have an impact on attendance, homework and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower levels of literacy (including vocabulary deficit)</p> <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 last year, 55% of our disadvantaged students arrive below age-related expectations compared to 37% of their peers. This gap is commonly seen in each year of entry and remains steady during students' time at our school.</p>
2	<p>Poor Attendance</p> <p>In 2022-23, overall attendance was 83.6%. For pupil premium students the percentage was 78.2%. This is deeply concerning, and from 2023-24 onwards a member of staff is dedicated entirely to attendance, as well as it needing to be a whole-school focus.</p> <p>Poor attendance has not been helped by a particularly disengaged year 11 in 2022-23. Exclusions have also contributed to this, with a considerable number of days lost to exclusions in the previous academic year.</p>
3	<p>Parental Engagement</p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students and their families is poorer due to difficulties home lives. Attendance at parents evenings have been low.</p>
4	<p>Motivation, dedication and aspirations</p> <p>From our own experience, this remains a challenge for some students arrive at Beccles High School. Given the number of students within the school who are in-year admissions, many students already have experience of failing in another provision, and many are already disillusioned when it comes to education.</p>
5	<p>Addressing the Attainment Gap 2022-23</p> <p>In 2023, the results showed that PP students were made 0.15 grades less progress than their peers. In terms of attainment, PP students were 0.3 grades below their peers. The cohort was 50% pupil premium.</p>

6	In Year Admissions <p>Of the 49 students in year 11 last academic year, only 19 students began year 7 at Beccels High School, with 30 IYA during their schooling. Of the 30 students who joined Beccels High School at various times through their school career, 18 were PP eligible, meaning this cohort of students are more likely to arrive at our school with PP status.</p>
8	Quality First Teaching <p>Beccles High School has historically Pedagogy will come to the forefront of school improvement. This will impact the experience of all students.</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
Literacy <p>Improved reading comprehension among disadvantaged students across KS3.</p>	<ul style="list-style-type: none"> • Literacy lead appointed to drive improvements. • Whole school literacy focus launched and embedded. • Daily reading activity ("DEER") launched so that all students have structured reading and high quality reading modelled to them on a daily basis. • Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. • Gaps between reading age and chronological age close in PP students.
Attainment <p>Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4.</p>	<ul style="list-style-type: none"> • Attainment will be comparable for PP students and non-PP.

Attendance To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> There will be a less notable attendance gap between PP and non-PP students.
Engagement Improve the engagement of disadvantaged students and their parents / carers by promoting attendance at parents evenings, and community events.	<ul style="list-style-type: none"> PP students will access extra curricular opportunities such as the school production, supporting open evening, Xmas fayre, trips; all in line with non-PP cohort of students.

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: £42,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and Implementation of a common approach for Teaching and Learning to promote student progress for all students	EEF Report <i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task</i> The EEF report findings around Mastery Learning and Direct Instruction provide the basis upon which the Beccles Basics were implemented.	5, 8
Review and relaunch a consistent approach to behaviour management, and interventions when behaviour does not meet expectations.	The EEF report states: <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</i>	4

Provide additional opportunities for parental engagement throughout the academic year. Make this compulsory – starting with year 11.	<p>EEF Report</p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</i></p> <p>Stronger relationships between the school and parents will facilitate improvements in attendance, behaviour and attainment.</p>	2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 48,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Whole-School Literacy Lead who will develop and implement a strategy to address literacy for all.	<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:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 4, 5
Daily structured reading with those students who are furthest from their chronological reading age	<p>EEF – Reading Comprehension</p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p>	1, 4, 5

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

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Counsellor to support students' emotional wellbeing, providing regular counselling where required.	Public Health England Report	4, 6
Attendance Officer	<p data-bbox="533 501 719 533">DfE Guidance</p> <p data-bbox="533 580 1023 678">Evidence regularly demonstrates that pupils with the highest attainment achieve the highest attainment:</p> <p data-bbox="533 689 1007 817">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <ul data-bbox="576 898 1062 1108" style="list-style-type: none"> • Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent. 	2,3

Total budgeted cost: £ 133,558

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>2024 GCSE Results</u>
Progress 8 Gap 0.34
Attainment 8 Gap 5.1
Eng/Ma 5+ Gap 7.2
Eng/Ma 4+ Gap 11.0

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.