

Pupil Premium Strategy Statement 2025-26

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 effect that last year's spending of Pupil Premium had within our school.

Detail	Data
School name	Beaminster School
Number of pupils in school	679
Proportion (%) of Pupil Premium eligible pupils	22.1%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	31/12/2025
Date on which it will be reviewed	09/2026
Statement authorised by	K Hales
Pupil Premium Lead	S Gibbs
Governor / Trustee Lead	P Tanner

Funding Overview

Detail	Amount
Pupil Premium funding allocation this financial year	£163,475
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year	£163,475

Part A: Pupil Premium Strategy Plan

Statement of Intent

As an inclusive rural secondary school, our intention is to provide an ambitious, enjoyable and supportive learning environment rooted in high quality teaching for all. Our ultimate goal is that no child is left behind academically, or socially, because of disadvantage; removing barriers to learning is at the heart of our Pupil Premium strategy and reflects our whole school strategic aims.

We understand that needs and costs will differ depending on the barriers to learning that need to be addressed. Therefore, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Through rigorous tracking, careful planning and targeted support and intervention we strive to raise lifelong aspirations so that our children are provided with access and opportunities to not only enjoy academic success but to develop socially and emotionally to become well rounded, contributing members of the community and wider society.

Challenges



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

Challenge number	Detail of challenge
1	Raise the profile of disadvantaged students – as a staff body we need to be more aware of who our disadvantaged students are, who qualifies, and what specific interventions we should be putting in place. This needs to be addressed so that disadvantaged students remain in the forefront when planning and teaching.
2	Reframe T&L strategies to address attainment gap – providing a rich, varied and inclusive curriculum that all students can access is important to help address the gap. Providing educational equity where necessary will help disadvantaged students achieve their potential.
3	Review and enhance interventions – the EEF recognises that, nationally, disadvantaged students are more likely to receive suspensions and exclusions and sanctions for issues such as poor behaviour, lack of equipment or homework which in turn impacts engagement and attendance. Early intervention, targeted support, parental engagement and access to resources will help provide equity and level the playing field for these students.
4	Further develop whole school numeracy and literacy – it is widely recognised that low reading ages and poor numeracy skills create barriers to learning across all subjects as well as impacting everyday life, financial management, problem solving, critical thinking and health literacy. Identifying gaps and increasing support in the form of 1 to 1, small group or class intervention or whole school intervention will enable students to improve literacy and numeracy and make cross curricula links raising attainment in all subject areas and preparing students for later life.
5	Improve attendance – our attendance for disadvantaged students for 2024-2025 was 87.2% which is 1.1% above national average but still below our non-disadvantaged attendance of 91.6%. It is vital we work to address this to ensure our disadvantaged students remain in school to enable their learning and help to improve attainment.
6	Continue to explore evidence-based research – with the educational and employment landscape continually changing it is important for staff to stay up to date with new and emerging themes. Providing training for all staff to assist wider implementation of the principles of neuroscience and retrieval practice for all students will help strengthen long term memory making it easier for students to recall facts in future thus aiding students with exams.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2028**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Higher profile of all PP students Challenge: 1	Weekly disadvantaged updates to inform staff of students and current issues or concerns Learning walk logs, seating and intervention plans evidence higher profile of disadvantaged students across all key stages and all subjects Class Charts information readily available and used by staff for students' status PP/SEN/Pupil Passports Disadvantaged students in Year 10 at risk of not achieving 5+ GCSEs at grade 4 and above are identified and have individualised interventions. Disadvantaged students to achieve, or exceed, P8 averages, in line with national averages



Ambition · Service · Kindness

	Sharing good practice from within our school and from other schools to help inform best practice to support our disadvantaged students
Reframed T&L strategies to address attainment gap Challenge: 1,2,3	Observe consistent routines, positive learning environments, do now tasks, learning objectives, questioning and feedback as well as a raised profile of disadvantaged students across all teachers in all departments Curriculum is accessible for students and equity is provided in the form of scaffolding, TA support or resources for disadvantaged students understand what they are learning and why and can make links to prior learning
Enhanced interventions externally and internally. Challenge: 2,5	Enhanced disadvantaged register organised by tutor and year group providing information on attendance, attainment, intervention etc Equipment shop allowing disadvantaged students to access stationary set up and in regular use developing independence and providing equity Homework support sessions accessed independently without being sanctioned by staff Behaviour management system is used and sanctions for behaviour are reduced for individual students with relational approaches evident HOY monitor and measure impact of the internal and external interventions and assess value for money at end of each term High attaining Year 7 students enrolled on Your Future Story to ensure attainment is maintained and gives exposure to different experiences
Improved Literacy and Numeracy of disadvantaged students Challenge: 3,4	Whole-School oracy focus, read aloud and KS3 literacy weeks to address the national decline in reading for students and broaden exposure to vocabulary for disadvantaged students By the end of KS3 all disadvantaged students have made progress with reading and most are at or near their chronological reading age. This will enable them to access GCSE texts successfully. DoLA to source RA at end of Year 9 Disadvantaged students to achieve, or exceed, 4+ in English and Maths Whole school numeracy focus with maths posters and utilising maths staff to run training sessions for departments to embed numeracy within each subject where appropriate. Support from SEN Dept for students working towards age related expectations
Improved attendance and relationships with disadvantaged students and their families. Challenge: 5	Attendance Target of 95% for whole school and a narrowing of the gap in attendance for disadvantaged students Half termly surveys to create a voice for students, identify positives and act on barriers to learning Termly coffee morning with small groups of a specific year group to identify barriers, answer questions and build relationships with students and families



<p>Implement evidence-based research to improve teaching and learning</p> <p>Challenge: 1,2 3</p>	<p>Evidence of staff participation in neuroscience CPD and retrieval practice engaging with guest speakers, National College, teach like a champion and mastery in middle leadership</p> <p>Evidence of staff using their CPD booklet to help inform and develop practice as part of their individual appraisal system and our whole school CPD as identified in the SiP</p> <p>Learning walks show lessons embedding retrieval practice and assessment outcomes show students can recall information showing a strengthened memory</p> <p>Improvement in outcomes with disadvantaged students achieving or exceeding P8 averages, in line with national averages</p>
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Activity in this Academic Year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £ 59,054

Activity	Evidence that supports this approach	Challenge number addressed
<p>Raise the profile of PP students across the school through targeted T&L CPD</p>	<p>Implementation of education research and system change are described in this evidence review from the EEF and it outlines the need for systematic and diagnostic knowledge mobilisation</p> <p>EEF-Implementation-in-education-review-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3</p>
<p>Raise attainment through a literacy strategy for whole school with a focus on disadvantaged students.</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:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1,3</p>



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

Budgeted cost: £95,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify mid attaining students for a range of targeted support strategies internally and externally	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,3,4,6
Focus on Maths transition support for Years 7 and 8 and Year 11 through a range of interventions.	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1,3,4
Literacy focus through Words For All, Bedrock, TA Support and SEN support	Improving Literacy in Secondary Schools	1,4,5
Learning Support team	One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,5

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

Budgeted cost: £110,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase relationship building to develop greater participation and attendance including mental health support with ELSA and Prout Bridge Project	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,5
Parental/Student Engagement program to further build relationships and boost attendance and behaviour	Parental engagement EEF (educationendowmentfoundation.org.uk)	1,5

Total budgeted of £265,131 far exceeds the required allocation of £163,475



Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity has had on pupils over the past three years up to, and including, the 2024-25 academic year.

Our continued focus on **attendance** continues to see improvement. We are now above national comparisons for overall attendance (0.3% higher) Pupil Premium (1.1% higher), SEND Support (1.8% higher) and EHCP students (0.8% higher), as well as 3.9% below national persistent absence comparisons. This is thanks to the whole-school support and interventions put in place over the past 3 years under challenges 3 & 5.

We are encouraged by the work that has been done to raise the profile of disadvantaged students (challenge 1) but realise this still needs work. We continue to provide a challenging **Ebacc curriculum** where appropriate and also offer a tailored curriculum with study support and access to vocational education if this is more suitable to individual students, as identified by Ofsted. English and Maths have seen attainment increase for 4+ in both (challenges 2 & 4) which is pleasing to see and reflective of the work being done in both subject areas and at whole school level we will continue this to ensure our 5+ outcomes improve. **Progress measures** remain strong for Post-16 progression and, although we were pleased with the work completed by our students at Learning Centres, this did have a significant impact on Progress 8 measures and remains a key focus for this year.

	2022/23		2023/24		2024/25	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
	17	99	30	80	28	
P8	0.01	-0.01	-0.69	0.13		
A8	37	43	37	45	35.6	47
En/Ma 4+	35%	59%	43%	67%	50%	70.9%
En/Ma 5+	24%	33%	29%	37%	10.7%	43.6%
E bacc entries	6%	28%	37%	44%	17.9%	51.3%

P8 tells you about the progress that pupils in a school make from the end of primary school to the end of year 11. **P8 data is not available for this cohort.**

A8 is a measure of the average attainment of pupils in each group

Our spending was largely focused on quality first teaching and a range of other measures below to improve whole school engagement and learning:

- Establish a broad and balanced curriculum which is ambitious for all students
- Improve the impact of teaching on student progress
- Challenge under-achievement by improving the delivery and impact of interventions - *our aims are set out in Section C of the current school SiP*
- Strengthen the deployment of resources
- Students are safe, happy and healthy



Externally Provided Programmes

Programme	Provider
Bedrock	Bedrock
Words for All	Literacy Team in School
I have a dream....	The Bank of Dreams and Nightmares
MyTutor National Tutoring Programme	My Tutor
Geography Tutoring	Tutor 2 U
Prout Bridge (Wellbeing / Mental Health)	Prout Bridge Project
Staff/student/parent surveys	The Engagement Platform
PALAC Project	University College London
Making A Difference	South Central Teaching School Hub
My Time Young Carers	My Time Dorset
CAMHS	Relate
Essential Study Skills	Learning Performance
The National College	National Education Group Ltd
The Exeter Mathematics School	Maths Circles Programme
Self-Prescribing Mental Health Clinic	NHS
Careers focus	Unifrog
Your Future Story	The Colyton Foundation

Further Information

At Beaminster School we recognise that not all disadvantaged students are included in PP or SEND lists and we endeavour to ensure that we include all students who are experiencing a disadvantage from their peers. We also do the following which supports disadvantage here:

- *Wellbeing / Attendance and family support through SSGC and West Dorset Locality*
- *ClassCharts for better student information and identification*
- *Government 'Laptops for Schools' to any disadvantaged who requires*
- *Unifrog, Year 10 WXP and Careers Guidance Counsellor*
- *College / Vocational courses in KS4*
- *Whole School Responsive Teaching focus, use of The National College online learning platform.*