Pupil premium strategy statement (Secondary)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students. This statement is for the academic year 2026-2027. This is year one of our three-year strategy plan.

This outlines our pupil premium strategy, how we intend to spend the funding in this academic year. For details of the effect that pupil premium funding had within our school for the previous academic year, please refer to the prior year version of this document.

School overview

Detail	Data
School name	Beaumont Leys School
Number of students in school	1071
Proportion (%) of pupil premium eligible students *At the time of writing, the local authority is still processing Free School Meal applications, so this percentage may change.	39%*
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1: 2026/2027 2: 2027/2028 3: 2028/2029
Date this statement was first published	October 2026
Date of this review Date of the next review	October 2026 October 2027
Statement authorised by	Dawn Parkinson, Headteacher
Pupil premium lead	Josh Radford, Assistant Headteacher
Governor / Trustee lead	Stephan Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389,303.35
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Beaumont Leys School our strategy for supporting Pupil Premium (PP) students follows the recommendations in the Education Endowment Foundation (EEF) report. Beaumont Leys School is proud of the diverse nature of our student body. Economically and socially, the student profile reflects the school's complex urban environment. Our strategy for the use of pupil funding responds to a range of multiple risk factors and puts quality teaching first to raise achievement. Our experience tells us that in order to secure positive outcomes for disadvantaged students we need to adopt a multi-stranded approach. The EEF report recommends schools take a tiered approach to Pupil Premium spending, which we follow:

1. Quality first teaching is the top priority. This includes professional development, training and support for early career teachers and recruitment and retention. For us, this also includes providing pastoral support and developing specific learning pathways to best meet the needs of our students.

2. Targeted support for pupils who are struggling should also be a key component of an effective Pupil Premium strategy. For us, this includes providing tutors in core subjects, to work with students in small groups and a range of other targeted interventions, such as lunchtime revision clubs.

3. Strategies that relate to non-academic factors are also important. These include improving attendance, behaviour and social and emotional support. For us, this also includes providing a range of opportunities for our students to develop their cultural capital as well as a strong focus on careers and the development of employability skills.

Integral to our Pupil Premium policy is **our embedded culture of prioritising our Pupil Premium students at all levels** and monitoring their various progress matrices carefully, so we can intervene to support in a timely and impactful way.

Challenges

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

Challenge	Detail of challenge
1 Literacy	Disadvantaged students typically arrive at school with lower-than-average reading and comprehension skills, limiting their ability to fully access the curriculum. Entry data over the past three years indicates that, on average, disadvantaged students begin Year 7 with a reading age approximately two years below expected levels. Although progress is made, these gaps are often difficult to fully close, which contributes to persistent attainment gaps at GCSE, particularly in literacy-dependent subjects.
2 Numeracy	Disadvantaged students typically arrive at school with lower-than-average numeracy skills. Entry assessments over the past three years show that, on average, disadvantaged students begin Year 7 with a numeracy age approximately two years below expected levels. Although some progress is made, these gaps are often difficult to close and, in some cases, can widen further over time, contributing to persistent attainment gaps in Mathematics.
3 Attendance	Disadvantaged students experience higher rates of absence and persistent absence than their non-disadvantaged peers, both nationally and within our local context. Barriers to regular attendance can include financial hardship, limited access to transport, lower levels of engagement with education, family circumstances, and social and emotional needs. These factors can reduce students' access to learning, negatively impacting academic progress, well-being, and wider school engagement. Improving attendance for disadvantaged students is therefore essential to ensuring they can fully access the curriculum and achieve outcomes comparable to their peers.
4 Employability skills	Our observations suggest that many disadvantaged students, particularly those who are lower attaining, have less well-developed metacognitive and self-regulation strategies when faced with challenge. In addition, disadvantaged students often demonstrate lower levels of confidence, independence and communication skills than their peers. Limited access to professional networks, role models and work-related opportunities can further restrict their awareness of future pathways and ability to secure valuable experiences such as work placements. These factors can reduce students' readiness for further education, employment and training, making it more difficult for them to thrive in post-16 settings and beyond.
5 Cultural Capital	Disadvantaged students often have more limited access to wider cultural experiences, including curriculum enrichment such as educational visits, trips and exposure to higher education environments. While the academic impact is not always directly measurable, these experiences are important in building knowledge, aspiration and engagement by making curriculum learning more meaningful. Financial barriers and reduced access to opportunities outside

	school can limit participation for some disadvantaged students, which may reinforce gaps in cultural knowledge and aspiration. Low aspirations remain a key barrier for some Pupil Premium students, making access to enrichment activities and other experiences such as university and workplace experiences an important priority in raising expectations and broadening horizons.
6 Poverty	Socio-economic disadvantage, typically identified through eligibility for Free School Meals, remains one of the strongest predictors of educational outcomes, with pupils from lower-income households facing a range of barriers to learning and participation. These can include limited access to essential resources such as stationery, revision materials, technology and enrichment opportunities, as well as wider financial pressures that may impact on diet, wellbeing and readiness to learn. Such factors can affect concentration, energy levels and engagement in school, and may also influence confidence and aspiration. Targeted support is therefore essential to ensure disadvantaged students can fully access the curriculum and wider school opportunities on an equal footing with their peers.
7 Parental Engagement	Parental engagement is a key factor in supporting student progress and attainment, with strong evidence that effective home–school partnerships positively influence educational outcomes. However, disadvantaged students are more likely to experience barriers to consistent parental engagement, including time constraints, work patterns, limited previous experience of schooling systems, and challenges in accessing school communications. This can reduce opportunities for academic support at home and limit the consistency of expectations between home and school. Strengthening engagement with parents and carers is therefore essential in order to build effective partnerships, support learning, and improve outcomes for disadvantaged students.
8 Attainment	Underpinning all of the above strategies is the fact that disadvantaged students have significantly lower attainment than their non-disadvantaged peers. The challenge is to close this gap.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2028/2029**, and how we will measure whether they have been achieved.

Challenge	Intended Impact	Example Impact Data
1 Literacy	Disadvantaged students will make at least expected progress in NGRT reading age scores, with accelerated progress for students below chronological reading age. Disciplinary literacy will be improved across the curriculum so that disadvantaged students can confidently access and comprehend subject-specific texts.	NGRT reading age scores analysed to show impact of reading initiatives such as Fresh Start and Accelerated Reader. Lesson observations to showcase faculty approaches to disciplinary literacy.

	Disadvantaged students will develop the ability to construct extended written responses across all curriculum areas. The attainment gap between disadvantaged (PP) and non-disadvantaged students will be narrowed in English GCSE outcomes at grades 4+ and 5+. Progress 8 outcomes in English for disadvantaged students will be in line with, or above, national averages for disadvantaged students.	Faculty work reviews to focus on the extended answers of disadvantaged students. GCSE 4+ and 5+ outcomes. Progress 8 outcomes.
2 Numeracy	Disadvantaged students will make at least expected progress in numeracy age scores, with accelerated progress for students below chronological numeracy age. By Year 9 the target is for students to have closed their numeracy age gap by a minimum of 12 months from their Year 7 baseline Disadvantaged students will demonstrate increased fluency and confidence in core numeracy skills, enabling them to successfully access mathematical content across the curriculum. The attainment gap between disadvantaged (PP) and non-disadvantaged students will be narrowed in Maths at GCSE grades 4+ and 5+. Progress 8 outcomes in Mathematics for disadvantaged students will be in line with, or above, national averages for disadvantaged students.	Analysis of Catch-Up Numeracy data. Review numeracy ages for students at the end of Year 9. Lesson observations to focus on disadvantaged students. GCSE 4+ and 5+ outcomes. Progress 8 outcomes.
3 Attendance	Attendance for disadvantaged students to be equal to or above national averages for disadvantaged students. The attendance gap between disadvantaged and non-disadvantaged students will be reduced. Persistent absence among disadvantaged students will reduce and be equal to or better than national averages for disadvantaged students. A greater proportion of disadvantaged students will achieve attendance of 95% or above. Strategies developed for students who are persistently absent (PA) due to EBSA, to enable them to access as much of the curriculum as possible.	Analyse published attendance figures. Analyse gaps year on year. Analyse published attendance figures. School data showing an upward trend for the number of PP students with greater than 95% attendance. Review Attainment 8 scores for PA students.
4 Employability skills	Disadvantaged students will all access our stable, high-quality careers programme that meets all Gatsby Bench-	Compass Plus reports showing our school's Gatsby Benchmark scores

	marks, ensuring consistent exposure to employer engagement, labour market information and post-16 pathways. Ensure no gaps between disadvantaged and non-disadvantaged students participating in meaningful employer encounters, workplace experiences and encounters with further and higher education providers. Disadvantaged students will develop key employability skills, including self-belief, self-management, problem-solving, communication and teamwork, enabling them to access and succeed in post-16 education, employment and training. Closing gaps between non-disadvantaged and disadvantaged students progressing to suitable and ambitious post-16 destinations: sustained education, employment or training. The proportion of disadvantaged students who are Not in Education, Employment or Training (NEET) after Year 11 will remain in line with or better than local published averages and continue to reduce over time.	Analyse student completion of work experience, both in school and external work experience. Review our curriculum to ensure employability skills are embedded throughout. Internal analysis looking at ability on entry compared to the level of course that a student progresses to at post-16. Analyse Leicester City Schools Destinations Data report,
5 Cultural Capital	Reduced barriers to participation to ensure all disadvantaged students have equitable access to our planned enrichment opportunities so as to build cultural capital, broaden horizons and raise aspiration. A structured enrichment entitlement will be in place for Years 7–9, including curriculum-linked trips, outdoor learning and cultural experiences. Disadvantaged students in Years 10–11 will receive targeted support to access enrichment and careers-related opportunities to support appropriate post-16 pathways. Participation will be monitored to ensure barriers are identified and addressed, with disadvantaged students prioritised where gaps in access exist. Impact will be evaluated through participation data, student voice and curriculum links. Disadvantaged students will access enrichment in proportion to, or above, their representation in each year group, with sustained engagement over time. Disadvantaged students show increased aspiration, engagement and cultural capital over time.	Analyse participation data for enrichment opportunities, ensuring disadvantaged students are proportionately represented. Student voice to ascertain benefits and further improvements. Not directly measurable but will contribute to overall attainment gaps closing

6 Poverty	All disadvantaged students will have equitable access to essential learning resources, including stationery, revision materials and digital access, supported by targeted financial assistance to remove barriers to learning caused by poverty. The gap in participation in enrichment and extra-curricular activities between disadvantaged and non-disadvantaged students will be reduced, supported by financial support to ensure cost is not a barrier. Disadvantaged students will demonstrate improved readiness to learn, including being fully equipped for lessons and engaging consistently in learning. Disadvantaged students will report reduced financial barriers to participation in school life, as evidenced through student voice and pastoral monitoring. Overall, disadvantaged students will have access to the support needed to ensure poverty is not a barrier to achievement, engagement or participation in the wider life of the school.	Track the use of students' PP allowance for learning resources. Analyse participation data for enrichment opportunities, ensuring disadvantaged students are proportionately represented. Track behaviour points and Attitude to Learning scores as a measure of PP students engaging compared to non-PP. Track FSM students are utilising their free meal allowance.
7 Parental Engagement	We prioritise the families of disadvantaged students through targeted communication about key events, progress and support available, building strong home–school partnerships. Strength our transition programme for new students and their families so that they build strong connections with secondary school. Attendance of disadvantaged parents/carers at progress evenings and other important in-school events such as the 'Futures' careers evening, will be in line with that of non-disadvantaged families. Barriers to parental engagement will be identified and reduced through proactive support, leading to increased participation of disadvantaged families in school life.	Parent voice about transition. Analyse the attendance of disadvantaged parents to key events. Parent voice collected from key events like progress evenings and 'Futures'.
8 Attainment	Disadvantaged students will make accelerated progress compared with non-PP in order for gaps with non-disadvantaged students to close. Attainment 8 and Progress 8 outcomes for disadvantaged students will be in line with, or above, national averages for disadvantaged students and similar cohorts.	Analysis of published KS4 outcome data for progress and attainment.

	The proportion of disadvantaged students achieving Grade 4+ and Grade 5+ in English and Mathematics will increase year-on-year.	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2026-2027)** to address the challenges listed above.

Strand 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £123,088.40

Intent and Implementation in the current year	Impact Measures	Challenge number(s) addressed
a) Financial support to ensure disadvantaged students are able to purchase **revision resources**.	Tracking how which students receive revision resources paid for using PP.	6, 8
b) Faculties each **teach revision strategies** specific to their subject. E.g. How to create and use cue card and mind maps. According to the EEF, meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress. This will disproportionately benefit disadvantaged student who are less likely have confidence with knowing how to revise.	Student voice assessing confidence with revision strategies. Faculty review to check how embedded the teaching of revision processes are.	8
c) We invest in 5 non-teaching **pastoral staff** as Year Team Leaders (YTLs) to provide support to individuals both within and outside of the Pupil Premium cohort in relation to attendance, behaviour, progress, communication with parents and external agencies. Many of our disadvantaged students of complex pastoral needs and therefore require regular pastoral support. A proportion (25%) of our YTLs time is paid for from the PP budget. YTLs also act as a bridge between students and their families. Our YTLs are also an important in building links with the families of disadvantaged students. By maintaining strong relationships with parents, they help ensure that support is coordinated effectively and that any barriers to learning are identified and addressed promptly.	Close gaps for GSB (positive behaviour) points achieved compared to non-PP. Close gaps for negative behaviour points, including days spent in isolation or suspensions. Attendance gaps to narrow compared to non-PP. Attitude to Learning (A2L) data showing improving engagement and focus from our PP cohort. Parent Voice	3, 4, 6, 7, 8
d) Our **Pupil Premium Champion acts as an advocate for disadvantaged students**, overseeing and coordinating a range of interventions and enrichment opportunities to ensure barriers to learning are identified and addressed. Working alongside the SLT Pupil Premium lead, they monitor the progress,	The holistic impact will be measured through PP progress 8 outcomes.	1, 2, 3, 4, 6, 7, 8

	attendance and engagement of students within the Pupil Premium cohort, helping to ensure that support is targeted effectively and has maximum impact. This reflects EEF guidance, which highlights the importance of strong leadership, careful implementation and ongoing monitoring in improving outcomes for disadvantaged pupils and narrowing attainment gaps.	Impactful interventions led by the PP Champion including: -Improving attendance for PP students mentored. -Participation of PP students to curriculum visits, enrichment trips and further education establishments is to be proportional with non-PP. -Improved attitude to learning (A2L) for students mentored.	
e)	**Peripatetic music lessons** are funded to support Pupil Premium students studying GCSE Music, with the Music Department allocated £200 per Pupil Premium student towards the cost of 1:1 tuition. This helps to remove financial barriers to participation and ensures students can develop the instrumental skills required for success in the course. The EEF highlights arts participation as having a positive impact on academic outcomes, as well as supporting confidence, engagement, wellbeing and cultural capital.	Gaps to close between PP and non-PP students studying music. PP students opting to study music GCSE to be proportional to the overall cohort, so as to show that disadvantage isn't a barrier to studying the subject.	5, 6, 8
f)	Subsidising **curriculum trips and educational visits** for Pupil Premium students helps to remove financial barriers to participation, ensuring all students can access valuable learning experiences beyond the classroom. These opportunities enrich curriculum knowledge, increase engagement and motivation, and contribute to the development of cultural capital. The EEF highlights the importance of wider strategies that support engagement, attendance and access to enriching experiences, helping disadvantaged pupils to participate fully in school life and benefit from a broad and balanced education.	We track the number of Pupil Premium students that attend trips. Ensure PP students have equal opportunity to attend. The proportion of PP students attending to be at least in line with non-pupil premium students.	5, 6
g)	Year 8 **trip to the coast**. We have found that a significant number of our disadvantaged students haven't ever had the opportunity to experience, things that other might take for granted, such as a 'trip to the beach'. As such, we run these activities for the whole year group, but with our disadvantaged students in mind. The year 8 coasts trip also serves to enrich and build cultural capacity to support the geography curriculum.	We use a student questionnaire to indicate the skills and knowledge they developed through participation in this activity.	5,6,8
h)	APEX **study skills programme** and resources for KS3 Developing effective study skills and work ready skills is of vital importance. APEX is our years 7-9 programme designed to help our students with their wider personal development. This is for all students but is of extra benefit to our Pupil Premium students. This programme includes work experience elements that prepares students for their full week of work experience in Year 10. A staff member holds a TLR in order to lead the delivery of the APEX programme.	We track the percentage of students completing the different components of APEX to show their progress with developing these important skills.	4, 7, 7
i)	Suitable **curriculum pathways**	Comparing how these students perform in their 'enhanced curriculum' subjects compared to	1, 4, 5, 8

Our '**Enhanced curriculum'** pathway is designed to support some our most academically vulnerable, disadvantaged students who are more likely to not achieve well in terms of final outcomes. Through this pathway, we enable students to explore skills and achieve qualifications in areas more suited to their strengths. This curriculum pathway provides extra support for students with GCSE Geography. In addition, they complete a King's Trust qualification. The curriculum is delivered in a more nurturing way, in a small group, which is most suitable for these students to be their best selves. In addition, the smaller group setting enables us to help them to develop their own sense of self-worth and self-esteem.	how they are doing in core subject.	

Strand 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £133,925.65

Intent and Implementation in the current year	Impact Measures	Challenge number(s) addressed
j) **Struggling readers:** According to the EEF, on average reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. To add further **leadership capacity** to this area, we have introduced a TLR for supporting struggling readers. We also have a permanent **TA to work with struggling readers**. Approximately 20% of our **librarian's time** is devoted to supporting struggling readers. This is to encourage and support disadvantaged students with borrowing suitable books to read.	NGRT scores are used to monitor progress made by students who have received a reading intervention. We want to see these students closing their reading age gaps. We are tracking the number of library books borrowed by each year group.	1, 5, 8
k) **Fresh Start, Accelerated Reader and Lexonic Programmes** The majority of students taking part in these programmes are Pupil Premium. We focus these programmes on students in year 7 and year 8 so that they can catch up and therefore better access the whole curriculum. Licensing, resourcing and staffing for these programmes are paid for from Pupil Premium. According to EEF research on Fresh Start and Accelerated Reader, students made approximately +3-5 months' additional progress in reading age. Lexonik is not evaluated by the EEF, but independent studies report improvements in decoding, vocabulary and reading attainment. We are able to report back to parents the nice stories of success for their children who progress through these programmes.	NGRT scores are used to monitor progress made by students.	1, 5, 7, 8
l) Maths **tutoring** and diagnostics EEF evidence suggests that targeted maths catch-up tutoring provides effective support for pupils with identified gaps in learning. By offering personalised instruction, immediate	Student assessment point data to show accelerated progress of students who have worked with tutors.	2, 8

	feedback and teaching matched to pupils' needs, tutoring can improve mathematical attainment, confidence and engagement. Small-group tuition can lead to around three months' additional progress in mathematics, particularly those who are disadvantaged or lower attaining. Our Maths tutors prioritise working with disadvantaged students. Our methodology is to identify learning gaps and then fill those.	Internal maths department data tracking student progress on assessments following the filling of learning gaps.	
m)	Science **tutoring** EEF evidence suggests that science tutoring can have a significant positive impact on disadvantaged students by providing targeted support to address gaps in knowledge and understanding. According to the EEF, high-quality tutoring can lead to an average of around four to six months of additional progress over the course of a year, particularly when sessions are frequent, structured, and linked closely to classroom learning. Our science tutor works exclusively with Pupil Premium students. Students targeted for support are often our most difficult to reach students who are unlikely to attend our normal afterschool revision classes.	Student assessment point data to show accelerated progress of students who have worked with tutors. Internal science department data tracking student progress on assessments following the filling of learning gaps.	8
n)	**Lunchtime revision** workshops These are aimed at year 11 students who are some of our most difficult to reach students. By running these revision sessions in school time and incentivising this by providing lunch, we aim to target students who would otherwise not attend extra-curricular revision. According to the EEF, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. This provision will be run in the current year based on the needs of specific subjects.	We will track attendance to these revision sessions as well as attainment and progress made by students who accessed this support.	6, 7, 8

Strand 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £132,289.30

Intent and Implementation in the current year		Impact Measures	Challenge number(s) addressed
o)	The EEF highlights that **improving attendance** is a key factor in raising attainment for disadvantaged pupils, as absence reduces access to learning opportunities and can widen existing attainment gaps. EEF evidence suggests that successful attendance interventions are typically proactive, personalised, and involve strong communication between schools, families, and pupils. Approaches such as regular monitoring of attendance data, early identification of pupils at risk of persistent absence, mentoring, parental engagement, and targeted pastoral support can help improve attendance rates. The EEF also notes that addressing the underlying causes of absence such as anxiety,	We track the percentage of students that improve their attendance during the challenge, compared to their attendance to date in the year We Analyse the gap between school Pupil Premium and national Pupil Premium attendance data Compare Pupil Premium Persistent Absence data to see	3, 7, 8

	wellbeing concerns, transport difficulties, or family circumstances is often more effective than relying solely on sanctions. Our Pupil Premium Champion will actively intervene to support students that have low attendance or there is a pattern of their attendance dropping. Programmes focussing on improving the attendance of Pupil Premium students are: -20 day and 40 day challenges -5 week attendance challenge Pupil Premium funding also contributes towards additional EWO time.	if it is improving compared to the previous year. We track what we spend on additional EWO time and look for evidence of improving attendance for students that the EWO has worked with.	
p)	Pupil Premium funding contributes towards the cost of an **SEMH keyworker**. Our SEMH keyworker spends a high proportion of their time working with PP students, focussing on our most vulnerable learners. We also pay for additional **EWO support** when required. This targeted support helps students with social, emotional and mental health needs, helping them feel understood, safe and ready to learn. By building trusted relationships, our SEMH keyworker can identify barriers to learning early, support emotional regulation, and reduce challenging behaviour, leading to improved engagement and attendance. They also act as a vital link between pupils, staff and families, ensuring consistent strategies are in place.	Monitor the impact on attendance and progress for students that our SEMH keyworker works with.	1-4,7,8
q)	**Clinical psychotherapist** to work with and support our most complex students, particularly when there is an absence of support from CAMHS. There is sometimes a need for a higher level of professional support to meet more complex needs. The number of students that will work with our clinical psychotherapist varies from year to year. 25% of the costs of a psychotherapist are paid from the Pupil Premium budget.	We monitor the students that work with our psychotherapist.	3,4, 6-8
r)	A cohort from our year 7s take part in the **Brilliant Club scholars programme**. Evidence suggests that participation in the Brilliant Club benefits disadvantaged students by increasing their likelihood of progressing to higher education, including competitive universities. The programme develops metacognition, self-regulation and academic confidence—approaches identified by the Education Endowment Foundation (EEF) as particularly effective in supporting the attainment and aspirations of disadvantaged pupils. We ensure that the percentage of Pupil Premium students participating in proportion or above the % of PP in the year group.	We track how PP students do on the Brilliant Club programme: 1sts, 2:1s etc. We celebrate their successes.	1, 4, 5, 6-8
s)	On occasion, a very small number of our disadvantaged students are taught with the **Hospital school** provision. A proportion of this cost is paid through Pupil Premium.	We track their progress and outcomes.	1-8
t)	We run regulation **intervention programmes** to support our most vulnerable students**.** A member of staff works to support our most vulnerable students including LAC students	We track their progress and outcomes.	3, 6-8

	and those with an EHCP. A high proportion of these students are PP, therefore a proportion of staffing costs are paid for from PP.		
u)	**Nurture tutor group** To best meet the needs of a small number of our Pupil Premium students that have SEMH, they are in a smaller tutor group. Within this smaller group, we provide breakfast and a settled start to their school day. The aim is to ensure that these students are ready to learn. Other activities within the tutor group include a focus on reading.	We analyse the behaviour logs, attendance and reward points to see if being in this tutor group leads to improved behaviour for these students.	1, 3, 4, 5, 7
v)	**Uniform, equipment and travel support** We want to remove potential barriers that can lead to our disadvantaged students missing lesson time, due to factors such as being isolated due to not having the correct uniform or equipment. On occasion, we may support students on a short-term basis with travel costs to school, if travel costs are likely to be a barrier to a student attending school.	We track the number of days of isolation that were prevented due to us lending students uniform. We track how many PP students have been supported by us lending them equipment. We track how many PP students have been supported to help them get to school.	3, 6, 7
w)	Pupil Premium **Education Allowance**: We are proud that in our school there is no stigma attached to being Pupil Premium. Pupil Premium are well informed as to what opportunities and support is available to them. The provision of an "account" which students can access to support with the cost of anything school related means that they are personally enabled to control aspects of their own experience. The allowance means that students do not ever need to feel they must go without basic equipment and so forth. This, in itself, further lessens any stigma associated with being from being from less financially affluent backgrounds. All KS4 PP students have an account of £50 whilst all KS3 PP students have an account of £30 to purchase materials, resources, trips and equipment to support their learning and progress.	We analyse what students are spending their allowance on. We carefully consider what things they can spend their allowance on that will have the maximum benefit for their education and personal development.	4, 5, 6
x)	EEF-funded evaluations of **school breakfast clubs** show improved pupil concentration, behaviour, and engagement in lessons, particularly for disadvantaged pupils, with some evidence of better attendance. In our context, we know there is a high level of poverty and many students will come to school having not had breakfast at home. This provision is available to students from 8.00-8.30am each school day.	We track the number of students accessing this provision.	6
y)	Evidence from the Department for Education shows a clear attainment gap in **swimming**: a significantly lower proportion of disadvantaged pupils meet the national curriculum requirement to swim 25 metres confidently and perform self-rescue by the end of primary school. While schools are expected to ensure this standard is met, Ofsted has highlighted that some pupils enter secondary school still	We track the progress of students that attend this provision and those that successfully meet the 25 metre criteria by the end. We celebrate their	5, 6, 7

unable to swim, with disadvantaged students disproportionately affected due to barriers such as cost of lessons and access to facilities. We identify year 7 students that join us, unable to meet the 25 metre criteria and provide swimming lessons for them at our local leisure centre.	success with them and their parents.	
z) In year 7 we take all students to the **Outdoor Pursuits centre**. Evidence from the Education Endowment Foundation (EEF) suggests that outdoor adventure learning can have positive impacts on pupil outcomes, particularly for disadvantaged students. While effects on attainment are generally modest, research shows consistent benefits for self-confidence, resilience, teamwork, and engagement with school. We run this trip early in year 7 as a way of team building within tutor groups and helping our new year 7s feel a sense of belonging within their tutor group. The trip is fully paid for by the school as we feel it disproportionally benefits disadvantaged students.	We use a student questionnaire and student voice survey to evaluate the benefits of this provision.	4, 5, 6
aa) **Esteeming Experiences:** Research suggests that enrichment and adventure learning can improve pupils' confidence, motivation and resilience. The EEF highlights particular benefits for disadvantaged pupils, while Ofsted emphasises the importance of access to a rich range of educational experiences. We therefore work hard to ensure that Pupil Premium students can fully participate in trips, residentials and enrichment activities, removing financial barriers wherever possible. Experiences include skiing lessons, climbing Snowdon, a bushcraft residential, theatre trips, visits to universities, a trip to the houses of parliament and more.	We ensure that PP students are proportionately represented on trips. Some trips are exclusively opportunities for PP students, such as the Snowdon trip. We also carry out student voice questionnaires where applicable to try to gauge any wider impacts.	4, 5, 6
bb) We have a **full-time Careers Advisor** employed within the school. Research shows that high-quality careers guidance can improve pupils' aspirations, decision-making and readiness for further education, training and employment. The Gatsby Benchmarks, supported by the Department for Education and Ofsted, highlight the importance of personal guidance from a qualified careers adviser, particularly for disadvantaged pupils who may have less access to professional networks and careers information. We therefore provide access to independent careers advice to help all students make informed choices about their future pathways. Due to their greater need, a disproportionally high time is spent working to support PP students. 20% of the Career Advisor Salary is paid for by Pupil Premium funding.	We track the percentage of students at risk of becoming NEET and the percentage that end up NEET. We use this to evaluate our careers provision. We analyse the percentage of students that get an appropriate PS@16 placements based on their ability level on entry. We track the percentage of year 10 students that successfully participate in in work experience	4, 7
cc) We work with **Commando Joes**. They provide one day of instructor led interventions each week. EEF research showed that Pupils in the Commando Jo's intervention group showed large improvements in their behaviour 12 – 18 months after the intervention. Immediately after the intervention students showed moderate positive changes in self-regulation and moderate positive improvements in school engagement compared to students in control schools.	We track attendance of students before during and after Commando Joes. We use student self-evaluations following completing the programme to see what the perceived positive impact was.	3, 4, 7

Our instructor both works with small groups and doing 1:1 mentoring with students most in need of support.		
dd) **Year 7 Parental Information evening.** We run an information evening for parents of our new intake of students, early in the Autumn term. We recognise the importance of building effective relationships with parents. Meeting parents early in year 7 gets that off to the best possible start. As part of this event, we will go through our expectations as well as practicalities such as 'how to sign onto the online homework platform'. We know that Pupil Premium students often have a greater number of barriers accessing things like online platforms and so this information evening is time well spent.	We track the number of Pupil Premium students that attend. Our target is that the percentage that attend should be proportional to the percentage of Pupil Premium in the cohort.	7
ee) Catering for **rewards evenings.** We run several rewards evenings over the year. We want to do all we can to encourage the families of Pupil Premium students to attend. Historically we know that families of Pupil Premium students are less likely to attend events like a rewards evening. We try to encourage parents of our Pupil Premium students to celebrate their child's successes with us. Providing some catering helps to create a relaxed and enjoyable atmosphere.	We track the number of Pupil Premium students that attend. Our target is that the percentage that attend should be proportional to the percentage of Pupil Premium in the cohort.	7
ff) **Year 11 and parents Study Skills evening.** For parents of our year 11 students, we run an evening where we show them practical ways they can support their child in their studies. We subsidise revision materials for Pupil Premium students and use office admin time to ring Pupil Premium families to encourage them to book on and attend.	We track the number of Pupil Premium students that attend. Our target is that the percentage that attend should be proportional to the percentage of Pupil Premium in the cohort.	6, 7, 8
gg) **'Futures' careers evening.** We run an evening where all the local post-16 education providers come into school. Year 11s with their families, are invited to attend this event. We are proactive in using office admin time to ring Pupil Premium families to encourage them to book on and attend. This event is a vital catalyst for getting our year 11 students and especially our disadvantaged students to think about their future options, including the entry requirements that they will need to meet.	We track the number of Pupil Premium students that attend. Our target is that the percentage that attend should be proportional to the percentage of Pupil Premium in the cohort. We collect student and parent voice data about this event.	4, 5, 7
hh) **Admin costs for additional communications**. We recognise the importance of communicating with parents. Where our PP students have not responded to a necessary school communication, for example, giving consent for a school trip, or indicating that they will attend a parents evening, we will contact home to ensure that information has been received and understood at home. A small amount of money is allocated towards the admin costs of this.	We monitor the attendance of PP students to events such as parents' evenings. Our target is for the proportion of PP students/parents attending to be in-line with attendance in the overall year group.	7

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded in full by pupil premium. This includes:

- Ensuring the students that have fallen behind attend our programme of tailored afterschool interventions, that we call 'Boost'.
- 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 students will be encouraged and supported to participate.
- Developing our whole school physical and mental well-being strategy. This work is carried out with disadvantaged students specifically in mind.
- Our Supporting Progression Programme, whereby each student has a peer mentor in years 7 and 9. In Year 11 students each have a staff mentor.
- Our APEX programme, designed to build 'employability' and 'study skills' such as independences and resilience.

Externally provided programmes

Programme	Provider
None	

Service pupil premium funding (optional)

Measure	Details
NA	

Part B: Review of outcomes in the previous academic year

Activity in the previous academic year

This section looks at the effects of spending on the previous academic year. This document reviews outcomes for the 2025-2026 academic year.

2025-2026 was a very successful year for our disadvantaged students. This is reflected in very positive attainment and progress. For the 61 Pupil Premium (PP) students within our 2026 leavers cohort, the average Attainment 8 score has improved from 3.44 in 2025 to 4.52 in 2026. In addition, total Attainment 8 scores for PP students have improved from 34.40 to 45.16. Many of our disadvantaged students join us with lower-than-average prior attainment and so these positive outcomes are the result of exceptional progress made throughout their time at Beaumont Leys School. This is highlighted by our PP Progress 8 score being +0.35*. In addition, our Alps Key Stage for QI score for Disadvantaged students was 1.05, placing us in the top few percentiles for schools.

*Figure calculated using FFT data. There will be no Progress 8 figure from government this year.

In addition to our disadvantaged students performing so well, the gap between non-disadvantaged and disadvantaged students has closed year on year, with the current year's gap being the smallest we have ever had. Given our non-disadvantaged students also improved from the prior year, this represents a fantastic achievement. For 2025, the attainment gap between disadvantaged (35.41) and non-disadvantaged (50.19) was 15.78. For 2026 the attainment gap between disadvantaged (45.16) and non-disadvantaged (51.80) closed to 6.64.

These successes are the culmination of a five-year journey working with these students and building a culture of high aspiration, where students have a good attendance to school and they thrive. This is a direct impact of our skilled teaching staff working to implement effective and consistent teaching and learning strategies. For example, our '100% engagement' strategies and literacy interventions. These together with our extensive wider personal development programme, have all helped to prepare students for the demands of study, readying them for success.

We are acutely aware of the importance of attendance and how strongly attendance correlates with GCSE performance. Therefore, attendance has been a significant focus for the past few years and ongoing. We have developed attendance strategies to support those students who are finding attending school challenging. For example, EBSA outreach with families, small group and 1:1 mentoring. In addition, for the most complex EBSA cases, we provide a programme called Bounce, designed to work on the push and pull factors in terms of their attendance. This is delivered 3:30-5:00pm in order to reduce barriers and sensory overload. Our PP Champion

leads on a programme of students being mentored, with regular check-ins with a key adult as well as a bespoke rewards programme to incentive positive attendance habits. We also employ an Education Welfare Officer (EWO) to support us with our strategy. As a result of all this work, attendance for our 2026 leavers was significantly above the National Average. Attendance continues to be an area of important focus for us going forwards.

Finally, over the past three years we have continued to evaluate our strategies for PP students, looking carefully at the impact of where we spend our PP funding and engaging with the EEF, to ascertain if there are improvements to help our PP students make accelerated progress. Based on our 2026 results, we are confident that we have the right strategies in place and that they are having a positive impact. We are continuing to raise the profile of strategies that will benefit our PP students in particular around Tier 1: 'Quality First Teaching'; through placing a greater focus on teaching and learning strategies for PP in our whole school CPD sessions, for example subject specific disciplinary reading and writing. In summary, we are very proud of all the ways that we go the extra mile for our disadvantaged students and our 2026 results give confidence that we have the right strategies in place for them.

Review of Activity in the 2025-2026 year

Strand 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £127,368.55

Activity	Review of Outcomes	Challenge number(s) addressed
a) Leadership time with designated AHT leading the Intervention and Achievement Strategy for Pupil Premium; this is in addition to the extension of leadership capacity at a range of levels throughout the school in order to create greater capacity for focused support and tracking.	Devoting leadership to PP has continued to be essential. Post-pandemic, nationally disadvantaged students have fallen further behind and that is something we have felt. It has been important for leadership to drive the EEF 3 tier PP strategy that we are following. We have embedded teaching and learning strategies that especially benefit disadvantaged learners. For example, our '100% engagement' strategy, whereby teachers ensure that our PP learners are engaging. PP students Attainment 8 increased to 45.16 from 34.40 in the prior year. In addition, the overall Attainment 8 gap for PP closed significantly from a gap of 15.78 in 2025 to 6.64 in 2026.	1-8
b) Pupil Premium Champion to act as an advocate for Pupil Premium students by overseeing and coordinating a range of interventions and enrichment activities and to work alongside designated AHT in monitoring the progress of students within the Pupil Premium cohort.	Our PP Champion effectively supported our PP students. This has included providing practical, academic support in small groups or one to one, providing revision material and showing them how to use them, supporting students with their mental health, as well as through running enrichment activities such as theatre trips, to build cultural capital, educational visits, uniform provision, swimming, support with finding positive post-16 destinations, participation in the Brilliant Club, and collaborative workshops. Our PP champion has mentored many of our PP students resulting in PP attendance improving. See attendance data in e). Pupil Premium students who attend school regularly achieve broadly in line with the whole cohort, and the attainment gap has continued to narrow, demonstrating the positive impact	1-8

	of sustained and targeted support. Out of 112 students worked with our PP Champion for attendance, 85 students improved their attendance either over a 5-week period or an 8-week period. Percentages ranged from 0.2 – 10.45% improvement.	
c) Whole School literacy strategy Staff CPD is focussed around literacy. This aims to disproportionally, benefit our Pupil Premium students.	Disciplinary remained a CPD focus. Lesson observations evidenced the fact that lots of reading was taking place in lessons across faculties. A 'no opt out' culture for students reading in lessons is embedded. We have pushed reading for enjoyment. 11300 books borrowed from the library over the year, demonstrating that year on year the library is being increasingly used and marketed effectively. Data from on-line Sora app also shows some borrowing but minimal the next step is to try and grow the digital side of borrowing.	1-8
d) Whole School numeracy strategy CPD is devoted to evidence based classroom approaches around numeracy.	We ran Numeracy Catch up for year 7 and 8 PP students with a numeracy gap of 3 years or more behind their chronological age. 16 students completed the programme this year with Yr8s improving by an average of 18 months and Yr7 by an average of 36 months.	2
e) Attendance tracking Pupil Premium is paying towards the cost of an administrative staff member who spends a proportion of their time tracking students' attendance.	Our overall PP attendance has improved from -1.5% below national in 2022-2023 to +0.6% above national for the year 2024-2025, PP gap to national had a slight tip last year 2025-26 = -0.34%. PP attendance in Year 11 was significantly above national. We have devoted staff time to mentoring PP students, with a focus on attendance. Of the 44 pupils who participated in the 40 day challenge, 34 pupils (77%) successfully completed the full intervention meaning more than 3 in 4 pupils remained engaged throughout the challenge. Across the completed cohort, attendance increased by an average of approximately 1.55%, with the largest individual overall improvement being 4.79%. 60/68 (88.24%) students who took part in the 5 week challenge, improved their attendance. Several pupils achieved 100% attendance across multiple consecutive	3

	weeks, with some successfully maintaining 100% attendance for the entire 5-week challenge. A significant amount of our students that present with EBSA are PP. A new EBSA Provision funded by the LA may help to reduce the gap in 2026-27	
f) Revision Strategy resources We provide packs of revision resources for all of our Pupil Premium students. For example, cue cards and stationary. We also subsidise revision books. We explicitly teach all our students how to use these resources to revise effectively.	Revision strategy is fully embedded for 2025 Y11 cohort (from Y9-11. It is incorporated into weekly revision tasks, Supporting Progression mentoring and Boost revision classes (Y10 and Y11). Our in-house Beyond BLS revision day for year 11 was planned and executed with success. We had very positive feedback from staff and students. Student voice showed that 86% of PP students said the workshops gave them ideas for revision. 93% said that they had seen the strategies in lessons. 93% said that the workshops would support them in their up-coming revision and 73% said they felt more confident with revision strategies as a result of the event.	6, 8
g) APEX study skills programme and resources for KS3 Developing effective study skills and work ready skills is of vital importance. APEX is our years 7-9 programme designed to help our students with their wider personal development. This is for all students but is of extra benefit to our Pupil Premium students. A staff member holds a TLR in order to lead the delivery of the APEX programme.	APEX is led and delivered effectively. PP students are following this programme and achieving alongside non-PP: Yr7: 94% completed Base (91%PP), 61% Ascent (56%PP), 29% Summit (25%PP). Yr 8: 100% Base, 73% (51%PP) Ascent, 41% (30%) Summit. 92% of students completed a day as student receptionist. Yr 9: 87% (86%PP) completed a day as a subject assistant. 100% of yr 8 and yr 9 were given the opportunity to be a student receptionist and subject assistant. This shows that we are making progress with helping our students with their wider personal development. We recognise that there is a PP gap, so we prioritise PP students for support with these programmes.	4,5,8

h) Suitable curriculum pathways Our 'Enhanced curriculum' pathway (EP) is designed to support some our most academically vulnerable students who are more likely to not achieve well in terms of final outcomes. Through this pathway, we enable students to explore skills and achieve qualifications in areas more suited to their strengths.	Our Y11 on our EP pathway were focused and engaged in the exam window. All Y11 EP achieved King' Trust L1 Award in Personal Development and Employability Skills qualification- 4 out of 9 were PP. Showing success with this qualification. Current EP has the following PP proportions: Y10 (85%) and Y9 (54%). EXAMS: 100% achieved grading in GCSE Geography. This suggests new structure with EP doing Geography has positive impact. The Geography qualification gap from NG significantly was smaller than historic and high entry into qualifications across their A8 bucket subjects.	1,4,5,8
i) 5 non-teaching pastoral staff provide support to individuals both within and outside of the Pupil Premium cohort in relation to attendance, behaviour, progress, communication with parents and external agencies.	With pastoring the year group, supporting PP students takes up high proportion of time. This focussed support has created a positive ethos and culture: PP students achieved 589,874 GSBs in the year compared to 64,922 negative points. The number of students with 0 behaviour point - 49/360. 50 or less = 211 and 20 or less = 167. Supporting attendance: BLS was -0.34% below National, due to complex EBSA cases. In the prior year we were +0.6% to national. Throughout the year, 71 students received targeted interventions to support their well-being and personal development. These interventions included EHP, Drawing and Talking, Wellbeing Workshops, Exam Worry Workshops, sessions with a psychotherapist, Anger Management, and Resilience programmes. On average the difference between starting HADS anxiety and anxiety after declined by 4.5% and final HADS depression declined by 5%	3,5,7,8

Strand 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £118,399.70

Activity	Review of Outcomes	Challenge number(s) addressed
j) Struggling readers: To add further leadership capacity to this area, we have	67 students received some level of reading intervention. On average, compared to the main cohort, these students made 12 months	1,5,8

introduced a TLR for supporting struggling readers. We have a permanent TA to work with struggling readers. Approximately 20% of our librarian's time is devoted to supporting struggling readers.	more progress than their counterparts over the academic year. Our specialist TA joined us mid-way through the academic year (24-25). Since September (25-26) they have supported across KS4 classes, with a focus on Year 11 HPL/PP and to build on mock outcomes, in class writing practice, content catch-up and the closing of skills gaps. Impact has been positive: Between AP1 and AP3 (Year 11) PP students made 0.34 grades of progress towards their language targets compared to 0.17 for non-PP, thus showing the positive impact of this intervention. With our HPL PP cohort, whilst the gap to target did close, reducing by 0.23, this Non-PP gap reduced by 0.41, showing there is more work to do here. However, exam data for 2026 leavers shows positive residual gap (pp vs non) on both Language (0.14+) and Literature (+0.29). Also, HPL PP actually outperformed target grades (+0.15).	
k) Fresh Start and Accelerated Reader Programmes Licensing, resourcing and staffing for these programmes are paid for from Pupil Premium.	The majority of students taking part in these programmes are Pupil Premium. We focus these programmes on students in year 7 and year 8 so that they can catch up and therefore better access the whole curriculum. 18 students received Fresh Start in year 7 On average their reading improved by 13 months, 1 month more progress than the rest of the cohort in that period. However, these students had previously made little progress and so this is significant.	1,8
l) Maths Catch up tutoring and diagnostics	Yr7&8: We ran Numeracy Catch up for PP students with a numeracy gap of 3 years or more behind their chronological age. 16 students completed the programme this year with Yr8s improving by an average of 18 months and Yr7 by an average of 36 months.	2
m) Science tutoring Our science tutor works exclusively with Pupil Premium students. Students targeted for support are often our most difficult to reach students who are unlikely to attend our normal afterschool revision classes.	PP students selected for support were those who were previously making least progress. This data shows that tutoring has had some positive impact. Combined Science - PP Students Tutored (27): +2.08 grades improvement between year 11AP1 (November of year 11) and Summer Exams. Biology - PP Students Tutored (5): +1.00 grades improvement between AP1 and Summer Exams Chemistry -	8

	PP Students Tutored (9): +0.89 grades improvement between AP1 and Summer Physics - PP Students Tutored (0): PP Students Not Tutored (14): +0.54 grades improvement between AP1 and Summer Exams	
n) Lunchtime revision workshops These are aimed at year 11 students who are some of our most difficult to reach students, who are unlikely to attend other revision programmes provided.	We didn't run these in the current year. All students in the year 11 cohort were able to access our afterschool revision programme called Boost.	8
o) SEMH Provision Pupil Premium funding contributes towards the cost of an SEMH keyworker	The year 11 students in our TLC (on site alternative provision) all graded in core subject and some option subjects. It is the best results for a TLC Year 11 Cohort. This provision ensures that students remain in BLS and do not require a special SEMH School which would result in less academic opportunities. In addition, there was a year-on-Year reduction in SEND Suspensions 2024-25 = 38 v 2025-26 = 29. Small decrease in SEND Support Attendance 2024-25 = 85.9 v 2025-26 = 82.8% (-3.69% on National)	1-4,8
p) Peripatetic music lessons for Pupil Premium GCSE music students: The music faculty is given £200 per Pupil Premium student to be used to pay for 1:1 music lessons.	For PP students currently studying GCSE Music, the funding has had a tangible impact by removing a financial barrier to specialist instrumental/vocal tuition and supporting access to GCSE performance preparation. The revised model spreads the £200 allocation across KS4, reducing the risk of funding being exhausted early and lessons stopping due to cost. 6PP students completed GCSE Music in 2026, all accredited in the subject, achieving an average grade score of 3.5. Uptake for GCSE Music is low, and so we are reviewing how we market this subject, particularly to disadvantaged students.	5,6,8

Strand 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £108,431.71

Activity	Review of Outcomes	Challenge number(s) addressed
q) Clinical psychotherapist to work with and support our most complex students, particularly when there is an absence of support from CAMHS.	According to the HAD scoring system used to measure pre and post intervention anxiety and depression scaling, overall students with presenting anxiety showed a 39% reduction in anxiety levels from their baseline and a 29%	1-8

25% of the costs of a psychotherapist are paid from the Pupil Premium budget.	reduction in depression from their baseline. The data demonstrates a meaningful reduction in anxiety following EHP intervention, highlighting the effectiveness of early psychological support delivered within the school environment. Depression scores also reduced overall, although changes were more variable. This is not unexpected within school-based therapeutic work, where presenting difficulties, engagement and intervention length differ considerably between individuals. Overall, the findings provide strong evidence that the Emotional Wellbeing Service is making a positive and measurable contribution to the emotional wellbeing and mental health of the young people across the school.	
r) Strategies focussing on improving the attendance of Pupil Premium students: -20 day and 40 day challenges -5 week attendance challenge -Termly attendance rewards Pupil Premium funding also contributes towards additional EWO time.	Of the 44 pupils who participated in the 40 day challenge, 34 pupils (77%) successfully completed the full intervention meaning more than 3 in 4 pupils remained engaged throughout the challenge. Across the completed cohort, attendance increased by an average of approximately 1.55%, with the largest individual overall improvement being 4.79%. 60/68 (88.24%) students who took part in the 5 week challenge, improved their attendance. Several pupils achieved 100% attendance across multiple consecutive weeks, with some successfully maintaining 100% attendance for the entire 5-week challenge and receiving a £10 voucher.	3,8
s) The Brilliant Club – we have registered a cohort of Year 7 PP students to take part in a university level programme. Pupil Premium funding pays for the cost of the course as well as associated costs such as transport costs to events.	On The Scholars Programme this term, 6/14 students were PP. Their average attendance was 92 %, which means they received 44 hours of tutoring from a PhD researcher. Of these students, 2 achieved a 1st and 4 received a 2:1. PP students were the best performing in the cohort. 92% of students said 'I will be able to study at university when I am older if I work hard at school'.	4, 5, 8
t) SEMH soft landing tutor group including catering To best meet the needs of a small number of our Pupil Premium students that have SEMH, they are in a smaller tutor group.	This provision supported a group of 3 students who would not cope in a normal tutor group. This has supported them with ensuring they have breakfast and a positive start to the day, before going to lessons. Going forwards we will be completing SDQs to analyse progress.	1-8

u) Hospital School On occasion, a very small number of our students are taught with the Hospital school provision. A proportion of this cost is paid through Pupil Premium.	One student accessed this provision from June 2026.	3,7,8
v) Running motivational and study skills workshops. This is for all year 11 students, although this disproportionately benefits our Pupil Premium students and sessions are planned with these students in mind. The cost is partly paid for through Pupil Premium funding.	Our in-house work shops were planned and executed with success. Very positive feedback from staff and students. Student voice showed that 86% of PP students said the workshops gave them ideas for revision. 93% said that they had seen the strategies in lessons. 93% said that the workshops would support them in their upcoming revision and 73% said they felt more confident with revision strategies as a result of the event.	4, 8
w) Uniform, equipment and travel support We want to remove potential barriers that can lead to our disadvantaged students missing lesson time, due to factors such as being isolated due to not having the correct uniform or equipment. On occasion, we may support students on a short term basis with travel costs to school, if travel costs are likely to be a barrier to a student attending school.	There were 130 occasions where students have been supported by us giving them essential equipment writing equipment. In addition, over the year we have supported our disadvantaged students by providing 100 pencil cases, 30 hygiene packs and 5 Winter Coats. To support PP students attending our leavers prom, we provided 3 Prom tickets together with prom outfits. Lending uniform to PP students prevented 1780 days of students being put in isolation. 2 students were supported on a medium-term basis, (weeks) with bus passes to school and 5 students were supported on a "one off" basis with travel home, (all mobile phone/E-bus pass failures).	3,8
x) Pupil Premium Education Allowance: all KS4 PP students have an account of £50 whilst all KS3 PP students have an account of £30 to purchase materials, resources, trips and equipment to support their learning and progress.	In KS4 57% of students used nearly all their allowance. 74% was spent on learning resources. 22% used nearly all their allowance. 80% of KS3 students' allowance on was spent on learning resources, stationery and trips. 28% had at least £15 unspent.	6
y) Breakfast Club which provides our Pupil Premium students with something to eat and drink before lessons begin.	This is a standing offer whereby students can get a free breakfast between 8-8.30am.	3,6,8

z) Subsidising curriculum trips for Pupil Premium students to ensure these useful opportunities are accessible.	Trips were offered to 100% of students and 94% of students attended a trip over the academic year. This averaged 2.76 trips per student across the year. There were 134 trips across the year with 86% being free to students. Of the remaining 14% PP students were given the option to use their PP entitlement to access the trips.	6, 8
aa) Esteeming Experiences enrichment opportunities: a selection of fully funded trips, residential trips and experiences intended to develop self-confidence, resilience and motivation of students by making accessible opportunities which that might otherwise be inaccessible.	94.3% of PP students in Years 7–10 attended at least one educational trip during the year. Trips were offered to 100% of PP students. A wide range of enrichment opportunities were available throughout the year, providing students with experiences beyond the classroom and supporting their personal development and aspirations. 14 students successfully climbed Snowdon, with 100% reporting that they were proud of their achievement. Twelve Year 9 students received ski lessons from a professional instructor at the SnowDome, a group of Year 7 students visited a restaurant to learn about table etiquette and social dining skills. Students also benefited from educational visits to universities. A group of students attended visits to Silverstone, providing valuable insight into careers, engineering in motorsport. Students also enjoyed a visit to the Curve Theatre, broadening their cultural experiences with the performing arts.	4,5,8
bb) We have a full-time Careers Advisor employed within the school. Due to their greater need, a disproportionally high time is spent working to support PP students. 20% of the Career Advisor Salary is paid for by Pupil Premium funding.	This had a very positive impact: 99% of students have a post-16 place secured. 98% of students have progressed to a course that is aspirational, based on their ability banding on entry. 2 students are likely to become NEET (1%). Connexions are working with them. There are another 9 students who Connexions are actively supporting, as they have the potential to become NEET. These figures are an improvement on already strong figures for the prior year at the same point.	4,5,7,8
cc) Commando Joe-targeted interventions to develop resilience, communication and other key life and employability skills.	165 students worked with Shaun our CJs instructor this year. 56% of students taking part were PP. 78% of those having 1:1 mentoring were PP students. Attendance to their 7 week course was 94%. Overwhelming majority of students felt that CJs had helped them improved their communication, teamwork, resilience, respect for others and	4,8

	fitness. Several year 9s led sessions for year 7s.	
dd) Whole year group enrichment visits In year 7 we take all students to the Outdoor Pursuits centre In year 8 we take all students to the coast.	These visits had positive impact: 196 attended the Outdoor Pursuits trip, 93% of the year group. 47% rated their day as 8/10 or better. Students recognised improved team-work, communication, resilience and they had gone out of their comfort zone. e.g. 67% felt their teamwork improved. 81% would like more opportunities to do similar trips again. 172 students attended the Coasts trip. For 14 students this was their first ever visit to the coast. 85% felt the trip had deepened their ge-ography knowledge, 98% loved learning out-side the classroom, 97% enjoyed the beach games and activities.	5,6,8
ee) Extra-Curricular Clubs, Sport and Activities Our afterschool provision is called BLS Extra. Those involved in leading our Pupil Premium Provision are active in promoting this to our Pupil Premium students.	The offer of additional activities and the effec-tive promotion of these activities has seen our best ever attendance of PP students to our op-tional afterschool programme. 74% of all stu-dents have been to BLS Extra. 246 PP students attended at least one BLSE Extra session over the year. This represents 75% of PP students. We also run a targeted learn to swim pro-gramme: 44 students from year 7, learned to swim. Not only have they all learnt to swim 25 metres, they have all put in to practice what to do if they find themselves in danger in and around water. Some of them now attend swimming outside of school.	4,5,6,8
ff) Year 7 Parental Information evening We run an information evening for parents of our new intake of students, early in the Autumn term.	2025-6: 32% of students attended 19% of PP students attended 100% stating useful.	7,8
gg) Catering for rewards evenings We run several rewards evenings over the year. We want to do all we can to encourage the families of Pupil Premium students to attend.	2025-6: 110 PP students attended rewards evening. This represents 29% of the students invited.	7,8
hh) Year 11 Study Skills evening For parents of our year 11 students, we run an evening where we show them practical ways they can support their child in their studies. This event is for all students. We subsidise revision materials for Pupil Premium students and use office admin time to ring Pupil	All Year 11 PP students were provided with a revision pack. 24 students attended the optional study skills evening, 25% of whom were PP. Several stu-dents used their PP allowance to purchase re-vision resources	7,8

Premium families to encourage them to book on and attend.		
ii) 'Futures' careers evening We run an evening where all the local post-16 education providers come into school. Year 11s with their families are invited to attend this event. We are proactive in using office admin time to ring Pupil Premium families to encourage them to book on and attend.	72% of Year 11 attended. 64% of PP students attended. This contributed to the positive NEET data (see bb for data).	7,8