



Pupil Premium Three-Year Strategy Plan 2025 – 2028

Beckmead College

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Beckmead College
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	28% (25 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	10/01/2026
Date on which it will be reviewed	September 2028
Statement authorised by	Mark Allen
Pupil premium lead	Mark Allen
Governor / Trustee lead	Wayne Cooper

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,413
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£27,413

Pupil Premium Strategy Plan

Statement of Intent

- **Primary Objective:** To ensure all students, regardless of background, achieve good progress and attainment across all curriculum areas, and acquire the skills necessary for effective societal integration.
- **Methodology:** The strategy is primarily grounded in highly effective teaching and learning, supported by the Education Endowment Foundation's evidence that high-quality teaching has the most significant impact on disadvantaged pupils.
- **Implementation Focus:** Equipping highly effective teachers with the resources to design and deliver high-challenge, knowledge-rich, and accessible curricula.
- **Assessment and Intervention:** Utilising effective assessments for prompt data analysis to identify students not meeting desired progress and swiftly implement targeted interventions to close the attainment gap.
- **Wider Aims:** Integrating an enrichment programme to develop student character and provide diverse experiences, as well as incorporating the strategy into the wider educational recovery plan, utilising tutors and effective literacy/numeracy interventions.

Challenges

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

Challenge number	Detail of challenge
1	Reading and Literacy: Students demonstrate low reading ages, below the national average.
2	Attendance and Engagement: Many students have experienced prolonged absences from previous education settings and exhibit low engagement with support services.

3	Enrichment and Mental Health: Students experience difficulties with social interaction and communication, compounded by limited opportunities to practice these skills in real-life settings
4	Resilience for Learning: Low levels of resilience and weak study skills, linked to high anxiety and low self-esteem.
5	Basic Care: Basic care and welfare needs are not consistently met within the home environment.

Intended outcomes

The following section details the intended outcomes and success criteria for the end of our three-year strategy plan. Rooted in our commitment to ensuring every student has an equal opportunity to succeed, the Pupil Premium Strategy employs a comprehensive approach to achieve these objectives, fostering an inclusive and nurturing educational environment.

<i>Intended outcome</i>	Success criteria
To secure continuous, demonstrable improvement in the academic attainment and progress of disadvantaged pupils year on year, thus successfully narrowing the achievement gap and promoting sustained academic success.	Improvements in pupil progress and attainment data as measured annually through the following methods: Bedrock literacy tool - all students Summative tracking - all students Mock exams - Y11 and some 10s Reading age tool - all students GCSE/ FS outcomes - KS4/ 5
Improve the quality of education across all year groups within the school: We believe in providing a high-quality education to all our students, and we are committed to enhancing the overall educational experience, ensuring that every student has access to an enriching and stimulating learning environment.	Improvements as measured through lesson observations and learning walks. Summative tracking and termly reports measuring attainment and engagement show progress over time. Teaching and learning training and curriculum meetings to ensure unified approach to continual development. New more streamlined planning

	documents to create uniformity and clarity of rationale behind curriculum intent.
Improve reading, and literacy skills across all year groups. We will focus on enhancing the fundamental skills of reading and comprehension to ensure that all students are well-equipped for success in subsequent stages of their education.	Reading age tests to ensure accurate tracking of progress. Phonics interventions for students with greatest need. SaLT provision for targeted students. Literacy opportunities incorporated into all SOWs.
Improve the attendance of disadvantaged pupils to be in line with the national average: We are committed to improving the attendance rates of disadvantaged pupils, bringing them in line with the national average, so that they can fully benefit from their educational experience.	Rewards for good attendance; weekly treats for class with highest attendance and termly vouchers for individual students. Closer work with the EWO and parents on encouraging students to come in. Gather Pupil Voice Utilise the Trust expertise Review Attendance Policy Daily parental contact chasing absence Address inconsistent coding of absence Improve punctuality reducing 'U' codes Explore support from LEA Rewards including the Student Bursary at KS5
Enrich the lives of disadvantaged pupils within the school through a highly engaging enrichment programme: We will offer a diverse programme to expand the horizons and opportunities of disadvantaged pupils, developing skills, interests, and experiences beyond the classroom.	Increase the number of lunchtime and after school activities Pupil voice to explore interests Identify staff to run clubs - a gardening club is already being developed Create an enrichment timetable Review the curriculum for enrichment opportunities Sporting events to continue from last year and include as many students as possible.
Improve the welfare and mental health needs of all students but particularly those who are disadvantaged: We are dedicated to supporting the well-being and mental health of all our students, with a special focus	Onsite therapy team with referral process accessible to all staff to refer students in need SaLT provision onsite

on those who are disadvantaged, to ensure they have a secure and nurturing environment to thrive academically and personally.	In house mentoring Outreach program for hard to reach students with low attendance or needs preventing them from accessing school
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Our commitment, driven by systematic and data-informed approaches, is to achieve these strategic objectives and continuously enhance the educational journey. We will regularly assess, adapt, and innovate our strategies to ensure measurable and impactful outcomes, thereby fulfilling our aspiration that every child, regardless of background, reaches their full potential and achieves excellence.

Activity in this Academic Year

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed (1 – 5)
Student logins for three different online learning platforms	All students to be able to access online learning and revision from home	1,2
Staff training	Directed time to cover training on individual needs and pedagogical practice to support all students to receive best offer	1,2,4
Curriculum trips	Students given the opportunity to learn outside of school site and broaden experience of range of environments and settings	2,3,4
Ingredients for food technology purchased.	All ingredients for food tech lessons purchased – equality of access.	5
Revision guides sent home	All GCSE subjects	1,2,4
Sport trips and tournaments	Sporting events and competitions for students to display their skills in a public and meaningful way	2,3

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT	Speech and Language therapist on site working with students for targeted support	1,3,4
Literacy interventions	Phonics interventions in place for specific students	1
Outreach program	Off site lessons delivered to students at home and in the community, also acting as welfare checks	1,2,3,4,5
Work experience	KS5 students have opportunities for WEX at a range of settings, supported by 1:1 staff	2,3
Careers provision	Regular workshops and drop-down days for students to have access to employers to discuss career opportunities and ideas	3,4,5
GCSE Revision sessions	English and Maths to offer revision sessions at lunch time or after school for students	1,2,4

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	In house mentor to work with targeted students	3,5
Therapy provision	Art and talking therapy	3,4,5
Educational Psychology	Purchase of 5 days of EP time to support more powerful T+L interventions.	3,4,5
Ongoing regular visits from Mindapples	Assemblies and work shops on mental health issues and ways to support wellbeing as well as revision strategies	3,4,5
Free food provided	All students have access to free food on site at different times of the day, not just those eligible for FSM. This will aid engagement, health and welfare.	2,3,5

Minibus	Used extensively for home visits, trips and to transport students and food between sites.	2,3,5
Rewards / vouchers	Rewards including vouchers to support the school's positive behaviour management system.	1,2,3,4,5
Gardening club	Incorporated into some hospitality lessons as well as a lunch time club for student to grow produce and actively participate in nurturing and growing their own plants which can also be donated to the community	3,4,5
Professional organisation visits	Workshops from NHS, mental health charities, knife crime and drug awareness organisations to help inform and deter students from potential negative choices	3,5

Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes:

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<i>Intended outcome</i>	Review of outcome	On target to achieve outcome?
Improve the attainment and progress of disadvantaged pupils year on year	<p>Our approach is rooted in recognising and celebrating the uniqueness of each student. Progress is not only measured in academic achievements but also in personal growth, resilience, and the development of skills that will serve students well in their future endeavours. The emphasis is on ensuring that every child reaches their full potential, irrespective of their starting point or individual circumstances.</p> <p>Our termly summative assessment and reporting is shared with parents to ensure they can be part of the all-round student centred support to encourage progress and engagement.</p> <p>Student information documents are updated regularly to ensure that all aspects of student progress are being monitored and that the EHCP is regularly reviewed and therefore continues to be relevant and meaningful.</p> <p>Regular debriefs across key stages allow staff to share information and observations of students, this is then available for all staff to read and share.</p>	Yes- we work closely to meet the needs of all students to ensure they are fully supported to reach their potential.
Improve the quality of education across all year groups within the school	<p>Learning walks and observations are conducted regularly to provide a holistic view of teaching and learning across the school. These walks involve observing classroom activities, interactions, and the overall learning environment, allowing for insights into the effectiveness of teaching and learning. Throughout this cycle, the learning experience for every student continues to be enriched, fostering a stimulating and high-quality educational environment.</p>	Yes- through continued staff training and the development of our curriculum.
Improve literacy across the school	<p>Reading age assessments are conducted for all pupils when they join the school, and this is reassessed and monitored for progress. These assessments provide valuable data on reading proficiency, allowing the school to tailor interventions and support to enhance the literacy skills of disadvantaged</p>	Yes- through continued staff training and the

	<p>students. We have introduced literacy and phonics interventions that cater to the diverse needs of students across all year groups. These programs are designed to address individual reading levels and challenges, with a specific focus on advancing reading skills.</p> <p>Literacy skills are integrated across all subjects via the long term planning and subject development to emphasise their real-world applicability. This approach not only reinforces these fundamental skills but also enhances students' ability to apply them in different contexts.</p> <p>The school has invested in interactive learning resources, including digital tools to make the learning experience engaging and dynamic. These resources are designed to reinforce literacy skills in an interactive and enjoyable way.</p>	<p>development of our curriculum.</p>
<p>Improve the attendance of disadvantaged pupils to be in line with the national average</p>	<p>The school conducts regular attendance monitoring, specifically focusing on disadvantaged pupils. This involves tracking daily attendance records and identifying patterns or trends that may contribute to absenteeism. Individualised support plans are developed for disadvantaged pupils who experience challenges in attendance, supported by our EWO. These plans outline tailored interventions, additional resources, and support mechanisms to address specific barriers to attendance. Establishing strong communication channels with parents is crucial. The school initiates parental engagement to collaborate with parents in addressing attendance issues and emphasising the importance of regular school attendance. Prompt identification and early intervention for persistent absence among disadvantaged pupils is prioritised. The school implements measures to address root causes, such as family issues, health concerns, or other challenges that may contribute to prolonged absences.</p> <p>We recognise that disadvantaged pupils may face unique challenges, so for some pupils, we explore flexible options and alternative programs to accommodate diverse circumstances. This approach aims to make attendance more accessible and tailored to individual needs. Addressing the holistic well-being of disadvantaged pupils is integral to improving our pupil's attendance. We provide access to therapy services, mental health support, and resources that contribute to a positive and supportive school environment.</p>	<p>Yes- we work closely with our EWO, families and other professionals to improve the attendance of our most disadvantaged pupils.</p>
<p>Enrich the lives of the disadvantaged pupils within the school though a highly engaging enrichment programme</p>	<p>The school organises a diverse range of educational trips and experiences throughout the school year. These trips are carefully selected to expose disadvantaged pupils to new experiences, cultures, and environments. Designing enrichment activities that cater to the specific interests and needs of disadvantaged pupils ensures meaningful engagement.</p>	<p>Yes- through our enrichment activities</p>

	<p>The enrichment program emphasises holistic development, including physical, social, and emotional well-being. This involves incorporating activities that promote teamwork, leadership skills, and personal growth among disadvantaged pupils.</p>	
<p>Improve the welfare and mental health needs of all students but particularly those who are disadvantaged.</p>	<p>We have regular visits, assemblies and workshops from Mindapples on a range of mental health and wellbeing strategies, information and resources.</p> <p>We have ensured that school policies and practices are inclusive and sensitive to the diverse needs of our pupils and this contributes to a positive mental health environment.</p> <p>Workshops and programs dedicated to well-being and mental health form part of our PSHE curriculum.</p> <p>The school provides access to therapy services and staff are trained to support pupils' mental health, offering emotional support, especially to those who may face additional challenges.</p>	<p>Yes- through regular assemblies and workshops, mentoring and therapy and mental health support.</p>

Externally Provided Programmes

Programme	Provider
Mental health training, resources and workshops	Mindapples
Literacy online tool	Bedrock
Numeracy online tool	MyMaths
Online learning platform	Seneca
Speech and Language provision	Stephen Hack SaLT

Service pupil premium funding (where applicable)

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

Further information

n/a