

Pupil premium strategy statement – Beverley High School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	745
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	S Japp
Pupil premium lead	K Burniston
Governor / Trustee lead	S Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,720.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£190,720.00
Contribution from School Budget	£48,307.15
Overall Pupil Premium Spending	£239,027.15

Part A: Pupil premium strategy plan

Statement of intent

At Beverley High School it is our ambition that all pupils access a broad, balanced and knowledge-rich **curriculum** and **high-quality teaching** which is enhanced by researched-based CPD and which supports pupils to achieve academically whilst inspiring a love of learning.

In addition to high quality teaching, it is our intention to provide opportunities for pupils to develop their knowledge and **cultural capital** to give them a broader understanding of society and the world that we live in and to help them succeed in all aspects of life. This cultural competence is further developed by broadening their experiences through a strong **Personal Development** curriculum which includes extra-curricular activities. Our intention is to develop individuals to be independent, confident, well-educated, happy and successful by equipping pupils with the knowledge, skills and habits to enable them to maximise their potential and enable them to make a positive contribution to society.

We personalise our approaches to meet the needs of the individual rather than viewing pupil premium pupils as a homogenous group. Our **support systems** address the specific barriers to learning which some pupils face. These barriers might include low attendance; low literacy or numeracy skills on entry, social and emotional issues resulting in low confidence and self-esteem and / or low aspirations for their future and a lack of drive for academic achievement. This support then enables pupils to fully access high-quality teaching within the classroom.

Challenges

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

Challenge	Detail of challenge
1	Pupils must be able to access a high-quality curriculum , delivered by subject specialist teachers who benefit from research informed CPD.
2	In order to access the curriculum, pupils need age- related literacy and numeracy skills Academic Year 2024-2025: Literacy reading programme 38% were PP Reading intervention 25% PP Spelling intervention 24% PP Numeracy intervention 38% PP Curriculum time in LRC 24% PP

	Catch-Up Maths 40% PP
3	Data shows that disadvantaged pupils on the whole enter the school with lower prior attainment than their non- disadvantaged counterparts. CAT average scores for current Year 11 non-PP 103.7 vs 97.2 for PP and on average for our 5 year groups there is a difference of -5.01
4	Disadvantaged pupils have higher rates of absence than their non-disadvantaged peers and make up a larger proportion of persistent absentees. 13.24% (authorised 10.87% and unauthorised 2.37%) PP vs 8.76% (authorised 7.4% and unauthorised 1.36%) non-PP
5	Disadvantaged pupils generally have less cultural capital than their non-disadvantaged peers making it more difficult for pupils to fully engage with the curriculum.
6	Lower levels of parental engagement can lead to lower expectations, motivation and aspiration for disadvantaged pupils. Implementing effective interventions in school for these pupils can therefore be more challenging.
7	Safeguarding and SEMH issues are more prevalent for disadvantaged pupils. Students and families supported by Early Help 62% PP CAMHS 44% PP Support by BHS Emotional Health Advisor (SEN) and Emotional Support Worker 42% PP EMP Intervention 33% PP

Intended outcomes

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

Intended outcome	Success criteria
Pupils access a broad and balanced curriculum enabling them to succeed and access their chosen destinations	Pupils access the full range of GCSE subjects including EBacc, where desired.
Strong outcomes for PP pupils to maximise life chances	Outcomes for PP across a range of measures as strong as national averages
Pupils can read confidently, and have numeracy levels which allow full access to the curriculum	Improved outcomes on reading/numeracy tests following intervention
Increase the attendance of PP pupils so that they are safe, learning and engaging with opportunities on offer	Attendance is in line with the national average and fewer disadvantaged pupils are persistently absent
Pupils access educational visits and extra/super-curricular activities that build their cultural capital and support full engagement in school life	Pupils access the full range of trips, clubs and other enrichment activities

Parent/carer engagement is strong	Parents/carers engage with parents' evenings, workshops, options evenings etc
Pupils are supported with their SEMH to enable them to build their resilience and cope with life's setbacks and challenges	Pupils receive additional support from trained colleagues as and when needed

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Costs taken from central school budget, not separate pupil premium funding

Activity	Evidence that supports this approach	Challenge addressed
Recruit and retain specialist subject teachers who deliver high quality teaching	<i>EEF School Improvement:</i> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.	1,2,3
Effective CPD focused on evidence-based strategies to support high quality teaching	<i>EEF School Improvement:</i> Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,2,3
Mentoring for new staff to support professional development including support for ECTs	<i>The EEF Guide to the Pupil Premium:</i> Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.	1,2,3
Teachers and support staff know the pupils well and plan for challenge, with appropriate adaptation and intervention to meet individual needs	<i>EEF Teaching and Learning Toolkit:</i> All learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.	1,2,3

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

Budgeted cost: £36,858.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support – reading and maths interventions	<i>EEF School Improvement:</i> Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	1,2,3
Access to Curriculum Support sessions to provide a focused working atmosphere with teaching staff support	<i>EEF Teaching and Learning Toolkit:</i> Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.	1,2,3
Before and after school supervised study time	<i>EEF Teaching and Learning Toolkit:</i> Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. Programmes that extend school time have a positive impact on average.	1,3
Tutor Reading programme	<i>Sussex University:</i> Potential impact of a non-intervention based reading programme on student reading ages of up to 9 months+	2,3

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

Budgeted cost: £ 202,168.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating a 'level playing field' in terms of a healthy start to the school day	<i>DfE Breakfast clubs programme 2021-2023:</i> 'The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'	1,3
Provision of uniform items plus grants for school shoes/trainers/school coat/bag	Supporting students to feel that they belong, are cared for, and can present themselves as well as their non-PP counterparts	4,6
Provision of recommended resources across the curriculum, including stationery packs, calculators, food ingredients, KS4 revision guides and laptops for study at home to eliminate barriers to curriculum access	<i>Using Pupil Premium: Guidance for School Leaders</i> Schools may be justified in funding...specific barriers to pupil attainment, for example to meet acute needs around pupil equipment to ensure readiness to learn. <i>CPAG Sept 2025:</i> Fears about cost impact disadvantaged children's choice of GCSE option subjects, less likely to study Food, Music, PE, MFL & Geography	1
Funding of extra-curricular activities including trips, residential, sports and peri music tuition	<i>EEF:</i> Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge , schools give pupils access to benefits and opportunities that might not otherwise be available to them. <i>CPAG Sept 2025:</i> Fears about cost impact disadvantaged children's choice of GCSE option subjects, less likely to study Food, Music, PE, MFL & Geography	1,4
Maintaining funding for effective pastoral staffing to provide a safe and	<i>EEF Improving Behaviour in Schools:</i> Understanding a pupil's context will inform effective responses. Every pupil should	6

<p>supportive environment for all</p>	<p>have a supportive relationship with a member of school staff. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><i>The EEF Guide to the Pupil Premium:</i> Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.</p>	
<p>Implement the school approach to attendance including first day calling, ongoing monitoring, data analysis and support for parents/carers</p>	<p><i>The EEF Guide to the Pupil Premium:</i> Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.</p>	<p>4</p>

Total budgeted cost: £ 239,027.15

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	BHS PP	PP National	Non PP
Attainment 8 score	38.9	35.46	50.3
Grade 5 or above in English & Maths	20.70%	27%	52.80%
Grade 4 or above in English & Maths	48.30%	44%	72.70%
Achieving EBacc at grade 5 or above	13.80%	9.50%	22.50%
Achieving EBacc at grade 4 or above	20.70%	14.40%	30.40%
Entering EBacc	48.30%	29%	45.00%
EBacc Average Point Score (APS)	3.35	3.07	4.49
Exam entries per pupil, all KS4 qualifications	7.6	7	8.2
Exam entries per pupil, GCSEs	7.1	6.4	7

The ambition of the school is to reduce within-school variance between PP and non-PP students and for PP students to achieve as well as their non-PP peers.

Externally provided programmes

Programme	Provider
The Duke of Edinburgh's Award	The Duke of Edinburgh's Award Charity
School Nurse	Humber ISPHN
EMP	CAMHS
MIND	Dover House
Blue Door Bronte Williams	Warren
Adult Mental Health Services and Family Therapy	