

## Pupil premium strategy statement – Beccles High School

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

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

### School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C.Barns Headteacher
Pupil premium lead	C.Barns
Governor / Trustee lead	Penny Shepard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£126,850

# Part A: Pupil premium strategy plan

## Statement of intent

Beccles High School is an inclusive academy and we strive to ensure that all of our students, irrespective of their background, achieve the very best that they can during their time in secondary education.

Our values are linked to our CARE ethos which we want to embed not just in school life but also in the wider world. We want students to be adept at **collaboration** and show that they can be effective team players in an ever changing world. We want our students to be **ambitious** and seize every available opportunity offered within school and outside school. We want our students to show **respect** both inside the school and outside in the wider world. We want to **empower** our students so they can make a difference and stand up for what they believe in.

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

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

We want to ensure that our disadvantaged pupils achieve in line with their peers and hopefully exceed their own expectations. Our strategy is built around the following key principles:

- **Literacy** – We want students to be articulate speakers, confident writers and able readers. We know that we have a large proportion of students who join us on entry with weak literacy skills. We need to ensure that we close the gaps as efficiently as possible.
- **Quality First Teaching** – Research from the EEF states that high quality first teaching is the key driver to students' achievement and this is not simply linked to disadvantaged. Through dedicated CPD and a core teaching and learning strategy, we want to ensure that students receive quality teaching in all of their subjects.
- **Numeracy** – We want students to be confident mathematicians and we know that our current cohort struggle with aspects of the four operations such as division and multiplication. We need to use impactful interventions to support students.
- **Attendance** – Attendance nationally has struggled to stabilise due to the impact of the national lockdown. Research shows how attendance can have a significant impact on attainment.

- **Attainment** – We want to ensure that our disadvantaged students reach their academic potential and even exceed their academic potential. Through our ‘Raising Achievement’ lead, we will ensure that a variety of interventions are implemented to support our students’ achievement.
- **Home Learning and Revision** – We recognise the importance of home learning and want to ensure that all students have access to high quality revision materials to boost attainment.
- **Parental Engagement** – Working in collaboration with parents can have a beneficial impact on attainment. We want to provide opportunities for parents to fully engage within the school e.g through attendance at parents’ evening and establishment of a parental forum.
- **SEMH** – SEMH is a prevalent need and we are seeing an increase in students with EBSA.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Lower levels of literacy (including vocabulary deficit)</b></p> <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Our recent assessments show that 63% of the whole school are at least one year or more below in terms of their reading age. 55% are below more than one year. Year Eight and Year Nine have the lowest reading ages and this needs to be a focus area to ensure students can read fluently and comprehend what they have read before they enter KS4 where they will need a reading age of over fifteen years to access the GCSE Papers.</p>
2	<p><b>Poor Attendance</b></p> <p>In 2024-2025, overall attendance was 86.5%. For FSM students the percentage was 82.4%. (DfE data) This is concerning and we have invested heavily in resources to support the drive in attendance including a dedicated attendance officer.</p> <p>Research shows that there is a proven link between attendance and attainment. Below 95% attendance can mean that a student can drop at least one grade in all subjects.</p>

3	<p><b>Parental Engagement</b></p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students and their families is poorer due to difficulties home lives. Attendance at parents evenings have been low.</p>
4	<p><b>Quality First Teaching</b></p> <p>EEF research shows that high quality first teaching has the most impact on students' attainment. Through understanding students' needs and employing Rosenshine's principles, we will be able to close the gap in attainment.</p>
5	<p><b>Addressing the Attainment Gap</b></p> <p>In 2025, the results showed that PP students were significantly less likely to achieve passes or strong passes in English and maths than non-pupil premium students. The Attainment gap was 10 points. (Please be aware this data combines main school and specialist unit students) The cohort was 41% pupil premium.</p>
6	<p><b>Numeracy</b></p> <p>We are seeing more students on entry who have weak numeracy skills and struggle with using the basic four operations successfully, especially multiplication. The four operations need to be secure in order to ensure that students can access GCSE in Maths. We need to ensure that early interventions address gaps in learning.</p>
7	<p><b>SEMH</b></p> <p>Nationally, SEMH has become a prevalent need through the legacy of the Covid pandemic and an ever changing society. More students are presenting with SEMH needs and we need to provide a strategy and resources to support with this. We also have several students who struggle with school avoidance.</p>
8	<p><b>Home Learning and Revision</b></p> <p>We need students to consolidate their learning through the use of home learning platforms. We also realise that students do not have the revision tools to be successful in their exams and need to explicitly teach revision methods to ensure success.</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p><b>Literacy</b> Improved reading fluency, accuracy and comprehension across all year groups.</p> <p>Provide opportunities for development of other literacy skills such as oracy.</p>	<ul style="list-style-type: none"> <li>• Associate Assistant Headteacher appointed to drive improvements.</li> <li>• Whole school literacy focus launched and embedded through the use of the LORD programme which is delivered daily and includes aspects such as oracy and focus on SPAG.</li> <li>• Termly reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</li> <li>• Implementation of tracked interventions which will be measure for impact.</li> <li>• Gaps between reading age and chronological age close in PP students.</li> </ul>
<p><b>Attendance</b> To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• There will be a less notable attendance gap between PP and non-PP students.</li> <li>• Establishment of an attendance strategy.</li> <li>• Use of rewards culture to</li> </ul>
<p><b>Parental Engagement</b> Improved engagement of parents / carers by promoting attendance at parents' evenings, and community events.</p>	<ul style="list-style-type: none"> <li>• PP students will access extra curricular opportunities such as the school production, supporting open evening, Xmas fayre, trips; all in line with non-PP cohort of students.</li> <li>• Improved attendance at parents' evenings and other related parental events.</li> <li>• Use of the 'Parent Kind ' assessment tool to identify our areas of strength and our areas of development.</li> <li>• Regular feedback from parental surveys and questionnaires will show current parental views.</li> </ul>
<p><b>Quality First Teaching</b> Improved quality of teaching and learning through the use of the Standard Lesson Plan proforma, CPD and the use of Steplab.</p>	<ul style="list-style-type: none"> <li>• At least 75% of teaching is graded as 'Good' in the academy.</li> <li>• Trial of a coaching programme.</li> <li>• Regular CPD on Teaching and Learning.</li> <li>• All staff will be proficient at using Steplab.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning walks, drop ins will show and highlight effective practice in teaching and learning.</li> <li>• New assessment and marking policy will be embedded.</li> <li>• Book Looks will show evidence of learning.</li> </ul>
<p><b>Attainment</b></p> <p>Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4.</p>	<ul style="list-style-type: none"> <li>• Attainment will be comparable for PP students and non-PP.</li> <li>• Needs identified in a timely manner.</li> <li>• Use of the 'Know Me to Teach Me'.</li> </ul>
<p><b>Numeracy</b></p> <p>Improved students' understanding of the basic four operations to ensure success at GCSE</p>	<ul style="list-style-type: none"> <li>• Screening of KS3 on timestables test in Autumn Term to identify weaknesses. Repeat on a termly basis.</li> <li>• Implementation of 'Times Tables Rockstars' across the whole school and assess on a half termly basis.</li> <li>• Attainment will be comparable between PP and non PP.</li> <li>•</li> </ul>
<p><b>Home Learning and Revision</b></p> <p>Improved completion of home learning and revision.</p> <p>Students will understand different revision tools and be able to revise successfully.</p>	<ul style="list-style-type: none"> <li>• Launch of 'SENECA' across the school.</li> <li>• Half termly reports will show that PP students are comparable with non PP students.</li> <li>• Support in removing barriers to home learning.</li> </ul>
<p><b>SEMH</b></p> <p>Improved physical, social and emotional wellbeing will mean that students attend school regularly and can be successful.</p>	<ul style="list-style-type: none"> <li>• Support is offered for students who are struggling with their SEMH needs.</li> <li>• 'Zones of Regulation' embedded consistently throughout the school and evidenced through learning walks and drop ins.</li> <li>• Individual anonymised case studies will show the impact of SEMH interventions.</li> <li>• Continual decrease in suspensions and permanent exclusions. Behavioural data on a half termly basis will show a decrease in negative behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development and Implementation of a common approach for Teaching and Learning through the launch of the Beccles Standard Lesson Plan structure. This consistent approach will ensure that students make continued progress.</p>	<p><a href="#">EEF Report</a>  <i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task</i>  <b>Supporting the Attainment of Disadvantaged Pupils (DFE 2015)</b> suggests high quality teaching as a key aspect of successful schools.</p>	<p>4, 5</p>
<p>CPD sessions to focus on evidence based strategies to support Quality First Teaching.</p>	<p>Wider educational literature e.g <b>Lemov (2010)</b> and <b>Sherrington (2019)</b> suggests that selected methodologies e.g <b>Rosenshine's</b> Principles of Instruction are most effective at improving student outcomes. This is further supported by the EEF Toolkit which claims significant improvement in learning e.g  <i>Interleaving and questioning which has an impact of seven months.</i></p>	<p>4, 5</p>
<p>Launch of 'Know Me To Teach Me' to ensure all staff are aware of the needs of their students and know how to support them and promote inclusivity.</p>	<p><b>EEF</b> <i>Schools should adopt a rigorous approach to identifying needs rather than relying on hunches or justifying a decision that's already been made. It is, therefore, important to build a rich picture of pupil needs by gathering and reflecting on a wide range of data and generating credible interpretations of that data. [...] Take time to reflect on what might be causing the problem. When interpreting data, triangulate evidence from different sources and avoid setting out to confirm preconceptions.</i></p>	<p>2,3,4 and 5</p>

<p>Quality Assurance process led by Director of Standards and SLT to provide developmental feedback, identify training needs and to share best practice.</p>	<p><b>DFE guidance on Teacher Standards</b> state that <i>'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'</i>.</p> <p>Collected teacher efficacy is highlighted by <b>Hattie (2016)</b> as the most effective influence on student achievement (+1.57)</p>	<p>4</p>
<p>Trial of a coaching programme led by the Director of Standards using the principles of instructional coaching. This will be developed by teachers becoming coaches to ensure that quality first teaching is the key driver to attainment</p>	<p><b>John Hattie (2014)</b> states <i>'coaching is the essence of teaching in that it requires deliberate listening, deliberate connecting, deliberate interventions, deliberate practice and deliberate feedback.'</i></p>	<p>4, 5</p>
<p>Teaching staff have the opportunity to participate in the NPQ qualifications to support professional development but also to contribute to the wider life of the academy.</p>	<p><b>DFE (2021)</b> <i>'The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management to those leading multiple schools across trusts'</i>.</p>	<p>1,2, 4, 7</p>
<p>Opportunities are provided for staff to upskill their subject knowledge for GCSEs and any other relevant training,</p>	<p><b>DFE Teacher Standards</b> state that <i>'teachers need to have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interests in their subject and address any misunderstandings.'</i></p>	<p>4, 5</p>
<p>Launch of coordinated revision strategies 'The Beccles Top Ten'. This will start in Year Seven and be embedded throughout the school so students have the skills to be successful throughout their academic journey at Beccles.</p>	<p><b>Evidence from 'Strengthening the School Toolbox' by Dunlosky (2013)</b> which provides a very clear overview of the most and least effective techniques which students can use:</p> <ol style="list-style-type: none"> <li><b>1. Practice testing.</b></li> <li><b>2. Distributed practice.</b></li> <li><b>3. Interleaving.</b></li> <li><b>4. Elaborated interrogation.</b></li> </ol>	
<p>Launch of 'Steplab' to support teacher development. This will enable targeted support.</p>	<p><b>Lemov:</b> "Steplab's responsive coaching approach perfectly complements our mission of making effective teaching techniques accessible to all. This partnership empowers schools to not only learn</p>	<p>4, 5</p>

	these practises but also to embed them into daily routines for lasting impact”	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Whole-School Literacy Lead who will develop and implement LORD as a whole school approach.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	1, 4, 5
Reading Interventions. We will offer a suite of reading interventions as part our tiered approach to supporting literacy for those students who are significantly below their chronological age. This includes ‘Lexia’ and ‘Guided Reading.’	<b>The EEF Guidance Report (2018) on ‘Improving Literacy within Secondary Schools’</b> highlights that <i>‘Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year Seven. Developing a model of tiered support which increases in intensity in line with need is a promising approach.’</i>  <a href="#">EEF – Reading Comprehension</a> <i>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>	1, 4, 5
Speech and Language. There is a correlation between expressive and receptive language. We will assess	<b>The EEF Toolkit</b> highlights that <i>‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be</i>	1,4, 5

identified students and provide a personalised programme.	<i>behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</i>  Evidence from the <b>EEF Toolkit</b> suggests that oral language interventions can have an impact of at least six months.	
Launch of 'Times Tables Rockstars' across the whole school to support basic operations especially multiplication.	<b>EEF 'Improving Mathematics in Key Stages Two and Three'</b> <i>emphasises the need for 'use structured interventions to provide support.'</i>	4 , 5, 6
Use of digital platforms to support and consolidate learning. We have bought subscriptions and licences to support revision and home learning. This includes 'Digital Theatre', 'Lexia', 'Complete Maths' and 'SENECA'.	<b>The EEF Toolkit</b> states that <i>'the use of digital technology can improve the quality of explanations and modelling and additionally, improves the impact of retention.'</i>	1, 5, 6, 8
Small group tuition in GCSE English and Maths to support achievement in both subjects. This will be targeted depending on students' needs.	<b>The EEF Toolkit</b> states that small group tuition can have an impact of up to four months on students' progress.	1, 4, 5, 6
Revision days and drop down days for students during holidays. Sessions will be targeted to different needs.	<b>The EEF Toolkit</b> states that <i>'small group tuition is most likely to be effective if it is targeted at pupils' specific needs.'</i>	1, 4, 5, 6, 8

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>ELSAs to support students' emotional wellbeing, providing regular counselling where required. Both the Unit and the SEND department have trained ELSAs.</p>	<p>According to the <b>EEF</b> '<i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and self management of emotions.</i>'</p>	<p>7</p>
<p>Attendance Officer. There is a marked difference between the attendance of PP students versus non PP students. There is also an issue with the persistent absence with PP students.</p>	<p><a href="#">DfE Guidance</a></p> <p>Evidence regularly demonstrates that pupils with the highest attainment achieve the highest attainment: <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a></p> <p>Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.</p>	<p>2,5</p>
<p>Provide additional opportunities for parental engagement throughout the academic year. Make this compulsory – starting with year 11.</p>	<p><b>The EEF</b> state that '<i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i>'</p> <p>Stronger relationships between the school and parents will facilitate improvements in attendance, behaviour and attainment.</p>	<p>2, 3, 4</p>
<p>Audit parental voice via 'ParentKind' to identify areas of strength and areas of development. Using this we can create an action plan to support engagement.</p>	<p><b>The EEF</b> state that '<i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i>'</p>	<p>2, 5, 7</p>
<p>Beccles Outreach Hub. We will have a fund which families can apply for if they need help with school trips. We want to ensure that all students have the</p>	<p><b>The EEF</b> reports that '<i>pupils from lower socioeconomic households are less likely to be able to afford the cost of trips.</i>'</p>	<p>2,7</p>

opportunity to attend educational visits.		
The AMBITION programme. At Beccles High School, our Ambition Programme empowers students to excel beyond the classroom by nurturing talent, passion, and resilience. Through elite opportunities in Football, STEM, and Performing Arts, we inspire future leaders, innovators, designers and performers to reach their full potential.	<b>The EEF</b> reports a two month benefit for both arts and sports participation.	2, 7

**Total budgeted cost: £ 126,800**

## Part B: Impact and Outcomes for disadvantaged pupils (September 2024 to date)

Aim	Outcome												
<p>Plan, implement and embed systems to increase attendance of Pupil Premium students.</p>	<p>Disadvantaged pupil attendance rose to be <b>greater than national average</b>. Dfe data shows:</p> <table border="1" data-bbox="584 544 1362 875"> <thead> <tr> <th data-bbox="584 544 778 629">Beccles FSM</th> <th data-bbox="778 544 971 629">Beccles FSM</th> <th data-bbox="971 544 1166 629">National FSM</th> <th data-bbox="1166 544 1362 797">Median for DFE's 21 similar schools</th> </tr> </thead> <tbody> <tr> <td data-bbox="584 629 778 797">Autumn 24</td> <td data-bbox="778 629 971 797">Autumn 25</td> <td data-bbox="971 629 1166 797">Autumn 25</td> <td data-bbox="1166 629 1362 797">Autumn 25</td> </tr> <tr> <td data-bbox="584 797 778 875">82.7%</td> <td data-bbox="778 797 971 875"><b>89.0%</b></td> <td data-bbox="971 797 1166 875">87.6%</td> <td data-bbox="1166 797 1362 875">84.7</td> </tr> </tbody> </table> <p>For both Autumn term 2025 and Spring term 2026 the school was ranked 4<sup>th</sup> in the DfE similar schools report for attendance.</p>	Beccles FSM	Beccles FSM	National FSM	Median for DFE's 21 similar schools	Autumn 24	Autumn 25	Autumn 25	Autumn 25	82.7%	<b>89.0%</b>	87.6%	84.7
Beccles FSM	Beccles FSM	National FSM	Median for DFE's 21 similar schools										
Autumn 24	Autumn 25	Autumn 25	Autumn 25										
82.7%	<b>89.0%</b>	87.6%	84.7										
<p>Introduce process to support reading and literacy</p>	<p>Literacy lead appointed, daily reading activity introduced ("LORD"), testing and intervention system introduced. Investment in reading programmes and a layered extraction system using Lexia, Guided Reading and Literacy Gold 1:1 as required, dependent on need, has led to a significant improvement in reading ages for disadvantaged students. 46% of KS3 PP students received additional reading support. Of those 92% added at least a year on their reading age. 50% added more than one year. 27% of Y10 pupils received additional literacy support as their need was less.</p>												
<p>Targeted academic support</p>	<p>2024/5 and 2025/6 100% of KS4 students received additional teaching in English, maths and science through the tutorial programme.</p> <p>2024/5 100% of disadvantaged students received the equivalent of 10 days of bought in additional small group tutoring.</p>												

	2025/6: 70% of Y11 disadvantaged students have received additional, external tutoring to reduce gaps in English and/or maths GCSE outcomes.
Increased involvement in extra curricula activities and other personal development.	<p>PP funding was used to support the Ambition Academy – around 8 hours of free professional and accredited training in performing arts, football and STEM. 35% of disadvantaged students attend Ambition Academy.</p> <p>PP funding was used to support our fortnightly enrichment session. All PP students have taken part, at no cost, in activities such as rock music, photography, various sports and art.</p> <p>PP funding was used to provide places on a late bus for those attending after school clubs.</p> <p>PP funding was also used to allow disadvantaged students to take part in the PGL residential trip.</p>
Reduce internal and external suspension for disadvantaged.	The number of PP students suspended fell by 91.2% from Autumn term 2024 to Autumn term 2025.

<p><b><u>2025 GCSE Results</u></b></p> <p>Attainment 8 Gap 7.1</p> <p>Eng/Ma 5+ Gap 18.3</p> <p>Eng/Ma 4+ Gap 22.5</p> <p>These figures include students from the cognition and learning Specialist Unit</p> <p><b>Destinations</b></p> <p>All of the Y11s who left in 2025 100% of main school disadvantaged students are in education, employment or training (ie not NEET)</p>
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## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None used	

## Service pupil premium funding (optional)

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

## Further information (optional)

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