

# Beaconsfield High School - Pupil premium strategy statement

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

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

## School overview

Detail	Data
School name	Beaconsfield High School
Number of pupils in school	1270
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tina Bond Headteacher
Pupil premium lead	T. Griffiths Senior Deputy Headteacher
Governor / Trustee lead	A. Ahmed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,535
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,938
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,843

# Part A: Pupil premium strategy plan

## Statement of intent

The vision for Beaconsfield High School's Pupil Premium Strategy plan for 2025/26 to 2028/29 is that all of our students irrespective of their background or the challenges they face, make the same excellent progress as their peers and achieve consistently strong attainment across the whole curriculum; that they are able to access and enjoy the full range of activities and opportunities open to all students ensuring they develop into curious, courageous and confident young adults. Our vulnerable students are also often high attainers, but we will not make any assumptions about the challenges they face and the support they need.

Our strategy aims to ensure that pupil premium funds are used in a targeted way to ensure the well-being of our disadvantaged students is addressed and supported; it will challenge obstacles to those in groups with protected characteristics from achieving their potential and achieving a balanced, safe and positive experience at Beaconsfield High School. The activities and strategies outlined in this statement are intended to go beyond the definition of disadvantaged students as being those with pupil premium funding, to also include those who have a social worker, those who are young carers, and those who are under the care of external agencies such as CAMHS.

Quality First Teaching is fundamental to our approach as highlighted in the SIP which aligns with this document, with a focus on areas in which disadvantaged students require the most support. Research has shown this to have the most significant impact upon closing the disadvantage gap and at the same time will benefit the non-disadvantaged groups in our school identified above; this all covers the individuals identified as 'Vulnerable' and those we have added to those monitoring lists since returning to school-based education. It is intended that the progress and attainment for non-disadvantaged students will be monitored, supported and sustained or improved in line with their disadvantaged peers.

Beaconsfield High School's approach will be responsive to both common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils become happy, high-achieving individuals. To ensure they are effective we will:

- Ensure disadvantaged students experience the same level of challenge as their peers
- Continually evaluate which students we identify as disadvantaged and/or vulnerable to ensure their support is targeted and consistent

- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>The overall attainment of disadvantaged students is generally in line with that of their peers; due to the very small size of any cohort (between 0-12 pupils, 2018/19-2025/2026), any variations statistically are not as important as the individual diagnosis of any specific students who may be struggling (as identified after regular teacher assessments and/or grade cards).</p> <p>Attainment measures and teachers' assessments show that there has been a narrowing of the gap for disadvantaged students during their time at our school. For the 2024/25 the summer series the attainment score was 75.69 for the cohort and 73.31 for the disadvantaged students. It is worth noting that the disadvantaged number was 13 students out of a cohort of 179.</p>
2	<p>Our assessments, observations and discussions with students and families suggest the education and wellbeing of our disadvantaged students have been affected by historical partial school closures to a greater extent than other students; this has resulted in some gaps in terms of their access to resources and enrichment opportunities that may have occurred in younger years at BHS or during their time at primary school. We have worked hard to minimise this historical disruption and will continue to do so.</p>
3	<p>Our assessments (including wellbeing surveys), observations and discussions with students and families have identified social and emotional issues for some students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is driven partly by concerns about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p>

4	Welfare or Learning Support with social and emotional or Learning needs. These figures have stayed high since the pandemic.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been in line with that for non-disadvantaged students. However, we have a minority of vulnerable students who are persistently absent; across Years 7-11 we have a small number of students who are unable to attend due to Emotional Based School Non-Attendance (EBSNA) reasons, our assessments and observations indicate that this is impacting these students' progress and ability to access the full curriculum.

## 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
1 Sustained and improved attainment among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2028/29, 100% of disadvantaged students enter the English Baccalaureate (EBacc), achieve Progress/Achievement 8 scores in line with the cohort.  2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 73.31</li> <li>• an EBacc average point score of 22.15 (figures in line with 2019 results)</li> </ul>
2 Improved access to resources, enrichment opportunities	Teacher observations, monitoring by the pastoral team, student voice and parent/carer feedback confirm that 100% of disadvantaged students are able to access the full range of activities, resources, clubs, trips and other enrichment activities, in line with their non-disadvantaged peers.
3 Improved levels of positive attitudes towards social and emotional issues; to achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Quantitative data including reduced referrals on CPOMS, visits to Student Welfare, referrals to Pastoral Team, Student Counselling Team</li> </ul>
4 To achieve and sustain improved attendance for all students, particularly our disadvantaged students	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all students being equal to or more than 95%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being 0%.</li> </ul>

	<ul style="list-style-type: none"> <li>the percentage of disadvantaged students who are persistently absent being below the level for their cohort</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: £ 0.00 (Actual costs absorbed within wider school budgets)

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Continuing to ensure all students can continue to access the curriculum either in school or at home by participating in the Bring Your Own Device strategy	<p>All students need a device/laptop to be able to fully access the curriculum and take part in assessments and activities.</p> <p>As part of our focus on Oracy (as part of the SIP) all disadvantaged student are given priority access to support with oracy at BHS.</p>	1, 2

<p>Engaging with a Bucks county-led tutoring programme such as Aspire to ensure that students who are long-term absentees are still able to achieve a range of grades</p>	<p>Working with outside professionals and agencies such as Aspire and other providers over the last 3 years has ensured that students who were at risk of not completing their GCSEs were able to do so and move on to begin A levels either at BHS or another context; targeted tuition has enabled disadvantaged and vulnerable students to achieve</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://www.aspireap.org.uk/outreach-service">https://www.aspireap.org.uk/outreach-service</a><a href="https://www.aspireap.org.uk/outreach-service-for-schools.html">https://www.aspireap.org.uk/outreach-service-for-schools.html</a></p>	<p>1, 3, 4</p>
---	---	----------------

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

Budgeted cost: £9,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to engage with implementing catch up tutoring where needed; this may include engaging with external providers or adding capacity to the teaching offer internally</p>	<p>Tuition targeted at individual learners' specific needs and knowledge gaps can be effective in supporting those who were most affected by the pandemic or through other reasons causing long-term absences. We are monitoring the effects of post covid with 2022/2023 being the first normal year with a full set of exams. Research shows that one to one and small group additional support will have a beneficial impact on these students.</p> <p>Ensure all disadvantaged students have priority and an increase number of one to one careers advice, e.g. internally, connections or other external agency contact.</p>	<p>1, 3</p>

<p>Enabling our PP admin role which include the managing and triaging of students visiting the Pastoral/Safeguarding/Mental Health/Student Welfare areas, enabling more targeted support at first point of contact</p>	<p>Evidence shows that a whole school approach to mental health is the most effective way to support students; this includes embedding an approach which covers both targeted and universal interventions – in line with our BHS support pyramid, ensuring the students are given the most appropriate support by the relevant staff:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>We have also have created and developed a PP coordinator role. This is vital to help improve organisation, tracking and communication of and with our disadvantaged families and students. This role is now embedded.</p>	<p>1, 3</p>
<p>Engaging further with the mental health support agenda by introducing a Wellbeing Officer/Safeguarding Officer role which will offer mentoring and wellbeing guidance to all vulnerable students</p>	<p>Current research shows that targeted interventions by appropriately trained school staff can have a positive short-term effect upon students with anxiety and depression; this then needs to lead on to sustained support from external agencies; see also the Mental Health First Aid action in the next section. We have recruited a new wellbeing officer, safeguarding officer and extended our counselling team to help support further in this area. All students including disadvantaged students have access to this support on top of the universal provision we offer.</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>3, 4</p>



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

Budgeted cost: £22,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the introduction of a Bucks Mind peer mentoring group through the provision of resources, staff training and staff release time	<p>Based on positive feedback from other local schools who take part in the Bucks Mind peer mentoring programme, there is good evidence that offering this type of support will, whilst not reducing the symptoms of anxiety and depression, help to ensure students in need of support are more open to reporting concerns and asking for help</p> <p><a href="https://www.bucksmind.org.uk/services/children">https://www.bucksmind.org.uk/services/children</a><a href="https://www.bucksmind.org.uk/services/children-and-young-peoples-services/peer-support-in-schools/">https://www.bucksmind.org.uk/services/children-and-young-peoples-services/peer-support-in-schools/</a><a href="https://www.bucksmind.org.uk/services/children-and-young-peoples-services/peer-support-in-schools/">and-young-peoples-services/peer-support-in</a><a href="https://www.bucksmind.org.uk/services/children-and-young-peoples-services/peer-support-in-schools/">schools/</a></p>	3
Embedding the provision of staff mental health expertise through widening the reach of Mental Health First Aid training; it will be rolled out to the pastoral team first, then other key areas as capacity builds	<p>Current research shows that targeted interventions by appropriately trained school staff can have a positive short-term effect upon students with anxiety and depression; this then needs to lead on to sustained support from external agencies; this will enhance the provision outlined above.</p> <p><a href="https://mhfaengland.org/individuals/youth/">https://mhfaengland.org/individuals/youth/</a> <a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	3
To support and guide disadvantaged and vulnerable students through the risks associated with peer-on-peer abuse by engaging with our PSHE curriculum	<p>The Ofsted June 2021 report on sexual abuse in schools and colleges and the resulting NSPCC learning highlights a range of recommendations they consider will be effective; this initiative will enable us to work with pupils to help them identify risks and access support</p> <p><a href="https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges">https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges</a></p> <p><a href="https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges">https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges</a></p>	3

	At BHS we will continually review our PSHE, enrichment and curriculum offer to ensure it stays relevant to the changing contextual issues that students may face.	
Offer and support a wide range of high quality co-curricular activities to boost well-being, attendance and aspiration: enrichment trips, D of E, mentoring/support for specific students	<p>A range of recent further education research on the effect of co-curricular activities during the pandemic has highlighted the ways in which these enrichment opportunities benefit disadvantaged and vulnerable pupils; there are positive effects upon school attendance, social and emotional skills and well-being, and, where relevant, academic engagement as well. We will also have a real focus on building resilience through a variety of focused activities.</p> <p>At BHS we will support all students, but especially those disadvantaged students to take part in the whole range of co-curricular opportunities. We will ensure that spaces are available for disadvantaged students and support their engagement in those co-curricular opportunities.</p>	2, 3
Enhancement of our Student Counselling to ensure we have increased capacity and full coverage across the week, so disadvantaged and vulnerable students always have this provision in place	<p>Based on our experiences working with onsite school counsellors for several years, and recent research published by the BACP, school-based counselling is effective in supporting children with mental health issues and is a long-term intervention which offers a more significant reduction in students' distress than a more traditional pastoral model and provision. We have extended our counselling provision by employing another counsellor which gives 5 days FTE per week.</p> <p><a href="https://www.bacp.co.uk/news/news-from">https://www.bacp.co.uk/news/news-from</a><a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/bacp/2021/21-january-effectiveness-of-school">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/bacp/2021/21-january-effectiveness-of-school</a><a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/counselling-revealed-in-new-research/</a></p>	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £31,843**

## Part B: 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 2023 to 2024 academic year.

The school's internal assessments during 2024/25 showed that the performance of disadvantaged students was in line with the previous 3 years in all areas of the curriculum; all students who enter the school are high attainers, but our expectations are that they will continue to make this expected progress and they remained on track.

The key challenges which had to be faced and which were therefore factors which could have potentially undermined these targets, were caused by the historical disruption of the Covid-19 impact on both the academic and well-being aspects of the students' school experiences. As evidenced in schools across the country, historic extended periods of closure increased this risk for our most disadvantaged students; we were still able to ensure that they had full access to the same resources and educational opportunities as non-disadvantaged students. This has led to the positive results of our students a number of years later both in public and internal assessments. An additional impact was upon a wider range of non-disadvantaged students, those we diagnosed as vulnerable; the closures were detrimental in terms of their emotional well-being and mental health – the impacts of this will be felt for a number of years, which is why they are addressed in such a wide range of areas in this strategy for 2025/26-2028/29.

As a means of support here the school used some of the PP funding to bring in Pam Cottman (<https://pamcottman.com/>), a renowned resilience coach to speak with students and families. Additionally we were able to employ a Wellbeing Officer, Safeguarding Officer and extend our counselling provision by employing another counsellor. These key staff are able to directly support our disadvantaged and vulnerable students. Additionally, we ensure that all disadvantaged students receive x2 meetings with careers advisors to best support them moving forward. All curriculum and co-curriculum trips take a 'PP First' approach with students supported to attend and places held for our disadvantaged students. A recent example of this can be seen from all our Yr 11 disadvantaged students visiting Oxbridge as part of an aspirational visit. We have also developed our PP support staff role to give more hours to supporting the coordination and administration of PP to ensure we have regular contact with our PP families and those that we consider may be in need of additional support. We have a TLR holder for aspirational future pathways who works closely with our PP students to ensure they are supported and guided in their choices.

Historically the impact of school closures upon academic progress and attainment was mitigated by the school's swift and effective move to remote learning; all students were able to access their learning as resources were quickly provided where a need was identified, and we were able to maintain a high-quality curriculum, ensuring that there were no significant gaps in their learning which has allowed all students to make ongoing progress.

During the 2024 to 2025 academic year, we continued to spend a large proportion of the funding on ensuring participation in wider life of the school, as it is essential for their

emotional well-being, and the opportunities for disadvantaged students should not be limited by financial means. Again we have simplified the means by which families can contact school with the setting up of a direct PP email address – [pupilpremium@beaconsfieldhigh.school](mailto:pupilpremium@beaconsfieldhigh.school)

Additionally, we continued to provide students with a range of revision resources, and text books to enhance their learning. Students also attended study skills courses and were provided with access to ICT materials to support their studies across the curriculum. This had a positive impact on the results attained.

One-to-one, and small group tuition, and weekly mentoring and intervention was offered to support students with their academic endeavours; student grade cards are evaluated at each data drop to decide whether a student needs support and they are then allocated a mentor, who will be their form tutor, SLT or student/Blossom prefect according to level of need. ICT subscriptions and online materials were also provided to support curriculum. Some funding was spent on keeping students healthy and encouraging students to stay active (e.g. Sports Leaders, Dance lessons etc). Additionally, many students were able to participate in the Duke of Edinburgh Award as PP funding was used to cover their enrolment fees.