

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Archbishop Beck Catholic College
Number of pupils in school	1212
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Stirling, Headteacher
Pupil premium lead	Kate Verdin, Deputy Headteacher
Governor / Trustee lead	Ann Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£373,885
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£373,885

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring every student at Archbishop Beck Catholic College experiences equal opportunities in every aspect of school life. We believe all students are entitled to the best education regardless of their starting point or background. Our focus on disadvantaged students' threads through all aspects of our school development planning and all members of our school community know they play a part in helping to narrow the gap.

Ultimately, we strive to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students. Our ambition for disadvantaged students is that: -

- They receive quality first teaching consistently across the curriculum
- Their outcomes are in line with our aspirational targets
- Their attendance is on a par with whole school attendance
- Their reading ages are in line with national average for all students
- The support and intervention they receive is high quality and impactful.

Our approach is informed by the common challenges faced by disadvantaged students nationally, the specific contextual needs of the students in our community and the individual needs of each child.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for disadvantaged pupils, so gap between non disadvantaged pupils narrows, particularly high ability disadvantaged pupils
2	Attendance
3	Social, emotional, and mental health
4	Low aspirations and low levels of social mobility
5	Low literacy levels

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
Improve achievement	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with attainment of disadvantaged pupils in line with that of all students nationally.</p> <p>Disadvantaged pupils' attainment improving in each year group, with additional interventions showing a positive impact.</p>
Improve attendance figures for disadvantaged pupils	<p>Attendance figures show that the gap between PP and non-PP is diminishing.</p> <p>Attendance moves towards national averages in each year group.</p> <p>Number of PA's will continue to decline.</p>
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing, qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Pupils speak positively about college and feel safe and happy</p>
Increase aspirations	<p>All disadvantaged pupils enter further education, training or employment post-16.</p> <p>Increased numbers of pupils go onto sixth form and university.</p>
Bridge gaps in literacy	<p>Reading data indicates increasing reading attainment for disadvantaged students, with the attainment of disadvantaged in line with that of all students nationally</p> <p>Students speak positively about how they are encouraged to read widely and for pleasure.</p>

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: £176,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that our disadvantaged students receive the highest quality teaching and learning: CPD time used to enhance staff development and practice</p>	<p>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. (EEF)</p>	<p>1, 2, 4</p>
<p>Further develop effective assessment practices to support the curriculum in every subject. Ensure a planned and effective response to data at teacher, department, pastoral and whole school level. Summative assessment focus at all levels, working with EIP to ensure they are robust and effective in assessing students knowledge</p>	<p>Robust assessment allows for teachers and leaders to identify gaps in learning and put intervention in place to address these gaps. EEF Assessment and Feedback: Latest Insights and Practices</p>	<p>1, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>1,5</p>
<p>Ambition institute 'Adaptive teaching train the trainer' Five staff completing course to roll out during CPD to ensure we build a shared understanding</p>	<p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF</p>	<p>1</p>

of what this means in our college and what it looks like across different subjects.		
Reduced class sizes in Yr11 for Maths and English	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. (EEF)	1
Ensure pupils have access to the full range of curriculum support, including visits, revision guides, additional revision classes	Pupils who are eligible for PP must be allowed the same experience and opportunities to enrich their learning. Developing cultural capital	1, 2, 3, 4
Ensuring the continued development of school systems to increase efficiencies that support parents, staff and students both in and out of the classroom. Continue to ensure staff, students and parents/carers use Arbor.	Data driven intervention Arbor will provide more focussed data to use in a timely way to help improve holistic outcomes for students	1, 2, 3, 4, 5

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

Budgeted cost: **£47138**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Reading programme delivered in form time.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 5
Targeted interventions and support to meet the	Teaching Assistant Interventions EEF	

needs of disadvantaged pupils with SEND. Teaching assistant deployment and interventions by supporting high quality provision within the classroom and delivering targeted interventions	Teaching assistants can provide a large positive impact on learner outcomes by ensuring strategic deployment to ensure that priority pupils are supported.	
Peer tutoring model in Maths to be continued with new year 7. Opportunities to further develop peer tutoring across college	Peer tutoring EEF Peer tutoring, on average, has a positive impact on both tutors and tutees. Making a Difference with Effective Tutoring guide used to ensure effective implementation.	1, 4

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

Budgeted cost: **£150,353**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop new behaviour for learning system. This includes training for school staff and collaboration with external agencies	Teaching Students Responsible Behaviour gives teachers the theory and skills to teach students how to take responsibility for their own behaviour in school. Based on the work of Dr. William Glasser Sam Strikland behaviour strategies	1,2,3
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance team in place to drive systems to support attendance. Continued staff training to implement procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2
Develop onsite provision from our wellbeing team, including college	Increasing evidence of social, emotional and mental health issues in young people.	1,2,3

counsellor to support students. Continue to use support from external agencies and deliver well being projects including Oxwell and excluded lives	EEF Toolkit Social and emotional learning +4 months	
Ensure career opportunities are accessed by all students to raise aspirations and numbers progressing to university. Tailored approach to each individual student in yr11 and 13 to support successful destinations.	EEF - High-quality careers advice can make a real difference to young people's outcomes after school	1,4
Continue to provide outstanding pastoral care for our students and families through a dedicated pastoral team and student services.	Increase in CAMHS/YPAS referrals	2,4
Work with enrich schools to further develop enrichment opportunities and cultural capital opportunities		

Total budgeted cost: £373,885

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 2024 to 2025 academic year.

Achievement

There is a larger cohort of disadvantaged students in 2024/25, 10.9% more compared to 23/24.

- 24/25 = 37.9%
- 23/24 = 27%

Despite a larger cohort of disadvantaged students, the gap between disadvantaged and non-disadvantaged students has reduced across the following measures

- Average total attainment 8
- Average attainment 8 grade
- Student achieving 9-7 in either English and in Maths (for both English and Maths the gap remained the same)
- Students achieving 9-5 in both English and Maths and in either English or Maths
- Students achieving 9-4 in Maths

The gap widened for 9-4 in both English and Maths to 9%, but 11 more disadvantaged students achieved 9-4 compared to 23/24 smaller cohort. The gap widened for 9-4 English to 11.3% but 10 more disadvantaged students achieved 9-4 in English compared to 23/24 smaller cohort.

	2024/25		2023/24	
	Total	%	Total	%
All	177	100	189	100
Not disadvantaged	110	62.1	138	73
Disadvantaged	67	37.9	51	27

Measure	Pupil Premium	2024/25	2023/24	Comparison
Average Total Attainment 8	All	41.41	38.25	+3.16
	Not Disadvantaged	45.45	41.29	+4.16
	Disadvantaged	34.78	30.03	+4.75
	GAP	10.67	11.26	Gap reduced by 0.59
Average Attainment 8 Grade	All	4.14	3.83	+0.31
	Not Disadvantaged	4.55	4.13	+0.42
	Disadvantaged	3.48	3	+0.48
	GAP	1.07	1.13	Gap reduced by 0.06

% of students being entered for Ebacc has improved year on year

2019 – 24 students, 2023 – 68 students, 2024 – 88 students, 2025 -

Destinations

Year 11 destination data

	Students	% PP	% Non PP
Archbishop Beck	87	28	72
College	84	49	51
Training/Apprenticeship	7	14	86
Employment	1	100	0
NEET	0	0	0

All PP students in sixth form, college, traineeship or apprenticeship

Literacy

Improved reading and comprehension skills through targeted interventions.

NGRT data shows impact of students moving through the stages approach.

Whole college - Extension of the college day to allow for 3 x 30 minute reading sessions per week for each year groups

Wider enrichment

A range of trips took place during the last academic year, these included residential trips to London, France and the battlefield. All of the year 7 cohort went on retreat. Many sporting fixtures and opportunities for students to act as sports leaders.

- Strategies undertaken to support all PP students during 2024-25 included:
 - Funding for extracurricular trips for students
 - Funding for revision guides / equipment
 - Support with uniform if required
 - One to one and small group tuition in English, Mathematics and Science.
 - Peer mentoring in for yr7 and yr 8, yr 9 and 10 being peer mentors. Positive outcomes for students being mentored but also mentors.
 - Revision sessions during holidays for pupils, provided by school staff.
 - School councillor and mentors sessions support well-being
 - Trips to universities to raise aspiration
 - Weekly pastoral meeting to discuss any issues with students

Introduction of Arbor in April 2023 has improved tracking of student data. It has also supported parental engagement with 99% of parents and carers accessing Arbor in September 2025.

Enrichment data

30% of students attended an intervention were PP

21% of students attended an extra-curricular club were PP

20% of students attended a trip were PP

Wellbeing

School counsellor - 68% of students accessing school counselling in 2024/25 where PP.

Peer tutoring

Yr7 and 8 students who took part in peer tutoring, disadvantaged pupils improved from AP1 to AP2 at a greater rate than non-disadvantaged pupils

PP Mentors also improved their AP2 grade more than non-mentors.

Externally provided programmes

Programme	Provider
