

Pupil premium strategy statement 2024-2025

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	Beckfoot School
Number of pupils in school	1612 (including sixth form)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Simon Wade
Pupil premium lead	Alex Denham
Governor / Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,403
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our strategy aims to inspire disadvantaged learners to embrace learning in all its forms and use their educational experience to make a real difference to their own lives, and to the lives of others. We want our disadvantaged learners to believe in limitless possibilities because they are engaged, challenged, supported and excited about learning as a result of their curriculum experience. We want disadvantaged learners to be confident, aspirational individuals who will thrive in an ever-changing world as independent, positive and considerate young people.

Students at Beckfoot are individuals, and we recognise and nurture their varied interests, strengths and additional needs. We are determined that they are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We know that what happens in the classroom has the greatest impact on closing the disadvantage attainment gap. We believe that our deliberate and intentional focus on viewing every aspect of the quality of education through the lens of our most vulnerable students, ensures these students are prioritised and their varying needs are met.

We understand that additionality through Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs and barriers of the pupils and our wider school community.

Our Strategic Vision focuses on our determination that no disadvantaged child is left behind through the identification and removal of any barriers to their academic success and social development. Disadvantaged learners are at the heart of our four strategic priorities:

- Strategic Priority 1: Literacy is fundamental to enhancing the life chances of our young people. Intended Outcome: Every disadvantaged Beckfoot Learner will read, write and speak with confidence.
- Strategic Priority 2: Remarkable learning behaviours enable our young people to drive their academic success. Intended Outcome: Every disadvantaged Beckfoot learner will be reflective, motivated and ambitious.

- Strategic Priority 3: Academic and cultural experiences prepare our young people for an enriched and elevated future. Intended Outcome: Every disadvantaged Beckfoot learner will embrace the wealth of opportunities available to them within and beyond the classroom.
- Strategic Priority 4: Success for our young people is accelerated by our transformative professional development for all. Intended Outcome: Every disadvantaged Beckfoot learner will succeed because of our commitment to evidence informed practice.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance, especially persistent absence
2	Multifaced disadvantaged e.g. student who are identified as PP, SEND and PA
3	Gaps in learning
4	Reading ages below chronological ages
5	Mental ill health

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
Disadvantaged students achieve FFT5 for attainment 8 measure	Disadvantaged students achieve or exceed their target grades by the end of each academic year. They make clear and sustained progress over time gaining the knowledge and skill they need to succeed in their next stage of their education, employment or

	training. The gaps between disadvantaged and non-disadvantaged students' P8 and A8 score narrows significantly in core elements, and overall. Disadvantaged students achieve at least a grade 4 in GCSE English and maths.
Disadvantaged students' reading age is in line with their chronological age with minimal gap	NGRT reading age data shows significant improvements over the course of KS3 into KS4, bringing vulnerable groups in line with all students.
Disadvantaged students all remain in education, employment or training beyond year 11 and secure high-quality post-16 provision.	There is evidence of disadvantaged students accessing high-quality post-16 provision, because of excellent outcomes and preparation, resulting in 0% NEET.
Disadvantaged students have consistently strong attendance	Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. Individual students with poor attendance and punctuality are supported by the pastoral team so that their attendance improves. Attendance for specific groups is tracked centrally and appropriate actions are taken. The attendance gap between disadvantaged and non-disadvantaged students narrows, with a specific focus on persistent and severe absence being reduced across vulnerable cohorts including PP female and SEND K.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £259,059 (including £0 carried forward from 2023-2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: Relentlessly focus on ensuring every disadvantaged learner experiences quality first, truly inclusive teaching and learning.</p> <ul style="list-style-type: none"> A culture of the highest expectations and collective responsibility for disadvantaged students, irrespective of background, including governance, senior leadership, subject leadership, the classroom and pastoral care. There are no glass ceilings, our ambitious curriculum is for all. Every student is assessed on the same knowledge, understanding and skills with the same endpoints. Teachers have clarity around the 'need-to-know' and 'neat-to-know' curriculum endpoints, supported by collaborative planning, enabling equity across classrooms and opportunity of challenge for all. Policy as priority: "When we teach everyone better, it is our Vulnerable Learners who benefit the most – great teaching is how we close gaps. Our Policy has been shaped through the lens of our Vulnerable Learners. It builds the foundations for quality-first universal offer and universal offer+ teaching, and also provides the consistency every student needs to thrive as they move from lesson to lesson, subject to subject, teacher to teacher." Our T&L policy includes four key strategies specifically designed to support disadvantaged students. CPD and quality-assurance systems ensure they remain high profile and are consistently and effectively used in lessons. The four strategies are: <ul style="list-style-type: none"> Knowing our students using the Vulnerable Learners Index. We know that staff use this information through regular checks of Developing Greatness folders which include annotated seating plans and No Child Left Behind sheets. Close collaboration focussing on effective deployment of teaching assistants. 	<ul style="list-style-type: none"> EEF Pupil Premium Guidance EEF Effective Professional Development QER Instructional Coaching Instructional Coaching Ambition Institute Instructional Coaching Huntington Research School Ambition Institute What is Instructional Coaching and How Does It Work? Headteacher update Instructional coaching: What it is, how it works and why it matters Chartered College Implementing instructional coaching: A guide for school leaders Allison, S., Tharby, A. and Lemov, D. (2015). <i>Making Every Lesson Count</i>. Crown House Publishing. Sherrington, T. (2019). <i>Rosenshine's principles</i> 	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> ○ Literacy for all focussing on utilising reading age data, alongside curriculum and teaching strategies which support our students to engage in regular effective reading and writing. ○ Prioritisation and additionality within our existing policy. ● Instructional Coaching ensures that all staff embed The Beckfoot Way, as policy has to be a strength before staff can explore other practices from Walkthrus / our Developing Greatness platform. ● Teaching Assistants have fortnightly instructional coaching as part of their CPD and are therefore supported, alongside teachers, for maximum impact on disadvantaged and/or students with SEND in lessons. ● Each Faculty, including SEND and Support and Challenge, has a Faculty Research Lead who strives to ensure that evidence-informed wisdom is reflected on a Faculty-level. Often, these leads focus on how to support disadvantaged students with an intentional impact on closing gaps. ● High quality external expertise is sourced through subscriptions such as We Are In Beta, WalkThrus, Creative Education and an increasing range of webinar opportunities. These are targeted at relevant staff and faculties but are also permanently available. 	<p><i>in action</i>. Suffolk: John Catt Education.</p> <ul style="list-style-type: none"> ● Enser, Z. (2021). <i>CPD CURRICULUM: creating conditions for growth</i>. S.L.: Crown House Publishing. ● <u>DfE Use of teaching assistants in schools</u> ● <u>EEF MITA</u> ● <u>EEF TA Guidance Report</u> ● <u>EEF Teaching Assistant Interventions</u> 	
<p>Priority 2: Swiftly and strategically identify and close any gaps in learning.</p> <ul style="list-style-type: none"> ● Utilising SATs data (where available, and appropriate alternative baseline arrangements where it is not) to inform starting points and ensure setting arrangements effectively support rapid progress for all disadvantaged learners. ● Four tier approach to formative assessment, ensuring that gaps are swiftly identified and closed so as to prevent them widening further: <ul style="list-style-type: none"> ○ In lesson, e.g. “Everyone Write” whole-class learning checks. ○ Following Progress Points/CMPs, whole-class feedback where teachers re-teach to close identified gaps in knowledge, skills and to address misconceptions. ○ Following end of SoL assessments, teachers identify any remaining gaps in learning and build in opportunities to re-teach, consolidate and revisit over the subsequent SoL. ○ Data Days enable leaders and teachers to identify persisting cohort, curriculum and QofE gaps, with a focus on Vulnerable Learners, providing an additional layer of checking and closing. 	<ul style="list-style-type: none"> ● <u>EEF Pupil Premium Guidance</u> ● <u>EEF Effective Professional Development</u> ● <u>QER Instructional Coaching</u> ● <u>Instructional Coaching Ambition Institute</u> ● <u>Instructional Coaching Huntington Research School</u> ● <u>Ambition Institute What is Instructional Coaching and How Does It Work?</u> ● <u>Headteacher update Instructional coaching: What it is, how it works and why it matters</u> ● <u>Chartered College Implementing instructional coaching: A guide for school leaders</u> 	2, 3 and 4

<ul style="list-style-type: none"> • Y11 data conversations between Headteacher and Deputy Headteacher with a focus on vulnerable learners, specifically disadvantaged students and/or students with SEND. Discussion focuses on current progress, attainment and strategies to close gaps. • Y13 data conversations between Headteacher and Head of Sixth Form with a focus on vulnerable learners, specifically bursary and students with SEND. Discussion focuses on current progress, attainment and strategies to close gaps. • Continue to provide resources to ensure full access to the curriculum (DT ingredients, all years peripatetic music lessons, PE kit, maths equipment, revision guides, etc). • Use of Independent Learning Booklets ensures that all learners can easily engage in effective retrieval and generative learning activities. • Continue to ensure every VL has access to a device for home learning, and the skills required to use this effectively. 	<ul style="list-style-type: none"> • Allison, S., Tharby, A. and Lemov, D. (2015). <i>Making Every Lesson Count</i>. Crown House Publishing. • Sherrington, T. (2019). <i>Rosenshine's principles in action</i>. Suffolk: John Catt Education. • Enser, Z. (2021). <i>CPD CURRICULUM: creating conditions for growth</i>. S.L.: Crown House Publishing. • DfE Use of teaching assistants in schools • EEF MITA • EEF TA Guidance Report • EEF Teaching Assistant Interventions 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £73,167 (including £0 carried forward from 2023-2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: Ensure our disadvantaged learners are future-ready by embedding research informed literacy practice across the curriculum and intervening with those whose literacy is a barrier to learning</p> <ul style="list-style-type: none"> • Under the leadership of the literacy lead, continue to embed the whole school reading policy, which ensures opportunities for reading in the curriculum are maximised. Students experience the supported reading of quality text in four out of every five hours of curriculum time. 	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance • EEF Implementation Guidance Report • EEF Improving Literacy in Secondary Schools Guidance Report 	2, 3 and 4

<ul style="list-style-type: none"> • Gather reading age data using NGRT, which informs intervention. Intervention has several strands: paired reading with sixth formers for those with less significant needs; Rapid Plus with a TA for those with significant comprehension difficulties; Lexonik with a TA for those needing phonics support; more intensive support within the curriculum for those in greatest need (7y5 and 7x6) • Reading ages are shared with staff to support their use of Whole Class Reading (based on Lemov's FASE reading strategy). Disadvantaged learners are targeted for fluency practice in lessons. • Tier two vocabulary development supported across the curriculum using Frayer models • Reading for pleasure supported in form time through shared reading of curated texts: students read three quality texts a year, one classic, one YA novel and one non-fiction text • Continue to embed "write like a...", which supports vulnerable learners to employ disciplinary writing conventions with confidence 	<ul style="list-style-type: none"> • Quigley, A. (2022). <i>Closing The Writing Gap</i>. S.L.: Routledge. • Alex Quigley Why Literacy Fails (Part 1) • Alex Quigley Why Literacy Fails (Part 2) • Alex Quigley Why Literacy Fails (Part 3) • EEF Shining a spotlight on reading fluency • EEF Reading Comprehension Strategies • 'Fast Reading' for form time • Durrington Research School Reading Comprehension • NFER Report Rapid Reading • EEF Accelerated Reader 	
<p>Priority 2: Accelerate the progress of disadvantaged students via tutoring to overcome specific barriers in relation to English, maths and/or SEND to support outcomes and ensure limitless possibilities for all.</p> <ul style="list-style-type: none"> • Our KS3 nurture curriculum ensures students with Social Emotional and Mental Health needs have individualised, bespoke support to breakdown and overcome barriers, and support inclusion. • Utilising Boxall profiling and NGRT, we are able to design individualised intervention programmes which are woven within student timetables, without impacting their access to a broad and balanced curriculum offer. • This extends into KS4 by way of the Complimentary Curriculum which enables students to access additional English, maths and subject-specific tuition with teaching staff. • Year 11 have a programme of bespoke intervention to ensure their learning and well-being are supported in this key year of study. • There is a timetable of supervised independent study, Period 6 consolidation and revision sessions, core masterclasses, and additional study support sessions with the pastoral year team. 	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance • EEF Small Group Tuition • EEF One To One Tuition • EEF Nurture Group Toolkit 	<p>1, 2, 3, 4 and 5</p>

<ul style="list-style-type: none"> As part of our tutor time curriculum, students in all year groups participate in sessions in: literacy, oracy and how to revise successfully. This supports our disadvantaged students who can often arrive at Beckfoot with lower than chronological reading ages and can struggle to revise effectively. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £127,046 (including £0 carried forward from 2023-2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: Improve attendance and reduce persistent absence, ensuring disadvantaged students are attending all lessons to become knowledgeable and expert learners.</p> <ul style="list-style-type: none"> Targeted transition work with Year 6 cohorts to identify and overcome barriers to attendance before their September start. A relentless focus on our existing graduated attendance strategy: <ul style="list-style-type: none"> First response calls based on VL spreadsheet (am) Welfare calls (pm) Door knocks Fast track initiative which has been further refined with earlier trigger points Education Social Worker and Attendance Improvement officer does targeted work with families of disadvantaged students Threaded through the graduated attendance strategy is the pastoral work to engage and involve parents of students whose attendance must improve. We operate under the premise of “listen, understand, empathise and support - but do not tolerate” as a means to demand the highest expectations for attendance with the ultimate aim that no child is left behind. This is central to all communication with home, including phone calls, door knocks, letters, home visits and meetings in school. In addition, every year team, from years 7 to 13, has a small Accelerate Cohort with a focus on effectively intervening with PP students at risk of becoming PA or already PA. We have built on the EEF guidance around communication with home to ensure our 50-word letters are utilised across all year groups through Fast track and are LA compliant. 	<ul style="list-style-type: none"> <u>EEF Pupil Premium Guidance</u> <u>Good attendance listen, understand empathise support</u> <u>Securing good attendance and tackling persistent absence</u> <u>DfE Working together to improve school attendance</u> <u>EEF Mentoring</u> <u>Listening to, and learning from, parents in the attendance crisis (publicfirst.co.uk)</u> 	<p>1, 2, 3 and 5</p>

- From a Teaching and Learning perspective, we have developed the ‘Starts of Excellence’ strategy to ensure any students previously absent for any length of time, are warmly welcomed back into the classroom with positively framed language to support them to ‘keep up’, rather than ‘catch up’.
- Our tutors lead on ‘time4tutees’ which is an initiative to keep attendance high-profile across all year groups and amongst all staff. These one-to-ones take place in tutor time with a prioritisation of PP students where attendance is between 95-97%. Tutees are welcomed back to school and their tutor discusses why they have been absent and seeks to remove any barriers to attendance through effective communication and coaching.
- In addition, we have developed the safeguarding “eyes on” strategy to support our most vulnerable students, specifically disadvantaged students and/or students with SEND. This strategy ensures these small cohorts remain high profile and are met with, heard and supported in relation to their attendance and engagement with education. This strategy includes the following groups:
 - Students who are EHE
 - Students educated through MNHES
 - Students educated through alternative providers
 - School refusers
 - Students on temporary partial timetables
- Provide a HoY personal budget to support individual barriers (e.g. organisation, equipment, uniform, mental health, food, water, confidence, homework, revision, relationships etc)
- Resource and staff opportunities to supporting overcoming barriers e.g. homework club, baking club, climbing club, Duke of Edinburgh award funding, etc.
- Targeted 1:1 Year 11 mentoring and advocacy programme to support strong attendance, engagement and outcomes at KS4.
- In addition to the 7Up universal Careers Programme offer, disadvantaged learners benefit from strategic encounters with employers and employees and visits to further and higher education providers in order to support the highest aspirations.

Priority 2: All disadvantaged learners with mental ill-health feel safe in school, feel that they belong and receive the support and intervention they need to thrive.

- A designated mental health lead who is on the Senior Leadership team and has undertaken the DfE Senior Mental Health Lead training.

- [Senior mental health lead training](#)
- [The Lancet Child & Adolescent Health study](#)
- [Mind Report](#)

1, 2 and 5

<ul style="list-style-type: none"> • Deliver the universal offer to all students from years 7 to 13, via assemblies, promoting understanding, acceptance and encouraging an open dialogue, ensuring mental wellness remains high-profile and students are equipped with self-care strategies. • Enhance the CPD package our pastoral and safeguarding team membership to Creative Education as a means to continually build our knowledge and skills in supporting students with mental ill health, and seek an outward-facing approach to other forms of CPD to support their strategies and tactics for intervention. • Fund Place2Be to ensure learners with mental ill-health can receive professional intervention from qualified practitioners, in order to attend school and thrive. • Strengthen our links with the Bradford NHS Trust Mental Health Support Team to provide CPD, supervision, professional signposting and guidance, counselling for students, families and staff. • Work alongside the Equality, Diversity and Inclusion lead to ensure that all groups – including students with disabilities and LGBTQ+ – are represented and, as a consequence, feel that they belong in school. • Refine and update our Mental Health and Wellbeing webpages to provide support, guidance and signposting for students and their families. This includes effective signposting in the lead up to and over school holidays. 	<ul style="list-style-type: none"> • <u>YoungMinds Impact Report 2023</u> • <u>YoungMinds Deconstructing the system report</u> • <u>NHS Mental Health of Children and Young People in England 2023</u> 	
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Total budgeted cost: £459,273 (including £0 carried forward from 2023-2024)

Part B: Review of Previous Academic Year - Outcomes for Disadvantaged 2023-4

Aims:

To eradicate gaps between learners in receipt of the PP and non-PP through a relentless focus on disadvantaged learners and by:

- Ensuring PP learners attain in line with non-PP
- Ensuring PP learners make better progress than national other
- Ensuring PP learners compare favourably with their non-PP counterparts internally and to national other (where data is available) by other outcome measures (e.g., destinations and pastoral indicators such as suspensions and permanent exclusion)

Given the national gap between vulnerable learners and others has increased post-Covid, it is vital that we look not just the final position but also indicators to suggest that our strategies are having positive impact.

The school has well-developed and extensive analysis and tracking of all potentially vulnerable learners, and this is a strategic strength.

Academic Outcomes

- We are acutely aware that following lockdown recovery, comparisons need to be made cautiously. We are on a journey as the national data indicates but our PP gaps (against National Other) have reduced from 35.8% Basics at 9-4 in 2019 to 21.6% in 2024. At Basics 9-5 the gap remains stable at 30%. This is despite two periods of lockdown and the subsequent issues nationally as a result.
- We know that when PP learners attend for >90% of available sessions, they perform well, with a Progress 8 of +0.14. In contrast, those PP learners that attend <90% had a Progress 8 of -0.9.
- The biggest barrier to PP learners currently is attendance, including those attending MHNES.

Destinations

- In 2024, we estimate NEET to be 0.7%.
- This was 1.3% lower than the Bradford average of 2% in 2023, with two learners not in education, employment or training.
- This is against a national picture of 8% for 16–18-year-olds and 5% for 16–17-year-olds in 2023.

Pastoral Indicators

- In 2023-24, the Fixed Term Suspension rate was 2.9%.
- This was significantly lower than the national average of 18.9% in 2022-23.
- The average length of suspension was 1.26 days which minimised lost learning.
- PP suspensions accounted for 5%.
- No student was Permanently Excluded in 2023-24.

Overall Evaluation

Our data evidences that our strategies are having a positive impact and any emergent gaps are closing. As such, the priorities identified in this plan are the right ones and evidence-informed. In addition to the outcome data, we also have internal data that indicates that 2025 outcomes continue to demonstrate an upward trend in both attainment and progress for our PP learners.