

Pupil premium strategy statement – Beckfoot Thornton

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
Number of pupils in school	1282
Proportion (%) of pupil premium eligible pupils	37.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sally Trusselle, Headteacher
Pupil premium lead	Portia Taylor, Deputy Headteacher
Governor / Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£502,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim is 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. We are determined that all learners 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 of the pupils.

Additionally, staff are able to bid for additional funding for developmental areas for their subject to improve outcomes or enrich the school experience of our disadvantaged students. This includes but is not limited to: provision of revision materials, trips to the theatre, providing laptops, access to the Bronze DoE award, support for additional therapies, ensuring all PP students are able to cook and have access to peripatetic music lessons. We do not want any child to feel like they do not belong or cannot access any element of our curriculum experience so will always do what we can do enable this.

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 five strategic priorities:

1. Attendance
2. Character curriculum – developing the character to live their best lives.
3. Development of data driven planning & cycles
4. Development of subject expertise
5. Literacy everywhere

Challenges

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

Challenge number	Detail of challenge
1	Attendance – disadvantaged students are falling further behind their peers due to high levels of absence
2	Disadvantaged students have more gaps in their understanding due to poor attendance
3	Reading ages for our disadvantaged, particularly for lower prior ability students, are lower on entry than their peers, creating a barrier in accessing the curriculum
4	Some of our disadvantaged students struggle with self-regulation and attention. This is seen in off task behaviour and disengagement with lessons.
5	Disadvantaged students struggle to meet expectations of the school which results in a greater number of suspensions, impacting both attendance and outcomes for this group

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
Achieve target for 9-7 GCSE Maths and English	Gap no greater than 5% between disadvantaged and non-disadvantaged students 10% 9-7 for all students
Achieve target for 9-5 GCSE Maths and English	Gap no greater than 10% between disadvantaged and non-disadvantaged students 42% 9-5 for all students
Achieve target for 9-4 GCSE Maths and English	Gap no greater than 10% between disadvantaged and non-disadvantaged students 67% 9-4 for all students
Attendance improves and PA reduces	90% attendance and PA 30%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve quality first teaching by implementing 'Simply Brilliant Lessons' and assessment: clarity over effective learning cycles and expectations of teachers and learning throughout phases of learning	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance • EEF Effective Professional Development • Instructional Coaching Ambition Institute • Lemov, D (2021), Teach Like a Champion 3.0. Hoboken, United States: Jossey-Bass. • Allison, S., Tharby, A. and Lemov, D. (2015). Making Every Lesson Count. Crown House Publishing. • Sherrington, T. (2019). Rosenshine's principles in action. Suffolk: John Catt Education. 	2, 4
Effective use of data to strategically and swiftly identify gaps in learning	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance • EEF Effective Professional Development • Instructional Coaching Ambition Institute • Lemov, D (2021), Teach Like a Champion 3.0. Hoboken, United States: Jossey-Bass. • Allison, S., Tharby, A. and Lemov, D. (2015). Making Every Lesson Count. Crown House Publishing. • Sherrington, T. (2019). Rosenshine's principles in action. Suffolk: John Catt Education. 	2, 3, 4
Active Reading strategies to be taught consistently by all departments	<ul style="list-style-type: none"> • Lemov, D (2021), Teach Like a Champion 3.0. Jossey-Bass. • Improving Literacy in Secondary Schools EEF • Reading comprehension strategies EEF 	2, 3, 4

<p>using challenging disciplinary texts. As part of this, departments will effectively and consistently teach disciplinary vocabulary.</p>	<ul style="list-style-type: none"> • Quigley, A. (2020). <i>Closing the Reading Gap</i>. New York: Routledge. • Quigley, A. (2018). <i>Closing the vocabulary gap</i>. London ; New York, Ny: Routledge, Taylor & Francis Group. • Doug, Colleen, D. and Woolway Erica Lemov (2016). <i>Reading Reconsidered : A Guide to Rigorous Literacy Instruction in the Common Core Era</i>. Hoboken, United States: Jossey-Bass. • Department for Education (2012). <i>Research evidence on reading for pleasure Education standards research team</i>. [online] • Logan, J.A.R., Justice, L.M., Yumuş, M. and Chaparro-Moreno, L.J. (2019). When Children Are Not Read to at Home. <i>Journal of Developmental & Behavioral Pediatrics</i>, 40(5), pp.383–386. • Clark, C. and Teravainen, A. (2017). <i>Book ownership and reading outcomes Findings from our Annual Literacy Survey 2016</i>. [online] • Cole, A., Brown, A. and Clark, C. (2022). <i>Young (aged 5 to 8) children’s reading in 2022</i>. [online] 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention programmes: Lexonik, Lexonik Leap, Ruth Miskin Phonics, Toe to Toe, Paired Reading and Rapid Reader Comprehension. Trials of Reading Plus for reticent readers (in particular WBR/DV/SEND boys)</p>	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance • New EEF Guidance Report - Making Best Use of Teaching Assistants EEF • Dreambox-Whitepaper-Case-Study.pdf 	<p>3</p>
<p>Targetted intervention through study club:</p>	<p>The EEF Guide to the Pupil Premium EEF Small group tuition EEF One to one tuition EEF</p>	
<p>Mentoring programme in place for targeted Year 11 students</p>		

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

Budgeted cost: £ 240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purposefully craft, implement and teach positive learning habits so that all students aim for excellence: attend every day; on time ready to learn; have a positive response; equipped for success; attend to their learning (on task)</p>	<p>The EEF Guide to the Pupil Premium EEF Securing good attendance and tackling persistent absence - GOV.UK State of the Nation 2023: People and places</p>	<p>1, 2, 4, 5</p>
<p>There is a cohesive and consistent practice across school when students return from absence</p>	<p>The EEF Guide to the Pupil Premium EEF Good attendance: listen, understand, empathise and support - GOV.UK ATTENDANCE-REPORT-V02.pdf</p>	<p>1, 2, 3, 4, 5</p>
<p>Communicating with and supporting parents more strategically to lessen or remove external barriers to attending well</p>	<p>The EEF Guide to the Pupil Premium EEF Good attendance: listen, understand, empathise and support - GOV.UK Securing good attendance and tackling persistent absence - GOV.UK ATTENDANCE-REPORT-V02.pdf Senior mental health lead training - GOV.UK Young people's mental health during the COVID-19 pandemic - The Lancet Child & Adolescent Health State of the Nation 2023: People and places</p>	<p>1, 4, 5</p>
<p>Providing breakfast and a warm, safe space each morning for those who need it to encourage attendance and provide the right start for our most vulnerable</p>	<p>The EEF Guide to the Pupil Premium EEF Good attendance: listen, understand, empathise and support - GOV.UK Securing good attendance and tackling persistent absence - GOV.UK ATTENDANCE-REPORT-V02.pdf Young people's mental health during the COVID-19 pandemic - The Lancet Child & Adolescent Health State of the Nation 2023: People and places</p>	<p>1, 4, 5</p>

Total budgeted cost: £ 500,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes

We are acutely aware that following lockdown recovery, comparisons need to be made cautiously. Bradford, and our ward specifically, are experiencing significant long term issues, particularly with crime and anti-social behaviour and persistent attendance linked to a rise in SEMH needs. We are working closely with our community to address these, including introducing two new Student and Community Manager roles this year.

- Our PP gap has increased. Basics 9-4 in 2024 was 27.1% for students in receipt of pupil premium, but 46.7% for the whole cohort. This has been contributed to by the increase in our persistent absence rates for disadvantaged students and increased persistent disengagement seen.
- When our PP learners attend for >90% of available sessions, they perform better with a P8 of -0.33 . In contrast, those PP learners that attended <90% had a P8 of -1.69
- A significant barrier for this academic year was the number of PP pupils attending external provisions in 2023-24 and the number of subjects they studied.

Attendance

Last year's PA figure for DV students is 41.8% compared to 28.9% for all students. Whilst the gap has decreased in the last year (previously 29%), it is still significant.

This is influenced by poor parental engagement and low aspirations from students. 37.9% of our cohort are disadvantaged and have been adversely affected socially and culturally by both the pandemic and cost of living crisis following. Pre-pandemic, the PA figures were 29.3% for DV students and 9.6% for non-DV.

Community and student managers will work closely with a key group of students to remove barriers to attending school.

All student attendance:

School attendance for the 2023-2024 academic year was 89.1% compared to 92.9% nationally.(FFT) The percentage PA for 2023-24 was 34% compared to 27% nationally.(FFT)

DV student attendance:

DV attendance for 23-24, at 82.9%, was also below national (88.6%)

Overall attendance to school continues to be our most significant barrier to learning. We are determined to improve student and parental engagement with us as a community to understand and address the barriers that are keeping students at home.

Destinations

In 2023, our NEET was 0.78%.

This was significantly lower than the Bradford average of 2% showing the impact of our support in ensuring our learners are 'future ready'.

This is against a national picture that has increased to xx for 16-17 year olds in 2023

In 2024, no students with an EHCP were NEET

Pastoral Indicators

In 2023-24, Fixed Term suspensions were 22.9%

This was higher than the previous year of 14.1% and was due to persistent disruptive behaviour, despite a wide range of interventions being put in place.

In 2023, 1 PP student was permanently excluded

Overall Evaluation

Our data evidences that the strategies that we put in place last year, whilst having a positive impact on reading ages, is not yet translating to improvement for our disadvantaged students in examination years. Whilst it is pleasing that our pastoral and personal development programmes are ensuring that all students can access their next step, we must close gaps in learning more quickly to enable them to achieve their potential academically.

This year, we have carefully replanned our approach to ensure that all disadvantaged students are known, heard and understood both personally and academically. As a result, early indicators in internal data have begun to show an upward trend in all areas.

Externally provided programmes

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

Programme	Provider
Reading Plus	Dreambox learning: Reading Plus Reading Plus - Adaptive Literacy Program - Hybrid Learning

Lexonik Advance and Lexonik Leap	Lexonik: Literacy Intervention Programmes That Empower Learning - Lexonik
Commando Joes	Commando Joes Commando Joe's - Commando Joe's
Think for the Future Behaviour & Resilience Mentoring	Think for the Future School Provisions
Youth-in-mind – youth worker support	Youth in Mind Support for children and young people Bradford District and Craven Mind