

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	1637 (including sixth form)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£263,010
Recovery premium funding allocation this academic year	£62,749
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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.

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	Gaps in learning
3	Reading ability and reading skills which facilitate access to the whole curriculum and success in examinations
4	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
Achieve FFT5 for attainment 8 measure	50.19
Achieve FFT5 for Basics 9-4 including English and maths	74.5%
Achieve FFT5 for Basics 9-5 including English and maths	47.1%
Achieve FFT5 for Basics 9-7 including English and maths	7.8%
Disadvantaged students' reading age is in line with their chronological age with minimal gap	≥90% of students with ≤10% gap
Disadvantaged students all remain in education, employment or training beyond year 11	0% NEET
Disadvantaged students are not persistent absent	≤8

*based on FFT5 targets for disadvantaged pupils in SISRA

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: £281,223 (including £0 carried forward from 2022-2023)

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. Policy as priority: <p>“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 wave 1 and 2 teaching, and also provides the consistency every student needs to thrive as they move from lesson to lesson, subject to subject, teacher to teacher.”</p> <ul style="list-style-type: none"> 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 and purple Developing Greatness folders which include annotated seating plans and data drops. 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 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. EEF MITA 	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> ○ Literacy for all focussing on three key strategies, utilising reading age data, to support literacy across school. ○ Prioritisation and additionality within our existing policy. • Instructional Coaching will ensure that all staff embed these four strategies as policy has to be a strength before staff can explore other practices from Walkthrus / our Developing Greatness platform. • Teaching Assistants also 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 Mary Myatt, Creative Education and an increasing range of webinar opportunities. These are targeted at relevant staff and faculties but are also permanently available, and open to all, through our Developing Greatness online platform. 	<ul style="list-style-type: none"> • <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 to inform starting points and ensure setting arrangements effectively support rapid progress for all disadvantaged learners. • Three 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"> ○ Every lesson, “Everyone Write” whole-class learning checks. ○ Following Progress Point assessments, 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. ○ Teachers are piloting the use of ‘No Child Left Behind’ formative assessment sheets to support the real time identification and closing of gaps within lessons. • 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. 	<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>EEF Using Digital Technology to Improve Learning</u> • 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. 	2, 3 and 4

<ul style="list-style-type: none"> • 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"> • Enser, Z. (2021). <i>CPD CURRICULUM : creating conditions for growth</i>. S.L.: Crown House Publishing. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £97,448 (including £0 carried forward from 2022-2023)

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 practice within the curriculum are identified and harnessed effectively. There are four key reading experiences in every five hours of curriculum time. • Foster a love of reading through building reading skill and confidence, creating a culture in which reading is valued and those lacking confidence are supported to make progress. • Gather reading age data using NGRT to inform intervention for those with greatest need. This takes place in form time and is led by TAs. Progress is monitored to inform ongoing provision. • Reading ages are on the VLI to inform teachers' planning for reading in the curriculum. • Reading ages are shared with parents/carers as part of reporting process. • Strategies to help parents/carers support their children develop reading skill are offered in after-school family engagement opportunities. 	<ul style="list-style-type: none"> • EEF Pupil Premium Guidance • EEF Implementation Guidance Report • EEF Improving Literacy in Secondary Schools Guidance Report • Quigley, A. (2022). <i>Closing The Writing Gap</i>. S.L.: Routledge. • Lemov, D. (2021). <i>Teach Like a Champion 3.0 : 63 Techniques That Put Students on the Path to College</i>. 3rd ed. Newark, United States: Jossey-Bass. • EEF Reading Comprehension Strategies 	1, 2 and 3

<ul style="list-style-type: none"> • Our Whole Class Reading strategy is based on Lemov's <i>Control the Game/FASE reading strategies</i> and used across the curriculum to ensure disadvantaged learners are prioritised for reading practice and that the reading practice they're given is productive. • Tier two vocabulary development targeted using form time literacy sessions at KS3. • Reading for pleasure supported in KS4 form time through shared reading of curated texts. • Spelling of commonly mis-spelled words (from the DfE's published list) explicitly taught in Y7 English lessons as part of a wider approach to vocabulary acquisition. • Writing is our next key priority with two practices selected for implementation: the writing process and disciplinary writing. Staff are trialling strategies to support writing, ready to formalise and begin the delivery phase from January 2024. • Continue to resource and staff KS3 Homework Club. 	<ul style="list-style-type: none"> • <u>Durrington Research School Reading Comprehension</u> • <u>NFER Report Rapid Reading</u> • <u>EEF Accelerated Reader</u> 	
<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 Wave 4 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. • As part of our tutor time curriculum, students in all year groups participate in sessions in: literacy, numeracy, 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. 	<ul style="list-style-type: none"> • <u>EEF Pupil Premium Guidance</u> • <u>EEF Small Group Tuition</u> • <u>EEF One To One Tuition</u> • <u>EEF Nurture Group Toolkit</u> 	1, 2, 3 and 4

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

Budgeted cost: £151,908 (including £0 carried forward from 2022-2023)

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 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 phonecalls, 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. 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’. 	<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 Improving School Attendance Guidance</u> <u>EEF Mentoring</u> <u>Listening to, and learning from, parents in the attendance crisis (publicfirst.co.uk)</u> 	<p>1, 2 and 4</p>

<ul style="list-style-type: none"> • 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 and PPPA students. 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: <ul style="list-style-type: none"> ○ 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. 		
<p>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.</p> <ul style="list-style-type: none"> • A designated mental health lead who is on the Senior Leadership team and has undertaken the DfE Senior Mental Health Lead training. • Continue to 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. • Continue with our pastoral and safeguarding team membership to Creative Education as a means to continually build our knowledge and skills in supporting students with mental 	<ul style="list-style-type: none"> • <u>Senior mental health lead training</u> • <u>The Lancet Child & Adolescent Health study</u> • <u>Mind Report</u> • <u>State of the nation 2023: People and places</u> • <u>YoungMinds Impact Report 2023</u> 	<p>1, 2 and 4</p>

<p>ill health, and seek an outward-facing approach to other forms of CPD to support their strategies and tactics for intervention.</p> <ul style="list-style-type: none"> • Continue to fund Place2Be to ensure learners with mental ill-health can receive professional intervention from qualified practitioners, in order to attend school and thrive. • Continue to 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. • Continue to 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. • Continue to 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 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: £530,579 (including £0 carried forward from 2022-2023)

Part B: Review of Previous Academic Year - Outcomes for Disadvantaged 2022-3

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 8.3% in 2023. At Basics 9-5 the gap as also reduced from 29.9% in 2019 to 14.5% in 2023. 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 +0.4. In contrast, those PP learners that attend <90% had a Progress 8 of -1.06.
- The biggest barrier to PP learners currently is attendance including those attending MHNES and the number of subjects they are studying at that provision.

Destinations

- In 2023 NEET was 1%.
- This was 50% lower than the Bradford average of 2% with three learners not in education, employment or training because of mental ill health.
- This is against a national picture that has increased to 8.4% for 16–18-year-olds and 4.6% for 16–17-year-olds in 2022.
- In 2023, no students with an EHCP were NEET.

Pastoral Indicators - Fixed Term Suspensions

- In 2022-23, Fixed Term Suspensions were 6.1.

- This was significantly lower than the national average of 13.6% in 2021-22.
- PP suspensions accounted for 2.6%.
- In 2023, no PP students were permanently excluded.

Overall Evaluation

Our data evidences that our strategies are having a positive impact and any emergent gaps post-Covid are diminishing rapidly. 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 2024 outcomes continue to demonstrate an upward trend in both attainment and progress for our PP learners.