Pupil premium strategy statement 2025-2026

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	1596
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£237,295
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.

Learners 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 learners, ensures these learners 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 the 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 these strategic priorities:

- 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.

- Remarkable learning behaviours enable our young people to drive their academic success. Intended Outcome: Every disadvantaged Beckfoot learner will be reflective, motivated and ambitious.

- 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. learner who are identified as PP, PA, SEND and CiC.
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 learners achieve FFT5 for attainment 8 measure	Disadvantaged learners 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 skills they need to succeed in their next stage of their education, employment or training. The gaps between disadvantaged and non-disadvantaged learners' P8 and A8 score narrows significantly in core elements, and overall. As a result, our disadvantaged learners outperform national other by progress measures. Disadvantaged learners regardless of starting point secure attainment in

	core subjects that adds value from their starting point and always so that they can access Level 3 Learning at post-16.
Disadvantaged learners' 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 learners.
Disadvantaged learners all remain in education, employment or training beyond year 11 and secure high-quality post-16 provision.	There is evidence of disadvantaged learners accessing high-quality post-16 provision, because of excellent outcomes and preparation, resulting in 0% NEET.
Disadvantaged learners have consistently strong attendance	Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. Individual learners 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 learners narrows, with a specific focus on persistent and severe absence being reduced across vulnerable cohorts including PP female and SEND K. As a result, our disadvantaged learners' attendance is stronger than national other.

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: £246,094 (including £0 carried forward from 2024-2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: Relentlessly focus on ensuring every disadvantaged learner experiences enhanced, high-quality and truly inclusive teaching and learning. • A culture of the highest expectations and collective responsibility for disadvantaged learners, irrespective of background, including governance, senior leadership, subject leadership, the classroom and pastoral care. • There are no glass ceilings, especially for our disadvantaged learners, and we provide an ambitious curriculum for all. Every learner 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 learner 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 target and support disadvantaged learners. CPD and quality-assurance systems ensure they remain prioritised and are consistently and effectively used in lessons. The four strategies are: ○ Knowing our learners using the Vulnerable Learners Index. Our VLI provides detailed information about barriers and strategies for every disadvantaged learner and/or learners with SEND from year 7 through to year 13; it supports staff understanding of multifaced disadvantage. We know that staff use this information	• 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). *Making Every Lesson Count.* Crown House Publishing. • Sherrington, T. (2019). *Rosenshine's principles*	1, 2, 3, 4, 5

through regular checks of Developing Greatness folders which include annotated seating plans and No Child Left Behind sheets.
 	
    o Close collaboration focussing on effective deployment of teaching assistants, specifically to target disadvantaged learners and/or learners with SEND.
 	
    o Literacy for all focussing on utilising reading age data, alongside curriculum and teaching strategies which support our learners to engage in regular effective reading, writing, speaking and vocabulary development.~~, prioritising disadvantaged learners at every step from intent, identification, implementation through to measuring impact.~~
 	
    o Prioritisation and additionality within our existing policy, prioritising disadvantaged learners at every step from intent, identification, implementation through to measuring impact.
 	
• 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, but with a firm and relentless focus on disadvantaged learners.
 	
• Teaching Assistants have fortnightly instructional coaching as part of their CPD and are therefore supported, alongside teachers, for maximum impact on disadvantaged and/or learners with SEND in lessons. Key disadvantaged learners to focus on are shared with TAs following Data Days.
 	
• 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.
 	
• Where strategies within the VLI require additional CPD, these sessions are incorporated into our CPD structure, either for all staff, or colleagues who work with specific children. These sessions happen at least once a half-term, and draw upon external expertise where appropriate. We centrally store these sessions in order that as a child's staffing changes, new staff can take part in the same CPD at a time that will prove most effective for the implementation into their practice.
	in action. Suffolk: John Catt Education.
	
	• Enser, Z. (2021). *CPD CURRICULUM: creating conditions for growth.* S.L.: Crown House Publishing.
	
	• DfE Use of teaching assistants in schools
	
	• EEF_MITA
	
	• EEF_TA_Guidance_Report
	
	• EEF_Teaching_Assistant_Interventions	

Priority 2: Swiftly and strategically identify and close any gaps in learning. • 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 disadvantaged learners. • Four tier approach to formative assessment, ensuring that gaps are swiftly identified and closed so as to prevent them widening further:	• EEF_Pupil_Premium_Guidance • EEF_Effective_Professional_Development • QER_Instructional_Coaching • Instructional_Coaching_Ambition_Institute • Instructional_Coaching_Huntington_Research_School	2, 3 and 4

- In lesson, e.g. "Everyone Write" and "Purposeful Circulation" whole-class learning checks with a focus on checking and re-checking the understanding of disadvantaged learners. - Following Progress Points/CMPs, whole-class feedback where teachers re-teach to close identified gaps in knowledge, skills and to address misconceptions, with planned checking and re-checking of the progress of disadvantaged learners in closing these gaps. - 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 (specifically disadvantaged learners and/or learners with SEND), providing an additional layer of checking, re-checking and closing. - Y11 data conversations between Headteacher and Deputy Headteacher with a focus on vulnerable learners, especially disadvantaged learners. 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, especially bursary learners. Discussion focuses on current progress, attainment and strategies to close gaps. - Provide resources for disadvantaged learners to ensure full access to the curriculum (DT ingredients, peripatetic music lessons, PE kit, maths equipment, revision guides, etc). - Use of Independent Learning Booklets ensures that disadvantaged learners can easily engage in effective retrieval and generative learning activities. - In addition, we provide subscription to Seneca and Carousel to support consolidation, revision and retrieval practice for disadvantaged learners. We also coach staff and learners and effective utilisation of these resources. - Continue to ensure every VL has access to a device for home learning, and the skills required to use this effectively.	- 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). *Making Every Lesson Count*. Crown House Publishing. - Sherrington, T. (2019). *Rosenshine's principles in action*. Suffolk: John Catt Education. - Enser, Z. (2021). *CPD CURRICULUM: creating conditions for growth*. S.L.: Crown House Publishing. - DfE Use of teaching assistants in schools - EEF_MITA - EEF_TA_Guidance_Report - EEF_Teaching_Assistant_Interventions

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

Budgeted cost: £92,178 (including £0 carried forward from 2024-2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 • We track reading ages using the New Group Reading Test (NGRT), providing targeted support to those whose reading ability is behind their peers. Students achieving reading ages of 15 and above are not retested. • Reading ages are shared with staff, students and parents. • Across the curriculum, reading is a fundamental part of lessons at Beckfoot: all students, of any ability or background, will be given targeted reading practice several times in any one school day. • Teachers use their knowledge of reading ages to support planning: students are provided reading practice appropriate to their level of ability, maximising the value and impact of the reading we do habitually in lessons. • We teach vocabulary explicitly, helping ensure access to and understanding of a challenging curriculum. • We use tutor time to read for pleasure. Between years 7 and 11, students read fifteen books they may not have otherwise encountered, representing a rich blend of classic fiction, Young Adult fiction and non-fiction. • 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.	• EEF_Pupil_Premium_Guidance • EEF Implementation Guidance Report • EEF Improving Literacy in Secondary Schools Guidance Report • Quigley, A. (2022). *Closing The Writing Gap.* 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	2, 3 and 4
Priority 2: Accelerate the progress of disadvantaged learners via tutoring to overcome specific barriers in relation to English, maths and/or SEND to support outcomes and ensure limitless possibilities for all.	• EEF_Pupil_Premium_Guidance • EEF_Small_Group_Tuition • EEF_One_To_One_Tuition	1, 2, 3, 4 and 5

• Our KS3 nurture curriculum ensures disadvantaged learners with Social Emotional and Mental Health needs have individualised, bespoke support to breakdown and overcome barriers, and support inclusion.	• EEF_Nuture_Group_Toolkit
• Utilising a variety of assessment tools, including NGRT, we are able to design individualised intervention programmes which are woven within learner timetables, without impacting their access to a broad and balanced curriculum offer.	
• This extends into KS4 by way of the Complimentary Curriculum which enables disadvantaged learners to benefit from additional English, maths and subject-specific tuition in small, consistent groups with consistent 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, particularly in relation to revision and home learning.	
• 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, disadvantaged learners in all year groups participate in sessions in: literacy, oracy and how to revise successfully which supports those disadvantaged learners who arrive at Beckfoot with lower than chronological reading ages and need specifically taught sessions on how to revise effectively.	

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

Budgeted cost: £126,087 (including £0 carried forward from 2024-2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: Improve attendance and reduce persistent absence, ensuring disadvantaged learners are attending all lessons to become knowledgeable and expert learners. • Targeted transition work with Year 6 disadvantaged learners (and their families) who have been identified as having prior poor attendance, persistent absence of persistent lateness before their September start. We also focus on those who have attended more than one primary school to ensure we identify learners effectively.	• EEF_Pupil_Premium_Guidance • Good_attendance_listen,_understand_empathise_support • Securing_good_attendance_and_tackling_persistent_absence	1, 2, 3 and 5

• A relentless focus on our existing graduated attendance strategy with disadvantaged learners at the heart:
    o First response calls based on VL spreadsheet (am) prioritising disadvantaged learners
    o Welfare calls (pm) prioritising disadvantaged learners
    o Door knocks prioritising disadvantaged learners
    o Fast track initiative which has been further refined with earlier trigger points, prioritising disadvantaged learners
    o Education Social Worker and Attendance Improvement officer does targeted work prioritising families of disadvantaged learners
 	
• Threaded through the graduated attendance strategy is the pastoral work to engage and involve parents of learners 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, prioritises effectively intervening with disadvantaged learners at risk of becoming PA or already PA.
 	
• We have built on the EEF guidance around communication with home to ensure written communication is consistently utilised across all year groups through Fast track and are LA compliant.
 	
• From a Teaching and Learning perspective, we have developed the 'Starts and Ends of Excellence' strategy to ensure any learners 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 prioritising disadvantaged learners 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 the safeguarding "eyes on" strategy to support our most vulnerable disadvantaged learners to ensure these small cohorts remain priority and are met with, heard and supported in relation to their attendance and engagement with education. This strategy includes the following groups:
    o Disadvantaged learners who are EHE
	• DfE Working together to improve school attendance
	• EEF Mentoring
	• Listening to, and learning from, parents in the attendance crisis (publicfirst.co.uk)

o Disadvantaged learners educated through MNHES
    o Disadvantaged learners educated through alternative providers
    o Disadvantaged learners with EBSA
    o Disadvantaged learners on temporary partial timetables
 	
• The Head of Year personal budget supports the discreet removal of individual barriers (e.g. organisation, equipment, uniform, mental health, food, water, confidence, homework, revision, relationships etc) with a view to developing a long-term solution together with families, and by utilising Early Help where appropriate.
 	
• Resource and staff opportunities to supporting overcoming barriers e.g. homework 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 targeted and 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. • The universal offer is delivered to all learners from years 7 to 13, via assemblies, promoting understanding, acceptance and encouraging an open dialogue, ensuring mental wellness remains high-profile and learners are equipped with self-care strategies. • We also regularly seek learner voice, targeting our most vulnerable disadvantaged learners and/or learners with SEND. • Enhanced CPD package for our pastoral and safeguarding team membership to Creative Education as a means to continually build our knowledge and skills in supporting learners with mental ill health, especially disadvantaged learners, and seek an outward-facing approach to other forms of CPD to support their strategies and tactics for intervention. • Place2Be is embedded into our school, and ensures disadvantaged learners with mental ill-health are prioritised to receive swift and qualified intervention from a qualified practitioners, in order to attend school and thrive. • Strong links with the Bradford NHS Trust Mental Health Support Team to provide CPD, supervision, professional signposting and guidance, counselling for learners, families and staff.	• Senior_mental_health_lead_training • The Lancet Child & Adolescent Health study • Mind_Report • YoungMinds Impact Report 2023 • YoungMinds Deconstructing the system report • NHS Mental Health of Children and Young People in England 2023	1, 2 and 5

• Work alongside the Equality, Diversity and Inclusion lead to ensure that all groups – including learners with disabilities and LGBTQ+ – are represented and, as a consequence, feel that they belong in school. • Continually review, refine and update our Mental Health and Wellbeing webpages to provide support, guidance and signposting for disadvantaged learners and their families. This includes effective signposting in the lead up to and over school holidays.		

Total budgeted cost: £464,359 (including £0 carried forward from 2024-2025)

Part B: Review of 2024-2025 Outcomes for Disadvantaged Learners

Aims:

To close gaps between learners in receipt of the PP and non-PP through a relentless focus on disadvantaged learners to ensure that:

- Disadvantaged learners attain in line with non-disadvantaged
- Disadvantaged learners make better progress than national other
- Disadvantaged learners compare favourably with their non-disadvantaged 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)
- Disadvantaged learners have consistently strong attendance

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 Outcome Indicators

Disadvantaged outcomes have increased sharply within the context of a reported national decline and increasing gaps. This demonstrates the impact of our prioritization and additionality strategies on our most vulnerable learners:

- Attainment 8 was 41.6 with an increase of 8.2 on 2023-2024 results which is almost a grade.
- Basics 9-7 was 6% with an increase of 4% on 2023-2024 results
- Basics 9–5 was 38% with an increase of 19% on 2023-2024 results
- Basics 9–4 was 56% in an increase of 6% on 2023-2024 results

Alongside this, our internal gaps are closing:

- The gap between disadvantaged and non-disadvantaged students closed by 3% at Basics 9-7 from 22% to 19%.
- The gap between disadvantaged and all students closed by 3% at Basics 9-7 from 18% to 15%.
- The gap between disadvantaged and non-disadvantaged students almost halved at Basics 9-5 from 44% to 24%.
- The gap between disadvantaged and all students closed by 16% at Basics 9-5 from 36% to 20%.
- The gap between disadvantaged and non-disadvantaged students closed by 2% at Basics 9-4 from 29% to 27%.

- The gap between disadvantaged and all students closed by 2% at Basics 9-4 from 24% to 22%.

Destinations Indicators

- In 2025, we estimate NEET to be 0.7% for all learners. Therefore our NEET figure for our disadvantaged learners is significantly lower than national other.
- This is 2% lower than the Bradford average of 2.7% in 2024, with two learners not in education, employment or training.
- This is against a national picture of 4.6% for 16–17-year-olds in 2024.

Literacy Indicators

- For current year 8: on entry in September 2024, 71% of students had a reading age above their chronological age. By the end of the 2024-25 academic year, that number had risen to 81%.
- For current year 9: on entry in September 2023, 64% of students had a reading age above their chronological age. By the end of the 2023-24 academic year, that percentage had risen to 72%. By the end of the 2024-25 academic year, the percentage had risen again to 84%.
- Students with Standardised Ages Scores of 85 and below are selected for phonics intervention using the Lexonik Leap programme. In 2024-25, 24 students in KS3 accessed this intervention.
- For students with strong phonics but less secure comprehension, we use Pearson's Rapid Plus programme. In 2024-25, 22 students in KS3 accessed this intervention.
- For students with reading ages that are within two years of chronological age, we intervene using paired reading with students in the Sixth Form. In 2024-25, 114 students in KS3 and 17 students in KS4 accessed this intervention.
- GCSE English Language trend over time for all students: 7.7% increase in 9-7 grades, 4.7% increase in 9-5 grades and 5.9% increase in 9-4 grades since 2023.
- GCSE English Language trend over time for PP students: 13.9% increase in 9-7 grades, 10.1% increase in 9-5 grades and 2.3% increase in 9-4 grades since 2023.

Mental Health Indicators

- 167 children seen in Place2Talk with 422 sessions held
- 12 children accessed 1:1 support with 80 sessions.
- 70 Place2Think sessions held
- 14 parent partnership sessions held
- 100% of staff felt the child's problems we're better because of going to Place2Be
- Students say 100% mental health improvement from accessing 1:1 support.

A sample of student voice:
- o "I now realise I take some things quite negatively; I am learning to reinterpret some things as positive."
- o "Talking actually helps me focus in lessons and it makes me feel better about the situation knowing that I have someone to talk to that will listen. I will keep attending P2B and sort things out at my own pace"
- o "I have learned that I shouldn't judge my chapter 1 to others chapter 20. In future, If I have a negative thought, I should check with myself "is this thought true? "
- o "I have gained more self-respect. I will right down my emotions, take more breaks to calm down and focus on myself and doing something I enjoy and makes me happy"
- o "I learned that you should reach out for help when you're struggling no matter the issue. I also learned that sometimes the way we're suffering can be managed with the right support, and when you're at your lowest, there is a place to go to recognise your stress and worries."
- o "I should put myself first."

Pastoral Indicators

- In 2024-25, the Fixed Term Suspension rate was 2% for all learners.
- This was significantly lower than the national average of 11.31% in 2023-24.
- The average length of suspension was 0.8 days which minimised lost learning.
- Of the 2% of whole-school suspensions, 33% of these were disadvantaged learners.
- No learner was Permanently Excluded in 2024-25.

Overall Evaluation

Our data evidences that our strategies are having a positive impact and any emergent gaps are closing. We also recognise the importance of a relentless focus on sustained, strong attendance of disadvantaged learners. 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 2026 outcomes continue to demonstrate an upward trend in both attainment and progress for our disadvantaged learners.