

Pupil premium strategy statement

School overview

Metric	Data
School name	Beckfoot Thornton
Pupils in school	1298
Proportion of disadvantaged pupils	37.6%
Pupil premium allocation this academic year	£516,350 + £140,606 recovery premium + £81,432 School Led Tutoring
Academic year or years covered by statement	2023-2026
Publish date	December 2023
Review date	September 2024 and 2025
Statement authorised by	Sally Trusselle, Headteacher
Pupil premium lead	Portia Taylor, Deputy Headteacher
Trust lead	Christopher Burland

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.37 (2022 -0.54)
Ebacc entry	7.6% (2022 5.2%)
Attainment 8	34 (2022 35.6)
Percentage of Grade 5+ in English and maths	22.8% (2022 27.3%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top 10% of similar schools for progress made by disadvantaged students	September 2026.
Attainment 8	Achieve top 10% of similar schools for attainment made by disadvantaged students	September 2026.
Percentage of Grade 5+ in English and maths	31% of disadvantaged students achieve a Grade 5+ in English and maths	August 2025.

Other	Improve attendance of disadvantaged pupils to national average	September 2026.
Ebacc entry	Improve the proportion of disadvantaged students being entered for Ebacc	September 2024.

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure that our knowledge rich curriculum is academically rigorous so that all students can achieve great things: The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced to enable pupils to consistently achieve highly, particularly the most disadvantaged and SEND. We also need to ensure that we address low aspirations and expectations by providing an academically rigorous curriculum, supporting all students to achieve well, overcoming personal or academic barriers by: minimising cognitive load, consistency of high expectation and delivering consistently high quality pedagogy in all classrooms. Prioritising the development of subject specific pedagogy through CPD.
Priority 2	Effectively implement the literacy everywhere strategy: Raise reading ages so that they are at least in line with students' chronological ages, build cultural capital and foster a love of reading. Powerful Vocabulary, Powerful Texts and consistent Active Reading strategies across all classrooms, alongside highly effective literacy intervention.
Barriers to learning these priorities address	Attainment on entry is well below national average with 25% of students on entry having a chronological reading age of more than 2 years below their actual age. We need to address the reading and vocabulary gap to ensure no child is left behind. Our school's context is that 40% of our cohort are disadvantaged, at times with low aspirations – we want to ensure that all students are future ready by knowing what future they want and how to achieve this.
Projected spending	£160,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading intervention programmes: Lexonik, Lexonik Leap, Ruth Miskin Phonics, Paired Reading and Rapid Reader Comprehension. Trials of Reading Plus for reticent readers (in particular WBR/DV/SEND boys)
Priority 2	Active Reading strategies to be taught consistently by all departments using challenging disciplinary texts. As part of this, departments will effectively and consistently teach disciplinary vocabulary.
Barriers to learning these priorities address	1/5 of our students starts at Beckfoot Thornton more than 2 years below their chronological reading age.
Projected spending	£100,000

Wider strategies for current academic year

Measure	Activity
Priority 1	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)
Priority 2	Promote and fully embed extensive personal development so that students have access to a wide rich set of experiences to build cultural capital. This must be inclusive of all students.
Barriers to learning these priorities address	<p>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.</p> <p>This is influenced by poor parental engagement and low aspirations from students. 40% 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.</p>
Projected spending	£280,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Cohort of new staff into school and change of key leadership responsibilities.	<p>Ensure all CPD and communication is focused on these priorities only.</p> <p>Keeping any strategy simple and doing it brilliantly, overcommunicating purpose and principles.</p> <p>Streamlined line management agendas, communicated well in advance.</p> <p>Weekly check-ins with new staff alongside enhanced induction programme.</p>
Targeted support	Poor or inconsistent attendance of disadvantaged students to intervention sessions	<p>Individual follow up for non-attendance by coordinators and pastoral teams.</p> <p>Strong communication with parents.</p>

	Inconsistent departmental delivery of reading strategies	<p>New rewards/incentives programme</p> <p>Additional supported choice for intervention sessions</p> <p>4 simple strategies to be shared with time afforded through CPD for team planning. Planning is then monitored by checking shared drives and through learning walks. Sharing best practice through Team Times.</p>
Wider strategies	<p>Lack of parental engagement and support in improving their child's attendance.</p> <p>Lack of attendance to additional extra curricular sessions.</p>	<p>Strong pastoral relationships with key families and close liaison with the attendance team.</p> <p>Specific role within the personal development team is to work with the attendance team to track and improve DV attendance to activities – use of PP funding is allocated specifically for this purpose, supplementing trips in the first instance and paying for any students who cannot afford to participate who wish to. Funding streams are also being explored.</p>

Review: last year's aims and outcomes

Aim	Outcome
To raise standards to become one of the top 10% of schools nationally and continue to narrow the gap between PP and non PP on all headline measures.	<p>2022-23 The gap increased to 0.25. However, when attendance is taken into account, DV students outperform Non-DV. Attendance >96% Non DV = 0.43 DV = 0.47. This follows the trends of the previous year showing that attendance is our biggest barrier to learning.</p> <p>2021-22 Our progress gap between DV and Non-DV narrowed to 0.14. Attendance >96% (0.47 Non-DV vs DV 0.51)</p>

<p>To raise attendance for all, whilst closing the gap between PP and Non PP.</p>	<ul style="list-style-type: none"> • Whole school attendance figures for 2022-2023 although lower than pre-Covid figures, were 1% lower than national but 2% higher than the Bradford average. School YTD ended on 89.6% vs 90.7% national and 87.8% in Bradford. • The % PA for 22-23 is 7.5% lower than Bradford. • DV attendance for 22-23 is 0.5% higher than national (85.8% vs 85.3% nationally). • At the end of HT1 (2023), overall attendance at 91.4% is in line with the Yorkshire average and slightly below national FFT at 92.1%. PA is above national (26.1% v 23%). • The attendance of DV students at 87.9% is 0.6% higher than national DV attendance (87.3%) and 2% higher than DV attendance for Yorkshire.
<p>To ensure that by the end of Y8, students' reading matches their chronological age.</p>	<ul style="list-style-type: none"> • Reading ages have improved from KS3 students in 2019, on average, being -6.8 months below chronological reading age (CRA) to in 2022, on average, being 4.6 months above CRA. • We have introduced a new way of reporting reading ages this year which tracks students vertically rather than horizontally through functional and academic literacy to continue intervention beyond KS3 and simplify strategies to support reading in the classroom, through our Literacy Everywhere strategy. • For the academic year of 2022/23, 198 students received intervention (lasting between 8-10 weeks) and improved by an average of 11.8 months.