

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	1261
Proportion (%) of pupil premium eligible pupils	43%
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	October 2025
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	£538,069.58
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>	£538,069.58

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. Curriculum planning
3. SEND
4. Behaviour
5. Developing teaching
6. Professional growth

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 12% 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
Implementation & embedding of consistent curriculum planning (long to data driven) using active ingredients templates through regular collaborative planning and development of subject expertise	<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. • Bambrick-Santoyo, P. (2012). Leverage Leadership: A practical guide to building exceptional schools. San Francisco: Jossey – Bass • Brown, P.C. Roediger, H.L., & McDaniel, M.A. (2014). Make it stick: The Science of Successful Learning. Belknap Press. • Willingham, Daniel T. (2009) Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom. Jossey-Bass. • Young, M., Lambert, D., Roberts, C., & Roberts, M. (2014). Knowledge and the future school: Curriculum and social justice. Bloomsbury Publishing. 	2, 4

Implementation and quality assurance of collaborative planning to improve consistency. English and maths as a priority .	<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. • Myatt, M. (2018) The curriculum: Gallimaufry to coherence. John Catt Educational Ltd. • Bambrick-Santoyo, P. (2012). Leverage Leadership: A practical guide to building exceptional schools. San Francisco: Jossey – Bass 	2, 3, 4
Continue to develop whole school strategies to close the literacy gap for identified students.	<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 • 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., Yumus, 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] 	2, 3, 4

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
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Reading intervention programmes: Lexonik, Lexonik Leap, Ruth Miskin Phonics, (RW inc) Toe to Toe, Paired Reading and Reading Plus for reticent readers (in particular WBR/DV/SEND boys)	<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 	3
Targeted intervention through study club:	The EEF Guide to the Pupil Premium EEF Small group tuition EEF One to one tuition EEF	2,4
Intervention programme in place for targeted Year 11 students in English and Maths	The EEF Guide to the Pupil Premium EEF Small group tuition EEF One to one tuition EEF	2,4

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

Budgeted cost: £ 240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	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	1, 2, 4, 5
There is a cohesive and consistent practice across school when students return from absence	The EEF Guide to the Pupil Premium EEF Good attendance: listen, understand, empathise and support - GOV.UK ATTENDANCE-REPORT-V02.pdf	1, 2, 3, 4, 5
Communicating with and supporting parents more strategically to lessen or remove external barriers to attending well	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	1, 4, 5

	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	
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	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	1, 4, 5

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 decreased for those in receipt of pupil premium and all students in basics 9-4 from 19.6% in 2024 to 9.3% in 2025. For basics 5+ the gap was reduced from 12.8% to 10.5% This has been contributed to by the increase in targeted interventions, reduction in use of external alternative provisions and improved precision and ambition of curriculum planning.
- Although our percentage of all students achieving a 7+ increased by 3%, the gap between our PP and all students increased as they did not rise concurrently. The difference of their percentage attendance of –2.4% compared to their non-DV peers could be a factor in this.

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. 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.

Community and student managers have worked closely with a key group of vulnerable students to remove barriers to attending school. 85% of students improved their attendance. Our recently refocused EBSA provision, Haven, is working with school refusers from last year to integrate back into formal mainstream education. They also work closely with those with passive SEMH.

All student attendance:

School attendance for the 2024-25 academic year was 86.1% compared to (a drop of 3.2% compared to 2023-24) 91.1% nationally.(DfE) The percentage PA for 2024-25 was 37.41% compared to 18.7% nationally.(DfE)

DV student attendance:

DV attendance for 24-25, at 77.2% (a drop of 5.2% compared to 2023-24) was also below national (86%) Their PA figure was 61% compared to 37.41% of their non-disadvantaged peers.

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 2023-24, 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 13.4% for 16–17-year-olds in 2023.

In 2024, no students with an EHCP were NEET.

Overall Evaluation

Our data evidences that we are beginning to see our strategies that we have put in place last year translating to improvement for our disadvantaged students in examination years. However, the gap between students, especially our higher attaining pupils continues to be our focus. Whilst it is clear 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 are prioritising our inclusive classroom as we know what is best for our most vulnerable is best for all – we intend to make our best, better. Through our continued focus on the intellectual preparation of lessons and the quality of our Universal Offer across school, we have planned our approach to ensure that all disadvantaged students are known, heard and understood both personally and academically. We also intend to underpin all school improvement with an increased accountability structure and quality feedback to help us become better tomorrow than we are today.

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