

# Pupil premium strategy statement (Year 2 of a 3 Year Plan)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Oakbank School
Number of pupils in school	1514
Proportion (%) of pupil premium eligible pupils	34.56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2024, 2024-2025, 2025-26
Date this statement was published	December 2024
Date on which it will be reviewed	Annually until October 2026
Statement authorised by	Mr Ray (in Mrs Hart's absence)
Pupil premium lead	Mr. Ray
Governor / Trustee lead	John Winkley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£552,266.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£552,266.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in high-value qualifications, including EBACC subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Amongst all trusted education research, for example the Education Endowment Fund (EEF), findings conclude that high-quality teaching is at the core of closing attainment and progress gaps for vulnerable students. Hence, high-quality teaching remains at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside the progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We are extending our provision to include intervention through holiday periods to support *students across all key stages*.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils at Beckfoot Oakbank to excel. They are evidenced based EEF researched strategies across three strands of provision.

- High Quality teaching helps every child.
- Targeted Academic Support identified through effective formative and summative assessment
- Wider strategies bespoke to our learners and community to remove barriers, such as listed below (A and B) :

A) comprehensive careers programme to provide aspiration and support to pupils as they consider their next steps (an additional day bought in 2024 to further prioritise).

B) An enrichment programme and provision which tracks the wider participation of students in sport, academic period 6s and visits/residential experiences.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at September 2023.

Challenge number	Detail of challenge															
1	<p>Our attendance data over previous years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, our target is to narrow the gap by additional targeted resource and other attendance strategies</p> <p><b>2022/2023 (the date the plan started)</b></p> <table border="1"> <thead> <tr> <th>2022-2023</th> <th>2022-2023 % att</th> <th>2022-2023 PA%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>83.86%</td> <td>48.56%</td> </tr> <tr> <td>PP</td> <td>78.19%</td> <td>58.85</td> </tr> <tr> <td>Non-pp</td> <td>87.53%</td> <td>41.86</td> </tr> <tr> <td>Gap</td> <td>9.34%</td> <td>16.09%</td> </tr> </tbody> </table>	2022-2023	2022-2023 % att	2022-2023 PA%	All	83.86%	48.56%	PP	78.19%	58.85	Non-pp	87.53%	41.86	Gap	9.34%	16.09%
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2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers on entry. Within our current Year 7, Year 8 and 9 PP cohorts increasing the proportion of students meeting English Age-Related Expectation is paramount. This will impact on their progress in all subjects. This in turn impacts on outcomes at KS4.</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>Average no. of months behind chronological age</th> </tr> </thead> <tbody> <tr> <td>Year 7 PP cohort</td> <td>16 months</td> </tr> <tr> <td>Year 8 PP cohort</td> <td>17 months</td> </tr> <tr> <td>Year 9 PP cohort</td> <td>13 months</td> </tr> </tbody> </table>	2022-23	Average no. of months behind chronological age	Year 7 PP cohort	16 months	Year 8 PP cohort	17 months	Year 9 PP cohort	13 months							
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3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. This continues to be a challenge.
4	Limited experiences and low aspirations are more prevalent throughout our PP cohorts. A continued programme of careers advice and key cultural experiences will be tracked for each pupil. Last academic year PP students were prioritised through our careers programme, this focussed mostly on the year 11 cohort. Increasing the capacity will allow more PP to receive this guidance earlier in their secondary school experience.

## Intended Outcomes Against Challenges at the end of the 3 Year Plan

This section 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 outcomes	Success criteria										
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>As an aspirational ideal, we are aiming for sustained improved attendance at the end of 2025/6 demonstrated by the overall absence rate for all pupils being at or better than national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers matches or is improving towards that of other students within our school. We know that this is highly aspirant, however, we believe that we cannot target anything less. As</p> <table border="1" data-bbox="810 1585 1380 2007"> <tr> <td data-bbox="810 1585 983 1671"></td> <td data-bbox="986 1585 1380 1671">25/26 Aim</td> </tr> <tr> <td data-bbox="810 1675 983 1715">PA % PP</td> <td data-bbox="986 1675 1380 1715">No greater than national all</td> </tr> <tr> <td data-bbox="810 1720 983 1845">PA % difference between PP and Non-PP</td> <td data-bbox="986 1720 1380 1845">No greater than national all</td> </tr> <tr> <td data-bbox="810 1850 983 1890">Att. % PP</td> <td data-bbox="986 1850 1380 1890">No less than national all</td> </tr> <tr> <td data-bbox="810 1895 983 1995">Att. % difference between PP and Non-PP</td> <td data-bbox="986 1895 1380 1995">Aim to eliminate the internal gap</td> </tr> </table>		25/26 Aim	PA % PP	No greater than national all	PA % difference between PP and Non-PP	No greater than national all	Att. % PP	No less than national all	Att. % difference between PP and Non-PP	Aim to eliminate the internal gap
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<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Through targeted intervention demonstrate improved fluency and comprehension skills among disadvantaged pupils and aim to eliminate the internal gap</p> <table border="1" data-bbox="810 353 1410 696"> <tr> <td></td> <td>National avg. (EEF and Sutton trust data)</td> <td>25/26 Aim</td> </tr> <tr> <td>Reading age gap After KS2</td> <td>7 months</td> <td rowspan="2">No gap</td> </tr> <tr> <td>Reading age gap GCSE level</td> <td>11 months</td> </tr> </table> <p>Teachers will be able to recognise this improvement through engagement in lessons and book scrutiny as well as the impact being measurable through testing.</p>		National avg. (EEF and Sutton trust data)	25/26 Aim	Reading age gap After KS2	7 months	No gap	Reading age gap GCSE level	11 months
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<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBACC subjects.</p>	<p>By the end of our current plan in 2025/26, no less than 25 % or more of disadvantaged pupils enter the English Baccalaureate (EBACC).</p> <p>2025/26KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an Attainment 8 score which matches or is improving towards that of other students within our school with a minimum expectation that the Attainment 8 gap will close by 6 points</li> <li>• The EBACC avg. Attainment point score matches or is improving towards that of other students within school with a minimum closing of the gap of 1.5</li> </ul>								
<p>To develop a robust and coherent enrichment programme which raises aspirations and self-esteem within our community of students. Coupled with a targeted career programme to enable students to set challenging goals for their future careers</p>	<p>The enrichment tracker will show participation of PP students is in line with non-PP peers. The distribution of PP students across all activities will be evenly spread. As a minimum, there will be an improvement of 30%. If we do not see an improvement this year, we will extend our universal offer to ensure this is possible.</p>								

## 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: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Right to Read, Reciprocal reading and role of Literacy/SEND coordinator.</p> <p>Improving literacy in all pupils in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Our Right to Read programme will be delivered through our English curriculum and our tutor programme.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2,3
<p>CPD: Deliberate practice and curriculum development through curriculum implementation sessions.</p> <p>Whole school Literacy CPD is calendared throughout our programme.</p>	<p>The EEF pupil premium guide recommends that teaching should be the top priority, including professional development, training and support for early career teachers through the ECF. Every two weeks CPD will focus on improving the quality of our pedagogical knowledge and skills.</p> <p>Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.</p>	2,3
<p>High-quality teaching continues to be developed and quality assured within our Q of E Programme.</p>	<p>The EEF research has found that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	2,3

Introduction of data driven planning. After an assessment cycle all pupil premium data is scrutinised at a whole school and class level resulting in bespoke planning and interventions by all staff.	It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.	
CPD will develop teacher coaching skills and attendance strategies to improve the attendance of all students.	EEF guidance outlines evaluates that there are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance	1,2,3
Morning meetings to establish and maintain support for all students from the get-	Morning meetings have been introduced across KS3 to ensure all students are equipped, ready to learn and begin their day with a calm, supportive routine. They also have access to their pastoral year heads at this time, as well as tutors. Opportunities to recall and develop writing skills are built into the programme.	1,2,3

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

Budgeted cost: approx. £250,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme and the school led tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
Extending the school day through period 6 lessons.	EEF findings show that Programmes that extend school time have a positive impact on average. Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	3
SEND next steps: Build on initial work on literacy CPD and embedding SEND strategies A focus on quality of work in students' books with faculty feedback policies fully embedded.  Develop intervention offer with SCIL Team support.	Pupils with SEND are more than twice as likely to be eligible for free school meals. EEF research and specialist agencies shows that by ensuring the deployment of support staff is effective, and before implementing interventions gain a good understanding of what they are struggling with and why, and then respond with evidence-based teaching and interventions	2, 3
Continuing our targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3
KS4 Independent learning packs for all VL	There is evidence that providing free, universal, before-school breakfast clubs	1,2,3

students/ Breakfast clubs for Y11 students with support how to best use the packs.	can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £150,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. Staff will receive training and have been deployed to target specific needs of PA and disadvantaged students.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Over recruitment into attendance and careers to ensure that our staffing structure matches with the biggest area of need.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Develop co-curricular and enrichment activities using SIMs to track, evaluate and target students with limited or no enrichment activities.	The EEF, say enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	4

	However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.	
<p>Embedding the 6 recommendations from the EEF <a href="#">Improving Behaviour in schools guidance paper</a></p> <p>With a particular focus on recommendations 4, 5 and 6.</p> <p>4. Use simple approaches as part of our regular routine</p> <p>5. Use targeted approaches to meet the needs of individuals in our school</p> <p>6. Consistency is key</p>	EEF research finds that misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.	1, 2, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 610,000**

Part B: Review of outcomes in the previous academic year

## **Pupil Premium Impact September 2024**

### Challenge 1 – Attendance

Although our internal data evidences that we have seen some successes in reducing PA and improving the PP of some children, overall, we need to do more to see greater impact. As a result, and beyond identified PP spend we have:

- Increased our SLT so that we have more focus on attendance through pastoral leadership
- Increased attendance workers for frontline support of families
- Reviewed our attendance approach (support, support, challenge)
- Increased our data team so that we are targeted and indeed predicting the must reach students and families

Poor attendance impacts on all aspects of student experience, including and especially low self-esteem and hence self- regulation.

### Challenge 2 - Literacy and Student Outcomes

As per strategy outlined in the previous section throughout last academic year (2023/24) targeted literacy intervention took place last academic year with PP students who were below their actual reading age in addition to the strategies employed by staff across the curriculum. We have seen pleasing impact that is summarised below:

Year 7 – On average PP were 5 months behind their actual age for reading and **by the end of this year the gap had closed.**

Year 8 – On average PP were 8 months behind their actual age for reading at the start of the year and **by the end of the year this gap had reduced to 4 months.**

Year 9 - On average PP were 14 months behind their actual age for reading at the start of the year and **by the end of the year this gap had reduced to 1 month.**

Progress in the reading age of PP students across all year groups in KS3 was in line with Non-PP and in **year 8 there is now no gap between the reading age of PP and non-PP students.**

Improvements in both attainment and progress have been made by our pupil premium when comparing key data measures from 2023 to 2024 and this is against a backdrop of a national widening. The impact seen below, an improvement in academic data, is not solely a direct consequence of teaching and targeted support; although both have been instrumental other parts of this PP strategy will have had their impact.

Aim	Outcome
Improve pupil Progress (P8) Y11	2023(-1.49) vs 2024 (-1.12)
Improve pupil Attainment (A8)	2023 (24.11) vs 2024 (28.6)
Improve Basic measure English and Maths at 5+	2023 (5.7%) vs 2024 (16.8%)

Increase EBACC entry	2023 (1%) vs 2024 5.9%
Close the progress gap between PP and non-pp	2023 (1.12) vs 2024 (0.75)

**Challenge 3 – Social and Emotional Regulation**

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to continued COVID-19-related issues and the breaking down of the “social contract”. The impact continued to be particularly acute for disadvantaged pupils. We have not returned to exactly where we were. Socioeconomic factors and lack of community cohesion has led to a variety of barriers, first and foremost low attendance. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

There is evidence that although the gap between PP and NPP remains in relation to suspensions, that overall this figure is reducing for all.

For 2024 we have as a result invested further in:

- Invested significantly in our graduated response to behaviour which particularly directs resource to students identified as PP
- Invested in our Captain Thomas Moore Centre to eliminate the need for external AP and further drive down suspension and permanent exclusion for the most vulnerable
- Invested significantly in pastoral leadership (for universal offer plus intervention)

**Challenge 4 – Personal Development and Cultural Capital**

PP have been the focus of many PD experiences which we have listed a few below.

Across 2023-24 Pupil premium students have been overrepresented in wider cultural experiences (see tracker):

8 trips to universities included 54 PP students

Residential trip to the lake district comprised solely PP students

158 PP students took part in activity week that comprised of various outdoor pursuit activities.

Non-biased careers, information and guidance (CEIAG) has been directed to PP students and our NEET figure is below the Bradford average.

To further enhance PD for PP this year beyond the identified trend we are also:

- Offering sport extracurricular at lunchtime as a universal offer
- Extending the creative and performing arts offer

- Buying in additional non-biased CEIAG to particularly target Year 11 PP to aim for 100% EET

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Duke of Edinburgh, School musical production, football, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Capturing student voice robustly, so that we can employ a "you said, we did " approach to wider experiences and develop student leadership capacity.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. *The Pupil Premium lead attended M Rowland CPD shared with teaching staff across CPD sessions.*

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

