Pupil Premium Strategy Statement; School overview

Detail	Data
School Name	Beckfoot Upper Heaton
Number of pupils in school	699
Proportion (%) of disadvantaged pupils	43.5% (304)
Academic years covered by statement	2023-2026
Publish Date	December 2023
Date on which it will be reviewed	September 2024, 2025, 2026
Statement authorised by	Biman Dey (HT)
Pupil premium lead	Jo George (DHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,220
Recovery premium funding allocation this academic year National Tutoring programme (NTP)	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£326,220
Total pupil premium spending this year	£326,220

Disadvantaged Pupil Performance for Last Academic Year

Progress 8	-0.8 (-0.2 in 2023)
Ebacc entry	
Attainment 8	28.9% (37.5% in 2023)
% of Grade 5+ in English and Maths	20% (35% in 2023)
% of Grade 4+ in English and Maths	41% (48% in 2023)

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 their full potential as learners in our school. We aim to leave no child behind. At BUH we draw on research and best practice in addition to our in-depth knowledge of our pupils and our context, to strategically allocate funding to the activities that are most likely to maximise pupil engagement and achievement.

These will be directly linked to our SEF and SIP priorities. We don't confuse eligibility for the Pupil Premium with low-ability and focus our efforts on supporting our disadvantaged students to achieve the highest levels possible. We do not believe that there is a typical 'pupil premium' student.

We aim to ensure that all pupils, including disadvantages pupils, leave us with:

A reading age in line with, or exceeding, their chronological age

Having achieved KS4 outcomes that meet or exceed FFT25 (top 25% of all schools)

Having secured their desired pathway in education, employment or training

Our school sentence, "The school taught students to act with integrity and kindness and they went on to demonstrate excellence in their chosen field; it was a place where all belonged." makes it clear that we aim for an inclusive and safe environment where all students can thrive. This is underpinned by our school values:

Excellence: We work hard. We strive to be better tomorrow than today.

Integrity: We are honest. We do the right thing because it is the right thing to do.

Kindness: We work as a team. We care about others.

To help us to achieve our values, we have introduced 5 simple learning habits for excellence:

Perfect uniform – (100% of the time)

Equipment for learning – (100% of the time)

Punctuality and attendance – (100% of the time)

On task – (100% of the time)

Polite response – (100% of the time)

Another key principle that underpins our strategy is that high-quality teaching in the 'inclusive classroom' is the first, and most important, intervention. At BUH, every child accesses the same ambitious curriculum. There are some factors over which school has no or very limited control: the continued effects of the Covid-19 pandemic and 'cost of living crisis' has created additional challenges for many families. As such, our strategy bolsters capacity in our attendance, wellbeing, and behaviour teams to support our partnership work with families, in line with our values as a 'community' school. We will use the resources at our disposal to address material barriers to achievement, to ensure every child has access to the full curriculum, and to support access to enrichment opportunities that enable young people to thrive.

Our Pupil Premium spend is divided into the following priority areas, aligned to the BUH SIP:
1. Drive up Attendance
2. Impactful and inclusive Teaching and Learning
3. Improve Behaviour
4. Strengthen Parental and Community Engagement

Key Challenges

Details of Challenges
1. Attendance
In 2023-24, attendance for pupil premium students was 83.5% compared with 89% for non-pupil premium students. A gap of 5.5%.
Persistent absence was 49.6% on 2023-4 and of these students, 51.7% of students were pupil premium.
2. Behaviour
In 2023-24? 562 suspensions were issued in total. 57% of these were issued to pupil premium students. In total, pupil premium students were suspended for 706 days. The most common reasons for the suspension for pupil premium students was 'persistent or general behaviour' To achieve in line with potential, students need to both be in lesson and to demonstrate the learning behaviours required to attend to what is to be learned.
3. Reading and Literacy Levels
61% of BUH students (427) have English as an additional language and/or are new to English as of September 2024. 33 % of students who are pupil premium have a reading score below 100? 55% of pupil premium students had a reading age below 11 on entry to BUH compared to 41% of non-pupil premium students. 30% of pupil premium students had a reading age below 9 on entry to BUH compared with 15% of non-pupil premium students.
4. Numeracy
28% of pupils who qualify for the pupil premium are below the national expected standard in Maths on entry in year 7.
5. Achievement and progress at the end of KS4
The school's 2024 Attainment 8 score for students who qualify for PP was 28.9, whist the score for Non-PP students was 35.1 (a gap of 6.2). 41% of PP students achieved the 4+ 'Basics' measure compared to 48% of non-PP (a gap of 7%).

The gap widened further in terms of students achieving the 5+ 'Basics' measure, with 34% of non-PP students achieving this, compared to 20% of PP students (a gap of 14%).

No PP students achieved the 7+ 'Basics' measure compared to 7% of non-PP students.

6. Underachievement of the Most Able

10 PP year 7 students (7.6%) joined BUH with high prior attainment? 10 in Y7 compared with 13 in Y7 non-PP students (10%).

7. Vulnerable Students

32% of students at BUH (226) are on the SEND register as of September 2024.

Of these, 55% are also pupil premium.

24% of pupils are listed as having a medical condition. This is likely to have a negative impact on attendance rates.

8. Access to the Full Curriculum

Parent and student voice makes it clear that some families do not have the financial resources to access the full curriculum and enrichment offer e.g., equipment and uniform, payment for music tuition, trips, subsidy of resources in Technology. The school has ensured that school uniform is affordable but recognises that purchase also provides challenge for some families in light of the current economic climate.

9. Parental Engagement

Average attendance at parents evening is 60%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year (2024-25) to address the challenges listed above.

Section 1: Teaching Priorities for 2024-25:

Budgeted cost: £68,023

Measure:	Actions:	Success Criteria:	Challenges addressed:
Priority 1.1: To further develop a broad, inclusive, and highly ambitious curriculum in line with Trust policy focusing on 'Literacy Everywhere' leading to improved reading among disadvantaged students across KS3 (SIP Target 2)	Curriculum development and delivery has a strong focus on literacy, including the introduction of cycles and cycle assessments followed by data driven planning. Every subject area has clear focus on literacy and oracy through the 'Literacy Everywhere' Strategy. A comprehensive CPD programme ensures all teachers are confident and competent teachers of literacy. The 'Belonging' programme ensures that all KS3 students are read to every day and that there is a specific focus on vocabulary development.	Highly effective assessment and intervention ensures that every student can read with accuracy and automaticity by the end of KS3 demonstrated by reading age data that indicates that all students can read in line with their chronological age. Literacy strategies such as precision teaching of vocabulary are prominent features of all lessons.	1, 5, 6, 8
Priority 1.2: To ensure that all children, including those who are disadvantaged, have access to the full curriculum through	Data driven planning is utilised in every lesson and ensures that the individual needs of each student are accommodated so that all students make exceptional progress. Purchase of standardised diagnostic assessments.	90+% teachers have embedded Routines for Learning using the gradual release model. 90%+ of students responding to marking feedback.	1, 4, 5, 6, 8

'Impactful and inclusive Teaching and Learning' (SIP Target 2)	Training will be provided for staff to ensure assessments are interpreted correctly. Comprehensive Whole school CPD programme (Including Inclusive practice, data driven planning, wellbeing and leadership). Teaching and Learning CPD to focus on the development of metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. Co-Teaching in KS4 ensures enhanced support is in place from expert teachers in core subjects.	Improved numeracy among disadvantaged students across KS3. Highly effective assessment and intervention ensures that every student has secured core numeracy skills by the end of KS3 demonstrated by; internal assessment data indicates that all students are on-track to achieve in line with their FFT25 predicted GCSE grade.	
Priority 1.3: Improving end of KS4 progress and attainment for disadvantaged students (SIP Target 2). Including improving attainment at GCSE Grades 7-9 for disadvantaged students.	Daily subject intervention sessions are integrated into the timetable. Knowledge organisers and retrieval booklets are provided for all pupils in years 7-10. Subject revision guides are provided for PP students. Calculators are provided to students in maths. Careers advisor prioritises PP students to support motivation and aspiration.	The school's KS4 outcomes for students who qualify for PP is in line with FFT25. Year 11 Basics-Strong are at least in line with national average {NA 2024: 45%}. Year 11 Basics-Standard are at least in line with national average {NA 2024: 65%}. Robust processes are in place to identify students who qualify for the PP who may have underachieved at KS2. Mentoring programmes are in place for disadvantaged students who could achieve grades 7-9.	5, 6

Section 2: Targeted Academic Support for 2024-25

Budgeted cost: £122,743

Measure:	Actions and Evidence Cited:	Success Criteria:	Challenge number/numbers addressed:
Priority 2.1: Reading Intervention Programmes improve reading ages, with a focus on PP students.	Reading ages of all year 7 are tested using 'Literacy Assessment Online' and appropriate intervention is put in place. 'Lexonik' intervention is purchased and used to catch up targeted readers in years 7-10, and retesting is utilised as appropriate.	Highly effective assessment and intervention ensures that every student can read with accuracy and automaticity by the end of KS3 demonstrated by reading age data that indicates that all students can read in line with their chronological age. Attainment improves for all students as improved literacy levels mean enhanced access to the curriculum.	3
Priority 2.2: Small group 'pathways' are in place for certain students in KS3 and 4 which allow the students to follow a broad and balanced curriculum which is aligned with the mainstream curriculum.	Small group teaching in year 10 and in a mixed aged group in KS3. Students are entered for appropriate qualifications which will allow them the chance to experience success. Teachers develop a curriculum to become embedded as part of our offer.	All students in KS4 experience success in terms of accreditation e.g. through unit Awards and Entry Level qualifications. Students show specific gains e.g. through Boxall assessment, reading age improvement. Students are engaged in learning and have attendance of at least 90%.	7,8

Priority 2.3: Specialist provision is in place for students with SEMH needs which allows them to access the curriculum.	Enrol a small number of students, who are unable to attend mainstream school, in Alternative Provision and/or 'Twilight Provision'. Small groups SEMH support for year 10 every morning. Support for students via the 'R&R' Room which is managed by a SEND and SEMH specialist. Support for students who require more specialist and one to one SEMH support via a school counsellor and possible assessment by an education psychologist.	All students in KS4 experience success in terms of accreditation e.g. through unit Awards and Entry Level qualifications. Students show specific gains e.g. through Boxall assessment, reading age improvement. Students are engaged in learning and have attendance of at least 90%.	1, 2, 5, 7, 8
Priority 2.4: Specific small group sessions are in place for students who are new to English.	A timetable of EAL support is in place, run by an experienced former teacher, now an HLTA.	Student reading ages in English are significantly improved. Students are able and equipped to access the curriculum in English.	3, 7, 8

Section 3: Wider Strategies for 2024-25

Budgeted cost: £135, 454

Measure:	Actions and Evidence Cited:	Success Criteria:	Challenge number/numbers addressed:

Priority	Action	Success Criteria	
Priority 3.1: To achieve and sustain improved attendance for our disadvantaged students. (SIP Target 1)	Attendance strategy and rewards. Daily home visits to absentee students.	Overall attendance is at least at national average (NA 2023-24: 90.9%) Overall persistence absence to be well below national avg (NA 2023-24: 26.7%) Late to school (unauthorised) to reduce by 20% each HT Home visits made at least 3 times per week	1, 5, 8, 9
Priority 3.2: To improve the learning behaviours of all students, including those who are disadvantaged. (SIP Target 3)	Implementation of the behaviour policy. Enhanced pastoral team – new safeguarding specialist and assistant pastoral lead. Provision of uniform through the Uniform Shop. Provision of stationery for all students. Provision of planners for all students.	At least 90% of students per year group complete their after-school detentions successfully Overall Fixed-term suspensions (FTS) to be 50% less compared to 2023-24 FTS Recidivist to be 50% less compared to 2023-24 Bullying 50% less compared to 2023-24 100% students have perfect uniform Number of students in R&R showing declining trends as 'students per week/half-term' At least 90% of students agree they enjoy attending school At least 90% of students feel safe in school Late to lessons is showing 50% reduction each half-term (by number of lates per week per term)	

Priority 3.3: Material barriers to the curriculum and enrichment opportunities are removed.	Provision of free peripatetic music lessons. CEIAG mentoring for all KS4 students. Provision of extra-curricular opportunities and trips for all students struggling to pay. Provision of school meals and free daily Breakfast Club Provision for all students. Provision of uniform through the Uniform Shop. Provision of stationery for all students. Provision of planners for all students.	All students access the full curriculum. Students who qualify for the PP are at least equally represented at attendance to and engagement with enrichment opportunities. Parent voice indicates families feel well-supported and understand how to access financial support for school uniform, learning resources, and enrichment Most Faculties offer extra-curricular activities.	6, 8
Priority 3.4: Develop and embed an effective communications protocol to ensure all key stakeholders with the BUH community are informed and up to date about the school and developments impacting on their child's education (SIP Target 5).	Review our working practices in relation to parents and carers. Improve our Class Charts and social media offer and engagement of families with this. Enhanced Rewards Programme to ensure 'good news' is going home. Review format and enhance parent/carer events. Enhanced pastoral team to develop more rigorous contact with families.	100% of parents and students know where to access homework on school website. 80% attendance at family events (settling evenings, coffee mornings, workshops and 85+% at parents' evening. At least one whole-school / community event per cycle.	9

Review: Last year's aims and outcomes

Aim:	Outcome:
The continued development of a focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach strategy (GAS) aiming to raise attendance to Trust target levels and in line with national figures. (SIP Target 1)	In 2023-24, attendance for pupil premium students was 83.5% compared with 89% for non-pupil premium students. A gap of 5.5 Persistent absence was 49.6% on 2023-4 and of these students, 51.7% of students were pupil premium. A wide range of strategies were funded and put in place to improve attendance and the results showed that attendance is by far our students' biggest barrier to success. A specific cohort monitored by Bradford LA showed significant improvements.
To further develop a broad, inclusive, and highly ambitious curriculum in line with Trust policy focusing on 'Literacy Everywhere' aiming to provide students with the opportunity to target EBACC, alongside developing their cultural capital through PSHCE, CEIAG and extra-curricular opportunities. (SIP Target 2)	A substantial amount of curriculum development took place last year with a focus on core subjects. This includes the purchase and implementation in the coming year of 'White Rose Maths' and the Dixon's bookletised curriculum in KS3 English. A significant proportion of year 11 were entered for the EBacc and this is even higher in year 10. See below for further details re CEIAG. All year 11 students had access to bespoke careers advice and guidance from a specialist careers advisor. A wider programme of extra-curricular activities was made available to students last year, with funded places for pupil premium students who would have otherwise struggled to join in and experience the event. Faculties all provided at least one opportunity for enrichment each term (an out of school experience). A significant positive improvement trend in reading age resulted from bespoke reading interventions.

Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on; learning routines and habits, assessment and feedback, clarity of expectations and modelling in line with Trust policy focusing on 'The People First Charter – Professional Growth and Culture. (SIP Target 3)	A great deal of training and development was implemented over the last year to prepare all teachers for the new lesson structure rooted in the principles of 'gradual release'. The lesson structure will be fully embedded in the coming year following this extensive preparation and will support all student in developing the habits and routines needed to achieve excellence. Learning walks revealed that 95+% teachers had embedded 'Routines for Learning' in line with expectations and that 95%+ of students were visibly responding to marking feedback. Year 10 Basics measures were higher than at the same point last year. Most Faculties now offer extra-curricular activities and opportunities, utilising a tracker system to monitor attendance and ensure the participation of as many students as possible.
Develop and embed a 'teach not tell behaviour curriculum' with a focus on Crafting purposeful, motivational and inclusive cultures where leaders lead, teachers teach and young people learn in line with Trust policy focusing on 'The People First Charter – Professional Growth and Culture. (SIP Target 4)	Impact measures include, reports of bullying being 50% less compared to 2022-23. 100% of students reported that they knew an adult who they can turn to in school if they are concerned The number of students in R&R began to show declining trends in terms of students admitted per week/half-term. The school is now over-subscribed on based on first preference in year 7.
Develop and embed an effective communications protocol to ensure all key stakeholders with the BUH community are informed and up to date about the school and developments impacting on their child's education. (SIP Target 5)	Although still lower than we would like, the impact of the strategy led to an average of 60% attendance at family events. According to parent feedback, at least, 90% of parents agreed that the school communicates information about children's learning well According to parent feedback, at least, 90% of parents agree that they are kept well informed about their child's progress

	There was less than one parental complaint at stage 2 for the academic year (in 2022-23: there were three).