

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1542
Proportion (%) of pupil premium eligible pupils	35.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024, 2024-2025, 2025-26
Date this statement was published	TBC
Date on which it will be reviewed	Annually until October 2026
Statement authorised by	E Hart
Pupil premium lead	Ms Walsh
Governor / Trustee lead	Mike Proctor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£517,125.0
Recovery premium funding allocation this academic year	£75,835.0
Pupil 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	£592,960.0

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 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Amongst all trusted education research, for example the Education Endowment Fund (EEF), findings conclude that quality first 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 sustained and improved alongside 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 both KS3 and 4 students.

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 cross three strands of provision

- Quality first teaching helps every child
- Targeted Academic Support
- Wider strategies bespoke to our learners and community in order to remove barriers

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, our target is to narrow the gap, last year the gap was 3.01% (NPP 87.54% and PP 85.53%).</p> <p>51.4% of disadvantaged pupils are currently 'persistently absent' compared to 37.5% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Within our current Year 8 and 9 PP cohorts increasing the proportion of students meeting English AREs is paramount. This impacts their progress in all subjects.</p> <p>This year has seen an emphasis on reading strategies across KS3 and NGRT each term to monitor students' progress closely. Lower than actual reading ages across all students continue to be a concern and literacy is a priority school wide.</p>
3	<p>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</p>
4	<p>Limited experiences and low aspirations are more prevalent throughout our PP cohorts. We have identified a programme of careers advice and key cultural experiences which we will be rolling out from this year.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023-2025 demonstrated by:</p> <ul style="list-style-type: none"> 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
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBACC subjects.	<p>By the end of our current plan in 2025/26, 25 % or more of disadvantaged pupils enter the English Baccalaureate (EBACC). In 2023 PP students studying EBACC rose from 2% to 8%.</p> <p>2024-26 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an Attainment 8 score which matches or is improving towards that of other students within our school (gap reduces by 4% annually). 2023 Target 4+ 59% 5+ 36% an EBACC progress score matches or is improving towards that of other students within school.
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.	The enrichment tracker will show participation of PP students is in line with non PP peers.

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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Right to Read and Literacy coordinator		1, 2,
<p>Improving literacy in all pupils in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching.</p> <p>It will be rolled out first in tutor lesson se attainment for disadvantaged pupils, followed by subjects identified as priorities.</p> <p>DTO / EBR</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,
CPD: Deliberate practice and curriculum development through curriculum implementation sessions	<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 teach raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.</p>	1, 2
Quality First Teaching	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	1, 2

	<p>is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>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.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £250,000

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 proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
Extending the school day through period 6 lessons.	<p>EEF findings show that Programmes that extend school time have a positive impact on average.</p> <p>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.</p> <p>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</p>	3

	to academic benefits than other types of extended hours provision.	
SEND:	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	1, 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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,

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

Budgeted cost: 130,000 (contingency £12,960)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training and have been deployed to target specific needs of PA	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4

and disadvantaged students.		
Develop co-curricular and 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. 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.	3, 4
Embedding the 6 recommendations from the EEF Improving Behaviour in schools guidance paper With a particular focus on recommendations 4, 5 and 6. 4. Use simple approaches as part of our regular routine 5. Use targeted approaches to meet the needs of individuals in our school 6. Consistency is key	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: £ 605,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and the breaking down of the social contract. The impact was particularly acute for disadvantaged pupils. 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.	
Aim	Outcome
Improve pupil Progress (P8) Y11	2019 (-0.65) vs 2023 (-0.99)
Improve pupil Attainment (A8)	2019 (30.98) vs 2023 (24.44)
Improve Basic measure English and Maths at 4+	2019 (31.4) vs 2023 (18.4)
Increase EBACC entry	2019 (2%) vs 2023 (8%) = 6%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.

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 also commissioned a pupil premium review to get an external perspective.

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.

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.

