

Pupil Premium Strategy Statement; School overview

Detail	Data
School Name	Beckfoot Upper Heaton
Number of pupils in school	682
Proportion (%) of disadvantaged pupils	51%
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	£327,640
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	£327,640
Total pupil premium spending this year	£327,640

Disadvantaged Pupil Performance for Last Academic Year

Progress 8	No P8 measure last year
Ebacc entry	32.6%
Attainment 8	37.21
% of Grade 5+ in English and Maths	(32% in 2025)
% of Grade 4+ in English and Maths	(53% in 2025)

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 disadvantaged 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
<p>1. Attendance</p> <p>In 2024-5, attendance for pupil premium students was 83% compared with 89% for non-pupil premium students. A gap of 6.0% Persistent absence was 37.3% in 2024-5 and of these students, 48.9% of students were pupil premium.</p>
<p>2. Behaviour</p> <p>In 2024-5 390 suspensions were issued in total. 60% of these were issued to pupil premium students. In total, pupil premium students were suspended for 632 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.</p>
<p>3. Reading and Literacy Levels</p> <p>53% of BUH students have English as an additional language and/or are new to English as of September 2025. 33% of students who are pupil premium have a reading score below 100. 45% of pupil premium students had a reading age below 11 on entry to BUH compared to 40% of non-pupil premium students. 19% of pupil premium students had a reading age below 9 on entry to BUH compared with 16% of non-pupil premium students.</p>
<p>4. Numeracy</p> <p>34% of pupils who qualify for the pupil premium are below the national expected standard in Maths on entry in year 7.</p>
<p>5. Achievement and progress at the end of KS4</p> <p>The school’s 2025 Attainment 8 score for students who qualify for PP was 35.53, whilst the score for Non-PP students was 39.98 (a gap of -4.45). 41.82% of PP students achieved the 4+ ‘Basics’ measure compared to 60.71% of non-PP (a gap of -18.9%).</p>

The gap widened further in terms of students achieving the 5+ 'Basics' measure, with 41.67% of non-PP students achieving this, compared to 18.18% of PP students (a gap of -23.49%).

5.45% of PP students achieved the 7+ 'Basics' measure compared to 14.29% of non-PP students. (a gap of -8.84%).

6. Underachievement of the Most Able

17 PP year 7 students (46%) joined BUH with high prior attainment in Y7 compared with 20 non-PP students in Y7 (54%).

7. Vulnerable Students

35% of students at BUH (239) are on the SEND register as of September 2025. Of these, 139 are also pupil premium.

28% 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 2025-26:

Budgeted cost: £180,940.99

Measure:	Actions:	Success Criteria:	Challenges addressed:
<p>Priority 1.1:</p> <p>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</p>	<p>Curriculum development and delivery has a strong focus on literacy, including the introduction of cycles and cycle assessments followed by data driven planning.</p> <p>Every subject area has clear focus on literacy and oracy through the 'Literacy Everywhere' Strategy.</p> <p>A comprehensive CPD programme ensures all teachers are confident and competent teachers of literacy and can utilise a range of inclusive strategies in line with our inclusion 'recipe card'.</p> <p>The 'Belonging' programme ensures that all KS3 students are read to every day and that there is a specific focus on vocabulary development.</p>	<p>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.</p> <p>Literacy strategies such as precision teaching of vocabulary are prominent features of all lessons.</p>	<p>1, 5, 6, 8</p>
<p>Priority 1.2:</p> <p>To ensure that all children, including those who are disadvantaged, have access to the full curriculum through</p>	<p>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.</p> <p>Purchase of standardised diagnostic assessments.</p>	<p>90+% teachers have embedded Routines for Learning using the gradual release model.</p> <p>90%+ of students responding to marking feedback.</p>	<p>1, 4, 5, 6, 8</p>

<p>'Impactful and inclusive Teaching and Learning'</p>	<p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Comprehensive Whole school CPD programme (Including Inclusive practice, data driven planning, wellbeing and leadership).</p> <p>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.</p> <p>Co-Teaching in certain KS4 classes ensures enhanced support is in place from expert teachers in core subjects.</p>	<p>Improved numeracy among disadvantaged students across KS3.</p> <p>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 FFT26 predicted GCSE grade.</p>	
<p>Priority 1.3:</p> <p>Improving end of KS4 progress and attainment for disadvantaged students (SIP Target 2).</p> <p>Including improving attainment at GCSE Grades 7-9 for disadvantaged students.</p>	<p>Daily subject intervention sessions are integrated into the timetable.</p> <p>Knowledge organisers and retrieval booklets are provided for all pupils in years 7-10.</p> <p>Subject revision guides are provided for PP students.</p> <p>Calculators are provided to PP students in maths.</p> <p>Careers advisor prioritises PP students to support motivation and aspiration.</p>	<p>The school's KS4 outcomes for students who qualify for PP is in line with FFT20.</p> <p>Year 11 Basics-Strong are at least in line with national average {NA 2025: 67%}.</p> <p>Year 11 Basics-Standard are at least in line with national average {NA 2025: 47%}.</p> <p>Robust processes are in place to identify students who qualify for the PP who may have underachieved at KS2.</p> <p>Mentoring programmes are in place for disadvantaged students who could achieve grades 7-9.</p>	<p>5, 6</p>

Section 2: Targeted Academic Support for 2024-25

Budgeted cost: £128,194.81

Measure:	Actions and Evidence Cited:	Success Criteria:	Challenge number/numbers addressed:
<p>Priority 2.1:</p> <p>Reading Intervention Programmes improve reading ages, with a focus on PP students.</p>	<p>Reading ages of all year 7 are tested using 'Literacy Assessment Online' and appropriate intervention is put in place.</p> <p>'Lexonik' intervention is purchased and used to catch up targeted readers in years 7-9, and retesting is utilised as appropriate.</p>	<p>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.</p> <p>Attainment improves for all students as improved literacy levels mean enhanced access to the curriculum.</p>	<p>3</p>
<p>Priority 2.2:</p> <p>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.</p>	<p>Small group teaching in year 10 and in a mixed aged group in KS3.</p> <p>Students are entered for appropriate qualifications which will allow them the chance to experience success.</p> <p>Teachers develop a curriculum to become embedded as part of our offer.</p>	<p>All students in KS4 experience success in terms of accreditation e.g. through unit Awards and Entry Level qualifications.</p> <p>Students show specific gains e.g. through Boxall assessment, reading age improvement.</p> <p>Students are engaged in learning and have attendance of at least 90%.</p>	<p>7,8</p>

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

Section 3: Wider Strategies for 2024-25

Budgeted cost: £18,504

Measure:	Actions and Evidence Cited:	Success Criteria:	Challenge number/numbers addressed:
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<p>Priority 3.1: To achieve and sustain improved attendance for our disadvantaged students.</p>	<p>Attendance strategy and rewards. Daily home visits to absentee students.</p>	<p>Overall attendance is at least at national average (NA 2024-25: 93.1%) Overall persistence absence to be well below national avg (NA 2024-25: 17.6%) Late to school (unauthorised) to reduce each HT Home visits made at least 3 times per week</p>	<p>1, 5, 8, 9</p>
<p>Priority 3.2: To improve the learning behaviours of all students, including those who are disadvantaged.</p>	<p>Implementation of the new 'Kind and Consistent' Behaviour Protocol. Enhanced pastoral team – additional attendance support and behaviour support workers. Provision of uniform through the Uniform Shop. Provision of stationery for all students. Provision of planners for all students.</p>	<p>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 2024-25 FTS Recidivist to be 50% less compared to 2024-25 Bullying 50% less compared to 2024-25 100% 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)</p>	

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

Review: Last year's aims and outcomes

Aim:	Outcome:
<p>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.</p>	<p>A large amount of curriculum development work has been completed over the last year to ensure a high level of ambition and engagement from students. The Dixon's English curriculum has been implemented and shows real impact in terms of lesson engagement and outcomes.</p> <p>In Maths, the White Rose Maths curriculum has been purchased and is still in the implementation phase. In Science, the Ark Curriculum has been purchased, and a rigorous implementation plan is being developed.</p> <p>A new head of history and geography have been appointed, and a significant part of their role will be developing the curriculum.</p> <p>A new associate AHT has been appointed who is leading on the Literacy Everywhere Strategy and has created a Literacy Intent document and coherent approach to developing literacy across the curriculum. Much work has also been completed in terms of developing our vocational and creative curricula which we know are crucial in terms of us being able to offer a broad and balanced curriculum to our most vulnerable students. This includes the redevelopment of the KS3 art, food and technology curricula together with the ongoing development of our PE and sport curriculum.</p> <p>Our SENDCo and deputy SENDCo have also created a bespoke and balanced curriculum for our most vulnerable students in our Excellence provision, and this includes new and appropriate qualifications such as Entry Level Maths and Science, Step up to English and individual unit awards.</p>
<p>To ensure that all children, including those who are disadvantaged, have access to the full curriculum through 'Impactful and inclusive Teaching and Learning'.</p>	<p>Our CPD offer to staff is evolving all the time.</p> <p>Our programme of staff development included a large focus on the inclusive classroom and on the implementation of the new 'Kind and Consistent' behaviour protocol which we know is a high leverage area in terms of supporting our disadvantaged and more vulnerable students in being able to access the full curriculum. The impact of this has been much calmer corridors, unstructured times and increased levels of engagement and learning in the classroom.</p>
<p>Improving end of KS4 progress and attainment for disadvantaged students</p>	<p>Whilst we still have gaps in terms of attainment between disadvantaged and on-disadvantaged students, 2025 saw the best results in English and Maths that the school has ever achieved, including the highest number of grade 7+ in the school's history.</p>

Including improving attainment at GCSE Grades 7-9 for disadvantaged students.	
Reading Intervention Programmes improve reading ages, with a focus on PP students.	The school invested in training five members of staff to deliver Lexonik reading interventions which evidence shows are highly effective. Due to high levels of staff absence, we were unable to see the full impact of this investment, but we did see improvements in reading age for all the Lexonik groups.
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.	Our SENDCo and deputy SENDCo have also created a bespoke and balanced curriculum for our most vulnerable students in our Excellence provision, and this includes new and appropriate qualifications such as Entry Level Maths and Science, Step up to English and individual unit awards.
Specialist provision is in place for students with SEMH needs which allows them to access the curriculum.	We created a bespoke SEMH group called 'Strive' last year which involved small group teaching of a significant cohort of year 9 students who were regularly suspended or removed from lessons. The impact of this was that we were able to diagnose any undiagnosed need, close learning gaps and then reintegrate the majority of students into lessons (9/10). Their behaviour has been much improved following this intervention.
Specific small group sessions are in place for students who are new to English.	A specialist HLTA has worked with small numbers of EAL pupils and the impact of this has been improvement in reading age and integration into lessons.
To achieve and sustain improved attendance for our disadvantaged students.	Attendance showed an increase across the whole school and for disadvantaged students in 2024-25 and whilst there was still a gap between disadvantaged and non-disadvantaged attendance, this is narrowing (TBC). This was a result of improved and more efficient systems, an increased number of home visits, prioritising the disadvantaged and vulnerable and a robust programme of rewards.

<p>To improve the learning behaviours of all students, including those who are disadvantaged.</p>	<p>In 2024-25, much work was done to facilitate the rigorous implementation of the new 'Kind and Consistent' behaviour protocol in 2025-26. As discussed above, we know this is a high leverage area in terms of supporting our disadvantaged and more vulnerable students in being able to access the full curriculum. The impact of this has been much calmer corridors, unstructured times and increased levels of engagement and learning in the classroom.</p>
<p>Material barriers to the curriculum and enrichment opportunities are removed.</p>	<p>All students have received free planners and filled pencil cases and have the opportunity to have these restocked every morning. We also supply 'loaned' uniform every day. The impact of this is the removal of barriers to attending lessons and therefore increased lesson attendance and engagement.</p>
<p>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.</p>	<p>Following a review of our working practices in relation to parents and carers we have improved our Class Charts and social media offer and engagement of families with this. We have invested in enhancing our Rewards Programme to ensure 'good news' is going home on a regular basis. Our investment in an enhanced pastoral team to develop more rigorous contact with families has led to more efficient and more effective communication with families, particularly those who are disadvantaged and/or more vulnerable.</p>