

This statement details our school’s use of pupil premium (and recovery 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beckfoot Allerton Primary School & Nursery
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	31.12.25
Date on which it will be reviewed	01.09.26
Statement authorised by	Katy Walsh (Head of School)
Pupil premium lead	Lizzie Fletcher (Assistant Head)
Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,371.08
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£182,371.08

Part A: Pupil Premium Strategy Plan 2022-2025

Statement of Intent

At Beckfoot Allerton Primary School & Nursery, we have a school sentence, a legacy, about how we want to be remembered: ***“Beckfoot Allerton ensured that all pupils gained powerful knowledge, behaved brilliantly and became confident community contributors.”***

To help us realise our school sentence, we have three values which permeate through all we do:

- ★ **Hard Work:** We work hard and try our best every single day. We persevere when things get difficult. There are no excuses and no shortcuts.
- ★ **Trust:** We do the right thing because it is the right thing to do. We act with integrity. We do what we say we'll do. We act as role models in our school and around our community.
- ★ **Responsibility:** We understand that we must be proactive positive influencers and take responsibility for our choice of actions.

Whilst we recognise the challenges that our children face, as adults, we do not use these as excuses. Instead, we are determined that all pupils are given the best start in life, whatever their background and wherever they come from, through the highest standards of Quality First Teaching (our 'Universal Offer'), focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the 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. The school considers best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils. Interventions and activities are tracked throughout the year, evaluated and amended if necessary.

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- *whole-school strategies that impact on all pupils*
- *focussed support to target under-performing pupils*
- *specific support targeting pupil premium pupils*

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified Trustee having responsibility for Pupil Premium, the Headteacher responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Headteacher regularly evaluates pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place to make a difference for the most disadvantaged pupils.

Given the extra financial pressures that the cost-of-living crisis has placed on many of our families, we know that a large proportion of our pupils need increased levels of support to ensure good social and emotional well-being. At Beckfoot Allerton, we aim to ensure that our pupil premium and recovery funding is used effectively to ensure that gaps between disadvantaged pupils and non-disadvantaged (nationally) are closed.

Ultimately, we all strive to ensure we achieve our Trust mission of 'No child left behind'.

Challenges

The table below details the key challenges to achievement that we have identified among our pupils eligible for pupil premium funding in September 2025. To identify these challenges, we have spoken to children, their families, and their teachers to identify strengths and barriers for each individual. We have also analysed student achievement data, behaviour data and attendance data. Our thinking has been informed by research, including various EEF guidance reports and the Strong Foundations in the First Years of School Ofsted report.

Challenge number	Detail of challenge
1	<p>Increased social, emotional and mental health needs</p> <p>Behaviour data (including suspensions, red cards, family requests for Early Help) shows that the school is facing an increase in SEMH needs for our cohorts. 17 students are currently on the SEN register with a primary need of SEMH. The needs primarily present as very challenging behaviours such as swearing, refusal, damage to school property and persistent disruptive behaviour.</p>
2	<p>Early language, spoken language and vocabulary development gaps</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry to reception (September 2025), there is a 60% gap for disadvantaged pupils for the 'listening and understanding' and 'speaking' areas of learning. This gap remains throughout the key stages. (GLD for disadvantaged (2025): 33%)</p>
3	<p>Attendance, punctuality and persistent absence issues</p> <p>End of year data for 2024/25 shows a -3.7% gap for disadvantaged students' attendance. Persistent Absence overall was high at 22.5%. For disadvantaged students, PA was 32.5%. Our punctuality data for end of 2024/25 indicates that punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils (1.4% lower for late L codes and 1.14% lower late U codes).</p>
4	<p>Lower attainment in reading</p> <p>Attainment in reading has improved over the last three years at Beckfoot Allerton, particularly in phonics and decoding, however some gaps remain. Not all pupils have the foundational skills required to comprehend texts and read fluently in line with the simple view of reading.</p>
5	<p>Lower attainment in mathematics</p> <p>Whilst attainment in mathematics has been improving over the last three years at Beckfoot Allerton, assessments and observations have shown that some children have gaps in their mathematical foundational knowledge, such as number facts and tables. Children who are disadvantaged say that they find maths hard.</p>
6	<p>Poor transcription skills</p> <p>Some children have particular gaps in their transcription skills such as handwriting and spelling. This gap prevents some children from writing fluently.</p>
7	<p>Disadvantaged students that also have SEND</p> <p>Analysis of our SEND register shows that a high proportion of our disadvantaged students also have an identified special educational need. 33 children in receipt of Pupil Premium either have an EHCP or are receiving SEN Support + in school.</p>
8	<p>Weak executive functioning skills</p> <p>Teachers have noticed that many students struggle with multiple aspects of executive functioning including: emotional regulation, working memory, sustained attention and planning/ prioritisation.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2027-28)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing and therefore conduct and attitudes for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 2027/28 demonstrated by: <ul style="list-style-type: none"> ★ qualitative data from student voice, student and parent/carer surveys and teacher observations (more positive compared to current) ★ a significant reduction in suspensions to <1 FTE per cycle ★ A significant reduction in C3/4 behaviour incidents <1 C3 or above for each pupil each cycle ★ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Improved language and vocabulary skills by 2027/28 demonstrated through: <ul style="list-style-type: none"> ★ Improvements in KS1 and KS2 SATs (QLA of vocabulary-based questions) ★ ≥ 90% disadvantaged students achieve the ELGs of ‘speaking’, ‘comprehension’ and ‘word reading’ ★ Students with an identified communication and interaction need on the SEND register make good progress towards their targets and achieve well
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 demonstrated by: <ul style="list-style-type: none"> ★ The school exceeds its ABIE target for attendance as set by the DfE ★ The school’s attendance exceeds Bradford and national averages ★ Attendance for disadvantaged children is above national averages ★ Punctuality for all pupils is ≥99%
Improved reading attainment among disadvantaged pupils with a focus on fluency and comprehension.	Improved reading outcomes demonstrated by 2027/28 through: <ul style="list-style-type: none"> ★ KS2 reading outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard. ★ KS1 reading outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard. ★ ELG ‘word reading’ and ‘comprehension’ outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard. ★ Phonics screening outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard. ★ GDS or High Score for Reading exceeds national figures ★ Reading age data shows that year on year the gaps are reducing for disadvantaged pupils
Improved mathematics attainment among disadvantaged pupils.	Improved mathematics outcomes demonstrated by 2027/28 through: <ul style="list-style-type: none"> ★ KS2 mathematics outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard. ★ KS1 mathematics outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard. ★ ELG number outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.

	<ul style="list-style-type: none"> ★ Y4 MTC outcomes in 2027/28 show that more than 100% of disadvantaged pupils achieve $\geq 20/25$ and 90% achieve full marks ★ GDS or High Score for Mathematics exceeds national (other) figures
Improved transcription skills for disadvantaged pupils.	<p>Improved writing outcomes demonstrated by:</p> <ul style="list-style-type: none"> ★ KS2 writing outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard. ★ KS1 writing outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard. ★ ELG writing outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard. ★ GDS or High Score for Writing exceeds national (other) figures ★ In moderation, transcription skills are not a barrier to writing success
Raised standards of attainment for our disadvantaged students who also have identified SEND	<p>By 2027/28 there are raised standards of attainment for disadvantaged students with SEND demonstrated by:</p> <ul style="list-style-type: none"> ★ Progress of students with SEND is accelerated ★ The proportions of students with SEND reaching ARE improves
Improved executive functions to support all aspects of learning	<p>By 2027/28 there are sustained improvements in executive functioning (with a focus on emotional regulation, working memory, sustained attention and planning/prioritisation) for all children are demonstrated by:</p> <ul style="list-style-type: none"> ★ Academic achievement in all subjects in all phases improves ★ Teachers report that executive functioning skills are no longer a barrier to achievement ★ Learning walks show that children are using their executive functioning skills well to support their learning in lessons

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: £26,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed coaching and deliberate practice for staff on improving teaching</p> <ul style="list-style-type: none"> → Group and individual coaching on pedagogy (universal offer) and behaviour for learning → Leverage Leadership (Paul Bambrick-Santoyo) approach → Links to ECF coaching model → Alongside 'Professional Growth Trackers' → Train staff on The Writing Framework 	<p>Incremental next step coaching is proven to support teachers to get better:</p> <p>https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Incremental Coaching - 12-page report summary.pdf</p> <p>The writing framework - GOV.UK</p>	1, 2, 4, 5, 6, 8
<p>Provide CPD for staff on supporting SEMH needs, ACEs, attachment and behaviour. Bitesize, weekly training from the SENCo, 1:1 live coaching in the classroom from the SENCo, bespoke training packages for individual staff</p>	<p>The EEF evidence from 'Improving behaviour in schools' recommends adopting a preventative approach to behaviour and targeted approaches for children who struggle (Recommendations 1 – 5)</p> <p>This supplements the guidance from the EEF 'SEND in mainstream schools' recommendations 1 – 4</p>	1, 7
<p>Create an Executive Function Strategy</p> <ul style="list-style-type: none"> → Train all staff on what EF are and how they affect learning → Recruit and deploy EF leads to drive forward improvements → Review Schemes of Work and lessons with an EF lens: wellbeing, habit formation → Review behaviour approaches to include EF empathy and co-regulation 	<p>The Ofsted report Strong foundations in the first years of school - GOV.UK outlines the importance of focussing on executive functions. The company we have selected is ADHD & Executive Function Coaching Specialists Connections in Mind</p>	1, 8
<p>Review Ark Mathematics Mastery curriculum</p> <ul style="list-style-type: none"> → Develop new middle leaders for maths → Train teachers on how to teach foundational knowledge → Review maths meetings (whole school) → Workshops for parents → Explore and implement maths interventions beyond 'ready to progress' 	<p>The EEF found that schools adopting the Ark MM approach made on average 2 months extra progress per year.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</p> <p>Also informed by: Improving Mathematics in Key Stages 2 and 3 EEF ; Coordinating mathematical success: the mathematics subject report - GOV.UK; Mastery learning EEF</p>	5
<p>Provide CPD for staff on Read, Write, Inc, phonics and Get Writing!</p> <ul style="list-style-type: none"> → Refresh CPD from external consultant → Embed Get Writing! → Refine Fresh Start (Y5/6 catch up) 	<p>The teaching of synthetic phonics is widely accepted to be the best way of teaching phonics. The RWI approach has paid dividends in similar schools and progress for all students, including disadvantaged is rapid when fidelity is shown to the programme:</p>	

<p>Appoint a reading intervention teacher to lead on improving reading in Y2 – 4</p> <ul style="list-style-type: none"> → Train leader and staff → Pilot Lexia → Implement intervention 	<p>Lexia is an EEF promising project Implement Lexia reading intervention and EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>2, 4</p>
<p>Embed ‘No Child Left Behind’ Plans by:</p> <ul style="list-style-type: none"> ★ Purchasing standardised diagnostic assessments for reading (NGRT and maths Y1 - Y5 (Maths Mastery assessment) ★ Quality assuring actions within each year group’s plans to ensure the right interventions are happening at the right time ★ Making effective use of all available teaching time in the school day for pupil feedback (globally, in small groups and 1:1) 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>When feedback is done well, it can accelerate pupil progress exponentially. We will be using the EEF guide to support us in providing remarkable feedback</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5, 6</p>
<p>Train staff on foundational knowledge by:</p> <ul style="list-style-type: none"> ★ CPD from Ofsted webinar ★ Creating a progression in skills document for spelling, handwriting, number facts, tables, EF, gross/ fine motor skills ★ Supporting a review of the Y1 curriculum ★ Exploring best practice in EYFS 	<p>Help for early years providers : Gross motor skills</p> <p>Strong foundations in the first years of school - GOV.UK</p> <p>Early Years Consultancy Support - Early Years 2 Primary LLP</p> <p>Reception curriculum in good and outstanding primary schools: bold beginnings - GOV.UK</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

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

Budgeted cost: £ 122,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategically deploy a teacher and C&I Teaching Assistant to deliver:</p> <p>structured intervention sessions for vulnerable pupils.</p>	<p>A large proportion of children in EYFS and KS1 have significant and complex communication and interaction needs. They need a bespoke curriculum in a specialist environment to help them to be successful.</p>	<p>1, 7</p>
<p>Strategically deploy specialist SEMH TAs to deliver:</p> <ul style="list-style-type: none"> → Small group structured intervention sessions / behaviour support → Bespoke provision when children require it 	<p>We are ringfencing the work of one TA who will prioritise interventions, other TAs will complete interventions in the afternoon:</p> <p>EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 5 & 6</p>	<p>1, 7</p>
<p>Recruit and strategically deploy an experienced teacher to tutor:</p> <ul style="list-style-type: none"> → Phonics in EYFS/KS1 and early readers in KS2 	<p>We have an experienced teacher, with a proven track record of raising attainment with phonics and early reading working with children who are behind in phonics or are at the stages of early reading</p> <p>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4, 6, 8</p>

Use teachers' 1265 allocation creatively: → Allocate 16 hours of time for teachers to undertake playtime games with groups of children	Improving Social and Emotional Learning in Primary Schools EEF Metacognition and self-regulation EEF	1
Recruit and strategically deploy intervention TAs to deliver: → small group NELI sessions to improve spoken language in EYFS and KS1; toe by toe for dyslexic students and Fresh Start for Y4 – Y6	EEF Preparing for Literacy Guidance Report (2018): Recommendations 1 and 7 EEF Research Summary NELI	1, 2, 7, 8

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

Budgeted cost: £ 33,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed art therapy and play therapy for identified pupils across school	EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1-6	1
Strategically deploy an Attendance officer to: Continue to embed our system of tiered, structured support and challenge so that attendance is $\geq 97\%$ and punctuality is $\geq 99\%$	EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4	3
Implement the SOL Attendance tracker to: Use data effectively to target support, measure impact and motivate children	Working together to improve school attendance - GOV.UK	3
Embed termly whole school incentives for families to promote 'One big ask' as part of the strategy to raise attendance and reduce persistent absence. 'Come to school every day, on time'	EEF Working with Parents to Support Children's Learning (2018): Recommendation 3	3
Integrate and model SEL skills through everyday teaching, complimented by Story Project and My Happy Mind support sessions and drop-ins for vulnerable children across school.	EEF Preparing for Literacy Guidance Report (2018): Recommendation 4 EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1 & 2	1
Embed and develop 'Stay & Play Sessions' to develop school readiness for children entering the Early Years Foundation Stage.	EEF Working with Parents to Support Children's Learning (2018): Recommendations 2 & 3 EEF Preparing for Literacy Guidance Report (2018): Recommendation 5	2, 8
Train more Early Help Lead Practitioners to support DSL/DDSL to develop the school's 'Family Support Toolkit' to support parents to understand how to help their children learn (including parent workshops and drop-in sessions with lead practitioners).	EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4 EEF Preparing for Literacy Guidance Report (2018): Recommendation 5	1, 7
Review the strategy of how best to involve families when their child has SEND including, reviewing and evaluating the current system, signposting to external support, how to meet needs, training, SEND processes	EEF supporting parents of children with SEND EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4	7

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Total budgeted cost: £182,372

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 2024 to 2025 academic year.

- ★ We have eradicated the disadvantage gap in Phonics
- ★ The IDSR recognises the improvement in attendance for disadvantaged pupils
- ★ Suspension data for disadvantaged pupils improved and is no higher than national average
- ★ KS2 outcomes for disadvantaged pupils are close to national averages for reading, writing and GPaS
- ★ KS2 progress for disadvantaged pupils is close to national average for reading and maths
- ★ Children in receipt of pupil premium have been invited to attend extra curricular clubs and these have been well attended
- ★ Teachers, pupils and families report an improvement in behaviour. Suspensions have reduced as a result.

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
Early Language Intervention	Nuffield Early Language Intervention (NELI)
Infant Language Link	Nuffield
1: 1 phonics	Read, Write, Inc.
Fresh Start	Read, Write, Inc.
Toe by Toe	F & K Cowling
Ready to Progress	Ark Mathematics Mastery

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

All strategic decisions that are made by the school are to support our most vulnerable learners. For example, we have updated our PSHCE and RSE curriculum offer to make it more accessible and with a larger focus on good mental and physical health. We seek funding and local opportunities to widen the experiences of our pupils. For example, inviting in guest speakers, running careers events, and taking part in sporting competitions.