

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	The Becket School
Number of pupils in school	905 (Y7 to Y11) 1183 (Y7 to Y13)
Proportion (%) of pupil premium eligible pupils	19% (Y7 to Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	20.12.2024
Date on which it will be reviewed	20.12.2025
Statement authorised by	Paul Greig
Pupil premium lead	Hannah Coe
Governor / Trustee lead	Allistair Solomonsez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,265
Recovery premium funding allocation this academic year	£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	£175,265

Part A: Pupil premium strategy plan

Statement of intent

At The Becket School we are very proud of our diverse intake. Students who attend The Becket School do so from all over the City of Nottingham and its surrounding suburbs; our catchment includes areas of high affluence, areas of deprivation, and everything in between. Our moral commitment to our whole community is that ALL students who attend our school have the same opportunity to flourish spiritually, morally, socially and academically. We recognise that in order to achieve this, we must focus and address the barriers and challenges faced by our disadvantaged students.

Our intention is to continue to develop a research-based strategy for improving the outcomes for disadvantaged students. We have taken the time to consult the academic literature and review the evidence in order to inform our approach. We have identified schools with successful outcomes for disadvantaged students and conducted an analysis of their strategies and pupil premium spending; we have also visited several of these schools to consult with their leadership teams and staff. Our approach has been heavily influenced by these reviews and has informed our whole-school approach which is underpinned by three core principles: 1) High Expectations 2) High Aspiration 3) Absolute Entitlement for ALL students irrespective of background. In particular, our intention is to ensure the following:

- ***Behaviour and Culture:*** Students are taught explicitly what good behaviour looks like and where adults expect impeccable behaviour regardless of a students' background. Where good habits are shaped and bad ones are challenged .
- ***Fluent Literacy and Numeracy:*** Students are enabled to be confident and fluent readers, writers and mathematicians. The basics are automatic and the foundations of academic success are in place; cognitive load is reduced. Students have access to a wide vocabulary.
- ***Ambitious Knowledge Curriculum:*** Students should be taught powerful and culturally rich knowledge that they might not otherwise access. It should increase their academic, social and moral success. Knowledge *is* power; it is what we think about and think with. The more we know - the better we can think.
- ***High Quality Instruction:*** Students should be helped to embed core knowledge in long-term memory by evidence-informed teachers proficient in subject knowledge. Students should be guided to core key subject skills and pushed to practise these frequently.
- ***Address Individual Barriers:*** Where financial, parental or other barriers exist, interventions should seek to remove these barriers.

The strategy described above therefore entails a mixture of whole-school approaches as well as small-group and individual interventions. The evidence we have seen suggests that many of the most effective strategies at reducing the Matthew Effect operate at a whole-school level (e.g. approaches to behaviour/culture, teaching and the curriculum) but that some disadvantaged students will need extra support in order to help them access (e.g. literacy, numeracy, or social/emotional) the learning and to accelerate their progress towards those aims.

We aim to ensure there is regular assessment of learning and early diagnostic assessment of need so that our interventions are proactive rather than reactive; we have moved away from the ineffective cycle of regular extra revision/intervention sessions for older students not making good progress towards GCSE outcomes and instead seek to support students much earlier in their time at our school.

Ultimately, our intention is that the impact of our approach is seen in students' academic outcomes (Progress 8, Maths/English basics, Ebacc entry/point score, reading habits) and their social/cultural/moral development (knowledge of the world around them, successful habits for life, self-control etc). Students know what we summarise our aspirations for them as people by our mantra rooted in Gospel Values (as articulated in the Beatitudes): *Work Hard. Be Loving. Do The Right Thing.*

Challenges

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

Challenge number	Detail of challenge
1	The prior attainment of disadvantaged students in English and Maths is generally lower than that of their peers in all year groups; this is a pattern observed across all year groups. This means the basic foundations for all academic subjects are generally less secure making the cumulative advantage ('Matthew Effect') of more advantaged students more likely to occur.
2	<p>The reading ages and reading comprehension of disadvantaged students on entry to the school are generally lower than their peers; this is a pattern observed across all year groups. As academic study develops, the need to be able read quickly, as well as process and analyse rich and complex texts becomes greater; there is also a greater need to acquire and understand a wide range of vocabulary.</p> <p>Disadvantaged students, on average, enter with reading ages almost one year below their actual age (-0.81); non-disadvantaged peers, in contrast, enter the school with reading ages in line/above their actual age (+0.06). Although the cohorts vary very slightly; this finding has been identified in all of our year groups on their entry to school.</p>

3	Our data/observations suggest that some students from disadvantaged backgrounds are less likely than their peers to have consolidated the successful habits required for academic learning and/or soft skills helpful for life/work; for example self-control, fairness, attention, punctuality, being organised , meeting deadlines , adherence to rules etc.
4	Our attendance data over the last 5 years indicates that attendance among disadvantaged students has been between 1.57 to 2.92% lower than for non-disadvantaged students.
5	Our assessments, observations and staff analysis suggest that the attainment/progress of <i>some</i> disadvantaged students is impacted by a general knowledge/cultural capital gap caused by a variety of factors. This impacts on some student's aspirations, their access to the curriculum, their understanding of some texts and can place a burden on their cognitive load in some classroom circumstances.
6	Assessments, referrals, observations and discussions with students and families have identified social and emotional issues for many students including suspected or diagnosed mental health issues. Students from disadvantaged backgrounds are also overrepresented in terms of referrals to our internal Damascus inclusion team and to external services.
7	The nature of our very diverse intake can mean that <i>some</i> students can make financial, academic and cultural comparisons to their peers which affect how they see themselves within the school community. We know this through our own observations and conversations with some students. This can affect some student's engagement in learning and extra-curricular opportunities.

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
Improved progress among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> Progress 8 score for disadvantaged students which is <i>at least</i> consistently above the national average for disadvantaged students Ideally, a progress 8 score for disadvantaged students that is consistently <i>above</i> the national average of 0. However, our ultimate aspiration is that our disadvantaged students make more progress than non-disadvantaged students nationally (usually between +0.10 and +0.13). The figures above to be reflected in all buckets but especially Maths/English/Ebacc.
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> To have a trend towards closing the gap between disadvantaged students' attainment at The Becket School and non-disadvantaged students nationally. To ensure that Ebacc entries for disadvantaged students are always above the national average for <i>non-disadvantaged</i>

<p>To improve reading ages and reading comprehension in the cohorts of disadvantaged students identified as requiring extra support.</p>	<ul style="list-style-type: none"> • Identified students in Y7 and Y8 will see reading age increases <i>above</i> the amount of time spent in the interventions (i.e. they will close the reading age gap). • These cohorts of students will then see sustained progress across the curriculum due to the benefits of the intervention programmes. This progress will be reflected in progress 8 scores (see targets and success criteria above).
<p>To improve the attendance of disadvantaged students; especially those who are persistent absentees.</p>	<ul style="list-style-type: none"> • Achieve reductions in the gap between the % attendance of disadvantaged and non-disadvantaged students • Reduce persistent absenteeism among disadvantaged students to below 10%
<p>To achieve improved habits-for-learning and self-regulation among disadvantaged students.</p>	<ul style="list-style-type: none"> • Achieve a reduction in the over representation of disadvantaged students in negative behaviour event data e.g. (FTEs, Internal Exclusions, SLT Removals, Negative Behaviour Points). The current over representation is around 8% (FTEs/SLT Removals) to 15% (IEs). • Achieve a reduction in the proportion of negative behaviour points accounted for by disadvantaged students (currently 30.1%).
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Demonstrate through targeted student voice on disadvantaged cohorts improved responses to : <ul style="list-style-type: none"> - Feelings towards school - Perceived learning capability - Self-regard - Preparedness for learning - Attitudes to teachers - General work ethic - Confidence in learning - Attitudes to attendance - Response to curriculum demands • Achieve an increase in participation for disadvantaged cohorts in our extra-curricular activities.

Activity in this academic year 2024-25

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment/employment of extra capacity in English and Maths department in order to deliver Direction Instruction programmes in Year 7 and Year 8 for students requiring extra support in English (Reading), English (Writing) and Maths (Corrective Maths). £46,243</p>	<p>Project Follow Through was the most extensive educational experiment ever conducted. Over 200,000 children in 178 communities were included in the study, and 22 different models of instruction were compared. The communities that implemented the different approaches spanned the full range of demographic variables, ethnic composition and poverty level. Evaluation of the project occurred in 1977, nine years after the project began. The results were strong and clear. Students who received Direct Instruction had significantly higher academic achievement than students in any of the other programmes. They also had higher self esteem and self-confidence. <i>No other program had results that approached the positive impact of Direct Instruction.</i> Subsequent research found that the DI students continued to outperform their peers and were more likely to finish high school and pursue higher education.</p> <p>The decision to implement Direct Instruction interventions were informed by our research schools with successful outcomes for disadvantaged students; it was a technique identified and observed in some of the schools we consulted.</p> <p>Within-school evidence already suggests this intervention is having an impact (see next section)</p>	<p>1- Attainment, 2- Reading Ages/ Comprehension, 5- General Knowledge/ Cultural Capital, 6- Social and Emotional Issues.</p>
<p>Bespoke CPD to support maintenance of 'The Becket Way' culture/ethos/ behaviour system.</p>	<p>Jackson (2018) found that teachers' impact on motivation, behaviour and self-control was <i>ten times</i> more likely to impact on students' long-term success than test scores.</p>	<p>1- Attainment, 2- Reading Ages/ Comprehension, 3- Habits for Learning,</p>

£5,673	Our own research of the schools with the most successful outcomes for disadvantaged students provided evidence that strong behaviour cultures were influential. A content analysis of Ofsted reports and Pupil Premium statements suggested these schools usually had high expectations, strict cultures and very little low-level disruption.	7- Inclusion.
Embedding a daily whole-school reading programme (including texts to address diversity/inclusion). £8000	Westbrook et al. (2018) had teachers read two complete novels to students over a series of lessons over 12 weeks. The teacher read aloud for students with no interruptions. Poor readers made an average 16 months of reading comprehension during that time; even average and above average readers made 8.5 months progress. "Simply reading challenging, complex novels and at a face pace in each lesson repositioned 'poorer readers' as 'good' readers. Giving them a more engaged uninterrupted reading experience over a sustained period." We have set up a daily reading programming adhering to these principles based on the success of another school's programme. This school had a progress 8 score above one for disadvantaged students.	1- Attainment, 2- Reading Ages/ Comprehension, 5- General Knowledge/ Cultural Capital 7- Inclusion.

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

Budgeted cost: £44,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support in both English and Maths across KS3 and KS4 using our subject specific Teaching Assistants with specific remit for supporting disadvantaged students. £40,530	Targeted tuition enables students to make progress based around gaps in their knowledge. This addresses both the curriculum in English and Maths as well numeracy levels and reading comprehension. Tuitions will be done in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1 – Attainment 2 – Reading ages/comprehension

<p>Direct Instruction support/teaching allowance leadership of Lexia literacy support. £3000</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The Lexia literacy support package was identified by researching the pupil premium spending of the schools in the UK with the most successful outcomes for disadvantaged students.</p> <p>The Teaching Assistants also work with students who may have been removed from the classroom for short periods due to behavioural incidents.</p>	
<p>Academic support fund (e.g. to support revision, work experience opportunities). £1000</p>	<p>This fund is used on an ad hoc basis to support disadvantaged students with opportunities as they present (e.g. holiday revision programmes at local universities, subsidised trips, ingredients for GCSE food technology, transport to extra-curricular enrichment experiences aligned with a student's career aspirations, revision resource packs for students, required revision guides). We know from past experience and parent/student voice that support provided from this fund has made students feel valued.</p>	<p>1 – Attainment 7 - Inclusion</p>

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

Budgeted cost: £70,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous monitoring and proactive strategies to ensure good attendance reducing persistent absenteeism. £6144</p>	<p>The Becket and its feeder primary schools employ an Education Welfare Officer; this enables us to adopt a family approach to attendance and absenteeism. As disadvantaged students account for a large proportion of our persistent absenteeism, a proportion of the staffing cost is funded through the Pupil Premium Grant.</p> <p>We know that there is a strong correlation between % attendance and progress (+0.25 correlation in our last set of results).</p> <p>We will also explore and resource some of the strategies outlined by the Queen Elizabeth</p>	<p>1 – Attainment 4 - Attendance</p>

	<p>Academy who have significantly reduced persistent absenteeism and increased % attendance.</p> <p>https://educatingstamio.wordpress.com/author/educatingstamio/</p>	
<p>Supporting students with emotional and behavioural needs; supporting and mentoring key students in 'The Becket Way'. £28,685</p>	<p>We employ Student Engagement Officers (SEOs) within the Damascus Centre that offer weekly mentoring for students that are referred and offer a key worker provision for other students. The SEOs work with students after incidents of low-level disruption and more serious contraventions of The Becket Way. The staff frequently refer and liaise with external agencies, Heads of Year, Pupil Premium Champion, Safeguarding Team and Education Welfare Officer.</p> <p>A high proportion of disadvantaged students access this provision and therefore a representative proportion of the staffing costs are funded by the Pupil Premium Grant.</p> <p>Student/parent voice shows that this is a valued provision and that the support offered is effective.</p> <p>There is evidence that structured mentoring can have a more positive impact for students from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. Structured programmes with clear goals and targets are more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>3 – Habits for Learning 4 – Attendance 6 – Social and Emotional Needs 7 - Inclusion</p>
<p>External counselling provision for students suffering bereavement and requiring mental health support £2490</p>	<p>Student/parent voice shows that this is a valued provision and that the support offered is effective.</p> <p>“Counselling can assist students to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.” (Counselling in schools, a blueprint for the future, DfE 2006)</p>	<p>6 – Social and Emotional Needs 7 - Inclusion</p>
<p>Diagnostic assessment of students' emotional wellbeing and attitudes towards schools</p>	<p>Used to help reveal hidden emotional (e.g. low self-regard, feelings about school) or attitudinal concerns towards school (e.g. towards teachers or attendance) in order to make early interventions.</p>	<p>1 – Attainment 4 – Attendance 6 – Social and Emotional Needs 7 - Inclusion</p>

£1000	The assessment tool was established by educational psychologists and results standardised and benchmarked against 600,000 students.	
Proactive transition for disadvantaged students and early parental engagement. £1000	Equipment for school is provided for focused transition meetings with disadvantaged parents where we outline The Becket Way, outline our high aspirations/expectations, and offer support for seeking financial assistance. Disadvantaged students are also offered a subsidy for the residential transition trip to encourage mixed friendships, successful integration and induction into The Becket Way. Our student/parent/staff voice highlights the effectiveness of this transition and the crucial role it plays in building effective relationships with parents very early on.	3 – Habits for Learning 7 - Inclusion
Central coordination of all intervention work; attendance, attainment, social and emotional provision, regular parental engagement, transition, student engagement in targeted intervention (e.g. breakfast reading), external agencies, leadership of academic and hardship funds, student/parent voice etc. £30000	We employ a Pupil Premium Champion to take a lead on the coordination on many areas of the strategy, to be an advocate for disadvantaged students amongst colleagues and to lead small-group interventions (e.g. homework club, in-class support, knowledge challenge etc) The evidence for many of the strategies is already listed above. In addition, since the role was created, we can demonstrate a sustained and significant improvement in Progress 8 scores for disadvantaged students.	1 – Attainment 2 – Reading ages/comprehension 3 – Habits for learning 4 – Attendance 5 – General knowledge/cultural capital 6 – Social and emotional needs 7 - Inclusion
Hardship fund £1,500	A budget is set aside to support students to access education and to remove barriers to learning.	1 – Attainment 2 – Reading ages/comprehension 3 – Habits for learning 4 – Attendance 5 – General knowledge/cultural capital 6 – Social and emotional needs 7 - Inclusion

Total budgeted cost: £175,265

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 2023-2024 academic year.

Overall progress headlines

- Progress 8 of disadvantaged students has continued to be above the national average. Between 2016 and 2018 the average progress for disadvantaged students at The Becket was -0.51 so this shows a clear improvement..
- Ultimately, we would like to see that progress scores for disadvantaged students is above 0 and above the national average for non-disadvantaged students (typically around +0.12).

Overall attainment headlines

- Attainment 8 scores for disadvantaged students in 2023 improved compared to previous years (47.29). There is a small drop in 2024 (45.66) but this level is still above the national average.
- The % of disadvantaged students entering the EBacc qualification in 2024 was 60% which is *significantly* above the national average for disadvantaged students (29%) *and* non-disadvantaged students (40%).

Attendance

- The attendance of disadvantaged students has unfortunately decreased in the last two years. Between 2017 and 2019 the average was 93.91% and this has fallen to 91.5% between 2022 and 2023, although we suspect that larger decreases have been seen nationally - this has not been made available for comparison. In 2023 our % attendance for disadvantaged was 92.47%.
- Persistent absenteeism among disadvantaged students had risen from 12.5% in 2019 , 18.1% in 2021 , 25.36 % in 2022 however we have seen a decrease in 2023, 25.3% and again in 2024, 23%. There has been an overall increase in this area even amongst *non-disadvantaged* students (from 3.3% to 12.6%). In the next three years, it must be a priority to return attendance/absence figures back to 2019 levels. Between 2017 (19.35%) and 2019 (12.5%) we had secured a large reduction in persistent absenteeism.

Behaviour and Habits

- It is very difficult to make data comparisons to previous years due to periods of school closures (lockdown) meaning that incident totals are not-comparable to previously full academic years AND due to a change in the school's behaviour and recording system in 2019 and in 2023
- However, we can note a steady levelling in the proportion of negative behaviour points accounted for by disadvantaged students.
- In addition, in 2022, an external review of behaviour following The Becket Way found that in 95% of lessons all/most (70%/25%) students were engaged/attentive and relationships and atmosphere described as 'excellent'; a calm atmosphere was observed with very low levels of play fighting/unfriendly behaviour/litter; detentions had reduced 44% from the previous year and Internal Exclusion incidents down 52%. A staff panel was almost universally positive noting 1) significant improvement in culture 2) effectiveness of shared language around the ethos 3) reduction in low-level disruption. This shows evidence of the impact of our strategy to improve behaviour and culture and reduce low-level disruption; it is well documented that the learning of students from disadvantaged backgrounds are often most impacted by such disruption.

Impact of Specific Literacy, Reading and Numeracy Interventions

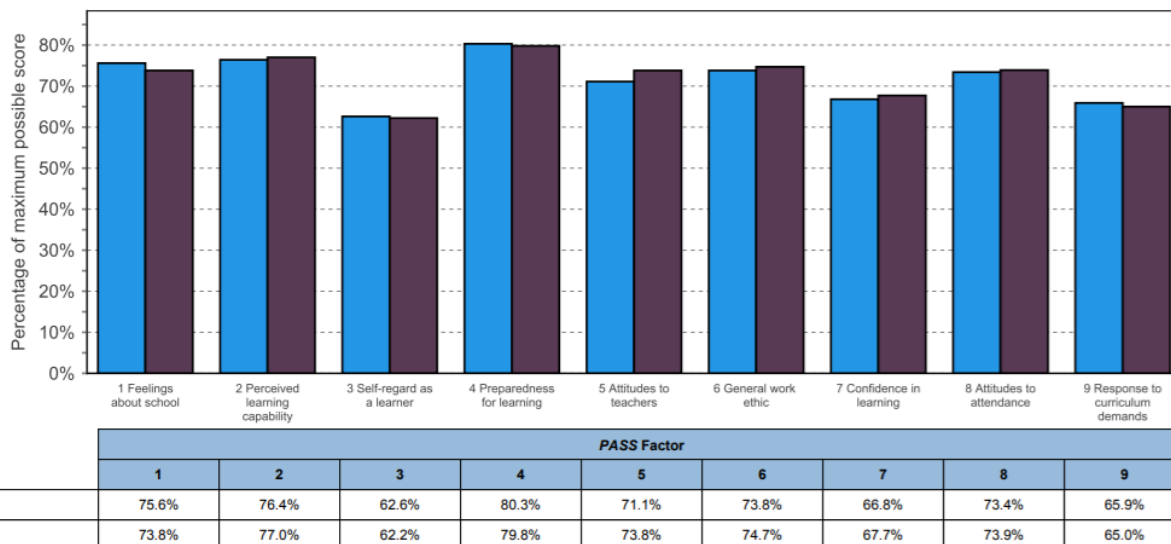
- Direct Instruction (reading) was first implemented in September 2019 .These students, who started with an average reading age of 8.10, made +6.5 months reading progress on average in a 6 month period . So they *outpaced* chronological age for the first time. Their progress score in year 7 was *above* other students in their year group (+0.25 vs +0.15). Although it is very early on in their courses, the cohort are currently projected +0.89 progress 8 score which is very encouraging. Similarly, the students in this year group selected for the Direction Instruction (writing) programme in Y8 have a projected progress score of +0.88.
- Students in the September 2023 Y7 cohort (reading) with an average reading age of 9.0 made an average 6 months progress in 7 months (October to Dec, then April to July). Their progress score in all subjects at the end of Y7 was +0.03.

Parental Engagement

- Parent voice has highlighted improvements in the school's communication and effort to engage parents of disadvantaged students in the past few years. One proxy is to evidence the impact of the Pupil Premium Champion in particular – this is shown by the increase in attendance at parents' evenings for disadvantaged (from an average of 60% in 2017-2018 , over 85% in 2020 , and 86% in 2023/24).

Student Wellbeing/Voice/Inclusion

- Surveys in 2022 and 2023 showed very little difference between disadvantaged and non-disadvantaged students in all areas of the survey.
- Blue = Non-Disadvantaged, Purple = Disadvantaged



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
Direct Instruction	McGraw Hill
Lexia	Lexia Learning
PASS	GL Assessment

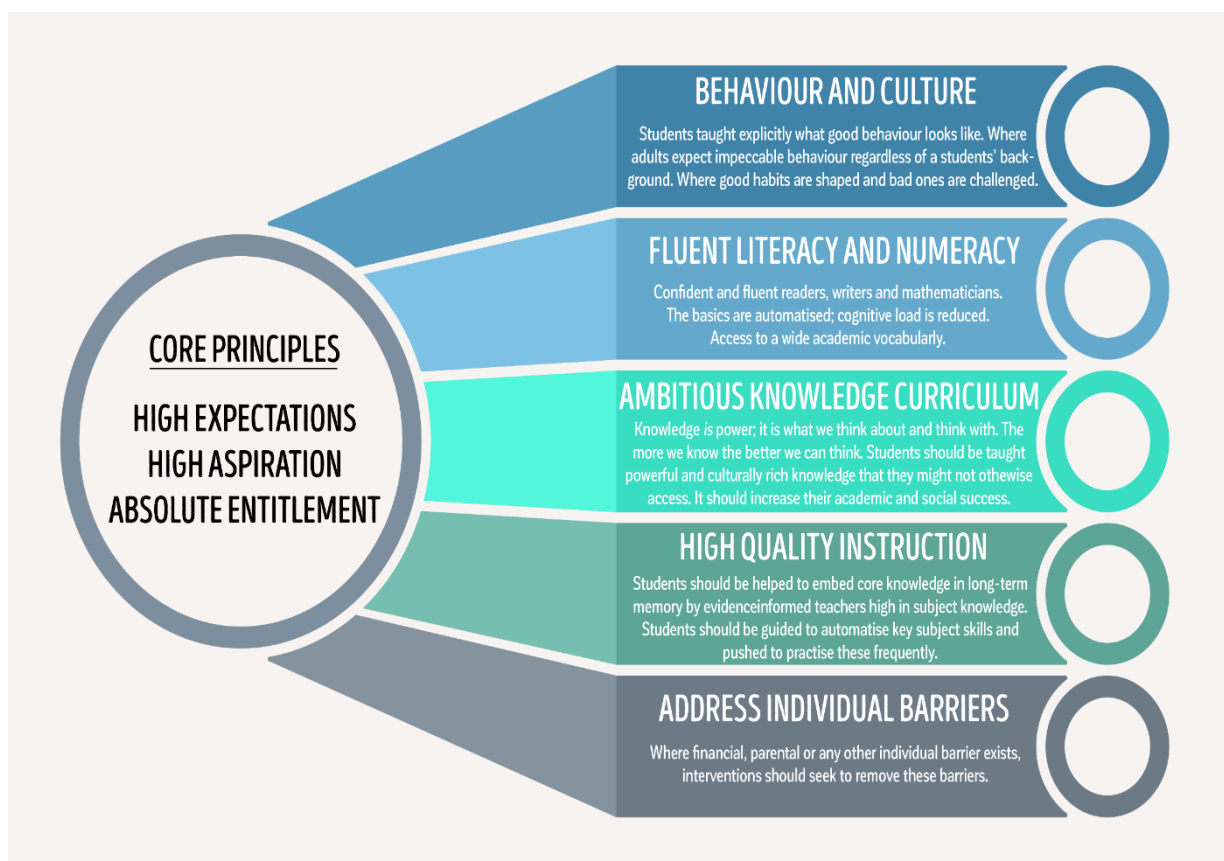
Service pupil premium funding (optional)

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.



There are other activities planned/currently being implemented that are not dependent on PP funding that reflect our whole-school approach, especially in the 1st, 3rd and 4th categories above.