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Pupil Premium Strategy Statement

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.

Academy overview

Detail	Data
Academy name	Co-op Academy Beckfield
Number of pupils in academy	191
Proportion (%) of pupil premium eligible pupils	43.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	Termly ACC meetings
Statement authorised by	Academy Community Council - Oct 2025
Pupil premium lead	Nicola Moir
Governor / Trustee lead	Ian Featherstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,118
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£111,118
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Co-op Academy Beckfield is committed to being a place where *all* children are given opportunities to aspire, learn and achieve.

Beckfield is a one-form entry primary school with a Nursery from the age of three. The school is situated on the edge of Bradford but sits within Leeds local authority. Nearly half of pupils who attend are eligible for Pupil Premium funding (43.4%), which is more than double the national average. Pupils come from homes which rank in the highest 20% for deprivation nationally. Thirteen ethnic groups are represented in the school but the vast majority (approximately two thirds) of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average at approximately 15%. The proportion of pupils with SEND is above the national average at 19%. 3.2% of pupils have EHCPs, which is less than the national average. Beckfield has fifteen (7.2%) Pupil Premium pupils, who also have Special Educational Needs.

With this context in mind, half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for pupils. This focus includes professional development to make sure that teaching is highly effective. This is imperative as the demographic of teachers includes some in the early stages of their career. In addition, curriculum development work is also a key part of our strategy to ensure that our curriculum continues to be shaped and refined in response to the needs of the children and the school community. Learning about careers and employability is also a key priority as we seek to raise the aspirations and ambitions of children. We are passionate about providing pupils with opportunities outside of their usual experiences and environment to build their capital.

For many of our pupils, developing English language and vocabulary is a high priority in securing their future. We have invested in CPD for our Oracy Lead, in order to roll out a whole school approach to language development and oracy. We want language, literature and vocabulary to be at the heart of our curriculum. We acknowledge that some pupils need extra opportunities to practise, rehearse and revisit core knowledge including language, vocabulary, reading and number work. Therefore, we allocate a quarter of our Pupil Premium funding to enable small group interventions to take place.

Within our locality, rates of criminal activity are above average for the country. Instances of anti-social behaviour and violent/sexual assault (including domestic abuse) are particularly high. We acknowledge that our pupils (including our disadvantaged pupils) may have increased safeguarding vulnerabilities because of this. Through our curriculum, we prioritise keeping pupils safe and their moral development. We are passionate about our children having the courage to make the right moral choices, regardless of who is watching. This academic year we will be consolidating our personal, social, health and economic curriculum to ensure our staff are confident, trained and supported to provide the targeted teaching that our school community needs. We will target further spending on additional support, for identified pupils, including: therapeutic sessions, social groups, attendance support, speech and language sessions, SEMH coaching and intervention, including work with external agencies. This also acknowledges our area for development following our Ofsted inspection in October 2024.

Since being graded 'Good' in all areas, Beckfield is driven for further improvement in order to achieve excellent outcomes for all pupils. Ensuring pupils of disadvantage are provided opportunity and have barriers to learning reduced is a key principle in all that we do.

This coming year, we are keen to build on the foundations that we have built during previous years. It is vital that we prioritise success for our disadvantaged pupils, as we continue to see them achieving less well than their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Increased risk of additional family needs and safeguarding concerns.
2	Attendance is lower than the national average and rates of Persistent Absence are too high.
3	Low starting points on entry into Early Years but also for children joining us at points other than typical transition times (including pupils from other countries).
4	Limited basic language and communication skills, which impacts on achievement in the curriculum including maths, reading and writing.
5	Reduced opportunities for extra-curricular activities and enriching experiences outside school.
6	Pupil Premium children are not achieving as well as their peers.

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
Good attendance for disadvantaged pupils (and reduced rates of persistent absence).	Disadvantaged pupils' attendance rates and rates of persistent absence are at least in line with disadvantaged pupils nationally.
Raised achievement for disadvantaged pupils by the end of KS2.	Disadvantaged pupils at the end of KS2 (who have been at the school consistently since KS1 - stable cohort) achieve attainment and progress measures in line with other pupils nationally
Disadvantaged pupils in Year 1 and 2 pass the phonics screening check, above the national average.	Y1: Above national average for disadvantaged pupils Y2: Above national average for disadvantaged pupils

Children at the end of the early years attain well and are ready for the Year 1 curriculum.	Disadvantaged children attain a Good Level of Development in line with other children nationally.
Disadvantaged pupils access a wide range of carefully chosen experiences that build their cultural capital, raise their aspirations and help them to discover their talents and interests, including educational visits and extra-curricular clubs outside of normal school hours.	<p>All disadvantaged pupils:</p> <ul style="list-style-type: none"> - attend extra-curricular clubs - participate in all enhancement activities (inc educational visits, workshops etc)

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	£55,559
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Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff establishing a whole school approach to supporting pupils with social, emotional and mental health difficulties.	EEF Effective Professional Development	1, 2, 3
Phonics training for CTs, TAs and reading leaders	Read Write Inc case studies and research	1, 2, 5
Continued implementation of Accelerated Reader and Reading Plus to enhance a love of reading for all pupils and improve attainment.	EEF Accelerated Reader research	1, 2, 5
CPD for EYFS staff to support their understanding of how children learn.	EEF Improving language in Early Years research	1, 2, 5
Metacognition CPD for all staff, focusing around Rosenshine's principles and using TLAC strategies.	EEF Metacognition and self-regulated learning Rosenhine research	1, 2
Skills builder curriculum training and establishing careers curriculum throughout all year groups	EEF Collaborative learning approaches	1, 2, 5

New SENDCo to improve inclusive practice and outcomes for pupils	EEF Importance of a whole school SEND approach	1, 2
Release time for senior and subject/middle leaders to quality assure all curriculum areas, with a particular focus on development of middle leaders and their understanding of critical thinking.	EEF Implementation and professional development	1, 2, 5

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

Budgeted cost	£27,779
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of resources and staff CPD to enhance the teaching and learning of mathematics throughout the school, focusing on tracked and targeted interventions	EEF improving mathematics	2, 5
Reading intervention including 1:1 tutoring, lowest 20%, RWi TA training and support	EEF Teaching assistant interventions	1, 2, 5
Small group teaching for lower attainers in Year 5 & 6	EEF Reducing class size	1, 2, 5
Speech and language intervention	EEF Oral and Language interventions	1, 2
PSED interventions (EYFS)	EEF Behaviour interventions	2
SEND interventions (WRAT5, Dyslexia screening)	Effective Interventions for Struggling Readers	3, 4
Subscriptions: Ruth Miskin phonics TT Rockstars SATs Companion FFT National College Primary Languages Network Spag.com LbQ Reading Plus	EEF Read Write Inc and Fresh Start EEF diagnostic assessment and recovery EEF One-to-one support for SEND pupils	1, 2, 5

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

Budgeted cost	£ 27,779
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent engagement activities (share a story, watch a Maths lesson, presentations, events)	EEF Parents to support children's learning https://leedscitycollege.ac.uk/	1, 2, 3, 4, 5
Rigorous attendance procedures	EEF Attendance intervention and rapid assessment	1, 2, 3, 4
Pastoral Manager (including SEMH interventions)	EEF Parents to support children's learning	3, 4
Free of charge extra-curricular activities, enhancements, including educational visits, clubs and workshops	EEF life skills and enrichment	3, 4, 5
Free daily breakfast club; breakfast for all children	National School Breakfast Programme EEF Magic Breakfast	1, 2, 5

Total budgeted cost

Total budgeted cost	£ £111,118
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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.

Pupil premium strategy outcomes

At the end of Key Stage 2 in 2025, 71% of children who passed, were Pupil Premium children.

However, of the 25% who didn't pass, many of those were pupil premium children. There was a high proportion of PP children in the cohort.

In the Year 1 phonics screen, all PP children achieved the expected standard, with 91% of children overall achieving a pass.

75% of PP children achieved a *Good Level of Development* at the end of the academic year 2024-25.

Pupil Premium funding was used to develop staff pedagogy and improve Quality First Teaching, including developing adaptive teaching methods and an understanding of effective provision for SEND/PP pupils. Training was delivered to all teaching staff around the use of *Teach Like a Champion* strategies. This work continues into the next academic year.

In addition to this, teaching staff have had access to coaching and mentoring from senior teachers, including SLEs from other academies and colleagues from the English and Maths Hubs and Ruth Miskin.

Parents of disadvantaged children have been well supported in the past year by our team of DSLs. We have provided support around attendance and behaviour, financial support, access to food and mental health support, including referring to appropriate external agencies.

We have continued to improve rates of attendance and persistent absenteeism. There has been a significant difference year-on-year with whole school attendance improving by 3.2%.

We offer a completely free breakfast club to all pupil premium children, as another strategy to support parents with attendance. We also give breakfast to all children upon their arrival at school, whether they attend the breakfast club or not.

Leaders are actively working to Poverty Proof the school day by providing adequate food, free water bottles, uniforms and book bags, having a fortnightly food bank and continuing with free extracurricular activities for all. We continue to develop our trip offer and are working to make this as affordable as possible to parents. We now routinely use minibuses from other schools as our main mode of transport.

Our Careers programme continues to expand and this is something that we were commended for during Ofsted inspection. Children from Nursery to Year 6 have opportunities to have contact with the world of work. Parents are also starting to engage with this programme.

No child is left behind when it comes to the experiences we offer.