

Pupil premium strategy statement – Bradford Forster Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	912
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 (current year) 2026-27
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Gemma Earles, Principal
Pupil premium lead	Kirsty Box, Assistant Principal
Governor / Trustee lead	Lisa Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£493,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£493,425

Part A: Pupil premium strategy plan

Statement of intent

Our Key Objectives:

We want all students, regardless of their deprivation status, to make outstanding progress.

In order to achieve this, barriers to learning should be removed, and outcomes for all cohorts should be directly comparable, without any significant gaps. We will provide high quality teaching and support in order to mitigate as much as possible the impact of Covid-19 on school life.

We will provide opportunities for PP students to develop effective learning habits and an in-depth understanding of how to acquire and retain essential knowledge and skills. No PP students will become NEET and all will benefit from an aspirational, supportive and rewarding learning environment, with direct access to personalised CEIAG.

We will ensure that all students' benefit from strong behaviour for learning frameworks and attitudes towards education are consistently positive.

We want to remove barriers to learning and allow all students to access all learning opportunities (including remote access), at all times.

We want attendance rates for all students (including PP) to be better than the national average.

This plan lays out challenges, intended outcomes and success criteria that integrate to work towards meeting our key objectives. It then outlines the key activities that are being undertaken from a Teaching, Targeted Academic Support, and Wider Strategies perspective, detailing our intended routes for expenditure to specifically address our key objectives and underpin the key principles of our strategic plan.

All planning and actions have been based on proven research, predominantly from the EEF and the Sutton trust report : "School Funding and Pupil Premium 2024", but also from ongoing research and in-school CPD sessions based on research by Rosenshine, Sherrington, Lemov, Didau and others, which are then applied to our specific context. These are further highlighted in the 'strategies' sections below.

Challenges

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

Challenge number	Detail of challenge
1	In general, disadvantaged students enter Year 7 with significantly lower starting points than other students, therefore there is a need to accelerate their progress in reading, writing and mathematics during Key Stage 3.
2	Internal behaviour and attitude to learning data highlights that on average disadvantaged students do not demonstrate the academy values and expectations as consistently as other students. This needs to be addressed so that it does not impede upon academic progress and attainment.
3	The attendance of disadvantaged students is lower than that of other students. This needs to be addressed so that it does not impede upon academic progress and attainment
4	In general, disadvantaged students lack the cultural capital of other students. This must be addressed to ensure all students are equipped with the knowledge and cultural capital needed to succeed in life.
5	As a result of the current climate in general, disadvantaged pupils have become less socially confident and more liable to need further support with their social, emotional and mental health.

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
Disadvantaged students make accelerated levels of progress in Reading, Writing and Mathematics over the course of key stage 3.	<ul style="list-style-type: none"> Disadvantaged students have diminished the difference with other students in their maths and English Progress Test scores by the end of Key Stage 3. The majority of disadvantaged students have made accelerated progress in their reading ability by the end of Key Stage 3.
The difference between the proportion of disadvantaged and the national average for other students' achieving the strong	<ul style="list-style-type: none"> The difference in the proportion of disadvantaged students achieving a strong and standard pass in the basics

<p>and standard pass in the basics diminishes and the Progress 8 and Attainment 8 score for BFA disadvantaged students compared to other students nationally is diminished.</p>	<p>between our disadvantaged students and other students nationally diminishes each year.</p> <ul style="list-style-type: none"> • The difference in progress between our disadvantaged students and other students nationally diminishes each year. • Disadvantaged students consistently make greater progress than disadvantaged students nationally.
<p>Attitude to Learning and behaviour data show that disadvantaged students perform in line with other students in the academy.</p>	<ul style="list-style-type: none"> • Behaviour data illustrates a diminishing in the difference in negative behaviour incidents between disadvantaged and other students.
<p>The difference between the attendance of disadvantaged students and other students is diminished.</p>	<ul style="list-style-type: none"> • The difference in attendance between our disadvantaged students and other students nationally diminishes each year. • Disadvantaged students in all year groups have attendance in line with the national average for all students.
<p>To enrich the cultural capital of disadvantaged students so they are introduced to the best that has been thought and said, helping them to engender an appreciation of human creativity and achievement.</p>	<ul style="list-style-type: none"> • Increasing numbers of disadvantaged students engage in enrichment activities each year.
<p>To sufficiently prepare disadvantaged students for the next stage of education, employment or training so that no disadvantaged students considered NEET.</p>	<ul style="list-style-type: none"> • The proportion of disadvantaged students considered NEET is below the national average.
<p>To encourage emotionally healthy, strong and positive behaviours in our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Positive results from pastoral support strategies, e.g. decreased behaviour sanctions • Positive results from mentoring programmes for pupils struggling with social, emotional and mental health-related issues

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 255750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary development to close the gaps in academic progress and cultural enrichment	Improving Literacy in Secondary School Guidance Report. EEF <i>“By attending to the literary demands of their subjects, teachers increase their pupils’ chance of success in their subjects.”</i> Improving Literacy in Secondary Schools EEF	1,4
Reading intervention programmes to enable all students access the full breadth and depth of the curriculum.	The EEF Teaching and Learning Toolkit states reading comprehension strategies could increase progress by six months . Reading comprehension strategies EEF	1,2,4
High quality teaching and learning ensures personalisation is effective in closing the gaps and ensuring good progress	The EEF Teaching and Learning Toolkit states individualised instruction could increase progress by four months . Individualised instruction EEF	1,2,4
Pedagogy is effectively delivered to ensure the practice phase of the lesson develops student’s resilience and independence	The EEF Teaching and Learning Toolkit states developing students’ metacognition and self-regulation approaches could increase progress by seven months . Metacognition and self-regulation EEF	1,2,4
The principles of cognitive science are effectively delivered to ensure students know and remember more.	Cognitive Science Approaches in the Classroom: A Review of the Evidence. EEF <i>“It is, for example, becoming increasingly clear that using spaced</i>	1,2,4

	<p><i>or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so called massed practice.”</i></p> <p>Cognitive science approaches in the classroom EEF</p>	
Planning for Progress Sheets utilised to develop personalisation of learning	<p>The EEF Teaching and Learning Toolkit states individualised instruction could increase progress by four months.</p> <p>Individualised instruction EEF</p>	1,2,4
Assessment for learning is effectively delivered to rapidly respond to students gaps in knowledge and misconceptions.	<p>Teacher Feedback to Improve Pupil Learning Guidance Report. EEF</p> <p>The EEF Teaching and Learning Toolkit states improving the feedback students receive could increase progress by six months.</p> <p>Feedback EEF</p>	1,2,4
Highly effective teaching of maths ensures students strengthen their basic numeracy and make accelerated progress in this subject.	<p>Ofsted: Mathematics: made to measure</p> <p>Ofsted publication</p> <p>Ofsted Research Review: mathematics</p> <p>Research review series: mathematics - GOV.UK</p> <p>NCETM: Teaching for Mastery</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/</p>	1,2,4
Appropriate professional development is in place that supports the delivery of consistently good teaching and student progress.	<p>Effective Professional Development Guidance Report. EEF</p> <p><i>‘High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.’</i></p> <p>Effective Professional Development EEF</p>	1,2,4
A range of GL assessments have been implemented to support departments to	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the</p>	1

identify accurate starting points for Year 7 and access the impact of school closure upon students in Year 8 and 9.	correct additional support through interventions or teacher instruction: EEF Blog: Assessing learning in the new academic year (Part 1... EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 106555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted catch up and revision sessions to support students in Year 11 prepare for their assessments.	The EEF Teaching and Learning Toolkit states extending the school day for targeted after school revision could increase progress by three months . Extending school time EEF	3,4
Teaching Assistants support our disadvantaged SEN students through in class support.	The EEF Teaching and Learning Toolkit states Teaching Assistants could increase progress by four months . EEF: Making best use of Teaching Assistants Making Best Use of Teaching Assistants EEF EEF: Maximising the impact of Teaching Assistants Maximising the Impact of Teaching Assistants - trial EEF	1,2,4,5
Online education platforms (Sparx Maths, Seneca etc...)	The EEF Teaching and Learning Toolkit states Homework has a positive impact on average by five months , particularly with pupils in secondary schools. Homework EEF	1,4
After School Homework Clubs to support the completion of homework in school for those unable to access a suitable space from home.	The EEF Teaching and Learning Toolkit states Homework has a positive impact on average by five months , particularly with pupils in secondary schools. Homework EEF	1,3,4

Holiday intervention sessions	In order to compensate for the natural barriers presented to disadvantaged pupils, we have hosted holiday intervention sessions, which we have found improve pupil motivation and encourage them to take greater responsibility for their revision.	3,4
Targeted literacy intervention for students in KS3	The EEF Teaching and Learning Toolkit states group tuition could increase progress by four months. Small group tuition EEF	1,4

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

Budgeted cost: £ 131120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the attendance policy with all stakeholders.</p> <p>Funding for an attendance team that consists of 3.5 dedicated members of staff who focus upon improving the attendance and punctuality of students.</p>	<p>Rapid Evidence Assessment on Attendance Interventions for School Aged Pupils. EEF Attendance interventions rapid evidence assessment EEF</p> <p>DfE's Improving School Attendance Working together to improve school attendance - GOV.UK</p>	1,3,4,5
<p>Good standards of behaviour are common place due to the consistent application of behaviour policy.</p> <p>Year Managers are assigned to each year group to support disadvantaged students who have social, emotional or behavioural needs.</p>	<p>The EEF Teaching and Learning Toolkit states group social and emotional learning could increase progress by four months. Social and emotional learning EEF</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Behaviour interventions EEF</p>	2,3,4,5

<p>Year Leaders are assigned to each year group to monitor and support disadvantaged students to make more than expected progress.</p> <p>Expansion of safeguarding team to provide counselling for disadvantaged students who require additional support.</p>		
<p>Provision of a specialist alternative curriculum to support students who have difficulties accessing the school main curriculum.</p>	<p>Alternative provision: The findings from Ofsted's three-year survey of schools' use of off-site alternative provision.</p> <p>https://bit.ly/3xxNSeZ</p>	2,3,4,5
<p>Targeted students in Year 11 meet regularly with their Assertive Mentor, whom provides support and challenge.</p>	<p>The EEF Teaching and Learning Toolkit states mentoring could increase progress by two months.</p> <p>Mentoring EEF</p>	4,5
<p>Students receive an outstanding careers education enabling them to make progress smoothly into further learning and work.</p>	<p>What is the impact of careers education on improving young people's outcomes? EEF</p> <p>Careers education EEF</p>	4
<p>Pupil Premium subsidies to enable the cost of enrichment activities to be reduced for disadvantaged students.</p>	<p>Based upon our experiences we have identified a need to be able to reduce the cost of enrichment activities for disadvantaged students, supporting them to improve their cultural capital.</p>	4
<p>External counsellors for pupils struggle with pastoral issues</p>	<p>We have an external mentor who works with a number of our disadvantaged pupils who are struggling with coping with various difficulties such as family disruption, low mood, etc.</p>	5

Total budgeted cost: £ 493425

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 24.63 for DA students compared with 39.41 for non-DA. See DfE guidance for more information about KS4 performance measures.

We have, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for non-disadvantaged pupils in 2024/25 was 50.3.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of our disadvantaged pupils in 2024/25 was well below national expectations.

EBacc entry for non - disadvantaged pupils was 48.1%, but it was 26.7% for disadvantaged students.

Absence among disadvantaged pupils was 9% higher than their peers in 2023/24. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current priorities.

Incidents of poor behaviour have significantly reduced across the academy for disadvantaged students. The overall suspension rate for PP students in 2024-25 is down 11% on the previous year, with students receiving 1+ and 3+ suspensions reduced by 4.3% and 3% respectively. The number of PP students suspended is also down by 14 students. For PP students, the rate of repeat suspension offences was lower in 24/25 than in 23/24.

Extra- Curricular clubs and enrichment have been an important strategy in ensuring disadvantaged students are provided with opportunities as well as developing skills that their more affluent peers often access outside of school. 94.4% of all pupil premium students accessed some form of enrichment during 2024-25 compared with 93% of non-PP students.

All disadvantaged students received a careers appointment during KS4. Students are offered support throughout Y11 with their applications and interview practice, PP students are prioritised for both the sessions and the follow up. NEET figures remain low and our careers advisor continues to support students through Y12 and 13 to ensure they do not add to our NEET figures. Students are well prepared for their next steps.

KS3 Reading

Literacy specialists and HLTAs deliver reading intervention. The Lexia programme and Ruth Miskins 'Fresh Start Phonics' were used as a framework for the intervention. The programmes have had a highly positive impact with pupils in KS3 making significant improvements in their reading as well as developing in their confidence and aptitude in the wider curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sparx Maths and Science	SPARX
Embedding Formative Assessment	SSAT