

Becket Keys Church of England School

Pupil premium strategy statement – 2025-2026



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.

The 2025-26 year will be the first year of this three-year strategy. The review of the 2024-25 year was the third year of the previous strategy.

School overview

Detail	Data
School name	Becket Keys Church of England School
Number of pupils in school	1155 (883 from Yr 7-11)
Proportion (%) of pupil premium eligible pupils	13.0% (115/883)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr A Scott-Evans
Pupil premium lead	Mrs C Dowsett
Governor / Trustee lead	Mr I Gunn

Funding overview

Detail	Amount
Pupil premium funding allocation expected this academic year	£104,000
Recovery premium funding allocation expected 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	£104,000

Part A: Pupil premium strategy plan

Statement of intent

Becket Keys Church of England School has 'Faith in Learning'. We exist to provide an Outstanding Church of England Secondary School in Brentwood. We act as an intrinsically motivated Christian family where there is a relentless drive for excellence. We educate all students irrespective of socio-economic background to be academically successful in a broad and balanced curriculum. We seek to see them grow spiritually while developing a moral character. We enrich our students' understanding of the world around them and how to interact with it in the future safely and courageously.

The pupil premium strategy this academic year has been written in the knowledge that the effects of the pandemic continue and the gap between pupil premium (PP) and non-pupil premium students nationally is wider than it was before. Even in the knowledge that disadvantaged students at this school perform better than their disadvantaged peers in Essex we know this remains an area for the school to work on. National and local statistics make clear that PP students are less likely to do well academically, socially and emotionally. The school acknowledges that there is no single project that will resolve this issue and that the programme of support for PP students must be appropriate to suit a personal circumstances and needs.

The school's main focus remains on quality first teaching and the selection of evidence-based approaches to improve the life chances of our disadvantaged cohort. Research shows that quality first teaching is the most important lever that will have the greatest impact on the outcomes of all pupils, particularly the disadvantaged. In order to overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for early career teachers as well as recruitment and retention of all staff will be integral in consistently implementing the school's ambitious curriculum. Our foci on spoken literacy, reading, cognitive science, metacognition, retrieval practice and feedback will assist our endeavours to ensure that students have a successful curriculum experience.

Despite difficulties with funding, we have ensured that extra support is available for all students with regards to their mental health and wellbeing. We will continue to use PP money to ensure that this provision is supported and promoted.

Our three-year plan is intended to continue to maintain the excellent progress we see disadvantaged students make here compared to their non-disadvantaged peers. The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money.

Challenges

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

Challenge number	Detail of challenge
1.	Impact of Pandemic has been most significant on disadvantaged students.
2.	Lower KS2 attainment in every year group for disadvantaged students.
3.	Higher proportions of disadvantaged families with emotional and social needs.
4.	Low attendance impacts negatively on learning.
5.	Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature.
6.	New key staff starting in school tend to be Early Career Teachers and they need on-going induction to our standards. These colleagues always need time to embed.
7.	New teachers take time to get to know disadvantaged students each year. Lack of knowledge, understanding and relationships with these students could make an internal barrier.
8.	Lack of appropriate space/equipment for disadvantaged students to focus, revise and complete work outside of school environment.

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
Excellent Progress for disadvantaged students	In GCSE exams, the P8 for PP students to be maintained at least “above average” and never more than 0.2 below the main cohort. The A Level measures for disadvantaged students should be (at least) in line with the Main Cohort.
High levels of participation in clubs.	At the end of each term, extracurricular registers will show that 100% of disadvantaged students are attending at least one extracurricular activity every week.
Student leadership roles equal	In any leadership situation, at any time in the year, for the % representation of disadvantaged students to be higher than the proportion of such students in the cohort.
Recruitment to Sixth Form equal	In September, the % recruitment of Sixth Form disadvantaged students to be at least in line with than the proportion of such students in Y11 cohort.
Conduct (suspensions)	At the end of each term, for the number of suspensions of disadvantaged students to be lower than the proportion of the cohort they represent.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET, Courses, Staff Meeting time and RET Network Meetings: <ul style="list-style-type: none">Quality First Teaching (Becket Keys 5) training for all staffOracy training for all staff	School wide foci: oracy, reading, homework, parental engagement, feedback, metacognition and retrieval practice. All to prioritise PP students. These are shown in the EEF toolkit to be successful approaches. Flourish Software to be used to ensure that staff are successfully applying foci areas in the classroom.	Rapidly induct new teachers (6). Low KS2 starting points (2).

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

Budgeted cost: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted curriculum interventions with teachers (after school, lunchtime, before school, during school day).	Reading comprehension workshops and oral language interventions are known to be highly effective in the EEF toolkit.	Low KS2 starting points. (2) Impact of the Pandemic.(1)
Mentoring through Year 10 and Year 11 for PP students to encourage and equip them to stay for Sixth Form despite lower starting points.	PP students to be prioritised for access to GCSE and A Level intervention. Phonics intervention for the least able will also be provided in line with EEF toolkit recommendations.	
Disadvantaged one-page profiles and ‘assess plan do review’ (ADPR) process.	If disadvantaged students are more than 1 year behind their peers, they will be provided with 1:1 tuition.	
Specific teacher assistant led interventions where the colleague is trained in a strategy.		

Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £71,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority appointments for Parents' Evenings. Communication home via various means (Satchel One, My Child at School, Newsletter, Social Media etc) to ensure engagement. Information evenings.	Increasing parental engagement is known to have a moderate impact in improving outcomes (EEF).	Higher proportions of disadvantaged families with emotional and social needs.(3)
External attendance officer (and associated admin support). Weekly meetings with parents. Letters to parents. Telephone consultations with parents. Prosecutions for parents whose children have persistently low attendance.	Increasing parental engagement is known to have a moderate impact in improving outcomes (EEF).	Low attendance impacts negatively on learning. (4). Impact of the Pandemic.(1)
Pastoral support officer offering direct support to students and parents.	Behaviour interventions are believed to have a moderate impact on learning (EEF) Pastoral support officer can provide mentoring which is known to offer some impact on learning. (EEF)	Low attendance impacts negatively on learning.(4) Impact of the Pandemic. (1)
Safeguarding manager offering direct support to students/parents.	Behaviour interventions are believed to have a moderate impact on learning (EEF). Safeguarding manager can provide mentoring which is known to have some impact on learning. (EEF)	Low attendance impacts negatively on learning. (4) Impact of the Pandemic. (1) Support new DSL. (1)
Qualified and experienced SENCO leading on PP to provide updates about them in staff briefings to enable all staff to better understand and support them.	SENCOS will lead on arranging appropriate mentoring, arranging use of interventions, and supporting staff in their quality first teaching. All of which are known to have an impact on learning (EEF).	Rapidly induct new staff.(6) Low KS2 starting points. (2)

Wider strategies (Engagement)

Budgeted cost: £18,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rare use of supply teachers from agencies.	Relying on our own staff to undertake the majority of teaching will mean that consistent use of appropriate teaching and learning techniques (metacognition, feedback, modelling) for significant impact (see EEF toolkit).	Higher proportions of disadvantaged families with emotional and social needs.(3)
Staff (counsellors, mentors), resources & provision to improve engagement and emotional & mental health.		
Laptops for disadvantaged students (and management/supervision of them) will ensure they can access homework activities		Low attendance impacts negatively on learning.(4)
Affordable/subsidised experiences (clubs, competitions, trips, visits, visitors etc).	Arts participation is known to have a moderate impact on learning (EEF).	Lack of cultural capital and experience impeding ability to contextualise
Satchel One: Show My Homework		
Homework Club staffed by teachers every day		

<p>after school with free computer access and printing for every student.</p>	<p>Digital platforms to support homework: Seneca, GCSE Pod, Active Learn, Dr Frost etc.</p>	<p>Homework is thought to have a very high impact on learning although evidence is still limited and use of 'SatchelOne: Show My Homework' is our way of setting and checking homework is completed.</p>	<p>learning, particularly in humanities subjects and English Language and Literature. (5)</p>
		<p>Lower KS2 attainment in every year group for disadvantaged students. (2)</p>	

Total budgeted cost: £104,000

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.

Intended outcome	Success criteria	Impact So Far	Evaluation
Excellent Progress for disadvantaged students	<p>In GCSE exams, the P8 for PP students to be maintained at least “above average” and never more than 0.2 below the main cohort.</p> <p>The A Level measures for disadvantaged students should be (at least) in line with the Main Cohort.</p>	<p>The 2025 GCSE results had the whole cohort at +0.39 in Sisra.</p> <p>The 21 PP students recorded a P8 of +0.09 in Sisra</p> <p>The 2025 A Level results showed the whole cohort with value added data of +0.24 on Sisra.</p> <p>The 5 disadvantaged students in Sixth Form had value added score of +0.05 on Sisra.</p>	While the results were slightly below target, the small numbers meant the underperformance of a few in the cohort had a significant impact. The P8 and VA scores for Pupil Premium students are well above local and national comparators.
High levels of participation in clubs.	At the end of each term, for extra-curricular registers to show that 100% of disadvantaged students are attending at least one extracurricular activity every week.	Tutors and heads of year confirmed excellent participation of PP students in clubs – this was noted in our outstanding Ofsted inspection.	Take up of extra-curricular activities by disadvantaged students is high.
Student leadership roles equal	In any leadership situation, at any time in the year, the % representation of disadvantaged students to be higher than the proportion of such students in the cohort.	Disadvantaged students are taking on leadership roles in the school and they are being actively encouraged in new ways by the Sixth Form team.	
Recruitment to Sixth Form Proportionate to Population	The % recruitment of Sixth Form disadvantaged students to be at least in line with the proportion of such students in Y11 cohort.	Numbers of PP students gaining places in the Sixth Form was under the proportion targeted.	The school continues to work on raising standards for PP students. However, as they arrive to the school with lower attainment meeting sixth form entry requirements remains a challenge for some.

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
N/A	N/A