

# Pupil premium strategy statement

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	Bedwell Primary
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 - 2027/28
Date this statement was published	01.11.24
Date on which it will be reviewed	01.02.24
Statement authorised by	Emma Shaw
Pupil premium lead	David Roberts
Governor / Trustee lead	Peter Browning

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£137,640</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We want all children to make good progress through the curriculum, experience success, enjoy their time at school and develop a love of learning. Our curriculum is built around six core learning powers - Curiosity, Empathy, Co-operation, Perseverance, Independence and Reflectiveness - and these underpin all that we do and all that we want our children to learn and experience. These are our objectives for **every** child in the school, irrespective of background, home circumstances or the challenges they face outside of school - and therefore the purpose of this strategy is to support our disadvantaged children in achieving these goals and making the most of their time at Bedwell.

We have used guidance from the Educational Endowment Foundation to help us to use this funding in the most effective way possible. Their report, the *EEF Guide to the Pupil Premium*, recommends a tiered approach to Pupil Premium spending:

- Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention
- Targeted support for pupils working below Age Related Expectations
- Providing non-academic support, including improving attendance, behaviour and social and emotional support.

In line with this, high-quality teaching lies at the heart of our approach. This has the biggest impact on learning, and will benefit every child in our school. In the 2024/25 academic year, our core focus here is on building home-school links, improving the retention of prior learning and developing the teaching of writing. We are keen to ensure that these strategies result in accelerated progress for children across the ability range, including those who are already (or who have the potential to be) higher attaining.

Alongside this, targeted programmes and interventions support children's individual needs. These are based on careful diagnostic assessments to ensure that the right support is given to the right child, along with the use of research evidence on what works well (particularly the EEF's *Teaching and Learning Toolkit*).

In 2021/22, we were also part of the *Making the Difference for Disadvantaged Pupils in Hertfordshire Primary Schools Project*, run by Herts for Learning and Sandringham Research School, providing guidance, support and coaching on the best way to improve Pupil Premium outcomes for our children. This project highlighted the importance of communication and language skills, which continue to be at the heart of our provision.

## Challenges

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

Challenge number	Detail of challenge
1 - Communication	Observations, feedback from external professionals and discussions with staff consistently identify communication skills as the primary barrier faced by disadvantaged children. At the end of EYFS in 2024, there was a 27% gap between disadvantaged and non-disadvantaged children reaching the expected standard in Communication and Language. Vocabulary is often limited, many younger children lack the ability to talk in sentence-like structures and children across the school find it challenging to engage in discussion or negotiation.
2 - Phonics	Baseline phonics data shows a clear gap between disadvantaged and non-disadvantaged children. Intensive support in KS1 has historically helped to close this gap, but these have widened again (in part due to the impact of the pandemic on children in recent cohorts) and therefore gaps remain. This negatively impacts on children's development as readers.
3 - Writing	Internal assessments, diagnostic testing and discussions with teachers show a marked gap in writing between disadvantaged and non-disadvantaged children. In July 2024, there was a 27% gap between disadvantaged and non-disadvantaged children reaching the expected standard in Literacy at the end of EYFS. Across the school, these children have limited vocabulary, find it hard to independently generate ideas, construct grammatically correct sentences and spell common words.
4 - Metacognition and Self-Regulation	Linked to communication challenges, our disadvantaged children find it much harder to reflect on their learning, explain their thinking and act on feedback they receive. This is evident in classroom observations, pupil book study activities and feedback from staff in Learning Review Meetings.
5 - Wellbeing	Our assessments, observations and discussions with children and their families continue to show the wellbeing, social and emotional issues faced by our community. Demographic data shows the area to be the second most deprived in Hertfordshire, while crime statistics report a high proportion of anti-social behaviour,

	violent and sexual crime. These challenges particularly effect disadvantaged children, and have a clear impact on their behaviour, learning and academic outcomes.
6 - Cultural Capital	Pupil voice, surveys and discussions with parents show that many of our disadvantaged children have very limited access to 'cultural capital' outside of school. Many have never been to London, visited a museum, been to the theatre or seen a castle - and as a result their ability to engage in learning, talk about or write about any of these things is severely hampered.
7 - Attendance	Attendance data for the last 3 years shows that attendance of disadvantaged children 90.4% and 91.8%. This means that disadvantaged children are, on average, missing around 16 days of school a year. Attendance of this group is also consistently around 1.5% lower than that of non-disadvantaged children. Internal assessments, pupil voice and discussions at Learning Review Meetings identify that this attendance gap is negatively impacting on progress and attainment.

## 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
1 - Improved vocabulary and oral language skills	<ul style="list-style-type: none"> <li>- Assessments and observations show all disadvantaged children to be engaging in class talk and discussions</li> <li>- High quality language and conversation is heard around the school throughout the day</li> <li>- EYFS Communication &amp; Language outcomes show at least 65% of disadvantaged children reach expected standard</li> </ul>
2 - Improved phonics knowledge	<ul style="list-style-type: none"> <li>- At least 80% of disadvantaged children pass Year 1 phonics screening check</li> <li>- At least 90% of disadvantaged children achieve pass the check by the end of Year 2</li> </ul>
3 - Improved writing progress and attainment	<ul style="list-style-type: none"> <li>- Evidence in books shows children writing with increased stamina and independence</li> <li>- Improvement in spelling data (using online assessments)</li> </ul>

	<ul style="list-style-type: none"> <li>- Attainment gaps between disadvantaged and non-disadvantaged children are less than 10% in all year groups</li> <li>- KS2 writing progress scores are above average (1+)</li> <li>- At least 70% of disadvantaged children achieve Age Related Expectations by the end of KS2</li> </ul>
4 - Metacognition and Self-Regulation	<ul style="list-style-type: none"> <li>- Children can talk about the feedback that they receive on their learning and how they use it to improve their work</li> <li>- Teachers model their own thought processes and reasoning, teaching children how to tackle tasks, and as a result metacognitive talk is regularly observed in classrooms</li> <li>- Children can talk about their strengths and areas for development in different subjects</li> </ul>
5 - Wellbeing	<ul style="list-style-type: none"> <li>- Wellbeing surveys, pupil voice and staff referrals show no significant difference between disadvantaged children and their peers</li> <li>- Attendance data, Learning Review Meetings and internal assessment data show disadvantaged children to be arriving at school ready to learn, and to be engaging enthusiastically (and effectively) in lessons throughout the day</li> </ul>
6 - Cultural Capital	<ul style="list-style-type: none"> <li>- Survey of pupil experiences shows that disadvantaged children have had access to a broad range of key experiences (see school's Cultural Capital Plan for further details on what these include)</li> <li>- Children are able to use these experiences to enhance their understanding of what they have read and learnt about, and can talk and write about their experiences in detail</li> </ul>
7 - Attendance	<ul style="list-style-type: none"> <li>- Attendance of disadvantaged children in Years 1-6 is at least 96%, with no significant gap between them and their peers</li> <li>- No more than 10% of disadvantaged children are persistently absent (measured as having attendance below 90%)</li> </ul>

## 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.

### Tier 1 - Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,300

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Improving the retention of prior learning:</p> <ul style="list-style-type: none"> <li>- CPD for teaching staff to revisit 'sticky learning' strategies</li> <li>- Series of staff meetings to explore these strategies, share practice and review</li> </ul>	<p>From Ofsted Research &amp; Analysis Report, <i>Finding the Optimum</i>: <i>To gain expertise... pupils need to assimilate content which is well-organised... Pupils need to remember what they learned previously, so that new knowledge can be incorporated into this emerging schema (pattern of interconnected learning) and become flexible, meaningful and easy to use.</i></p>	4, 1, 2, 3
<p>Enhancing phonics teaching</p> <ul style="list-style-type: none"> <li>- phonics leader running a programme of monitoring, supporting and team-teaching with all staff delivering Read Write Inc</li> <li>- additional staffing to provide for small-group teaching</li> <li>- phonics assessment of children from Nursery - Y3 every 6 weeks</li> <li>- purchase of Read Write Inc resources and consultant time</li> <li>- training for all new staff</li> </ul>	<p>From EEF Teaching &amp; Learning Toolkit: <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> <i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p>	2

<p>Developing the teaching of writing</p> <ul style="list-style-type: none"> <li>- trialling use of HfL Essentials for Writing scheme to enhance writing curriculum, with Writing Leader delivering CPD on use and implementation</li> <li>- monthly monitoring of English books by Writing Leader and SLT</li> <li>- developing provision of Early writing opportunities in EYFS</li> <li>- training for TAs on providing effective support to children during whole-class teaching and at the point of writing</li> </ul>	<p>From EEF Guidance Report, Improving Literacy in Key Stage 2 : <i>Writing strategies should be explicitly taught using the 'gradual release of responsibility' model. This can be repeated for each strategy. However, pupils will inevitably learn the strategies at different rates so it is important to recognise that the model is not a linear process... Teachers should introduce each strategy by describing how and when to use it. Then strategies should be modelled. Shared writing allows teachers to 'think aloud' and share their thought process for each strategy with pupils</i></p>	<p>1, 2, 4</p>
<p>Improving provision for children with SEND</p> <ul style="list-style-type: none"> <li>- Termly training for all staff, looking at effective strategies to support key areas of need (ADHD, autism, anxiety)</li> <li>- Regular meetings between SENDCo, teachers and TA teams, discussing current practice, what is / isn't working and suggesting new strategies and sources for external support</li> <li>- SENDCo &amp; DHT to research &amp; develop systems to measure / evidence small steps in progress made by children with SEND</li> <li>- CPD on effective use of Assess-Plan-Do-Review (APDR) cycle, focussing on use of in-class support / adaptations</li> </ul>	<p>From Ofsted Research &amp; Analysis Report, Supporting SEND : <i>This report has shown that school practitioners need regular continuous professional development to strengthen and update subject and curriculum knowledge. This is important so that all practitioners working with children with SEND, including TAs... receive training to help them teach effectively. This report has highlighted, however, that curriculum knowledge is not the only area that training could fruitfully focus on... It is more important to understand pupils as individuals with unique strengths, removing barriers to learning and providing support that meets needs and makes a positive difference.</i></p>	<p>1, 2, 3</p>

<p>In school experiences and events to enhance cultural capital</p> <ul style="list-style-type: none"> <li>- themed days in each year group, linked to humanities topics</li> <li>- visiting theatre in education groups</li> <li>- speakers / presenters / workshops for Reading Week and Science Week</li> <li>- release time for subject leaders and class teachers</li> <li>- a wide range of clubs on offer, all of which are free to join, providing a broad range of experiences (eg. science, art, computing, Forest Club, gymnastics, street dance)</li> </ul>	<p>From the Social Mobility Commission's report, <i>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility</i>:</p> <p><i>Extra-curricular activities are a positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills beyond the qualifications obtained from school... Importantly, our findings also reveal the unequal opportunities young people have to take part in extra-curricular activities. It is not so much a question of choosing not to participate, but rather a question of an unequal playing field in the opportunities and chance of participating. The overlapping effects of social class, school attended, gender, ethnicity and geography are key drivers shaping these unequal opportunities.</i></p>	<p>6, 1</p>
<p>Embedding talk across the school day</p> <ul style="list-style-type: none"> <li>- CPD for whole staff - structuring discussion, engaging all children in classroom talk, making the most of incidental talk, extending conversations</li> <li>- providing resources and ongoing training / release time to implement and monitor impact</li> </ul>	<p>From EEF Early Years Toolkit:</p> <p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</i></p>	<p>1</p>



**Tier 2 - Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £39,360

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Phonics catch-up</p> <ul style="list-style-type: none"> <li>- additional one-to-one phonics sessions for those who are not on track to pass Y1 phonics screening</li> </ul>	<p>From EEF Teaching &amp; Learning Toolkit:</p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided... Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</i></p>	<p>2</p>
<p>Spelling support:</p> <ul style="list-style-type: none"> <li>- use end-of-year assessments in Years 3-5 to identify target groups within each cohort, for whom Write Words might be an effective intervention.</li> <li>- identify TAs who are most effective at delivering Write Words, and ask them to model best practice.</li> <li>- deliver sessions to targeted children at least 3x per week</li> <li>- writing lead to regularly monitor provision &amp; progress</li> </ul>	<p>From EEF Teaching &amp; Learning Toolkit:</p> <p><i>Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency... It is clear that spelling should be actively taught rather than simply tested. The teaching of spelling is likely to work best when related to the current content being studied in school and when teachers encourage pupils to use new spellings in their writing</i></p>	<p>3</p>

<p>Small-group tutoring in Y6</p> <ul style="list-style-type: none"> <li>- in-school Booster sessions in maths, with children working in groups of 6-8</li> <li>- after-school reading sessions for targeted groups of children, delivered by a teacher the children in that group know well</li> </ul>	<p>From EEF Teaching &amp; Learning Toolkit:</p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support... The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p>	<p>1, 3, 4</p>
<p>Speech &amp; language support</p> <ul style="list-style-type: none"> <li>- personalised intervention programmes delivered by specialist Speech &amp; Language TA</li> <li>- use of WellComm toolkit to provide targeted support to children in EYFS</li> <li>- delivering Nuffield Early Language Intervention in EYFS</li> </ul>	<p>From EEF Teaching &amp; Learning Toolkit:</p> <p><i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</i></p>	<p>1</p>

### Tier 3 - Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,980

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Supporting wellbeing</p> <ul style="list-style-type: none"> <li>- counselling sessions (with in-house, qualified counsellor)</li> <li>- Family Support Worker delivering targeted interventions &amp; providing support to children and families</li> </ul>	<p>From Public Health England guidance report on <i>The link between pupil health and wellbeing and attainment</i>:</p> <p><i>The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full potential... Promoting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.</i></p>	<p>5</p>
<p>Monitoring, supporting and responding to attendance</p> <ul style="list-style-type: none"> <li>- member of admin team given specific attendance role, checking and chasing reasons for non-attendance</li> <li>- planning meetings held with targeted families to identify reasons for non-attendance &amp; agree action plans</li> <li>- regular meetings between admin team, Headteacher &amp; Attendance Improvement Officer to monitor attendance &amp; identify next steps</li> <li>- rewards for excellent attendance at end of each term</li> </ul>	<p>This follows the principles of good practice set out in the DfE <i>Working Together to Improve School Attendance</i> guidance, including:</p> <ul style="list-style-type: none"> <li>- <i>Monitor - Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level)</i></li> <li>- <i>Listen and understand - When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.</i></li> <li>- <i>Facilitate support - Remove barriers in school and help pupils</i></li> </ul>	<p>7</p>

	<p><i>and parents to access the support they need to overcome the barriers outside of school.</i></p> <p><i>- Formalise support - Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond.</i></p>	
<p>Developing positive home-school links</p> <ul style="list-style-type: none"> <li>- programme of parent events throughout year</li> <li>- a range of formats, including practical activities, Stay &amp; ..... sessions to show how we learn and parent workshops</li> <li>- share classroom practice, including strategies and resources to use outside of school - parents should leave sessions with a clear understanding of something they can do at home (and the resources to do this)</li> <li>- termly topic maps sent home to keep parents informed on current learning</li> </ul>	<p>From EEF Guidance Report, Working with Parents to Support Children's Learning:</p> <p><i>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on: supporting parents to have high academic expectations for their children; developing and maintaining communication with parents about school activities and schoolwork; and promoting the development of reading habits.</i></p>	1, 2, 3
<p>Providing a good start to the day through Breakfast Club</p> <ul style="list-style-type: none"> <li>- provided free of charge to disadvantaged children</li> <li>- encourages attendance, arriving on time and being ready to learn at the start of school</li> <li>- increasing staffing levels, so that more spaces are available</li> </ul>	<p>From DfE report: Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation:</p> <p><i>Schools perceived important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve</i></p>	7, 5

and more Early Years children are able to attend	<i>punctuality for some pupils... Additional positive impacts on pupils' social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools.</i>	
Delivering a programme of off-site trips and visits to enhance Cultural Capital - trips are subsidised for disadvantaged children - includes residential trip for Y6 - planning and preparation time for adults involved in trips - key questions to ask, vocabulary to use during the day (supported by visual aids where appropriate)	See evidence from Social Mobility Commission's <i>An Unequal Playing Field</i> report identified in Tier 1, above.	6
Sensory circuits - daily sessions for a targeted group of children (either before school or during morning registration time), the majority of whom are disadvantaged - activities designed to alert, organise and then calm - helps children to regulate and organise their senses in order to achieve the optimum level of alertness required for effective learning	Prior experiences of using this intervention in school were very positive, with teachers reporting that children arrived in class in a more stable mood, alert and ready to learn.	5, 4

**Total budgeted cost: £137,640**

# Part B: Review of outcomes in the previous year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Progress and attainment continue to be impacted by learning time that was lost during the pandemic, which has had a particularly marked impact on children from disadvantaged backgrounds (see EEF report *The Impact of COVID-19 on Learning*). As a result, our attainment and progress data from summer 2024 presents a variable picture, with attainment gaps appearing to narrow as children moved up the school. *[It is worth noting that data is very inconsistent from year-to-year, so this pattern is not yet embedded.]*

### EYFS

43% of disadvantaged children reached a Good Level of Development, while 77% of non-disadvantaged children reached this level - a reversal from 2023, when there was no significant attainment gap. Gaps of 27% in Communication and Language and 15% in PSED severely hampered these children's ability to access learning.

### Phonics

Phonics has historically been an area of strength for the school, and in 2024 disadvantaged children out-performed non-disadvantaged, with 78% of disadvantaged children reaching the expected standard (compared with 73% for non-disadvantaged). Internal data showed that 1:1 catch-up and booster sessions had a big impact, with many children making significant, rapid progress in the summer term.

### Years 1-5 internal data

Attainment gaps between disadvantaged and non-disadvantaged children had been reduced in maths and reading, but had widened in writing (where the number reaching expected standards was low across the school). Very few disadvantaged children reached 'Greater Depth' standards in any subjects.

### KS2

Overall, disadvantaged pupils out-performed their non-disadvantaged peers. 67% of disadvantaged children reached the expected standard in Reading, Writing and Maths, while 59% of non-disadvantaged children achieved the same outcomes. The positive gap was widest in Reading, where disadvantaged children were 14% ahead of their peers (80% achieved the expected standard, compared to 66% for non-disadvantaged). In Writing and Maths, 67% of disadvantaged children reached the expected standard, compared to 69% of non-disadvantaged children.

### Attendance

Attendance of disadvantaged children continued to rise last year, to 92.5%. This has been aided by daily monitoring from admin staff, meetings between parents, our Attendance Administrator and Headteacher to emphasise the importance of attendance and create action plans for improvement and, for families facing particular short-term difficulties, school staff making pick-ups and drop-offs. Work around wellbeing and the provision of daily (free) Breakfast Club for disadvantaged children has also supported improvements in attendance. The rate of persistent absence remained high for disadvantaged children last year, however, and will be a key focus this year.

## 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
Read Write Inc	Oxford Owl
Read Write Inc Spelling	Oxford Owl
WellComm	GL Assessment
HfL Essentials Maths	Herts for Learning