

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	309
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/24
Date this statement was published	20.07.24
Date on which it will be reviewed	31.10.24
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	£129,495
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£142,545

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 2021/22 academic year, our core focus here is on developing communication skills, building home-school links and using assessment for learning strategies to make our teaching more responsive. 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.

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. 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 this was limited during the pandemic (particularly when we were unable to mix groups of children), and therefore gaps remain. This negatively impacts on children's development as readers.
3 - Maths	Internal assessments, diagnostic testing and discussions with teachers show a marked gap in mathematical understanding between disadvantaged and non-disadvantaged children. In July 2021, internal assessment showed a 20% gap between disadvantaged and non-disadvantaged children reaching age-related expectations across Years 1-6. This is due to a combination of specific gaps in learning and issues linked to fluency of understanding.
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 Pupil Progress 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 among disadvantaged children has been between 1.9% and 3.8% lower than that of non-disadvantaged children. This means that disadvantaged children are, on average, at school for around a week less than their peers every year. Internal assessments, pupil voice and discussions at Pupil Progress 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"> - Assessments and observations show all disadvantaged children to be engaging in class talk and discussions - High quality language and conversation is heard around the school throughout the day - EYFS Communication & Language outcomes show at least 60% of disadvantaged children reach expected standard
2 - Improved phonics knowledge	<ul style="list-style-type: none"> - At least 80% of disadvantaged children pass Year 1 phonics screening check - At least 90% of disadvantaged children achieve pass the check by the end of Year 2
3 - Improved maths progress and attainment	<ul style="list-style-type: none"> - At least 60% of disadvantaged children achieve Age Related Expectations by the end of KS1 - At least 70% of disadvantaged children achieve Age Related Expectations by the end of KS2 - KS2 mathematics progress scores are above average (1+)

<p>4 - Metacognition and Self-Regulation</p>	<ul style="list-style-type: none"> - Children can talk about the feedback that they receive on their learning and how they use it to improve their work - 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 - Children can talk about their strengths and areas for development in different subjects
<p>5 - Wellbeing</p>	<ul style="list-style-type: none"> - Wellbeing surveys, pupil voice and staff referrals show no significant difference between disadvantaged children and their peers - Attendance data, Pupil Progress 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
<p>6 - Cultural Capital</p>	<ul style="list-style-type: none"> - 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) - 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
<p>7 - Attendance</p>	<ul style="list-style-type: none"> - Attendance of disadvantaged children in Years 1-6 is at least 96%, with no significant gap between them and their peers - No more than 10% of disadvantaged children are persistently absent (measured as having attendance below 90%)

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: £ 32,595

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Embedding talk across the school day</p> <ul style="list-style-type: none"> - CPD for teachers - structuring discussion and group work, engaging all children in classroom talk - CPD for whole staff - making the most of incidental talk, extending conversation - providing resources and ongoing training / release time to implement and monitor impact 	<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>	1
<p>Enhancing phonics teaching</p> <ul style="list-style-type: none"> - phonics leader running a programme of monitoring, supporting and team-teaching with all staff delivering Read Write Inc - additional staffing to provide for small-group teaching - phonics assessment of children from Nursery - Y3 every 6 weeks - purchase of Read Write Inc resources and consultant time - training for all new staff 	<p>From EEF Teaching & Learning Toolkit:</p> <p><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></p> <p><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"> - CPD on writing model texts and effective use of shared writing, focussing on shared approaches to planning, talking the text and use of dialogic talk - CPD on use of oracy and drama activities to bring scenarios to life and provide children with experiences to write from - developing use of feedback to provide children with focussed, timely and actionable next steps which will drive attainment - training for TAs on providing effective support to children during whole-class teaching and at the point of writing 	<p>From EEF Guidance Report, Improving Literacy in Key Stage 2 : <i>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</i></p>	<p>1, 2, 4</p>
<p>Improving provision for children with SEND</p> <ul style="list-style-type: none"> - Termly training for all staff, looking at effective strategies to support key areas of need (ADHD, autism, anxiety) - 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 - SENDCo & DHT to research & develop systems to measure / evidence small steps in progress made by children with SEND - CPD on effective use of Assess-Plan-Do-Review (APDR) cycle, focussing on use of in-class support / adaptations 	<p>From Ofsted Research & 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"> - themed days in each year group, linked to humanities topics - visiting theatre in education groups - speakers / presenters / workshops for Reading Week and Science Week - release time for subject leaders and class teachers - 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) 	<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>The evidence presented here suggests that 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...</i></p> <p><i>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>
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Tier 2 - Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,300

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Phonics catch-up</p> <ul style="list-style-type: none"> - additional one-to-one phonics sessions for those who are not on track to pass Y1 phonics screening 	<p>From EEF Teaching & 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....</i></p> <p><i>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>	2
<p>Small-group Maths Booster sessions for children in Year 6</p> <ul style="list-style-type: none"> - Weekly 40 minute sessions in groups of 6-8, working with children at a similar level - Each group led by a teacher or experienced TA. - Focussing on a different maths topic each week. Tasks differentiated for each group. - Half-termly assessment used to refine groupings and highlight topics to focus on. 	<p>From EEF Teaching & 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 to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely</i></p>	3

	<p><i>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>After-school reading and maths tutoring in Y6</p> <ul style="list-style-type: none"> - targeted, small-group sessions, delivered by a teacher the children in that group know well 	<p>See box above for evidence on the value of small group tuition.</p>	3
<p>Speech & language support</p> <ul style="list-style-type: none"> - personalised intervention programmes delivered by specialist Speech & Language TA - use of WellComm toolkit to provide targeted support to children in EYFS - delivering Nuffield Early Language Intervention in EYFS 	<p>From EEF Teaching & 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.</i></p> <p><i>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>	1

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

Budgeted cost: £52,650

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Supporting wellbeing</p> <ul style="list-style-type: none"> - counselling sessions (with in-house, qualified counsellor) - Family Support Worker delivering targeted interventions & providing support to children and families 	<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"> - member of admin team given specific attendance role, checking and chasing reasons for non-attendance - planning meetings held with targeted families to identify reasons for non-attendance & agree action plans - regular meetings between admin team, Headteacher & Attendance Improvement Officer to monitor attendance & identify next steps - rewards for excellent attendance at end of each term 	<p>This follows the principles of good practice set out in the DfE <i>Improving School Attendance</i> guidance, including:</p> <ul style="list-style-type: none"> - <i>Offer a clear vision for attendance... which are communicated to and understood by staff, pupils and families.</i> - <i>Expect good attendance... from all members of the school community and make sure that pupils understand its importance.</i> - <i>Convey clear messages about how absence affects attainment, wellbeing and wider outcomes.</i> - <i>Empower staff to take responsibility for attendance.</i> 	<p>7</p>

<p>Developing positive home-school links</p> <ul style="list-style-type: none"> - programme of parent events throughout year - a range of formats, including practical activities, Stay & sessions to show how we learn and parent workshops - 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) - termly topic maps sent home to keep parents informed on current learning 	<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>	<p>1, 2, 3</p>
<p>Providing a good start to the day through Breakfast Club</p> <ul style="list-style-type: none"> - provided free of charge to disadvantaged children - encourages attendance, arriving on time and being ready to learn at the start of school - increasing staffing levels, so that more spaces are available and more Early Years children are able to attend 	<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 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></p>	<p>7, 5</p>
<p>Delivering a programme of off-site trips and visits to enhance Cultural Capital</p>	<p>See evidence from Social Mobility Commission's <i>An Unequal Playing Field</i> report identified in Tier 1, above.</p>	<p>6</p>

<ul style="list-style-type: none"> - 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) 		
<p>Sensory circuits</p> <ul style="list-style-type: none"> - 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 	<p>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.</p>	<p>5, 4</p>

Total budgeted cost: £142,545

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 2022 to 2023 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 2023 presents a variable picture - good progress has been made towards the targets of our 3 year plan in EYFS and KS1, but phonics and KS2 results show a less positive picture:

EYFS

58.3% of disadvantaged children reached a Good Level of Development and 75% of disadvantaged children achieved the expected level in Communication and Language. Both of these figures are higher than those recorded by our non-disadvantaged children.

Phonics

Phonics has historically been an area of strength for the school, with 78% of disadvantaged children achieving the expected standard in 2022 (above the national average for all children, which was 75%). However, in 2023 this fell to 52.9% - of the 7 disadvantaged children who were not on track, 5 are SEND and 1 had recently arrived in the UK with no English.

KS1

The attainment gap between disadvantaged and non-disadvantaged children at the end of KS1 closed dramatically in maths and read last year. 61.5% of disadvantaged children reached expected standards in both subjects (up from 30.8% in 2022). Writing (perhaps the area where missed learning time is most noticeable) was much lower, with just 30.8% at the expected standard. Attainment of non-disadvantaged children was also much lower in writing than in other areas of the curriculum.

KS2

There was a wide gap between disadvantaged and non-disadvantaged children at the end of Year 6. 59.1% of disadvantaged children reached the expected standard in maths and reading, while 54.5% were on track in writing. Around 80% of non-disadvantaged children reached the expected standard in all three areas. It is worth noting that out of 22 disadvantaged children in this cohort, 15 have SEND, whereas only 4 out of 23 non-disadvantaged children are have SEND.

Attendance

Attendance of disadvantaged children rose slightly last year, and has improved dramatically at the start of the new academic year - as of October half-term, attendance of disadvantaged children is 95.7% (slightly ahead of non-disadvantaged attendance). 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

Further information

In 2021/22, we were 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. The key goals of the project were to explore:

- What the evidence says about how disadvantaged learners make progress
- How we can respond to the disadvantaged gap in light of the pandemic
- What our school can focus on to make the biggest impact
- How our Pupil Premium strategy can drive school improvement

This strategy has been informed by our work on the project, and will continue to be adapted, developed and refined in light of future training, discussion and feedback.