

Pupil premium strategy statement – Bentley Heath C E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Hannah Cook; Headteacher
Pupil premium lead	Hannah Cook; Headteacher
Governor / Trustee lead	Esther Parkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,380
Recovery premium funding allocation this academic year	£5220
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£57,600

Part A: Pupil premium strategy plan

Statement of intent

- We want all Pupil Premium children to enjoy the same life chances as other children. We want them to achieve at least as good as their peers, if not better and have a strong belief in themselves and their abilities.
- We want to support the families of pupil premium children as we know one of the biggest influences on children's success in school is on the level of parental engagement at home.
- We want our parents to feel they can find support from the school and know that we will always try to help them whatever their circumstances.
- We want to improve the literacy skills of our pupil premium children as we know that reading underpins all areas of learning and has a direct link to life-long learning.

Challenges

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

Challenge number	Detail of challenge
1	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology. Some may also be living in poverty.
2	Some children in receipt of Pupil Premium are not read to at home nor do they read outside of school. This may be because their parents are not able to read, not able to afford books or because family life is chaotic. This means they start school with a limited vocabulary compared with their peers.
3	On average, Pupil Premium children have lower attainment than their peers on entry to school. In 2022 79% of non-PP EYFS pupils achieved GLD compared to none of our 33% of our PP children.
4	Some of our PP children also have SEND – 33%
5	Assessments indicate that maths attainment among disadvantaged pupils is improving but is still below that of non-disadvantaged pupils (for example, at the end of KS2 in 2023, 64% (9 of 14 pupils) of Pupil Premium children achieved the expected standard in Maths compared to 87% of non-Pupil Premium.
6	Attendance of disadvantaged children in 2021 – 2022 was below other children. 92.8% compared to 96.7% of non-PP (-3.9%)

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
<p>Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school.</p>	<p>100% of Disadvantaged pupils make at least good progress from their starting points across the curriculum. Disadvantaged pupils participate in the school's wider offer of curriculum enrichment to enhance their lived experiences and learning</p> <p>How will this be achieved?</p> <ul style="list-style-type: none"> • Quality first teaching is good and interventions are timely and purposeful, leading to quick gains in skills and knowledge. • Experiences will be funded where appropriate • Curriculum enrichment opportunities will be fully inclusive and mapped against our curriculum schemes of work. • Priority will be given to disadvantaged children to participate in a range of events, competitions, experiences, activities, one-to-one tutoring.
<p>The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally, specifically in Maths and Reading.</p>	<p>The % of disadvantaged pupils achieving GLD improves with a greater proportion achieving this expected standard.</p> <p>Gap narrows between the attainment in Maths between Pupil premium and non-Pupil premium children</p> <p>How will this be achieved?</p> <ul style="list-style-type: none"> • To ensure that all staff engage in subject specific professional learning and development so that teaching is consistently good. • Targeted small group and 1:1 intervention will be delivered to those who need to make accelerated progress in Maths
<p>All disadvantaged pupils will have at least 95% attendance and persistent absence will decrease.</p>	<p>Attendance for disadvantaged pupils will be at least in line with other children nationally. Persistent absence for disadvantaged pupils will improve so there is a reduction in overall persistent absence of at least 5%</p>

	<p>How will this be achieved?</p> <ul style="list-style-type: none"> • Robust and rigorous attendance monitoring • Early Help offered to families • CSAW used effectively to support families to improve attendance • CFSW working with families to improve attendance
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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: £17,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through use of the WalkThru CPD, continue to improve the quality of teaching so that all teaching staff are highly competent at accelerating the learning of disadvantaged learners across the curriculum.	<p>Rosenshine's Principles of Instruction</p> <p>Success of the use of WalkThrus</p> <p>EEF Teaching and Learning Toolkit - EEF High Quality Teaching (securing effective professional development)</p>	3, 4, 5
Teacher with a TLR employed to coach and mentor teachers with Phonics teaching, through dedicated leadership time	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Mastery Learning (+ 5 Months) Phonics (+5 months) Reading Comprehension Strategies (+5 months)</p>	2, 3, 4

Cover costs to release staff to plan with Maths subject lead	Mastery learning is identified by EEF as high impact for low cost (+5 months)	3, 4, 5
DHT employed with responsibility for improving teaching and learning, to support identified staff through instructional coaching	Effective professional development and coaching for teachers has a strong evidence base - EEF High Quality Teaching ; Instructional Coaching	3, 4, 5

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

Budgeted cost: £19,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT for Inclusion to work with individual teachers and TAs to ensure intervention is timely, appropriate and impactful	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months	2, 3, 4, 5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support (delivered by TA for Phonics and Early Reading)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £19,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-targeted and effective Pastoral Care, ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 4, 6
To improve the SEMH outcomes for children across school through increased training opportunities for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 6
To rigorously monitor and encourage excellent attendance, through deployment of Children and Family Support Worker and targeted use of CSAWS	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	6
Continue to provide a contribution towards the cost of extra-curricular activities offered to Pupil Premium children.	Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.	1, 6
Relax Kids Sessions funded for selected Pupil Premium pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 4, 6

Total budgeted cost: £57,600

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results, attendance data and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for non-disadvantaged pupils at a national level. 75% of our Y1 disadvantaged pupils met the standard for the Year 1 Phonics Screening. Although this is below the attainment of all children nationally, given the smaller size of our disadvantaged cohort, our data reflects only one child not meeting the phonics standard. However, progress measures demonstrate all disadvantaged children in Year 1 have made clear progress from their individual starting points.

As a result of targeted school improvement initiatives, including phonics intervention and ongoing tutoring of disadvantaged pupils, the attainment gap in reading between our disadvantaged pupils across school and national data for all pupils is narrowing.

Having come to the end of the first year in our current 3 year strategy plan, we have reviewed our progress against our intended outcomes in order to prioritise spending for the academic year 2023-24.

Intended Outcome One: Disadvantaged pupils develop the necessary **cultural capital**, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school.

- Teaching across school is good, which is resulting in disadvantaged pupils making at least expected progress against their starting points. Through a high quality CPD offer, all teachers have developed their pedagogical understanding and have commented positively on their development.
- Pupil premium take up of extra-curricular opportunities is high and additional financial support from school supports this – for example, 13 out of 14 of our disadvantaged pupils in Year 6 attended their residential in the summer term
- ALL disadvantaged pupils across school have participated in at least one extra curricular sporting activity throughout the year
- 11% of our Choir Club are disadvantaged and all these pupils attended Young Voices this year

Intended Outcome Two: The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally, specifically in Maths and Reading.

- Analysis of data shows that disadvantaged pupils are making at least expected progress from their starting points. Pupil progress meetings have had a sharp focus on disadvantaged pupils so their attainment and progress is tracked more closely.

- At KS2, the gap between disadvantaged and non-disadvantaged children has reduced significantly since 2022 with 50% of disadvantaged pupils achieving RWM combined, compared with 17% last academic year

Intended Outcome Three: All disadvantaged pupils will have at least 95% attendance and persistent absence will decrease.

- Attendance of Pupil Premium overall has increased since 2021-22 (92.8% compared to 90.9% in 2021-22 and 88.7% nationally)
- 5 disadvantaged pupils were persistently absent at the end of the academic year 22-23, compared to 9 of these children in the previous academic year. Of these five pupils, only two are below 88%
- This improvement in attendance has been achieved through offers of Early Help (currently we are supporting 7 disadvantaged pupils through our Early Help offer), which includes support from our CFSW and CSAWs where appropriate

Externally provided programmes

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

Programme	Provider
Mindfulness	Relax Kids