

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	358
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	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Hannah Cook; Headteacher
Pupil premium lead	Hannah Cook; Headteacher
Governor / Trustee lead	Peter Gate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,630
Recovery premium funding allocation this academic year	
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>	£47,630

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	Assessments, observations, and discussions with pupils indicate that our under-served pupils have more limited access to the broad life experiences (music, theatre, the arts and travel) to draw upon compared to their peers in school.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, reading skills and vocabulary gaps. These are evident from Reception through to KS2 and in general, are more prevalent among our under-served pupils than their peers.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our under-served pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Some of our PP children also have SEND – 38%
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 2023-2024 was below other children. 90.7% compared to 97% of non-PP (-6.3%)

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
Improved reading attainment among under-served pupils.	KS2 reading outcomes in 2024/25 will show that outcomes of under-served (disadvantaged) pupils are in line with outcomes for all children nationally at the met standard (at least 74%)
Improved writing attainment for underserved pupils at the end of KS2	KS2 writing outcomes in 2024/25 will show that outcomes of under-served (disadvantaged) pupils are in line with outcomes for all children nationally at the met standard (at least 78%)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our under-served pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in bullying / restorative conversations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our underserved pupils	Sustained high attendance by 2024/25 demonstrated by <ul style="list-style-type: none">• The attendance gap between under-served pupils and their well-served peers being reduced to below 2%.• the percentage of all pupils who are persistently absent is reduced from 7.1% to below 5% and the figure among underserved pupils is reduced by half from 36% to fewer than 18%.

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: £16,400

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.	Rosenshine's Principles of Instruction Success of the use of WalkThrus EEF Teaching and Learning Toolkit - EEF High Quality Teaching (securing effective professional development)	3, 4, 5
Teacher with a TLR employed to coach and mentor teachers with Phonics teaching, through dedicated leadership time	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 Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Mastery Learning (+ 5 Months) Phonics (+5 months) Reading Comprehension Strategies (+5 months)	2, 3, 4
External CPD commissioned to support staff with the teaching of writing, and plan with them individually	Mastery learning is identified by EEF as high impact for low cost (+5 months) EEF Teaching and Learning Toolkit - EEF High Quality Teaching (securing effective professional development)	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: £18,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
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: £12,945

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; this includes a new Nurture Group	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, focusing specifically on TAs	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	Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	6

Worker and targeted use of CSAWS		
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: £47,630

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 second 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 2024-25.

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, all 6 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
- 10% 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 for the last 2 years, compared with 17% in 2021-2022

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

- Attendance of Pupil Premium overall has decreased slightly this year but individual case studies give this some context. increased since 2021-22 (92.8% compared to 90.9% in 2021-22 and 88.7% nationally)
- 11 disadvantaged pupils were persistently absent at the end of the academic year 23-24. Of these pupils, none are severely absent.
- 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
- Even where pupils remain persistently absent, some have made significant improvements through our offer of support

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