

Pupil premium strategy statement – Bentley CE 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	204
Proportion (%) of pupil premium eligible pupils	Total = 12.2% FSM = 6.8% Service = 5.3% LAC = 0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 - 2025
Date this statement was published	15 th December 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Governing Body
Pupil premium lead	R. Miffing
Governor / Trustee lead	M. Desborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,055
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,030
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£26,085

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress, engage with the school's curriculum, achieve well and make a positive contribution to the life of the school. The focus of this strategy is to support disadvantaged children to achieve these goals, including high attaining disadvantaged children.

As part of our strategy, we will consider the challenges faced by vulnerable pupils not defined as disadvantaged such as those with social, emotional and mental health needs, medical needs or those classed as a young carer.

Our strategy follows the structure suggested by the DfE document, 'Using Pupil Premium Guidance for Schools' and the Education Endowment Framework, placing high-quality first teaching at the heart of the approach, with a focus on targeted, individual support in areas in which disadvantaged pupils (and non-disadvantaged pupils) require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes listed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside ensuring progress is made by their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment rather than assumptions about pupil needs. To ensure the approaches we have adopted are effective we will:

- Ensure all pupils are challenged in the work they are set
- Make early identification of gaps and misconceptions in order to swiftly intervene
- Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations for what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment between some PP children and non-PP children
2	Increase in speech and language needs

3	Gaps in phonics knowledge
4	Specific learning needs impacting on progress and attainment
5	Increase in poorer social, emotional and mental health identified
6	Reduced attendance of some PP children and non-PP children

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
Increase in amount of PP children achieving the expected standard in reading, writing and maths	Data shows an increase in the number of children achieving EXS in RWM. Monitoring by leaders shows a high level of pupil engagement in the school curriculum and progress being made.
Specific SALT programmes are used to support pupils with needs; targeting those with most need and expanding the programmes to benefit as many pupils as possible	Pupils with the highest needs identified. Programmes of support are in place and used. Pupils make progress.
Read, Write Inc phonic programme is effectively used to ensure pupils make good progress in phonics leading to a greater number of those in receipt of the pupil premium to develop secure phonic skills	RWI tracking data at six weekly intervals shows children are making good progress through the sounds. Increase in the amount of children passing the phonic check test at the end of Year 1 (and Year 2 resits).
Effective SEN provision enables children to make good progress and develop effective strategies for learning	Children in receipt of the pupil premium with specific learning needs are well supported through effective provision. Input from external professionals is accessed as required.
Children in receipt of the pupil premium with social, emotional, behavioural & mental health needs make progress in this area through effective school approaches	Zones of Regulation embedded and used consistently by school staff and pupils, extending to being used at home. ELSA records show positive impact of intervention.
Attendance improves for children whose attendance / punctuality is causing concern through individual, targeted support	Tracking over time shows improvement in attendance of PP children whose attendance is not good enough

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc phonics training for whole school, subscription and additional resources	EEF Pupil Premium Menu: 1.1 – high quality teaching, assessment and curriculum that responds to the needs of pupils 1.2 – professional development that supports the implementation of evidence based approaches 1.5 – technology and other resources to support high quality teaching and learning	1, 2, 3, 4
Professional development focused on effective support for a range of SEN needs through quality first teaching	EEF Pupil Premium Menu: 1.3 – high quality teaching, assessment and curriculum that responds to the needs of pupils 1.4 – professional development that supports the implementation of evidence based approaches	1, 3
Additional teaching & assessment materials & resources e.g. expand maths resources and PiRA & GAPS tests	EEF Pupil Premium menu 1.1 - High quality teaching & assessment	1, 3
Senior Leadership time & Subject Leader time for dedicated curriculum development e.g. subject monitoring, developing assessment systems, additional professional development	EEF Pupil Premium menu: 1.1 - High quality curriculum 1.5 - Resources focussed on high quality teaching & learning	1, 3

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

Budgeted cost: £14, 160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscriptions to targeted interventions - Language Link, RWI and software licences – TT Rockstars, White Rose maths	EEF Pupil Premium menu: 2.1 - Interventions to support language development, literacy & numeracy 2.2 - Activities & resources to meet the specific needs of disadvantaged pupils	1, 2, 4
Structured interventions (CPD, delivery & resources) covering various areas of need	EEF Pupil Premium Menu: 2.1 - Interventions to support language development, literacy, and numeracy 2.2 - Specific needs of disadvantaged pupils with SEN	1, 2, 4
Focus group time (pre-teaching / keeping up sessions) delivered by class teachers and LSAs	EEF Pupil Premium menu 2.4 - One to one and small group tuition	1, 2, 3, 4

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

Budgeted cost: £7817

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training, supervision, resources and delivery	EEF Pupil Premium Menu: 3.1 - Supporting pupils' social, emotional & behavioural needs	5
Zones of Regulation Training for all staff & implementation as a whole school approach	EEF Pupil Premium Menu: 3.1 - Supporting children's social, emotional & behavioural needs	5

Cost of one school-run club per term covered by school for FSM PP children	EEF Pupil Premium Menu: 3.3 - Extra-curricular activities	5, 6
Subsidising of school trips (including residential trips) for FSM PP children	EEF Pupil Premium Menu: 3.3 - Extra-curricular activities	5, 6
Subsidising or covering full cost of before and after school wraparound care FSM PP	EEF Pupil Premium Menu: 3.5 – Breakfast clubs and meal provision	5, 6
CPOMs subscription to identify behaviour needs, patterns & trends, using tracking to plan and implement appropriate support	EEF Pupil Premium Menu: 3.1 - Supporting children's social, emotional & behavioural needs	5

Total budgeted cost: £29,977

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End KS2 Data 2022 – 2023

Achieved EXS+				Achieved GDS		
	Reading	Writing	Maths	Reading	Writing	Maths
PP	83%	83%	67%	33%	0%	33%
Non-PP	92%	92%	76%	56%	20%	36%

End KS1 Data 2022 – 2023

Achieved EXS+				Achieved GDS		
	Reading	Writing	Maths	Reading	Writing	Maths
PP	80%	80%	80%	20%	0%	20%
Non-PP	80%	68%	76%	28%	8%	20%

We use this data to identify trends and spot patterns. As a small school, our pupil premium numbers are low and those in receipt of the pupil premium generally perform at the same level as their non-disadvantaged peers. Pupil premium children who have not met the expected level at the end of a Key Stage are either on the SEN register or in receipt of additional intervention support.

All children in receipt of the pupil premium for FSM have attended a school club each term free of charge and have had trips and residential visits subsidised. The impact of this has led to an improvement in their social and emotional health due to more positive relationships being formed, ultimately impacting positively on their mental health. When appropriate, FSM and Service children have benefitted from ELSA sessions leading to a positive impact on mental health.

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
Read, Write Inc Phonics	Ruth Miskin (RWI phonics programme)
Language Link (SALT programme)	Language Link
Times Tables Rockstars	TT Rockstars
Toe by Toe (reading intervention)	Toe by Toe