

Bewdley Primary School

Pupil Premium Strategy Statement

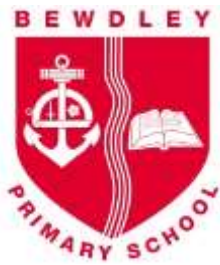
This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school..

School overview

Detail	Data
School name	Bewdley Primary School
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Woakes Headteacher
Pupil Premium Lead	Jane Woakes Headteacher
Governor / Trustee lead	Martin Saunders, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,750
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 funding, state the amount available to your school this academic year	£149,800



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Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

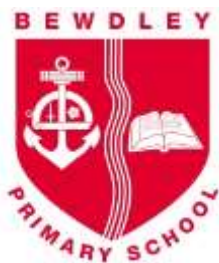
We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



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Challenges

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

Challenge number	Detail of challenge
1 Language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Through Key Stage 2 the gaps in reading do close but PP pupils are still more likely to not achieve ARE than non-PP pupils. 2021 Nov Phonics screening 64% PP pupils passed phonics screening/87.5% non-PP pupils passed Phonics screening 2021 KS1 Reading ARE PP 23% Non-PP 77% GD PP 15% Non-PP 34% KS2 Reading ARE PP 73% Non-PP 91% GD PP 27% Non-PP 39%
3 Maths	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 2021 KS1 Maths pupils at ARE PP 31% Non-PP 87% GD PP 15% Non-PP 26% KS2 Maths ARE PP 60% non-PP 86% GD PP 7% Non-PP 25%
4 School Closures – knowledge gaps	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures 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. 2021 KS1 Writing ARE PP 23% Non-PP 72% GD PP 15% Non-PP 23% KS2 Writing ARE PP 60% Non-PP 89% GD PP 7% Non-PP 30%
5 School Closures – stamina for learning	The absence from school during Covid lockdowns have had an impact on many children in terms of their levels of concentration and ability to sustain focus. This has been particularly the case for disadvantaged pupils as their levels of engagement was lower during remote learning (many were hard to engage during this time) and they are reluctant to focus on their learning.
6 Attendance and punctuality	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. Up to 20% of disadvantaged pupils have been 'persistently absent' compared to 6 – 8 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.



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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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and pupil discussions.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils achieve the expected standard than are currently
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils achieve the expected standard than are currently
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in bullying and pupils needing a PSP • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3-4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 4% lower than their peers.



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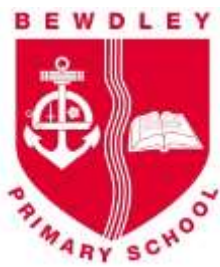
Activity in this academic year

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: **£75962**

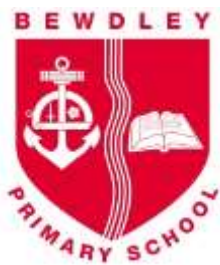
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of further standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>(£1000)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>To ensure continuing professional development for teachers and staff is aligned with the curriculum so that it develops teachers' pedagogical knowledge and teaching content knowledge over time.</p> <p>Focus: developing progression for learning, retrieval practices, depth of knowledge, and effective differentiation</p> <p>(CPD £8000)</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3,4
<p>To hold progress meetings (termly) with each staff member to review the progress of pupils (specific focus disadvantaged) to then</p>	<p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching ap-</p>	1,2,3,4



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<p>address and adapt provision as required.</p> <p>(Release time: £4200)</p>	<p>proaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-quality-teaching</p>	
<p>Purchase of a Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and staff training.</p> <p>(£2000)</p>	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Quality First teaching Intervention group (The Hub) for those pupils who are working significantly below age related expectations.</p> <p>16 KS2 pupils in group, 13 are PP (81%)</p> <p>1 SENCo 4 mornings per week, 1 x Grade 3 TA 5 mornings per week, 1 x Grade 2 TA 5 mornings per week)</p> <p>£39000 + £9866 + £9296</p> <p>(some money to be subsidised by Notional SEN Budget)</p> <p>£58162</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targetedacademic-support</p>	1,2,3,4,5



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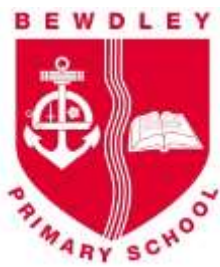
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<p>Participation in NCETM's Mastering Number programme. Teacher release time to access Maths Hub resources and CPD and embed key elements of guidance in school</p> <p>(£1600)</p>	<p>'The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'</p> <p>https://www.ncetm.org.uk/news/mastering-number-a-newprogramme-for-early-primary-pupils/</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Further embed PACE approach into routine educational practices and supported by professional development and training for staff.</p> <p>£1000</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£89250**

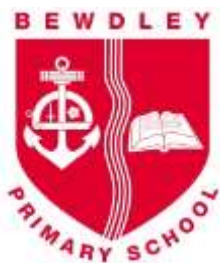
Activity	Evidence that supports this approach	Challenge number(s) addressed
Support identified pupils with lunchtime support to develop social skills	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5



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<p>5 hours SENCo (£5500)</p>	<p>attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Targeted interventions on a 1- 1 or small group basis (delivered by TAs during the days)</p> <p>Additionally, we have very staffed Reception with three teachers to ensure that gaps can be closed early by focussed interventions carried out by a class teacher</p> <p>Reception Teacher £38000</p> <p>TA interventions £21100</p> <p>Total £59000</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targeted academic-support</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4,5</p>
<p>Provide after school small group Tuition for identified pupils to close gaps in learning in Reading, Writing and Maths</p> <p>£24,750</p> <p>(subsidised by School-Led Tutoring Grant)</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targetedacademic-support</p>	<p>1,2,3,4</p>



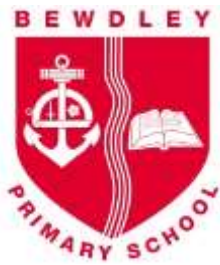
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£25500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>£1000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to ensure systems are embedded</p> <p>£1000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Provide 1:1 mentoring support for pupils with significant or specific emotional needs</p> <p>1 hr x HLTA per week</p> <p>£500</p>	<p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Both community-based and school-based approaches can be successful:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</p>	5
<p>Provide wider opportunities to develop pupils' cultural capital by subsidising visits and visitors e.g. theatre, religious places of worship, art, music, dance, sports, books etc</p> <p>£20000</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	5



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	evidence/teaching-learning-toolkit/arts-participation	
Contingency fund for acute issues. £3000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and may require immediate additional support	All

Total budgeted cost: £190712 (some of this is subsidised by other funding as detailed above)



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal data for 2020/21 indicate that the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised, however, the difference in attainment between disadvantaged pupils and non-disadvantaged pupils remained similar from our last reported data for 2018/2019.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, packs produced by the school and teaching videos. 1:1 tuition was given remotely to many pupils, particularly those who found it difficult to engage with the other resources provided. Therefore, although the difference in attainment did not narrow particularly it also didn't grow.

2018/2019 **Reading** Exp standard non-PP 88% PP 75%

2020/2021 **Reading** Exp standard non-PP 91% PP 73%

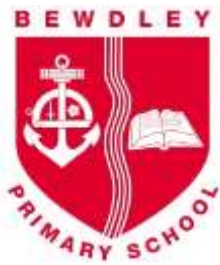
2018/2019 **Writing** Exp standard non-PP 88% PP 62%

2020/2021 **Writing** Exp standard non-PP 89% PP 60%

2018/2019 **Maths** Exp standard non-PP 88% PP 46%

2020/2021 **Maths** Exp standard non-PP 86% PP 60%

The improvement in maths attainment for PP pupils we believe is due to using Maths No Problem which allowed us to continue with a very structured approach during home learning along with 1:1 calls to support disadvantaged families



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Although overall attendance in 2020/21 was in line with the preceding pre-covid years (2019 – 96.3% Non-PP/95% PP) when taking out Covid absence it was 96.9% Non-PP and 95% PP. However, at times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 14% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.