

Pupil premium strategy statement

School overview

Detail	Data
School name	The Duke of Bedford Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023 Year 3 of the 3 year plan
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Pinguenet
Pupil premium lead	Mr Taylor / Mrs Sewell
Governor / Trustee lead	Mrs Butt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,930
Recovery premium funding allocation this academic year	£7104
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,034

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weaker language and communication skills, lack of confidence/ low self-esteem, more frequent behaviour difficulties and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges can often be varied. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development across the school.

We are a one form entry primary school with 33% eligible Pupil Premium children (compared to the national average of 27.3%).

Ultimate Objectives

The objectives for our disadvantaged pupils are ultimately to close the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data (providing the best life chances for each and every disadvantaged child). This will include supporting these children academically, but also socially and emotionally, ensuring that they are able to learn effectively.

Attendance will be a key focus for some children, ensuring that this does not fall below expected levels and have a negative impact on their learning.

Achieving the objectives

The range of provision for this group include and would not be limited to:

- 1:1 support
- Additional teaching and learning opportunities provided by trained TAs
- All work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Additional pastoral support.
- Paying for or subsidising educational visits/visitors and residential visits ensuring that all children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support where necessary.
- Attendance support and monitoring.
- Effective professional development for teaching staff, resulting in high quality teaching and learning day in, day out.

- Effective professional development for teaching assistants who will be taking children for 1:1 or small group sessions.

This list is not exhaustive and will change according to the needs and support that our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Pastoral support needed for some pupils due to anxiety, poor sleep, low self-esteem. Complex family situations and social service involvement with increasing numbers of families requiring access to the Early Help Pathway.
2	Lower attendance last academic year compared to non-PP children. Persistent Absence is higher for PP children compared to Non PP children as well as unauthorised absences.
3	Gaps in basic English and Maths skills. Loss of resilience and engagement with learning. Ensuring all children are making the same progress regardless of starting points in order to work at the expected standards for Reading, Writing and Maths.
4	Pupil Premium children as a group are not reaching the same attainment as non-pupil premium children, particularly at greater depth standard.
5	Insecure knowledge of how to support struggling learners particularly in KS2 for Maths.
6	PP/SEND overlap is 34% Ensuring that SEND pupils are making good progress in regard to their additional need.

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
The attainment gap between PP / non PP children will narrow in R, W and M in all year groups.	Gaps to close in each year group between PP and non PP children in Reading. Gaps to close in each year group between PP and non PP children in Writing. Gaps to close in each year group between PP and non PP children in Maths.

<p>PP pupils to make good or better progress in R, W and M in all year groups.</p>	<p>Reading progress to be in line with prior key stage data in Reading. Writing progress to be in line with prior key stage data in Writing. Maths progress to be in line with prior key stage data in Maths.</p>
<p>Emotional and social well-being to be supported for disadvantaged pupils.</p>	<p>Pupils supported through 1:1 support and group activities. Children to feel happier, engaged and self-esteem to be improved. Well-being improved through tracked interventions enabling greater focus and confidence with learning.</p>
<p>Increased awareness of good attendance in school with parents and pupils. Increased attendance in disadvantaged pupils.</p>	<p>PP and non PP gaps to close regarding school attendance figures. Close the gap with PA pupils. Reduce unauthorised absences with PP children.</p>

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: £68,117.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and language development</p> <p>Subject leader release time to support the planning and monitoring of groups & assessments.</p> <p>Ensure that all new staff have received training to deliver the Little Wandle scheme effectively.</p> <p>Invest in high quality resources, including books specific to each phonics phase in line with the Government directed changes for 2022.</p> <p>Total £5,727.49</p>	<p><i>Phonics</i> 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. (EEF)</p> <p><i>The Reading Framework</i> (DFE)</p> <p>Staff subject knowledge and agreed consistency of teaching approach (CPD and leadership release) will need to be embedded.</p> <p>Purchasing of accredited phonics scheme, audit with English Hub.</p>	3
<p>To ensure teachers are specifically focusing on children who are working below their year group expectations in order to allow for catch up / rapid progress being made.</p> <p>CPD on cognitive overload on how children learn'. Staff develop/embed their knowledge of planning and teaching a lesson.</p>	<p><i>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF, +6 months)</i></p> <p><i>Training delivered for staff on cognitive load theory, Rosenshine's principals and how to help pupils embed key knowledge into long term memory. Training also delivered in supporting the most and least able pupils through different teaching and learning strategies to ensure quality first teaching is taking place for all pupils.</i></p>	3,4,5
<p>Teachers to deploy teaching assistants effectively, ensuring children requiring catch up receive high quality provision from a teacher (in light of EEF reports).</p>	<p><i>Making the best use of teaching assistants</i> (EEF)</p>	3,4,5

<p>Purchasing of standardised tests to provide accurate data in Year 1.</p> <p>Analysis of test data and CPD for new staff on marking and feedback review.</p> <p>£3125.91</p>	<p><i>Teaching assistants can provide a large positive impact on learner outcomes (+4 months) (EEF)</i></p>	
<p>Improving vocabulary and knowledge recall.</p> <p>PP lead to deliver CPD with Humanities lead on improving vocabulary and knowledge recall of pupils.</p> <p>Monitoring and feedback of the use of Working Walls and Knowledge Checks.</p> <p>Monitoring & assessment using pupil Voice, structured conversations and book looks by subject lead to ascertain if vocabulary/knowledge recall is improving.</p> <p>£822.42</p>	<p>Based on Rosenshines principle of learning https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide</p>	3, 4
<p>Targeted academic support for PP children in Reading.</p> <p>Leadership release</p> <p>Assessment resources</p> <p>Project X intervention</p> <p>Extra phonics input through interventions across the school.</p> <p>High quality resourcing in quality texts.</p> <p>CPD</p> <p>Total £8438.38</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)</i></p>	3, 4
<p>Targeted academic support for PP children in Writing.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can</p>	3, 4

<p>Leadership release to monitor and support planning.</p> <p>CPD on planning the writing sequence incorporating GaPS and understanding what the expected standard and greater depth standard looks like in their year group.</p> <p>CPD on editing writing.</p> <p>Monitoring of writing programme to see that HA writers are being developed/planned for.</p> <p>Total £7534.64</p>	<p>have, including those who are not making good progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Alex Quigley 'Confident Writer' blog https://www.theconfidentteacher.com/2023/06/revising-writing-and-why-it-matters/</p>	
<p>Targeted academic support for PP children in Maths.</p> <p>Leadership release time and training to ensure that CPD raises standards.</p> <p>To work with the Maths Hub and embed teaching for mastery across all year groups.</p> <p>Redeveloping the Calculation Policy and progression of vocabulary.</p> <p>Monitor the impact of TTRockstars. Teacher to support groups Resources purchased Look at new updated editions of Power Maths text/exercise books and purchase if required.</p> <p>Total £9049.41</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year (EEF).</i></p> <p>Mathematics Guidance from DFE/ NCETM</p> <p>Look at Power Maths latest editions https://www.pearsonschoolsandcolleges.co.uk/primary/subjects/mathematics/power-maths</p>	3, 4, 5
<p>SEND</p> <p>SENCo lead time for monitoring and support</p>	<p>Support for pupils with SEND and identification and assessment of need.</p>	4, 6

<p>Leadership release time to monitor the support and provision for SEND/PP children.</p> <p>CPD on scaffolding work tasks to enable learners to reach their full potential.</p> <p>CPD for sensory needs/ADHD to increase staffs understanding of how to support/identify pupils.</p> <p>Purchase of resources to support sensory needs (ear defenders and thearay</p> <p>Speech and Language support for pupils guided by SALT. Resources and time to implement programmes in school.</p> <p>Development and tracking of provision maps to ensure effective support.</p> <p>Pupil premium / SEND lead teachers to meet regularly to monitor, prioritise, deploy staff and resources effectively to ensure positive impact.</p> <p>Dyslexia testing purchased for identified PP (pupils X2?) £200 per test.</p> <p>SEN Lead to run a network Coffee Morning termly, to liaise with parents and give updates and links to support parents.</p> <p>£13,894.68</p>		
<p>Staff CPD</p> <p>Courses attended.</p> <p>Staff visiting other good and outstanding schools for high quality CPD.</p> <p>Maths and English Lead network meetings attended</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and Training days.</p> <p>We have the enhanced package from the Local Authority, allowing access to Maths and English Lead network meetings, Phonics training and enhanced Headteacher support.</p> <p>Staff are released from class to lead effectively.</p>	<p>3, 4 & 5</p>

<p>Release time for teachers to see other schools. Release time to work with consultants.</p> <p>£19525.00</p>	<p>EEF 'Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving'.</p> <p>EEF Guidance Report:</p> <ul style="list-style-type: none"> • Effective Professional development. • Effective use of TAs. • Improving Literacy in KS2. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,425.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring.</p> <p>1:1 and small group tutoring</p> <p>1:1 support for vulnerable pupils without an EHCP but need considerable support to access education</p> <p>TA support</p>	<p>Early language skills. Talk Boost.</p> <p>Phonics – targeted support using gap analysis.</p> <p>Reading – Pixl gap analysis to support progress and attainment. School led tutoring for Upper KS2.</p> <p>Maths – Pixl gap analysis to support progress and attainment.</p> <p>Nurture based support – group and 1:1</p> <p>Structured support for pupils with times tables and maths fluency.</p> <p>Intervention is identified through rigorous tracking of assessment outcomes. Pupil progress meetings identify necessary intervention and staff are deployed accordingly. Small group tutoring is focused on the pupils most in need of catch up support.</p>	<p>1,3,4, 5 & 6</p>
<p>Resourcing high quality texts which are suitable for the level of reading.</p>	<p>Based upon the Reading Framework (July 2021), fostering a love of reading and providing high quality texts for pupils to read that is suitable for their stage of reading.</p> <p>A large quantity of texts need to be further banded to enable pupils to make informed choices about the</p>	<p>3,4</p>

<p>Wider range of reading materials available to promote a love of reading.</p> <p>Greater range and quantity of phonic texts for KS1</p> <p>£8,631.00</p>	<p>text they select that is appropriate for their stage of reading.</p> <p>School council voiced that they do not have enough access to texts that interest them or that are challenging enough for them. In order to promote the love of reading an investment in texts is needed to support the EEF research.</p> <p>Investment in phonic texts is required. 'The children should continue to read decodable books, that is, books that include only words with GPCs they have been explicitly taught, until they can blend sounds to read new words fluently and automatically.' Reading Framework.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,565.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Updating policies and promoting good attendance with parents/carers.</p> <p>Redevelop Behaviour Policy and share with staff.</p> <p>Monitoring behaviour incidents and sanctions.</p> <p>Attend Mental Health Lead Training and write a policy for the whole school to follow.</p> <p>Fortnightly meetings for attendance lead and headteacher.</p> <p>£3988.08</p>	<p>Additional hours spent on attendance, analysis and actions taken. To ensure PP learners attend school and are engaged in learning. Promoting good attendance, engaging families and support to improve attendance data for PP children.</p> <p>EEF – wider strategies relate to the most significant barriers to success in school e.g attendance, behaviour and social and emotional support.</p>	1 & 2
<p>Developing the role of the inclusion lead and</p>	<p>EEF – social and emotional learning.</p>	1

<p>SENCo to include further safeguarding and pastoral training.</p> <p>CPD for inclusion lead.</p> <p>Early Help assessments, TAF and support for families with accessing support from other agencies.</p> <p>SEMH</p> <p>Inclusion lead will work with vulnerable pupils to ensure that they can access learning.</p> <p>Meetings for safeguarding team and SEND/inclusion team with headteacher.</p> <p>Time for EHelp courses, nurture provision, inclusion mentor.</p> <p>Boxhall scheme purchased to support the emotional and social well-being of pupils. SEND lead and Inclusion Officer to attend CPD. Information/training to be shared with staff on how it is delivered and how to identify pupils who need the support. Monitoring of assessment of individuals and data shared with appropriate staff members.</p> <p>Continuous training and refresher courses for</p>	<p>Inclusion lead to attend meetings, engage families, promote the role and improve attendance and support.</p> <p>With complex family issues and involvement with social care, the need to extend our safeguarding team has arisen. There is a large number of early help referrals being made.</p> <p>The increased capacity in the safeguarding team allows us to ensure that the children and families are accessing the right support at the right time with regard to anxiety, mental health services for example.</p> <p>EEF – wider strategies relate to the most significant barriers to success in school e.g attendance, behaviour and social and emotional support.</p> <p><i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. (EEF, +2 months)</i></p> <p>On average, over a third of pupils have some social, emotional or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like ADHD https://www.boxallprofile.org/</p>	
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<p>Safe Guarding Lead and 3xDSL. Total = £5391.97</p>		
<p>To provide real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum.</p> <p>Access to wider curriculum opportunities to develop essential knowledge, supporting children's future success. Opportunities to inspire, motivate and provide an inclusive environment.</p> <p>Y4 Ukuleles Wider opportunities. Music Hub.</p> <p>Trips PP</p> <p>PP lead to monitor attendance of extra-curricular clubs. Identify individuals not attending clubs and use Pupil Voice or survey to find out why they are not. Identify, create and resource clubs that have or will have a high take up from the pupils.</p> <p>Total = £7185.54</p>	<p>In order to enable all children to access the opportunities, we pay towards day visits and residential trips.</p> <p>Academic Year 2023/24 Autumn 1: EYFS - Walk around Thorney.</p> <p>Year 2: RE- Local food bank visit.</p> <p>Year 3: Visit to Thorney Abbey to talk about Jesus.</p> <p>Year 4: RE – Gudwara visit.</p> <p>Year 6: Visit from local Buddhist community.</p> <p>Autumn 2: Whole school – Christingle visit to Abbey, Christmas performance to parents.</p> <p>EYFS – Visitor from Thorney Museum to talk about the village during WW2.</p> <p>Year 3 – PE: Dance festival Geography: Fieldwork, mapping the local area. English – Virtual author visit.</p> <p>Year 4 – Music: Theatre visit English – Virtual author visit.</p> <p>Year 5 – History: Virtual Viking experience Year 6 – DT: Parent soup café.</p> <p>Other things planned are: Yr4 residential, Yr6 residential, History Day.</p>	<p>1, 2</p>

Total budgeted cost: £95,108.52

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 2022-2023 academic year.

Aim	
<p>The attainment gap between PP / non-PP children will narrow in R, W and M in all year groups.</p>	<p>Through clearly focused CPD, staff at The Duke of Bedford School are better informed of the difficulties PP children face and the need to improve the gap between them and non-PP children. Monitoring throughout the year demonstrated a clear shift in quality first teaching in all classes with a clear focus on retrieval of knowledge. The teaching sequence was embedded in all subjects.</p> <p>A new Writing scheme, 'Read to Write', was implemented in every cohort for the full academic year and the data collected shows the gap in attainment in Writing between PP and non-PP children has significantly narrowed. Reading and Maths followed the above trend with data highlighting the gap narrowing but not as big an increase as Writing.</p> <p>The end of KS2 data shows the attainment gap of PP children and non-PP children has narrowed. In Reading, 100% of PP children achieved the expected standard whereas 78% of non-PP achieved the expected standard in Reading. In Maths the 100% of non-PP children reached the expected standard compared to 80% of PP children. In Writing, the 83% of non-PP children reached the expected standard compared to 80% of PP children.</p> <p>The introduction of a new phonics approach (Little Wandle) across the school has enhanced the subject knowledge of staff through well-structured CPD as well as improve the teaching sequence. This led to a narrowing in the gap of PP children and non-PP children through regular monitoring and frequent assessment.</p>
<p>PP pupils to make good or better progress in R, W and M in all year groups.</p>	<p>The Maths subject leader has developed and monitored the use and recall of arithmetic skills across the school outside the maths lesson. The use of Maths 4-A-Day, PiXL arithmetic tests and TTRockstars has supported PP children making good or better progress.</p> <p>The English subject leader and EYFS leader have overseen the successful implementation of 'Read to Write' and 'Little Wandle' which has also supported PP children making good or better progress in all year groups.</p> <p>Provision maps are being used across all year groups to identify key pupils having intervention support. They are regularly reviewed by</p>

	<p>the SENCO to identify the progress being made as well as the effectiveness of the intervention.</p> <p>The delivery of School Led Tutoring by Teaching Assistants has also supported the progress made by PP children in interventions.</p>
Emotional and social well-being to be supported for disadvantaged pupils.	<p>The Inclusion officer has run weekly social and emotional support sessions with key pupils from across the school. 57% of the children attending were PP children. All of the pupils attending were positive about the sessions and said they helped them to feel better about their social & emotional issues. 13% of the children said that they felt the sessions helped hugely and were beneficial to their emotional and social well-being. Over the school year, the attendance of 44% of the above PP children improved. The attendance of 66% of the above was better than the national average of 91.4%. The average attendance of the group was 92% which is above the national average.</p> <p>The school continues to support PP children participating in trips and residential by contributing (part-payment) to the overall cost when financial assistant is required. Swimming has been reintroduced across the whole school again after the new pool was installed on site. All year groups have had at least one term of swimming in the pool since the reopening.</p>
Increased awareness of good attendance in school with parents and pupils. Increased attendance in disadvantaged pupils.	<p>Much work has gone into offering a wide range of clubs at school to increase attendance by children wanting to be at school so they can participate in a club. Over the year, 672 places have been filled at clubs during lunchtime or after school. The amount of PP children attending clubs increased throughout the year. 73% of PP children at school attended at least one club.</p> <p>Staff planned and developed opportunities within the curriculum for engagement and enrichment activities for pupils. Activities such as a planetarium visit for Year 5 and Year 1 & Year 2 multi-skills event are just few examples that have supported the increase in attendance.</p> <p>There are many occasions during term time where attendance is celebrated and the need for good attendance is discussed. Once a week, during The Headteacher's assembly, positive attendance is celebrated for the class with the highest attendance figure for the week in KS1 & KS2. Parents' Evening is another time where attendance is celebrated or discussed if there is a concern. Regular school newsletters also report on the school attendance figure. Where necessary, school staff will conduct home visits to individuals whose attendance is low to encourage them into school.</p> <p>As from 19.7.23 whole school attendance was 94.12%. Of this PP children = 92.22% compared to Non-PP = 95.05%. A difference of 2.83% in favour of No-PP. The gap has decreased since the start of the year and the gap has narrowed between PP and non-PP children. The PP school attendance is above the National figure of 91.4% (+0.82 difference).</p>

