

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	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022 Year 2 of the 3 year plan
Date on which it will be reviewed	January 2023
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	£72,990
Recovery premium funding allocation this academic year	£7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,095

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 25% eligible Pupil Premium children (compared to the national average of 20.8%).

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 24% 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 (last academic year PP 91.35% and non PP 95.53%). Close the gap with PA pupils (last academic year PP PA was 24.24% compared to Non PP 11.17%). Reduce unauthorised absences with PP children (Last academic year PP 36.36% compared to non PP children 10.64%).</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: £ 54,225.91

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 monitor the implementation of the new scheme.</p> <p>Ensure that all relevant 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 £5150.40</p>	<p><i>Phonics 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)</i></p> <p><i>The Reading Framework (DFE)</i></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><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>	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>Purchasing of standardised tests to provide accurate data.</p> <p>Analysis of test data and CPD for staff on marking and feedback review. New policy written.</p>	<p><i>Making the best use of teaching assistants (EEF)</i></p> <p><i>Teaching assistants can provide a large positive impact on learner outcomes (+4 months) (EEF)</i></p>	3,4,5

<p>Monitoring of revised marking and feedback policy by SLT to ensure effective feedback is given and learning is moved on.</p> <p>£3000</p>		
<p>Targeted academic support for PP children in Reading.</p> <p>Leadership release</p> <p>Assessment resources</p> <p>CPD in planning the reading sequence and ‘teaching’ the reading skills.</p> <p>Project X intervention</p> <p>High quality resourcing in quality texts.</p> <p>CPD</p> <p>Total £11,100</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>	<p>3, 4</p>
<p>Targeted academic support for PP children in Writing.</p> <p>Leadership release to monitor and support planning.</p> <p>CPD on planning the writing sequence incorporating GaPS. Teachers understanding what the expected standard and greater depth standard looks like in their year group (particularly in KS2).</p> <p>Review of Marking and Feedback policy to ensure children know exactly what they have done well and what they need to do to improve. High quality feedback is essential to pupils understanding their next steps to progress.</p> <p>High quality resourcing and CPD.</p> <p>Writing Programme and Training</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>3, 4</p>

<p>Monitoring of writing programme that has been introduced to ensure consistency and impact.</p> <p>Consultancy</p> <p>Total £6200</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>CPD for staff to ensure all teachers understand pedagogical Maths knowledge of how to support struggling learners (particularly in KS2).</p> <p>All staff trained in to have secure understanding of Early Maths Strategies e.g subitising</p> <p>TTRockstars purchased Teacher to support groups Resources purchased</p> <p>Total £11,350.71</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>3, 4, 5</p>
<p>SEND</p> <p>SENCo lead time for monitoring and support</p> <p>Leadership release time to monitor the support and provision for SEND/PP children.</p> <p>CPD on differentiating work and scaffolding tasks to enable learners to access learning.</p> <p>Speech and Language support, CPD, resources and time to implement programmes in school</p> <p>Dyslexia programme and Training</p>	<p>Support for pupils with SEND and identification and assessment of need.</p>	<p>4,</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>£13,124</p>		
<p>Staff CPD</p> <p>English consultant to work with the school.</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>Release time for teachers to see other schools. Release time to work with consultants.</p> <p>£4300.80</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. 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. 	<p>3, 4</p>

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring.</p> <p>£5184 school contribution this academic year.</p> <p>Payment of £2,137.83</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>1,3,4, 5</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>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>Resourcing high quality texts which are suitable for the level of reading.</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>£2000</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 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>	<p>3,4</p>

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

Budgeted cost: £16,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for attendance lead and headteacher.	Additional hours spent on attendance, analysis and actions taken. To ensure PP learners attend school and are	2

<p>SLA agreement</p> <p>2 hourly meetings x twice a year with Local Authority.</p> <p>Updating policies and promoting good attendance with parents/carers.</p> <p>Fortnightly meetings for attendance lead and headteacher.</p> <p>£1316</p>	<p>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>	
<p>Developing the role of the inclusion lead and SENCo to include further safeguarding and pastoral training.</p> <p>CPD for inclusion lead. 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>2 staff members additional safeguarding training.</p> <p>Meetings for safeguarding team and SEND/inclusion team with headteacher.</p> <p>Time for EHelp courses, nurture provision, inclusion mentor.</p>	<p>EEF – social and emotional learning.</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>1</p>

<p>Resources and time given to create a new nurture space and nurture provision.</p> <p>Total = £13,980</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>Total = £1310</p>	<p>In order to enable all children to access the opportunities, we pay towards day visits and residential trips.</p> <p>Y6 residential trip Rutland Water. Y5 Planetarium visit to school and trips to the local museum. Y4 residential trip Stibbington. Music Y4 Ukuleles – every child has the right to learn an instrument. Y3 Egyptian wow day. Y3 Wells Next The Sea. Y2 visit to The Sealife centre Y1 visit to AMVC for sporting activities. Reception visit to Sacrewell farm</p>	<p>1, 2</p>

Total budgeted cost: £78,831.91

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 2021-2022 academic year.

Aim	Outcome
<p>The attainment gap between PP / non PP children will narrow in R, W and M in all year groups.</p>	<p>Summer phonics - Y1 below National for the first time due to covid, additional children joining the year group (4 EAL), high SEND (2 EHCP and 4 SEN support) as well as teachers changing throughout the year. Completed only 1 year of a 2 year programme of phonics due to the pandemic. Phonics and English lead have a clear plan for raising standards moving forwards.</p> <p>Training of all staff has taken place (Little Wandle) and CPD is continuing. Clear plans in place for children to catch up</p> <p>Texts purchased and a greater love of reading created in school. Little Wandle implemented across the school. Higher Phonics course booked for forthcoming academic year again to focus CPD and progress to be made in this area. KS1 Reading data EXS 76% EXS (National 67%) and GDS 24%. KS2 Reading data EXS 82% (National 74%) and GDS 25% (National 28%). 4/6 pupils achieved EXS in KS2 SATS (1 child did not take the test EHCP in place).</p> <p>Staff CPD has taken place with a new marking and feedback policy being put in place, improving consistency and feedback to pupils.</p> <p>With a clear focus on PP children, there are some positive areas where PP children exceed non-PP children's attainment at the end of the year (Y1 Reading at GDS, Y3 Writing at GDS, Y5 Reading at EXS and Y6 Writing at GDS).</p> <p>The attainment gap narrowed in particular year groups and subjects. Year 2 who had the highest number of PP children in their year group narrowed the gap in most areas (Reading GDS, Writing EXS and GDS, Maths EXS and GDS).</p>

	<p>However, the gap remains significant in Year 1 in all other areas (apart form Reading at GDS) and with Y3 and Y4 writing at EXS.</p> <p>Data is more accurate in the school due to standardised tests but also teacher’s being upskilled in how to administer tests and use accurate data to analyse gaps and move learning forwards.</p> <p>New marking policy has eased workload and is well received by teachers. Children often get instant feedback by quick marking and discussion in the lesson.</p>
<p>PP pupils to make good or better progress in R, W and M in all year groups.</p>	<p>School level data shows that in Key stage 2 non-PP children made more steps progress in Writing and Maths than non-PP children. In Reading there was only 1% difference. Further work needs to be focused on Key stage 1 as PP children made more progress in Maths, but not in Reading and Writing across Year 1 and 2.</p> <p>Investment in high quality texts in school. Reading challenges, Reading magician show and more time reading in lessons raised the profile and end of key stage data was above national. Targeted support was provided for Reading through School Led Tutoring and Project X.</p> <p>Gaps have narrowed between PP and non PP attainment in Y4 and Y5 Reading at EXS. PP are in line with non PP in Y6 Reading at EXS. Gaps have also narrowed in Y1 and Y2 Reading at GDS between PP and non PP children across the year.</p> <p>Writing Moderation events attended for EXS and GDS as well as moderating with local school and the LA. New writing scheme introduced and monitoring taken place to ensure it is embedded well and having a positive impact. Writing consultancy directed teachers to gaps in pupils’ learning, direct response to teaching following this.</p> <p>Gaps narrowed between PP and Non-PP children in Y2, Y5 and Y6 in Writing at EXS as well as GDS Writing in Y2, Y3 and Y4.</p> <p>TT Rockstars has been introduced and Y4 x table results improved greatly with the school performing above National data (children who achieved full marks was 48% for school and 27% nationally. The average score was 21.8 for school and 19.8 Nationally)). CPD provided for staff in Maths, consistent planning format introduced and further tracking of White Rose. Pixl analysis to support children, identifying gaps and therapies used to address these. EYFS CPD on subitising, children confident in identifying these.</p>

	<p>Progress made with narrowing gaps between PP and non PP children in Y2 and Y4 Maths at EXS and Y2 and Y6 at GDS.</p>
<p>Emotional and social well-being to be supported for disadvantaged pupils.</p>	<p>Support put in place to support children with anxiety, anger, bereavement, speech and language and social interactions/games. Some significant impact was gained by supporting children and families, enabling them to attend school more easily, interact with friends and socialise. Well-being improvements seen with happier more focused children in class.</p> <p>30 children seen regularly by inclusion lead including 12 PP children. This involved group and individual work on anxiety, anger, bereavement, family work, speech and language and social interactions/games. Some significant impact was gained by supporting children and families, enabling them to attend school more easily, interact with friends and socialise. Well-being improvements seen with happier more focused children in class. 10 Early Help Assessments completed including 4 PP children.</p> <p>Dyslexia training provided for teachers to upskill them in supporting children. Supported spelling programmes being used for children who need this. Provision maps are used to track additional support and the impact being made.</p>
<p>Increased awareness of good attendance in school with parents and pupils. Increased attendance in disadvantaged pupils.</p>	<p>There are still gaps between PP and non-PP attendance, persistent absence and unauthorised absences. Actions taken to address these gaps – A1 letters, A2 meetings, fines where necessary and the support of Early help for the family and counselling services where appropriate. SEND and PP overlap also contributed to some of the absences due to medical issues and appointments that needed to be attended.</p>