

Bentley CEVC Primary School Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bentley CEVC Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (year 2)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Joanne Austin
Pupil premium lead	Joanne Austin
Governor / Trustee lead	Peter Drew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,550

Part A: Pupil premium strategy plan

Statement of intent

Our school recognises that not all pupils who are eligible for pupil premium funding are underachieving academically, but we do recognise the extra challenges that these pupils may face. As a small school, these pupils currently make up 19.6% of our school roll, with individuals from Reception to Year 6. We acknowledge that there are other pupils we also identify as experiencing disadvantage due to a range of circumstances, including SEND.

As a school we use the pupil premium fund to mitigate against the challenges faced by our pupils. It is our school policy to plan, adapt and prepare for any individual or group, whether they are disadvantaged or not, where under-performance is evident.

Our aim is to provide an environment and curriculum that enables all pupils to thrive, socially, emotionally and academically. Research identifies that a range of factors can inhibit children's capacity to access and fully engage with learning opportunities; these include feeling safe and happy, maintaining positive relationships with both adults and peers and having effective social, emotional, mental health and well-being strategies to cope with challenges. These aspects are considered when planning effective support to meet pupils' needs and address barriers to learning. Pupil well-being remains a high priority at all times and our carefully planned and progressive PSHE curriculum is embedded across the whole school. This is enhanced by nurture provision and mentoring, provided by adults and peers to support emotional well-being. A fully qualified mental health first aider and senior lead also support staff training and promote effective engagement with pupils requiring additional guidance.

Our focus is on enabling early intervention strategies to be implemented as soon as concerns arise. To support this, staff structures have been maintained, enabling learning support in each class every morning, intervention provision throughout the afternoon where possible, and a designated member of staff to oversee nurture provision alongside the SENDCo during breaks and afternoon sessions. Focused support is directed carefully to pupil premium children at the point of need and can be reinforced as part of daily classroom life reducing the need to withdraw for support.

This flexibility allows a range of strategies to be used, including targeted academic support in reading, writing or maths, specific resources to be purchased and access to a nurture programme to support well-being as required. Where pupils are achieving well academically, funding will be used to enhance future educational aspirations, opportunities and achievements. This may include financial support for trips and visits to enhance experiences and broaden opportunities.

CPD is available regularly to all staff to ensure quality first teaching in every class, in every lesson. We continue to make use of available research through the EEF toolkits, to support professional development and the implementation of effective strategies to enhance learning.

Our ultimate goal is for all vulnerable pupils and those experiencing disadvantage, to achieve their full potential and make at least good or better progress in line with their peers. These pupils will be a focus in our progress review meetings to ensure they are on track. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

Challenges

This details the key challenges to achievement that we have identified among our pupils, including those experiencing disadvantage.

Challenge number	Detail of challenge
1	Some pupils are not meeting age related expectations in reading, writing and maths. These children are in a range of year groups across the school and some have special educational needs (30%). Impact can be seen in some areas of the curriculum, but it has been more challenging to close the gap or extend for those in Year 5 and 6, especially in writing, despite intervention and support. Writing continues to be a whole school priority. Pupil stamina and secretarial skills in writing have seen a significant decline and this will take time to rectify.
2	Pupils' social, emotional and mental health needs are impacting on their readiness to engage with learning. This has been further compounded by SEN for some children. This continues to be a challenge for some wider pupils, alongside 64% of disadvantaged children.
3	Self-awareness and independence are weaker for certain children, resulting in lower levels of engagement and resilience within lessons.
4	Our attendance data over the past 2 years indicates that for some disadvantaged pupils (36%), absence is higher than non-disadvantaged, and they are more frequently late into school. This is impacting on delivery of interventions as well as social and emotional development, and therefore progress.
5	Inward mobility has been high and many pupils have had additional needs which have required additional adult support from within the current staffing structure.

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
A	<p>Classroom teaching is effective in identifying and removing barriers to learning.</p> <p>Teachers and support staff respond rapidly with targeted teaching for pupils at risk of underachievement.</p> <p>Evidence informed approaches have a positive impact on attainment and progress for all pupils.</p>	<p>Reasonable adjustments are in place allowing all to access lesson content, therefore enabling progress.</p> <p>Targeted interventions have a positive impact on termly data outcomes for pupils, addressing misconceptions and supporting progress. This is seen in gathered data eg assessment, standardised scores, phonic tracking</p> <p>Learning walks see agreed teaching and learning strategies effectively implemented.</p> <p>Monitoring of lessons, book studies and end of termly data show that disadvantaged</p>

		pupils are making good or better progress from their starting point.
B	<p>To embed effective strategies for identifying and supporting pupils with SEMH needs.</p> <p>Secure improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Daily check-in sees a reduction in children entering school unsettled. Children can use a range of vocabulary to express how they are feeling and why.</p> <p>Nurture provision and activity clubs are well attended and receive positive reviews by pupils.</p> <p>Resilience tracker is increasingly green for all pupils and actions in place are having impact.</p> <p>SENDCo / Pastoral lead reports positive engagement by pupils during observations and case study reviews.</p>
C	All children have a strong awareness of self when completing tasks, supported by a resilient approach.	<p>Children are observed to use a range of extended vocabulary to express, explain or justify ideas and answers to others.</p> <p>Children are actively engaged in lessons and demonstrate keen reflective skills.</p> <p>Children know their own strengths and areas for development and can use this knowledge to support them to complete tasks.</p>
D	Interventions have a positive impact as attendance for pupils is high at all sessions.	Persistent absence figures are reduced and attendance for all pupils is above 90%

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: £9850

Activity	Evidence that supports this approach	Challenge / outcomes addressed
Leadership team attendance on CPD in EEF implementation	EEF guidance reports summarise the best available research evidence on a particular aspect of teaching and learning, and present actionable recommendations for practice.	1, 2, 3, 5 A, C

<ul style="list-style-type: none"> - Metacognition + self-regulated learning - SEND in mainstream 		
<p>Subscription to Walkthru CPD £500</p>	<p>professional development programme built using WalkThrus is supported by:</p> <ul style="list-style-type: none"> - evidence from cognitive science which provides a clear model for learning - evidence from the study of effective professional development <p><i>Through our books and materials, we draw on the work of prominent researchers and cognitive scientists including Dylan William, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. The simplified model of learning informs all of our key teaching techniques.</i></p>	<p>1, 3, 5</p> <p>A, C</p>
<p>Subscription to CUSP reading and writing to support high quality teaching and application of skills £1000</p> <p>Reading resources to match planning £3900</p> <p>This will continue positive impact seen in reading and enhance writing teaching.</p>	<p>Improving Literacy in KS1 and KS2 Recommendation 2,3,4, 5</p> <p>The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2.</p> <p>The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school.³ Teachers can play an important role in establishing children as competent readers so reading can become the child’s own tool for lifelong learning.</p> <p>Cognitive load is reduced by breaking down the subject content, sequencing the delivery so that sub-tasks are taught individually before being explained together as a whole.</p> <p>Having structured teaching models within lessons reduces cognitive overload and supports children to apply skills effectively in learning. Cognitive Load - Evidence-Based Teaching & Learning (weebly.com)</p> <p>Ronald Kellogg, an American literacy expert, argues that writing can be as cognitively demanding as chess.⁵⁴ It is demanding because children need to coordinate several different processes. For instance, children need to work out what they want to communicate and how, handwrite or type accurately, regulate their own thoughts and behaviour, and</p>	<p>1, 3, 5</p> <p>A, B, C, D</p>

	monitor their work. Pupils will need extensive instruction, practice, and feedback to become skilled at coordinating these aspects of writing. (EEF Literacy KS2 report)	
Renewal of Subscriptions for Spelling Shed, Rock Stars, Literacy Shed plus £300	Regular practice of key skills independently can support recall and application. Use of online tasks, supports provision of worked examples, alongside almost identical questions to support retrieval and recall. This will support home and in-school learning.	1,3, 5 A, C
Purchase of clicker to support next 2 years, enabling all pupils to successfully engage in independent writing. £1000	Research highlighted Clicker's impact on improving writing enjoyment, engagement and confidence; facilitating writing for those with poor motor skills; increasing writing self-regulation and resilience skills; and helping children with diverse needs take part in meaningful literacy practices. In school impact seen as part of learning walks and monitoring.	1, 3, 5 A, B, C
EY staff engaged in Early Language Development with English hub. To develop increased confidence in identifying typical language development in children, as well as how to overcome barriers and ensure the language needs of children are being met. Supply costs £400 EY CUSP resources purchased to ensure firm foundational knowledge and structured storytime. £300	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. High quality interactions in the Early Years – The 'ShREC' approach.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 5 A, B, C
Continued subscription to CUSP resources and curriculum visions to support reduced teacher workload and embed principles of retrieval into curriculum maps /	An evidence informed and knowledge-rich curriculum; Lesson by lesson resources through unique knowledge notes designed to combat the split attention effect and increase cognitive participation. Downloadable and editable cumulative quizzes strategically mapped to each lesson that support retrieval practice.	1, 3, 5 A, C

<p>lesson sequencing for wider subjects CUSP French £300 Curriculum Vision £150</p>	<p>High quality teaching resources will improve subject knowledge enabling teachers to focus more on the process of learning rather than the content.</p> <p>Durrington Research School identifies the need to provide targeted vocabulary instruction in every subject because explicit vocabulary instruction is integral to helping students access and achieve academic success. In particular, teachers need to prioritise teaching tier 2 and tier 3 vocabulary through evidence-informed strategies.</p>	
<p>CPD for curriculum subject leaders</p> <ul style="list-style-type: none"> - NPQLTD (teaching) - NPQLL (Literacy) <p>Release time £2000</p>	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5 A, C</p>

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

Budgeted cost: £5975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screening for speech and language needs on entry to identify early intervention by trained TA and follow up intervention £300</p>	<p>Early intervention is essential if pupil progress is to be maximised. Speech and language alongside vocabulary acquisition is key as identified in EEF toolkit and Alex Quigley vocabulary research.</p>	<p>1, 3, 5 A, B, C</p>
<p>One-to-one and small group targeted support to work with those with additional SEND needs.</p> <ul style="list-style-type: none"> - Speech and language - Cognition and learning - Nurture and Mental health 	<p>All pupils in receipt of pupil premium funding will have access to targeted support either one-to-one or in small group as required.</p> <p>EEF: Individualised and small group tuition, on average, have an impact of 4 months’ additional progress.</p> <p>Short, regular sessions (20-30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p>	<p>1, 2, 3, 4, 5 A, B</p>
<p>Continued subscription to PIRA/PUMA assessments and SHINE intervention for all pupils Y2-Y6.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1, 3,5 A, C</p>

<p>Intervention resources £800</p> <p>Assessments £400</p> <p>Staffing structure to maintain high levels of adult support and deliver interventions within mixed age classes. £4000</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Clear, 'assessment not assumption' should guide actions, particularly when thinking about the most disadvantaged. Diagnostic Assessment in the Classroom Greenshaw Research School</p>	
<p>Numberstacks subscription and resource kit £100</p>	<p>These videos break down the skills into simple, manageable steps and allow opportunities to practise each step before assessing the child's understanding with a final fluency activity.</p>	<p>1, 5</p> <p>A</p>
<p>Dynamo Maths £375</p>	<p>Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths.</p> <p>An assessment and intervention incorporating a range of SEN support tools. Proven and ready for Catch-up and blended learning strategies.</p>	<p>1, 5</p> <p>A</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued work with SES to provide targeted support and assessment for range of needs.</p>	<p>School staff have found support from SES to be valuable in supporting well-being.</p>	<p>2, 3, 4</p> <p>B, D</p>
<p>Range of nurture / well-being activities in place at beginning of day / lunchtime to support positive pupil interactions, active participation and pupil leadership.</p> <p>Peer mentors, sports crew and adult lead focused activities including nurture at lunchtimes.</p> <p>Additional staffing at lunchtime £1000</p>	<p>The physical and social environment in which staff and pupils spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting their attainment. A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including: culture, ethos and environment: the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment.</p>	<p>1, 2, 4</p> <p>A, B, C, D</p>

Increased SENDCo availability to support emotional well-being and positive mental health £1000		
Half termly mental health workshops for parents and sessions with targeted children.	This was in response to parental requests for workshops to support mental health support.	2 B
Therapy dog attendance to support well-being	Therapy dogs have been found to reduce physiological symptoms of stress through lowering cortisol levels, increasing positive emotions, promoting engagement in learning activities and positive attitudes toward learning. Frontiers Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation (frontiersin.org)	2 B, D

Total budgeted cost: £17,825

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 to 2023 academic year.

Attendance was high for many pupils for 2022-23 at 94.5%. This was improved from 93.8% in 2021-22. However, persistent absence was still high with 18% of pupils having attendance below 90%.

The need for MH support continued to increase during 22-23, resulting in the need for additional strategies to be implemented to meet pupil needs. Staff identified to provide support were available as required across the school due to the maintained staffing structure. Nurture provision was well attended by many pupils, and this reduced levels of reported anxiety on entering school in the morning. Pastoral support remained a priority and emotional resilience strategies were promoted within the PSHE curriculum. This enabled staff to effectively support pupils to navigate times of challenge. Attendance improved for those pupils receiving additional pastoral support.

The SENDCo worked closely with families to ensure strategies were implemented in partnership with parents. In summer 2023, work began with our local mental health team to plan transition events for Year 6 prior to going to high school. This was welcomed by families and pupils benefitted greatly. Plans for 2023-24 were drafted to include regular workshops for parents and new referral route to access support for pupils. This has been used by two families since returning in September 2023.

School led tutoring was in place from September alongside online tuition in January 2023. This allowed focused groups to receive additional targeted support following end of term assessments, making full use of the SHINE materials. Targeted intervention in lessons was possible due to the staffing structure that was in place, enabling on the spot support within high quality lessons delivered by teachers. Pre-teaching continued to support SEND pupils to positively engage within lessons.

By the end of summer term 2023,

Early Years GLD – 71% achieved.

Phonics attainment – 67% Year 1 passed screening, 86% by Year 2

KS1 attainment – 75% achieved Age Related Expectation (ARE) in Reading, 50% Greater Depth (GD). This was above national data and showed positive impact of resources and teaching strategies to improve phonic application and wider reading skills.

KS2 reading attainment - 78% ARE in Reading, 44% high score (progress score 1.7); This saw an improved progress score in KS2.

PIRA assessments and intervention programmes targeted to address gaps, supported progress well, especially at KS2.

Children continued to find application of written skills independently a challenge. At KS1, 63% achieved ARE in writing, 25% greater depth. This is in line or above national data.

At KS2, 56% achieved ARE in Writing (progress score - 6). Despite intervention and support 3 pupils just missed the expected standard due to inconsistent application. Clicker resource continued to show signs of impact for SEND pupils.

A decision was made to reconsider approaches to teaching writing as impact on attainment was not as consistent as hoped. As new CUSP materials in wider curriculum subjects had proved successful in enabling pupils to access and retain content, it was agreed that funding would be directed to CUSP reading and writing materials in summer term 2023 ready for September.

By the end of summer term 2023, 64% of pupils in receipt of pupil premium had reached or exceeded year group expectations in Reading, 54% in Writing and 54% in Maths, based on a range of assessment information. 64% had received targeted intervention and evidence of progress could be seen in application of skills. 36% of these pupils also has SEND and had closed the gap.

In past 3 years, 100% disadvantaged children reached ARE or above by the end of Year 6.

[SIAMS Inspection September 2023](#) highlighted the school's nurturing provision, enabling all to thrive.