

Bengeworth CE Academy 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	Bengeworth CE Academy
Number of pupils in school	502
Proportion (%) of pupil premium eligible pupils	23%
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	31 st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Coaché
Pupil premium lead	Kirsty Shaw
Governor / Trustee lead	Sarah Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,735.00
Recovery premium funding allocation this academic year	£3,787.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,522.75

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all pupils at Bengeworth CE Academy is for them to make good progress across all areas of school life, including academically, and achieve high standards irrespective of their background and challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils across the school to achieve this goal, including progress for those who are already high attainers and those who have additional needs and additional barriers to learning.

Our vision for disadvantaged pupils at Bengeworth is that they achieve the best possible outcomes, both academically and personally, promoting the mantra that the gap between those entitled to the pupil premium and those who are not is not purely academic. Staff establish high expectations for disadvantaged pupils across all aspects of school life, including academic outcomes, engagement in extra-curricular and enrichment activities, attendance, presentation in school and contribution to school improvement through pupil voice.

High quality first teaching is at the heart of our approach with a focus on bespoke weekly CPD for both teachers and support staff to equip them with the skills and knowledge to close the disadvantage attainment gap through high quality first teaching and effective intervention at the earliest opportunity. It is recognised that this will also benefit non-disadvantaged pupils so that all pupils' attainment is sustained and improved, with the goal of ensuring that disadvantaged pupils make accelerated progress to further close the disadvantage attainment gap in a model of upwards convergence.

This is further supported by ensuring that disadvantaged pupils remain a high focus in classrooms and that staff recognise the barriers which may impact on their continued progress and therefore address these at the earliest opportunity. This includes ensuring that teaching staff have honest and open conversations with parents to find ways in which to reduce or remove barriers and to support and intervene with support

Our strategy is also integral to wider school plans for education recovery which is rooted in robust and effective assessment and enables staff to be responsive to individual needs. To ensure that our plans are effective we will:

- Ensure that disadvantaged pupils are supported and challenged in their learning across the curriculum, that they have ambitious targets set based on previous and historic assessment and progress information.
- Identify the need for interventions at the earliest possible point.
- Ensure that all staff know who the disadvantaged pupils are in our school, take responsibility for their outcomes (both academic and pastorally) and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our internal assessments and observations indicate that the education and wellbeing of our disadvantaged pupils has been impacted by periods of partial and full school closure to a greater extent than their non-disadvantaged peers. These findings are supported by national studies. This is supported by the analysis of levels of engagement by this group of pupils when the school moved to remote learning as identified by class teachers and records of participation in online learning.</p> <p>This has resulted in significant gaps in knowledge and skills leading to a proportion of disadvantaged pupils who were previously working at age-related expectations falling behind, particularly in Writing.</p>
2	<p>Reception Baseline levels for many areas of the Early Years Foundation Stage curriculum in both the prime and specific areas are below age-related expectations in Reception, with Communication and Language and Speech being significant barriers for a large proportion of disadvantaged pupils as identified through robust Wellcomm screening.</p> <p>Baseline data for the Reception 2021/22 cohort indicates that 100% of pupils were achieving below the expected standard for CLL on entry in September.</p>
3	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 2.1% lower than non-disadvantaged pupils.</p> <p>2018-2019 – DA 95.2%, non DA 97.3% (2.1% lower) 2019-2020 – DA 93.0% , non DA 95.3% (2.3% lower) 2020-2021 – DA 95.9%, non DA 97.9% (2% lower)</p> <p>Our assessments and observations indicate that this absenteeism has negatively impacted on the progress of a group of identified disadvantaged pupils and have contributed to further gaps in learning and transferrable skills.</p>
4	<p>Our observations and internal records indicate that parental engagement with school, including parental support for disadvantaged pupils during periods of remote learning, is lower than for non-disadvantaged pupils. This has historically been a barrier, but has been further impacted by partial closures when parental engagement was challenging, particularly for our hardest to reach families.</p>
5	<p>As a result of periods of school closure, many pupils have had very limited access to additional enrichment opportunities which are needed to provide a rounded education and the characteristics which lead to successful life chances in the future.</p>
6	<p>There are a number of disadvantaged pupils who are identified as having additional barriers to learning, such as being eligible for the pupil premium in addition to being on the school's SEND register or having a social worker, leading to multiple barriers to learning, progress and attainment. In addition, there are a number of pupils who have joined the school from varying educational backgrounds and who have significant gaps in their learning.</p>
7	<p>Our assessments and observations (including pupil wellbeing surveys), combined with challenges identified by our Family Support Professional and discussions with parents, have identified social and emotional difficulties and</p>

referrals to the Family Support Professional have significantly increased since September 2021.

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
<p>The attainment gap between disadvantaged and non-disadvantaged pupils is reduced, particularly in Writing.</p>	<ul style="list-style-type: none"> - Internal and external assessments and observations show that at least 75% of disadvantaged pupils achieve ARE/+ in Reading, Writing and Maths by the end of 2024/2025. <p>End of 2021-2022 targets:</p> <ul style="list-style-type: none"> - <u>Reading:</u> All DA pupils from 53% ARE/+ (based on Sept 2021 internal baseline data) to at least targeted 75% ARE/+ - <u>Writing:</u> All DA pupils from 43% ARE/+ (based on Sept 2021 internal baseline data) to at least targeted 60% ARE/+ - <u>Maths:</u> All DA pupils from 49% ARE/+ (based on Sept 2021 internal baseline data) to targeted 68% ARE/+ - Maintained or increased % of DA pupils achieving Greater Depth in Reading (targeted 12%), Writing (targeted 10%) and Maths (targeted 10%).
<p>Disadvantaged pupils in Reception make accelerated progress from their starting points, particularly in CLL.</p>	<ul style="list-style-type: none"> - Maintained or greater % of disadvantaged pupils achieving GLD at the end of Reception (from 79% - 2021 internal data). - Gap between GLD for DA/non-DA pupils is further reduced. - Reception pupils are ready for Year 1 curriculum so that rates of progress and attainment continue. - The numbers of pupils receiving Speech and Language interventions, particularly those who are disadvantaged, decreases from 28% all pupils (30% of disadvantaged pupils) (Autumn 2021).
<p>Improved attendance for all groups of pupils, particularly for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Sustained high attendance from 2024/2025 demonstrated by: Increased attendance for disadvantaged pupils from 95.9% in 2020/21 to at least 96.3% in 2021/22 The attendance gap between disadvantaged and non-disadvantaged pupils is no more than 1.5% The attendance for all disadvantaged pupils is at least 96.8% in 2024/25.

<p>Improved parental engagement, particularly for the parents of pupils entitled to the pupil premium.</p>	<ul style="list-style-type: none"> - The attendance of parents of disadvantaged pupils at school led events, including parent consultation meetings, increases. - All parents attend a parent consultation meeting in the Autumn and Spring terms. - The % of parents of disadvantaged pupils attending school-led enrichment activities, productions, assemblies, enterprise events, parental learning opportunities and church services is equal to that on parents of non-disadvantaged pupils.
<p>Increased and representative participation in enrichment and extra-curricular opportunities for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - At least 75% of all disadvantaged pupils from Reception to Year 5 attend an extra-curricular (curriculum+) club during the school year 2021/22, increasing to at least 80% by 2024/25.
<p>Disadvantaged pupils with additional barriers make good progress from their starting points as a result of targeted and bespoke intervention.</p>	<ul style="list-style-type: none"> - Outcomes for disadvantaged pupils with additional barriers, including an SEND need in 2024/25 show that more than 75% meet or exceed their individual targets.
<p>Readiness to learn and improved wellbeing enable pupils to achieve</p>	<ul style="list-style-type: none"> - Disadvantaged pupils show high levels of wellbeing, emotional resilience, engagement and problem solving skills through: Qualitative data from pupil voice, pupil wellbeing surveys, ImpactEd intervention data from interventions Family Support Professional caseload Parental surveys Attainment data

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: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of the Curriculum to further develop and embed global themes to increase awareness and understanding of the diverse world in which pupils live.	Following periods of closure and the implications of remote learning, national research has indicated “that schools serve the critical role in nurturing essential but complex life-skills beyond what can be delivered from a text book, work sheet or knowledge organiser.” (Gurt Biesta) Evidence from Yuval Noah Harari - 21 Lessons for the 21st Century suggests: We need to champion a new kind of learning; one which values teamwork, creativity and the diversity of opinion held within our classrooms. We need to educate our children to think more critically, more ethically and become more geopolitically aware.” As a school, we believe that it is crucial to ensure that all pupils have access to a relevant and engaging curriculum which enables pupils to learn skills and knowledge which can be applied across all areas and which will develop skills for life.	1, 4, 5
Release teaching and support staff for a rolling fortnightly programme of CPD to increase staff knowledge and skills.	The EEF suggest that high quality teaching is pivotal in improving children’s outcomes and that it can narrow the disadvantage gap. Impactful CPD helps staff build knowledge, motivate staff, develop teaching techniques and embed practice. EEF Effective Professional Development Guidance Report	1, 2, 6
School-to-school peer collaboration and school review through membership of the Challenge Partners	Working with national schools enables opportunities to collaborate, challenge and for CPD, with knowledge exchange enabling leaders to share best practice in order to maximise the life chances of all pupils and accelerate the progress of the disadvantaged. https://designrr.page/?id=82207&token=3119190637&type=FP Challenge Partners' Growing the Top report	1, 2, 4, 5, 6

Network of Excellence.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group support and interventions for identified DA pupils with gaps in skills, knowledge and understanding.	Effective deployment of support staff within the classroom and to deliver high quality interventions, particularly following effective CPD for support staff, have been proven through in-school data from ImpactEd to have high impact. EEF Teaching Assistant Interventions https://impacted.org.uk Maximising the impact of teaching assistants	1, 2, 6
Targeted 1:1 and small group SALT catch up sessions/CLL interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who enter EYFS with relatively low spoken language skills.	Oral interventions, especially at the earliest possible stage, have a positive impact on pupils' language skills and vocabulary acquisition. Additional support and targeted approaches will support disadvantaged pupils who are behind their peers in language development and allow greater access to the curriculum. EEF Oral language interventions	1, 2, 6
1:1 reading sessions in school for all DA pupils with teachers and support professionals with a focus on phonics and reading comprehension.	School data suggests that many disadvantaged pupils are not supported at home with reading, leading to a widening gap between them and their peers. The EEF suggests that reading comprehension strategies are high impact, alongside phonics, as a crucial component of early reading instruction. EEF Reading comprehension strategies	1, 2, 4, 6
Employment of a tutor to provide school-led tutoring sessions for those pupils who have been most impacted by the pandemic, a significant proportion of which are disadvantaged pupils who are entitled to FSM.	Tuition targeted at identified pupils who have been most impacted by the pandemic can be an effective method to close gaps in learning and support lower attaining pupils. EEF One-to-one tuition EEF Small group tuition	1, 6

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

Budgeted cost: £18,022.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishment of a Nurture group sessions for identified pupils to ensure that pupils	<p>EEF evidence, in addition to research carried out since the start of the Covid-19 pandemic, indicates that pupils' emotional wellbeing have been significantly affected and that establishing a consistent start to the school day during through nurture groups contributes to pupils being emotionally school-ready and therefore more able to learn effectively.</p> <p>Nurture UK - The EEF toolkit and nurture groups</p>	1, 6, 7
Employment of an Educational Welfare Officer to support families and to work with the school's Pastoral Lead in order improve attendance.	<p>Internal school data indicates that the attendance of pupils entitled to FSM and the PPG grant is consistently lower than that of their peers. Evidence from attendance data analysis and case studies within school show that strategies to improve pupils' attendance, supported by an EWO, has a direct impact on pupils' achievement and progress and that pupils attending regularly ensures that there are fewer gaps in learning as a result of missed learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF using the Pupil Premium funding effectively</p>	1, 3
Revisit the behaviour policy with a focus on embedding restorative practice and teaching pupils how to self-regulate and reflect on their behaviours.	<p>EEF evidence demonstrates that pupils need to be self-reflective of their own behaviour which will impact on learning time within the classroom. A consistently applied restorative approach will contribute to effective learning environments where pupils are able to self-regulate, in turn ensuring that learning opportunities are maximised and there are fewer incidents of unwanted behaviour which impact on this.</p> <p>EEF Guidance report: Improving behaviour in schools</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182421/DFE-RR098.pdf</p>	6, 7

<p>Re-establish consistent parental engagement to support children's learning, including through the school's Family Support Professional.</p>	<p>Previous in-school research in conjunction with EEF research indicates that impact can be seen on outcomes if parents feel supported by the school, are welcomed into the building and engage with their child's learning. The impact of Covid-19 has been that parents have had less opportunity to engage with school, including receiving support at and Early Help stage, particularly those from disadvantaged families who have had less access to support since the start of the pandemic.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3, 4</p>
<p>Support for the funding of pupils' uniform.</p>	<p>Observations within school, combined with research as part of Challenge Partners' "Challenge the Gap" programme, has historically demonstrated that the gap between disadvantaged pupils and their peers is not simply academic; the school aims to ensure that there are high expectations of all pupils. Ensuring that there is funding for all pupils to have access to a correctly fitting and smart uniform ensures that DA pupils are not identified as 'different'. EEF research suggests that ensuring that all pupils are able to wear a consistent uniform contributes to the development of a whole school ethos, supports discipline and motivation and promotes social equity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>4, 7</p>
<p>Provision of funding to enable DA pupils to attend extra-curricular Curriculum+ clubs and residential visits.</p>	<p>Previous data in school indicates that there is a lack of take-up of extra-curricular 'Curriculum+ clubs' for our disadvantaged pupils, for which payment to attend may also be a barrier.</p> <p>Parents of DA pupils historically approach the school regarding funding for educational visits, including residential trips in the UK and abroad which would prevent disadvantaged pupils from accessing these experiences. This is supported by research from the University of Bath and the Social Mobility Commission.</p> <p>https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>1, 4, 5, 7</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experience and those of schools that are similar to ours, we have identified a need to set aside a small amount to respond quickly to the needs of our most vulnerable families in order to support pupils to be school-ready. These needs have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 100,522.75

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.

Due to COVID-19, external assessments in 2020-2021 did not take place.

School internal data indicated that, despite a trend in the gap between disadvantaged and non-disadvantaged pupils closing in previous years, the gap in both progress and attainment widened again in 2020/21 which was likely due to partial closures over the past 2 years. As evidenced in schools across the country, school closure was most detrimental to our most disadvantaged pupils, a significant proportion of whom did not engage as fully with online learning in comparison to their non-disadvantaged peers. Although technology was provided for those unable to access this, a proportion of pupils therefore missed significant areas of learning leading to gaps in knowledge in core subjects.

2020-2021 data:

EYFS GLD internal assessments:

DA – 78% GLD Non-DA – 82%

Year 2 Phonics Check (Nov 21)

Overall - 81% (Boys - 77% Girls - 85%)

DA - 62% Non DA - 89%

End of Key Stage 1 internal assessments (Year 2)

	Reading	Writing	Maths
Disadvantaged meeting ARE/+	73%	67%	67%
Non-Disadvantaged meeting ARE/+	86%	74%	88%
Disadvantaged pupils Greater Depth	16%	11%	6%
Non-Disadvantaged pupils Greater Depth	32%	28%	26%

Year 5 internal assessments			
	Reading	Writing	Maths
Disadvantaged meeting ARE/+	71%	62%	71%
Non-Disadvantaged meeting ARE/+	82%	70%	82%
Disadvantaged pupils Greater Depth	19%	10%	19%
Non-Disadvantaged pupils Greater Depth	41%	29%	37%

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service children are closely monitored as a group of children, both academically and socially/emotionally by SLT.</p> <p>This identified group consisted of 4 pupils whose education had not been interrupted by movement between schools.</p> <p>As a school, we ensured that we liaised closely with parents to ensure that there was an understanding of the more challenging periods for the children when parents were absent from the family home, identifying any SEMH support needed and ensuring that there was an emotionally available adult to support identified needs.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teacher assessment at the end of the 2020/21 academic year demonstrated that 100% of service pupils were achieving at least ARE across all areas:</p> <p>Reading – 50% ARE, 50% Greater depth</p> <p>Writing – 75% ARE, 25% Greater depth</p> <p>Maths – 75% ARE, 25% Greater depth</p> <p>Teachers reported positive attitudes to learning and no unmet concerns regarding social and emotional mental health.</p>

Further information

Our pupil premium strategy will be supplemented by additional activity that is not funded by the pupil premium or recovery premium funding. This will include:

- Improving our mental health and wellbeing offer to include support from a trainee school counsellor and increasing the numbers of staff trained to deliver 1:1 ELSA interventions
- A review of curriculum to include developing global themes to ensure that pupils are able to make sense of their learning and are able to learn and develop skills for the diverse and changing world in which they live.
- Further development of pupil voice, ensuring that pupils eligible for the PPG grant are well-represented within pupils groups who shape and contribute to school development.
- Development of oracy and independence through in-school research projects and national collaboration.