

2024

Pupil Premium Strategy Statement

BENTLEY NEW VILLAGE PRIMARY SCHOOL
HEADTEACHER: VICTORIA SIMMONS

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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 New Village Primary School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	133/273 = 49%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	02.10.24
Date on which it will be reviewed	03.10.25
Statement authorised by	Victoria Simmons
Pupil premium lead	Abigail Smith
Governor / Trustee lead	Ruth Precious

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PPG 24-25 = £182,040 EYFS PPG 24-25 = £5,768 PPG+ = £300
Recovery premium funding allocation this academic year	£5,147 (NTP – will not be spent)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£193,255

Part A: Pupil premium strategy plan

Statement of intent

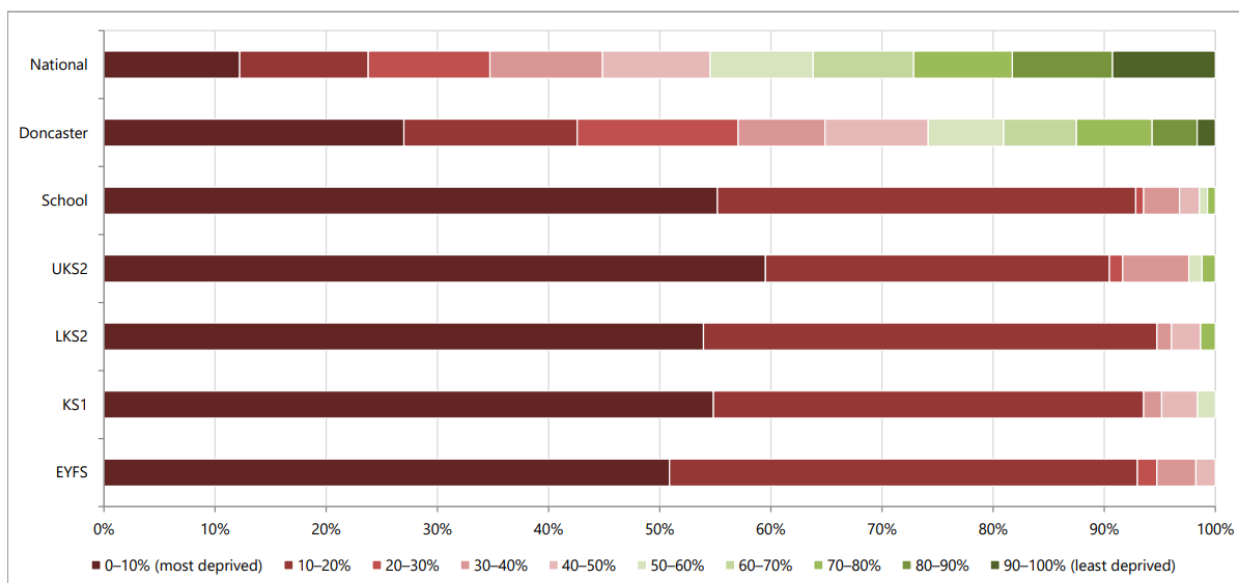
New Village serves a disadvantaged and highly-challenged community with consistently around 50% of its pupils being in receipt of PPG and, as such, places great importance on the impact that the PPG spending can have on the life chances of disadvantaged children who often have more complex needs than their peers in more affluent areas. As such, all spending is based on school data, the school's own accurate knowledge and understanding of the needs of its pupils and the surrounding community and in research evidence which takes into account a range of research and informed recommendations. Spending follows a three tier system (EEF; June 2019) which identifies barriers, and challenges, to success and those factors that disadvantage *our* pupils.

What does 'disadvantaged' mean at New Village? When the key drivers of a disadvantaged life chances are considered (*Crenna-Jennings; 2018*), the complexities of the issues and challenges that our pupils face become clearer. As such, at New Village we define the term 'disadvantaged' as *any* pupil in a position where they may *NOT* meet their full potential, in any key developmental area, due to controlling and/or influencing factors. Any disadvantaged child finding themselves negatively influenced and at risk of not achieving is deemed to be 'disadvantaged'. This means that pupils, beyond those identified as being in receipt of free school meals are considered disadvantaged; this group of children makes up a significant percentage of the school. The key drivers of disadvantage identified by the school (*Key Drivers of the Disadvantage Gap Literature Review 2018*) - that are the predominant causes of inequalities for our pupils - are:

- **Emotional/Mental/Psychological**
- **Speech Language & Communication**
- **Behaviour**
- Community & Environment
- Family
- Income
- Physiological/Physical
- Locality
- **Culture**
- Social

Our ethos encompasses an individualised approach that enables every child and their family to feel valued. We recognise that though attainment is necessary it is not always sufficient. We have ambition for all pupils and understand what barriers to learning some children face. Our PPG spend will strive to address the barriers to learning, and to learners, through accurate and astute identification of such barriers, and through skilled and committed approaches to removing said barriers and creating social justice and equitable life chances for the pupils of Bentley New Village. The school's development plan is dedicated to this focus and in providing *access* to quality teaching and learning opportunities which offer equitable opportunities for all pupils to access a curriculum that is rich in experiences, knowledge, understanding and language that represent the best of humankind. The curriculum achieves this by encouraging in our pupils a local identity and generating pride in our locality. Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing. Through the curriculum children are exposed to diversity through celebrating, studying and appreciating differences and similarities. We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners. Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge...
...because we know what challenges us changes us.

IDACI (income deprivation affecting children)



We aim to do this by:

- Recognising that not all pupils who are socially disadvantaged are registered or qualify for FSM. As a school and Governing Body we reserve the right to allocate the funding to support any pupils or groups of pupils the school has identified as being disadvantaged
- Ensuring that teaching and learning opportunities meet the needs of all pupils and that teaching is good or better in every year group, across school.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantage pupils are adequately assessed and addressed
- Baselining new children on role, to quickly assess possible subject and behavioural interventions that may be required. Ensuring that data and children's social-emotional needs are shared with appropriate adults in school.
- Making provision for socially disadvantaged pupils within and outside of the school day.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Social, Emotional and Mental Health development</u></p> <ul style="list-style-type: none"> • At BNVP, we support children's emotional and behavioural development. We have staff trained in Thrive, Trauma Informed practice and with a strong knowledge of attachment behaviours. Behaviour is recognised as a form of communication and our aim is to understand that communication and to support the child with their needs, referring to other agencies and specialised support where necessary. The Inclusion team is skilled and expert and supports the whole school in this aim but is larger than for some other primary schools – maintaining quality, training and expertise along with sufficient staff capacity and appropriate supervision is a challenge • The primary SEND need in our school is linked to SEMH. Addressing this need takes expertise in staff, time investment and capacity to liaise and work with a range of other agencies • We use FTEX and PTEX only in extreme circumstances. In the academic year 2023-24, we have had 3 FTEX. Of the 3 PEX, two thirds were boy, PP and SEN with SEMH as identified need. The school expertly uses data linked to potential or actual FTEX to ensure that we are accessing relevant services, outreach support or alternative provisions but wishes to develop the next level of support and understanding for these children. There will need to be an investment initially in staff training and the implementing of systems to support changes

	<ul style="list-style-type: none"> All of the pupils receiving reparatory SEMH support are vulnerable and most have complex needs. 62% of those children receiving 1:1 SEMH support are in receipt of pupil premium; all are disadvantaged and at risk of not meeting their potential due to the negative influence of their SEMH. This high-level of input and support requires expertise, ongoing training, staff supervision, time allocations to deliver the programme, liaise with other agencies where needed and with parents/carers, in most cases specific resources are also needed. Many pupils have low resilience, confidence, self esteem and have limited support from home which can negatively effect their readiness to learn.
2	<p><u>Speech, language and communication</u></p> <ul style="list-style-type: none"> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. <i>There is much documented evidence to show the link between good speech and language skills and the impact this has on developing reading and writing skills; poor speech and language skills development directly impacts, negatively, on reading and writing skills.</i> Children at New Village enter the school with speech and language skills development significantly below those of their peers in other schools. Referrals to SALT have a poor parental take-up resulting in non-attendance and therefore no expert input or reparatory support. School employs its own speech therapist to provide SALT to identified pupils through Lingo and through training a member of staff to deliver Welcomm in the Early Years setting. Poor or slower language development directly impacts on children's decoding and understanding in reading (fluency and accuracy) along with impeding the developing of skills such as inference and deduction. <u>A phonics leader/champion with time to review the quality of teaching and learning maintains good impact but there is a cost to non-contact time, training and support and the time capacity to facilitate high-quality feedback to other staff</u> Writing is not enriched with a range of vocabulary to add depth and detail to written work. Spellings are impacted upon negatively when children are unable to accurately verbalise, blend and segment words to spell them phonetically because they are unable to accurate form and say words and phrases. The secondary SEND need in our school is linked to Communication, Language and Literacy skills development. <u>Addressing this need takes expertise in staff and time investment.</u>
3	<p><u>Attendance:</u></p> <ul style="list-style-type: none"> Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 0.8 - 1.3% lower than for non-disadvantaged pupils 63.38 - 66.18% of disadvantaged pupils have been 'persistently absent' compared to 33.82 - 36.62% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Disadvantaged (PPG) children do not attend as well as their peer (<i>Gov.UK Pupils Absence in schools in England – 21/20 & 20/21</i>). Whole school data (including EYFS) for New Village showed an improvement (2021-22 =92.13%; 2022-23=92.2%; 2023-24=92.28% =+0.15) which is above national data but still demonstrates an in-school gap. Attendance for disadvantaged is currently lower than previous years, however, this figure does not accurately represent the situation as there are still children who have left and remain on roll. Mobility at the school is high and this adversely impacts upon the stability of school data. (<i>BNVPS SEF2021</i>). In order to maintain progress to-date, a designated Attendance Officer is now in roll who has the capacity, time, expertise along with ongoing CPD to keep this important element of school improvement pertinent and improving Children on the SEND register do not attend as well as their peers (<i>Gov.UK Pupils Absence in schools in England – 21/20 & 20/21</i>) Whole school data (including EYFS) for New Village showed an improvement (2022-23 = 91.84%; 2023-24 =93.06%: =+1.22) but the recent Covid disruptions have disproportionately impacted on this group of children, negatively; this group of children are a focus for analysis and resulting support. Attendance for SEND is currently lower than previous years, however, this figure does not accurately represent the situation as there are still children who have left and remain on roll. Mobility at the school is high and this adversely impacts upon school data
4	<p><u>Quality First Teaching</u></p> <ul style="list-style-type: none"> <i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF Characteristics of Effective Teachers Professional Development 21)</i> The school continues to develop its new wider curriculum after interruptions related to Covid closures and disruptions. Subject leaders are being supported to operate as high-performing middle leaders with time to manage their subjects, deliver training and guidance to colleagues and to monitoring the quality of teaching and learning in their subject in order to amend, refine and improve. <u>This requires non-contact time, cover, training and opportunities to share findings and directives with wider staff team</u> Established senior leaders have key areas of responsibility where they monitor the quality and impact of learning and take actions when and where needed. <u>The continued development of this high-impactful team of senior leaders continues to be a key driver to the continued success of our pupils but requires external input in order to make it impactful and offer necessary expertise.</u>

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
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<p>Skilled and expert support and intervention in place to address SEMH needs within school including our most disadvantaged pupils.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To further improve collaboration with parents</p> <p>(SIP – Behaviour and Attitudes – 2b)</p>	<ul style="list-style-type: none"> • Students have access to in-school support for emotional and mental health concerns ensuring there are no learning barriers to their progress or attainment. • Quality training, expertise in place to increase capacity to support children with complex needs. • Positive engagement in Thrive. • Reduction in incidents of disruptive behaviour. • Emotional readiness and enthusiasm for learning. • Children feel supported and positive within the school context. • Children given opportunity to explore their emotions and build and strengthen social relationships with their peers
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>(SIP – Quality of Education – 1e, 1g)</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Lessons show focus on discussion and language progression. • Opportunities are made to maximise, develop oracy and language skills across EYFS • Impact reports from external therapists show positive improvements
<p>Attendance is high across all student groups, and students with persistent absence are supported to improve their attendance</p> <p>(SIP – Behaviour & Attitudes – 2a)</p>	<ul style="list-style-type: none"> • Attendance data reports will show that pupils in receipt of PP have attendance in line with national averages and of 96% in line with school targets. • Both attendance and persistent absence rates for PP students are consistent and in line with non PP students. • Attendance of disadvantaged pupils will be closely monitored. • Attendance officer will work closely with parents to support improved attendance
<p>Reduce the attainment gaps between non PP and PP pupils ensuring students make progress in line with non PP students in school</p> <p>Children to achieve national expectations in progress and attainment</p> <p>To ensure all gaps in Reading, Writing and Maths are closed for all our pupils, particularly our disadvantaged pupils.</p> <p>(SIP – Quality of Education – 1a, 1b, 1c, 1d,1f)</p>	<ul style="list-style-type: none"> • Data analysis will show any gaps reducing between PP and non PP students. Where there are gaps, evidence of increased progress will be noted for PP students to ensure acceleration. • Children will attain in line with non disadvantaged pupils/national averages RWM % (EXS/GDS) in KS1 & KS2 • Children will achieve national average GLD % • Children will achieve national average phonics % • Children are in line with or exceeding their expected attainment in maths. • Teachers attended mastering number training sessions and successfully delivering these in school. • Vocabulary teaching is consistent throughout the school and curriculum subjects. • Children are in line with or exceeding their expected attainment in writing. • Parents are informed by half termly newsletter if their child/ren's intended topics. • Knowledge organisers shared • Learning is contextualised ensuring cultural capital for our pupils • Maths Leads work with South Yorkshire Maths Hub and the Sustainability groups

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: **£107,312 +** (NB The school pays in excess of this figure which represents a portion of the PPG and is subsidized from the school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Training CPD</p> <p>Thrive courses/subsc = £1,475</p> <p><i>Inclusion Manager Salary 100% = £35178</i></p> <p><i>SEMH Practitioners £15722, £25911.</i></p> <p><i>Rainbows = £2102</i></p> <p><i>Total = £80,388</i></p>	<p>Whole-staff training on attachment-aware and trauma-informed practises, drawing on the EEF's guidance on 'Improving Social and Emotional Learning in Primary Schools' (EEF, 2019). This will help teachers better understand the impact of adverse childhood experiences and develop strategies to create a nurturing, emotionally supportive classroom environment.</p> <p>Whole-school approach to social and emotional learning (SEL), incorporating evidence-based programmes such as Thrive, as recommended in the EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019).</p> <p>The school's curriculum and teaching practises promote the development of self-regulation, resilience, and emotional intelligence, as outlined in the EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019).</p> <p>A dedicated team of trained mental health and well-being practitioners (e.g., school counsellors, mental health first aiders) to provide targeted, evidence-based interventions for pupils identified as needing additional support, drawing on the EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019).</p> <p>A structured, evidence-based mentoring programme, such as the EEF-recommended 'Mentoring' intervention, to provide one-to-one or small-group support for disadvantaged pupils, focusing on building positive relationships, goal-setting, and emotional regulation. Provided through reparative thrive, group thrive and RTT.</p> <p>Collaboration with external agencies and partners (e.g., local mental health services, social services, youth organisations) to provide wraparound support for pupils and their families, as recommended in the EEF's 'Working with Parents to Support Children's Learning' guidance (EEF, 2018).</p> <p>A robust system for early identification of social, emotional, and mental health needs, using screening tools and regular check-ins, as suggested in the EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019).</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	<p>1</p>
<p>Quality First Teaching.</p> <p>Provide ongoing high quality professional development and training</p>	<p>EEF indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.</p> <p>The evidence suggests that quality Professional Development shows that PD does indeed improve teaching and pupil learning (Fletcher-Wood & Zuccollo, 2019;</p>	<p>2, 4</p>

<p>to support subject knowledge and pedagogy</p> <p>Each lesson ppt to clearly display which lesson we are in, links with prior learning. Continuous referral to learning behaviours.</p> <p>Review curriculum design to ensure that we teach fewer things in greater depth, that it is cumulative across all subjects and that at each stage we ensure the transfer of knowledge into long term memory</p> <p>HLTA Cover 0.5 x 3weekly = £9006 Walk thru = £1340 Jigsaw = £300 WR / TTRS / Number Sense = £1150 KAPOW = £689 PKC = £795</p> <p>Total = £13,280</p>	<p>Kennedy, 2016a; Lynch et al., 2019). Senior leaders to carry out learning walks, monitor and evaluate teaching and learning.</p> <p>Provide high-quality professional development for all teaching staff, focusing on evidence-based teaching strategies that have a proven impact on disadvantaged pupils' learning (EEF, 2021).</p> <p>Implement a structured programme of peer-to-peer coaching and lesson study to enable teachers to observe, reflect on, and improve their practice (EEF, 2018).</p> <p>Ensure all teachers have a deep understanding of the school's curriculum and how to deliver it effectively, with a focus on building pupils' vocabulary, language, and oracy skills (EEF, 2021).</p> <p>Develop a whole-school approach to feedback, with a focus on providing high-quality, actionable feedback to pupils to help them progress in their learning (EEF, 2021).</p> <p>Implement a structured programme of assessment, including diagnostic assessments, to identify and address gaps in pupils' knowledge and understanding (EEF, 2021).</p> <p>Provide training and support for teaching assistants to ensure they are deployed effectively to support learning, particularly for disadvantaged pupils (EEF, 2021).</p>	
<p>Subject Leader release time to ensure outstanding curriculum for all pupils.</p> <p>English policy and sequences rewritten to address outcomes</p> <p>Maths curriculum and teaching sequence revised to address outcomes.</p> <p>0.5 day HLTA cover weekly £3002</p>	<p>To continually evolve and improve our school curriculum, leaders need to regularly evaluate their subject, provide support to those that need it and continuously innovate based on the evidence they gather</p> <p>Ofsted Research Reviews</p>	4
<p>Provide ongoing coaching and professional Development for teachers and teaching assistants in EYFS and KS1 on Little Wandle and interventions.</p> <p>10% English/Phonics Lead TLR = £6527 10% Salary for release = £3002 Total = £9529</p>	<p>EEF Early Literacy and Phonics – high impact for very low cost based on very extensive evidence + 5 months</p> <p>Reflective and well-trained teaching assistants will strive to improve their practice to enable them to make further impact on pupil progress. Training provided by English subject lead</p> <p>Reading is crucial to success in school and life. It is essential that children develop a good level of phonics and decoding from leaving Early Years. Early reading is linked to reading for pleasure</p>	2, 4
<p>Whole school oracy and staff training / CPD</p> <p>Oracy leadership release 10% = £7532</p> <p>HLTA cover 10% = £3581</p> <p>Total = £ 11113</p>	<p>The EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance;</p> <p>Professional development for all staff on effective strategies for teaching vocabulary, such as explicit instruction, word-rich environments, and morphology teaching.</p> <p>Vocabulary instruction across the curriculum, ensuring key subject-specific terms are explicitly taught and reinforced.</p> <p>Purposeful, exploratory talk in lessons through techniques like 'talk partners' and structured discussions.</p> <p>Reading for pleasure and access to a wide range of high-quality texts to expose pupils to rich language.</p> <p>The EEF's 'Preparing for Literacy' guidance;</p> <p>Intensive training for EYFS staff on evidence-based strategies for developing children's language and communication skills.</p>	

	<p>The EYFS curriculum and environment are language-rich, with a focus on developing vocabulary, narrative skills, and active listening.</p> <p>Targeted interventions, such as 'Nuffield Early Language Intervention', to support the lowest-attaining pupils.</p> <p>The EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance;</p> <p>High-quality phonics instruction, using a systematic, synthetic phonics programme.</p> <p>Teaching of comprehension strategies, such as prediction, questioning, and summarization.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£50,196**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one or one to three tuition (including Phonics)</p> <p>Regular diagnostic assessment of what sounds children know and what sounds they need to learn next</p> <p><i>3 x LSA Salary (0.3)</i> <i>= £16755</i></p>	<p>EEF – Teaching and Learning Toolkit – One to One tuition – High impact for moderate cost based on moderate evidence + 5 Months</p> <p>EEF – Teaching and Learning Toolkit – Individualised instruction – Moderate impact for very low cost based on limited evidence + 4 months</p> <p>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p> <p>Interventions from the class teachers are provided for pupils who need this additional support in order to progress and engage effectively with their learning. Interventions for some are planned on a regular basis and for others it is managed by the class teacher according to needs as they arise.</p>	2, 4
<p>To develop the teaching of vocabulary and comprehension in EYFS and KS1 (based on research and working with external agencies to improve provision).</p> <p>Tier 3 concept and disciplinary vocabulary is covered in wider curriculum</p> <p>10% English/Phonics Lead TLR = £6527 <i>10% Salary for release = £3002</i> <i>Total = £9529</i></p>	<p>EEF – Teaching and Learning Toolkit - Oral language interventions - Very high impact for very low cost based on extensive evidence +6 months</p> <p>EEF – Teaching and Learning Toolkit – Reading Comprehension strategies - Very high impact for very low cost based on extensive evidence +6 months</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. 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.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	2, 4
<p>Identify and support the needs of PP pupils in EYFS & KS1 with speech and language difficulties.</p>	<p>EEF – Teaching and Learning Toolkit - Oral language interventions - Very high impact for very low cost based on extensive evidence +6 months</p>	2

<p>Speech and language interventions with trained member of staff</p> <p>LINGO = £13104</p> <p>EYFS 30% LSA delivering WELCOMM = £6993</p> <p>WELCOMM = £865.25</p> <p>Lexia = £2950</p> <p>,Total = £23912</p>	<p>Continue using Wellcomm communication and language toolkit in Reception to provide specific target intervention for each identified pupil</p> <p>Children start school with weak language and communication skills. All pupils in Nursery are assessed using WELCOMM at baseline, resulting in a significant proportion of pupils being identified as needing speech and language support. Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently To increase the attainment and progress in phonics reading and writing and the identified for the identified cohort, including pupil premium children. See attached report for evidence of small group intervention support for S&L in primary settings:</p> <p>https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p> <p>Best Start in Speech, Language and Communication: Guidance to support local commissioners and service leads. Department of Health and Social Care/Department for Education 2020</p> <p>Parsons, S. & Schoon, I. (2011) <i>Long-term Outcomes for Children with Early Language Problems: Beating the Odds</i>. Children & Society Vol. 25</p> <p>EEF – Teaching and Learning Toolkit – One to One tuition – High impact for moderate cost based on moderate evidence + 5 Months</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 51988**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional/Pastoral Support</p> <p>SEMH Team</p> <p>Senior mental health training</p> <p>Family Thrive</p> <p>Continued development of Jigsaw PSHE scheme</p> <p>Wellbeing Leads</p> <p>Inclusion Lead/AHT Salary 20% = £13273</p>	<p>Positive communication with parents and carers to develop their own skills in supporting their children's social, emotional, and mental well-being, as outlined in the EEF's 'Working with Parents to Support Children's Learning' guidance (EEF, 2018).</p> <p>The Thrive base within the school, provides a safe and nurturing space for pupils to access support, engage in therapeutic activities, and develop self-regulation strategies, in line with the EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019).</p> <p>Collaboration with the local authority and community partners to develop a comprehensive support network for families, including access to mental health services, parenting programmes, and community-based activities, as recommended in the EEF's 'Working with Parents to Support Children's Learning' guidance (EEF, 2018).</p> <p>Regular review and refinement of the school's behaviour policy and practises to ensure a trauma-informed, restorative approach that promotes positive relationships and supports pupils' social and emotional development, as suggested in the EEF's 'Improving Behaviour in Schools' guidance (EEF, 2019).</p>	1
<p>To partially fund the Attendance officer role in school.</p> <p>Attendance officer salary £30,532</p>	<p>All staff, including teachers and support staff, understand the importance of good attendance and their role in promoting it (EEF Improving Attendance in Schools report)</p>	3

	<p>Training for staff on effective strategies for engaging with parents and carers to understand and address barriers to attendance (EEF Improving Attendance in Schools report)</p> <p>A whole-school approach to attendance, with clear policies, procedures, and communication to pupils and families (EEF Improving Attendance in Schools report)</p> <p>Utilisation the school's existing data tracking systems to closely monitor attendance patterns and identify pupils at risk of poor attendance (EEF Improving Attendance in Schools report)</p> <p>Attendance as a key priority within the school's improvement plan and performance management system for all staff (EEF Improving Attendance in Schools report)</p> <p>Implementation early intervention programmes, such as 'Attendance Matters', to identify and support pupils with emerging attendance issues (EEF Improving Attendance in Schools report)</p> <p>One-to-one or small group mentoring for pupils with persistent absence, addressing the underlying causes and barriers to attendance (EEF Improving Attendance in Schools report)</p> <p>Collaboration with external agencies, such as the local authority's attendance team, to access additional support and resources for families struggling with attendance (EEF Improving Attendance in Schools report)</p> <p>Incentives and rewards for improved attendance, tailored to the needs and interests of individual pupils (EEF Improving Attendance in Schools report)</p> <p>Effective communication and coordination between the school, families, and any external agencies involved in supporting attendance (EEF Improving Attendance in Schools report)</p>	
<p>Breakfast/Snacks for identified Pupil Premium children</p> <p>Staffing £8183</p>	<p>Provision access to wraparound care, such as breakfast and after-school clubs, to support families and encourage regular attendance (EEF Improving Attendance in Schools report)</p>	

Total budgeted cost: £ 209,496+

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 2023 to 2024 academic year.

Post Covid staff have identified many gaps in PP academic skills and also in social skills. Academic Data still shows that the children in receipt of Pupil Premium funding are still behind their peers in school and nationally. We are now adapting approaches, looking at more individual to each child and to try and support with the families more with Family Thrive and family learning events.

Early Years

Bentley New Village

	% of cohort	GLD 2024	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2023	GLD 2022
All pupils (31)	100%	61%	61%	13.2	69%	68%	57%	53%
Female (13)	42%	77%	77%	16.0	76%	75%	72%	64%
Male (18)	58%	50%	50%	11.2	62%	61%	33%	44%
PP (10)	32%	50%	50%	12.0	55%	52%	43%	33%
Not PP (21)	68%	67%	67%	13.8	72%	70%	69%	62%

Phonics

Bentley New Village

Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2023	Wa 2022	GLD 2023
All pupils (32)	100%	78%	30.9	81%	80%	61%	75%	57%
Female (18)	56%	83%	34.0	85%	84%	71%	64%	72%
Male (14)	44%	71%	26.9	78%	77%	53%	83%	33%
PP (14)	44%	71%	27.8	70%	69%	50%	71%	43%
Not PP (18)	56%	83%	33.3	85%	84%	71%	80%	69%

Phonics

Bentley New Village

Year 2 (re-sits only)

	% of cohort	Wa	Mark	LA	England	Wa 2023	Wa 2022
All pupils (13)	100%	69%	29.5	54%	55%	83%	56%
Female (4)	31%	100%	35.8	60%	60%	80%	60%
Male (9)	69%	56%	26.7	49%	52%	86%	55%
PP (8)	62%	63%	30.3	52%	49%	86%	50%
Not PP (5)	38%	80%	28.2	55%	59%	80%	67%

Reading, writing and maths

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (39)	100%	38%	0%	58%	61%
Female (28)	72%	39%	0%	62%	64%
Male (11)	28%	36%	0%	54%	57%
PP (29)	74%	41%	0%	46%	46%
Not PP (10)	26%	30%	0%	64%	67%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Letters and Sounds
Times Table Rock Stars	Maths Circle Ltd
Number Sense	Number Sense
Speech and Language Therapists	LINGO
WELLCOMM	GL Assessment