Pupil premium strategy statement

[Company name] | [Company address]

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: VICTORIA SIMMONS

2022

# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Bentley New Village Primary School |
| Number of pupils in school  | 281 |
| Proportion (%) of pupil premium eligible pupils | **148/281 = 53%** |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23 |
| Date this statement was published | 01.11.22 |
| Date on which it will be reviewed | 01.07.23 |
| Statement authorised by | Victoria Simmons |
| Pupil premium lead | Victoria Simmons |
| Governor / Trustee lead | Ruth Precious |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | PPG 22-23 £184,205EYFS PPG 22-23 £3,393 |
| Recovery premium funding allocation this academic year | £20010(NTP = £21,222) |
| 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 | £228830 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 that 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 Reivew 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 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.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Social, Emotional and Mental Health development  * At BNVP, we support children’s emotional and behavioural development. We have staff trained in Thrive, Trauma Informed practise 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 outer 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 2021-2022, we have had 20 FTEX’s (to July 2022). All 20 FTEX’s are limited to 6 children. Two of these pupils are now attending a PRU/AP. 83.4% boys, 100% SEMH identified needs, 100% SEN support plan. 16.6% (girl) transitioned to our setting in April 2022.  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
* 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.
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| 2 | Speech, language and communication * 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.

*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.* * Children at New Village enter the school with speech and language skills development significantly below those of their peers in other schools. Referrals to SALTherapy have a poor parental take-up resulting in non-attendance and therefore no expert input or reparatory support. The school does not have the staffing capacity to train individuals in speech therapy nor does it have access to public services easily as there is a backlog and a significant wait. The school would like to employ its own speech therapist; cost, QA and venue are to be considered potential challenges
* 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. 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
* 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 school does not have the staffing capacity to train individuals in speech therapy nor does it have access to public services easily as there is a backlog and a significant wait. The school would like to employ its own speech therapist; cost, QA and venue are to be considered potential challenges
* The secondary SEND need in our school is linked to Communication, Language and Literacy skills development. Addressing this need takes expertise in staff, time investment and capacity to liaise and work with a range of other agencies
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| 3 | Attendance: * For 2020/21 - The percentage of sessions recorded as attended in your school is **95.3%**. Attendance in the school is **in line with** the national percentage of **95.4%**.   The percentage of sessions recorded as attended by SEND pupils in your school is **93.09%**. Attendance in your school is **greater than** the national percentage of **92.1%**.   The percentage of sessions recorded as attended by disadvantaged pupils in your school is **96.0%**   in your school is **3.5% greater than** the national percentage of **92.5%**. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
* Disadvantaged (PPG) children do not attend as well as their peer (*Gov.UK Pupils Absence in schools in England – 21/20 & 20/21*). Whole school data (including EYFS) for New Village showed an improvement (2017-18 =93.63%; 2018-19 =94.71%; **=+1.09**) 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 accurate 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. (*BNVPS SEF2021*). 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 (*Gov.UK Pupils Absence in schools in England – 21/20 & 20/21)* Whole school data (including EYFS) for New Village showed an improvement (2017-18 = 91.44%; 2018-19 =93.56%: **=+2.12**) 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 accurate 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.
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| 4 | Quality First Teaching * *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)*
* 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. This requires non-contact time, cover, training and opportunities to share findings and directives with wider staff team
* Established senior leaders have key areas of responsibility where they monitor the quality and impact of learning and take actions when and where needed. 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. Currently this cannot be accesses through the LA and must be sources directly through the school.
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## 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.

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| Intended outcome | Success criteria |
| Skilled and expert support and intervention in place to address SEMH needs within school including our most disadvantaged pupils. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. (SIP – Behaviour and Attitudes – 4b, 4c, 4d) | * 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 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
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| Improved oral language skills and vocabulary among disadvantaged pupils. (SIP – Quality of Education – 1d) | * 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
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| Attendance is high across all student groups, and students with persistent absence are supported to improve their attendance(SIP – Behaviour& Attitudes – 4a) | * Attendance data reports will show that pupils in receipt of PP have attendance in line with national averages and of 97% 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
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| Reduce the attainment gaps between non PP and PP pupils ensuring students make progress in line with non PP students in schoolChildren to achieve national expectations in progress and attainment To ensure all gaps in Reading, Writing and Maths are closed for all our pupils, particularly our disadvantaged pupils. (SIP – Quality of Education – 1a, 1b, 1c, 1e) | * 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.
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## 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: £126,716 + (NB The school pays in excess of this figure which represents a portion of the PPG and is subsidized from the school budget)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Thrive Training CPD*Thrive courses/subsc = £3460.05**Inclusion Manager Salary 100% = £36327**SEMH Practitioners**£11,902, £11,902, £22.893, £14,911.50**= £101,395.55* | EEF - Social and Emotional Learning– Moderate impact for very low cost based on very limited evidence + 4 months 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.  | 1 |
| Quality First Teaching. Provide ongoing high quality professional development and training to support subject knowledge and pedagogy | EEF indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.The evidence suggests that quality Professional Development shows that PD does indeed improve teaching and pupil learning (Fletcher-Wood & Zuccollo, 2019; Kennedy, 2016a; Lynch et al., 2019). Senior leaders to carry out learning walks, monitor and evaluate teaching and learning. | 2, 4 |
| Subject Leader release time to ensure outstanding curriculum for all pupils. *£5850* | 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 | 4 |
| Provide ongoing coaching and professional Development for teachers and teaching assistants in EYFS and KS1 on Read Write Inc Phonics and interventions. *£2430 – RWI subscription**£750 – Phonics online training**£600 – RWI Development Day**English/Phonics Lead TLR = £3982**0.1 Salary for release = £5989 = £13,751* | EEF Phonics – high impact for very low cost based on very extensive evidence + 5 months 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 Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move to Year 2Early reading is linked to reading for pleasure | 2, 4 |

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

Budgeted cost: £70886

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One to one or one to three tuition (including Phonics)*2 x LSA Salary (0.3)**(£4677/£1610)* *= £6287* | EEF – Teaching and Learning Toolkit – One to One tuition – High impact for moderate cost based on moderate evidence + 5 MonthsEEF – Teaching and Learning Toolkit – Individualised instruction – Moderate impact for very low cost based on limited evidence + 4 months 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) | 2, 4 |
| To develop the teaching of vocabulary and comprehension in EYFS and KS1 (based on research and working with external agencies to improve provision).*10% Salary for release for English Lead = £5989**10% AHT salary for release**= £6425*= £12414 | EEF – Teaching and Learning Toolkit - Oral language interventions - Very high impact for very low cost based on extensive evidence +6 months EEF – Teaching and Learning Toolkit – Reading Comprehension strategies - Very high impact for very low cost based on extensive evidence +6 months 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. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. | 2, 4 |
| Identify and support the needs of PP pupils in EYFS & KS1 with speech and language difficulties. Speech and language interventions with trained member of staff*LINGO = £9,880**EYFS 30% LSA delivering WELLCOMM = £6069.33**WELCOMM = £865.25**= £16814.58* | EEF – Teaching and Learning Toolkit - Oral language interventions - Very high impact for very low cost based on extensive evidence +6 months Continue using Wellcomm communication and language toolkit in Reception to provide specific target intervention for each identified pupilChildren 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:<https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/>Best Start in Speech, Language and Communication: Guidance to support local commissioners and service leads. Department of Health and Social Care/Department for Education 2020Parsons, S. & Schoon, I. (2011) *Long-term Outcomes for Children with Early Language Problems: Beating the Odds*. Children & Society Vol. 25EEF – Teaching and Learning Toolkit – One to One tuition – High impact for moderate cost based on moderate evidence + 5 Months | 2 |
| Engage with National Tutoring programme to access subsidised tuition partner funding (60%) for maths focussing on KS2 initially. **NTP Funding (60%) = £21,222.00 BNVP Top Up (40%) =** **£14, 148.00****Total funding = £35,370**FFT Lightning Squad40 + children 1:4 with tutor @ 15 hours = £8,400*£3,360* paid by schoolThird Space Maths60chn @15 hours – 1:1 tuition = £11, 500*£5,020* paid by school | EEF – Teaching and Learning Toolkit – One to One tuition – High impact for moderate cost based on moderate evidence + 5 MonthsEEF – Teaching and Learning Toolkit – Individualised instruction – Moderate impact for very low cost based on limited evidence + 4 months EEF – Teaching and Learning Toolkit – small group tuition – Moderate impact for very low cost based on limited evidence + 4 months The gaps in prior learning present a significant barrier to progress this year. Pupil Premium and other pupils with significant attainment gaps who are in need of additional maths tuition will receive a 15 hour block of tuition in 1:1 ratios. This will support them in closing the attainment gap with their peers and fill in missing knowledge caused by the pandemic. Tuition will begin in Autumn term 2022, delivered by Third Space. Pupil Premium and other pupils with significant attainment gaps who are in need of additional reading and phonics tuition will receive a 15 hour block of tuition in 1:4 ratios. This will support them in closing the attainment gap with their peers and fill in missing knowledge caused by the pandemic. Tuition will begin in Autumn term 2022, delivered by FFT Lightning SquadTuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one or in small groups. | 4 |

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

Budgeted cost: £ *31228*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social and Emotional/Pastoral Support  * SEMH Team
* Senior mental health training

 *Inclusion Lead/AHT Salary 20% = £10,700**TA Apprentice 20% = £1072**TA 10% = £1559**HLTA 20% Salary = £2985**= £16,316* | EEF - Social and Emotional Learning– Moderate impact for very low cost based on very limited evidence + 4 months.There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 1 |
| To partially fund the Attendance officer role in school. Attendance officer salary*£14,911.50* | This member of staff regularly supports our most vulnerable families (large proportion are of PP pupils). Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance | 3 |

**Total budgeted cost: £** *228830+*

# 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 to 2022 academic year.

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| **Challenge 1: Social, Emotional and Mental Health development** Thrive is embedded within school and in January 2022 reached Thrive ambassador status in Environment and Reparative. Children with specific needs are quickly identified and additional/expert support sought in a timely manner to provide the best possible support for children with SEMH needs. All children learn about their emotional development how to support each other with needs. There is a consistency of language throughout school from adults and children. Staff have worked hard to identify early children needing SEMH development and as a result support has been received earlier. The intention is for the number of high-challenge pupils to decrease as they move through the school, this is in its infancy and remains the long term aim.

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|  | Number of Children accessing reparative thrive sessions | Number of Fixed Term Exclusions | Number of Part Time timetables |
| 2019/20 (COVID) | 20 | 12 (5 pupils) | 5  |
| 2020/21 (COVID) | 20 | 39 (3 pupils) | 5 |
| 2021/22 | 26 | 40 (6 pupils) | 4 |

**Challenge 2: Speech, language and communication**Language and vocabulary are identified through most lessons to support and strengthen the children’s understanding of subject specific content. Vocabulary acquisition is an integral part of all core lessonsPupils’ in KS1 write well and make good progress towards being competent writers, however data from 2021/22 does not reflect this. The writing offer in KS1 should be embedded and refined in order to lay the ground work for competent, quality writers in KS2. Despite the quality input the Key Stage outcomes in writing are 46% at expected. This was a moderated result and therefore we are happy that this is a realistic picture.At the end of Key Stage 2 children’s progress in Reading and Writing evidences that this has had a positive impact over the last few years

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| --- | --- | --- |
|  | Reading | Writing |
| 2018/19 | -3.2 | -1.8 |
| 2021/22 | -2.42 | -0.30 |
|  | +0.78 | +1.5 |

Progress is still however below 0 and as a result this focus needs to continue to be developed and given time to embedSpelling remains an area to develop throughout school. The literacy coordinators have been researching strategies for improvement, this developed expertise in spelling systems and learning styles will be disseminated to other staff members. Children’s spelling within their writing in literacy and the wider curriculum continues to need improvement. Some children read at home, this continues to need development. Fluency in reading has been developed. Fluency and accuracy has improved as demonstrated through the improvement in half termly WPM reading scoresPhonics results are in line with National expectations. **Year 1 Phonics**

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|  | **Cohort** | **PP** | **Non Pupil Premium** |
| **Bentley New Village** | 75% | 71% | 80% |
| **England** | 76% | 63% | 79% |

Our PP children outperform PP children Nationally by 8%The gap between PP and NPP is 9% (nationally it is 16%)**Year 2 Phonics**

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| --- | --- | --- | --- |
|  | **Cohort** | **PP** | **Non Pupil Premium** |
| **Bentley New Village** | 56% | 50% | 67% |
| **England** | 47% | 41% | 51% |

Our PP children outperform PP children Nationally by 9%The gap between PP and NPP is 17% (nationally it is 10%)**By the End of Y2 Phonics**

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| --- | --- | --- | --- |
|  | **Cohort** | **PP** | **Non Pupil Premium** |
| **Bentley New Village** | 81% | 74% | 89% |
| **England** | 87% | 85% | 93% |

The gap between PP and NPP is 15% (nationally it is 8%)Children with an identified SAL need have access to expert intervention and support. As a result of this support pupils make progress in speaking, reading and writing. Impact has been shown both in SALT assessment and the confidence of the children within the classroom.

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|  | Number of children accessing | Percentage of PP children |
| NELI | 5 | 80 |
| Lingo | 8 | 75 |

**Challenge 3 – Attendance**Attendance monitoring systems are robust with monthly reviews and actions; HT and AP meet monthly to ensure individual cases are heard and considered.

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|  | Overall (Whole School) % | EYFS % | PA (Whole School) % | PP% | SEN% | Boys % |
| 2018/19 | 94.5% | 92.4% | 18.65% | 94.1% | 93.56% | 94.2% |
| 2019/20 | 94.6% | 94.1% | 14.92% | 95.14% | 95.88% | 94.7% |
| 2020/21 | 95.3% | 95.2% | 14.97% | 94.52% | 93.09% | 95.5% |
| 2021/22 | 92.5% | 88.8% | 23.66% | 92.13% | 92.07% | 92.4% |

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 92.5%, it was in line with other schools from the authority. The figures have suffered post Covid, the trends before that showed an increase in attendance Of the persistent absentees from 21/22EYFS = 35 chn (46.05%) - 22.86% PP, 0% SENKS1 = 10 chn (13.51%) - 50% PP, 10% SENKS2 = 30 chn (18.52%) - 66.67% PP, 33% SENSEN = 11/75 = 14.66%PP = 33/75 = 44%SEN & PP = 6/75 = 8%Attendance currently at 94% which is the stable picture at present. School’s overall absence (up to end of 20/21) is 3.5% which is lower than the local authority and National figure.Persistent absentees is 9.5% 1.1% better than local authority, -0.9 above National figures25% of absences were due to Covid in 20/21 which was above the National figure**Challenge 4 – Quality First Teaching**All children were exposed to a bespoke curriculum that met the needs of the aims and objectives of the curriculum mandate however monitoring showed that this was not always progressive and needed to be delivered with more fidelity. Subject Leaders developed their own skills by researching their own subject areas. They used this increased knowledge to write their 3I’s and confidently articulate their own vision for their subject in BNVP. This was used to support the school curriculum mandate. Subject leaders began to have a much clearer picture of their own subject expectation however this is still in its infancy and will need to be embedded further. Some subject leaders began to track the skills and knowledge and as a result understood. Teachers began to use knowledge of working memory to support children to remember knowledge.**EYFS – GLD**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **GLD** | **PP** | **Non Pupil Premium** |
| **Bentley New Village** | 53% | 33% | 62% |
| **England** | 65% | 50% | 68% |

The gap between PP and NPP is 29%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXS+** | **No of PP** | **Reading** | **Writing** | **Maths** |
| **Year 1** | **56%** | **56% (NPP 78%) -22%** | **62% (NPP 71%) -9%** | **61% (NPP 78%) – 17%** |
| **Year 2** | **51%** | **37% (NPP 56%) -19%** | **32% (NPP 39%) – 7%** | **47% (NPP 78%) -31%** |
| **Year 3** | **45%** | **55% (NPP 63%) -8%** | **35% (NPP 54%) – 19%** | **45% (NPP 67%) -22%** |
| **Year 4** | **67%** | **50% (NPP 38%) 12%** | **35% (NPP 46%) – 11%** | **58% (NPP 62%) -4%** |
| **Year 5** | **73%** | **74% (NPP 90%) -16%** | **52% (NPP 90%) -38%** | **63% (NPP 90%) -27%** |
| **Year 6** | **61%** | **42% (NPP 79%) -37%** | **32% (NPP 100%) -68%** | **37% (NPP 86%) -49%** |

**Disadvantaged Pupil Progress score for 21-22****Measure**Reading -2.85Writing -2.14Maths -1.73RWM -2.11Progress of disadvantaged pupils remains below the progress of our non-pupil premium pupils and this remains an important part of our Pupil Premium strategy and School Improvement Plan. |

## 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 |
| Read, Write Inc Phonics | Ruth Miskin |
| Times Table Rick Stars | Maths Circle Ltd |
| Speech and Language Therapists | LINGO |
| WELLCOMM | GL Assessment |
| Thrive – Supporting emotional development  | Thrive |
| Lexia reading programme | Lexia Learning (via the University of York) |

## Service pupil premium funding (optional)

*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? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |