



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	Bentley High Street Primary School
Number of pupils in school	Reception to Year 6: 409 Whole school including nursery and age 2 provision: 458
Proportion (%) of pupil premium eligible pupils	Reception to Year 6: 33.5% Whole school: 35.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Rebecca Austwick
Pupil premium lead	Rebecca Austwick Rebecca Drake
Governor / Trustee lead	Dawn Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191, 326
Recovery premium funding allocation this academic year	£21,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£None



<p>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</p>	<p>£212,496</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Bentley High Street Primary School, we have incredibly high expectations for all pupils as we believe that all children have the ability to be 'Simply The Best'. We believe that with quality first teaching, effective engagement with parents and a personalised approach to meeting needs; every child can achieve their potential. Our definition of potential includes the broader focus of education which can take place outside of school and the importance of developing children's social and emotional skills including their ability to communicate in different ways for different purposes. Our key objective is that all children leave school with the confidence, ambition and skills to become effective learners in later education. Our curriculum is varied and rich, this contributes effectively to pupil's outcomes so they are engaged and achieve well. Knowledge of the local context underpins the decision making in our curriculum which creates a bespoke approach to our community.

Key interventions are adopted on a whole school level and are not just restricted to pupils eligible to pupil premium funding. Some specific interventions and initiatives have been made possible by allocating pupil premium and catch up funding. We aim to use our knowledge of our pupil premium children and work collaboratively with pupils and families to target the individual needs of our pupil premium children, with the aim that they will do as well as their peers.

School leaders at Bentley High Street Primary are committed to ensuring that all of our disadvantage pupils, including those who are capable of achieving greater depth receive quality first teaching and that disadvantage children who have 'fallen behind' receive intervention and daily support.

Funding is allocated in the school budget by financial leave. The budget allows us to plan our intervention and support programme year on year based on the needs of the current cohort. When making decisions about allocating pupil premium funding, we have analysed our data and made use of research such as the Education Endowment Foundation and the Sutton Trust. Expenditure is reviewed, planned by academic year as shown in this plan

Challenges

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



Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. This is more explicit in literacy. This gap has widened for a number of pupil premium children due to the pandemic. Especially in writing.
2	Poor language skills. This includes speech and language difficulties and a lack of exposure to a range of vocabulary. Children do not understand how to talk differently for different audiences and purposes.
3	Pupils have limited opportunity for education at home and in their community. In a survey, only 66% of parents said that they read frequently with their child at home and only 58% regularly do home-learning with their child. 60% of PP children do not attend after school clubs.
4	Lower attendance and higher rates of persistent absenteeism of PP/disadvantage children
5	Some children in receipt of funding show weakness in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They struggle with metacognition and self-regulation

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>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum especially in reading, writing and maths</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children</p>	<ul style="list-style-type: none"> • Children who have fallen behind are supported and tracked closely to ensure they are making expected progress or exceed prior attainment standards. • Children who need to make more rapid progress, receive targeted intervention which is monitored by school leaders. • Pupils have regular/weekly opportunities to consolidate and review their learning as part of retrieval practice. • Support staff and class teachers support learning effectively using AFL to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and reference to previous data.



<p>The language deficit for students in receipt of pupil premium funding is diminished.</p> <p>A reading culture that ensures all children read regularly and a love for books is developed.</p> <p>Children are confident and able to speak well to a range of audiences and for different purposes.</p>	<ul style="list-style-type: none"> • All pupils, are exposed to tier 1, 2 and 3 vocabulary throughout the curriculum. • Targeted pupils receive additional speech and language intervention • Parents are engaged in the development of their child’s speech and language. • Increased % of PP children are working at age related and above in phonics and reading • Vocabulary assessment shows that children are gaining knowledge of the vocabulary expected of them across the curriculum.
<p>All pupils are exposed to a breadth of experiences that allow them to contextualise their learning</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p> <p>All children have the opportunity for further education within the home and beyond the school.</p>	<ul style="list-style-type: none"> • Assessment of skills and knowledge against our curriculum shows that children are provided with exciting and varied experiences. • Teachers and support staff plan a range of visits. Whole school, show cases of learning take place. The oracy passport is used well to promote a range of experiences in and outside of school to enhance learning • Children will be exposed to a range of social, cultural, enrichment and sporting activities within and outside of the school day. • Home learning, reading and access to TT Rockstars is available at lunchtime so children have access to the internet and devices. • All children have access to accelerated reader, seasaw at home and school • Children have regular opportunities to change their home reading and library book • Home is organised on 3 principles- Chat, Read, Do so oracy and reading is promoted beyond the home. This encourages parent engagement and learning beyond school.
<p>All disadvantage pupils will match or exceed national averages for attendance and persistent absence</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%)



	<ul style="list-style-type: none">• Monitoring of attendance by Attendance officer, pastoral teams and SLT brings about increase in PP attendance and decrease in being persistently absent.
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence</p>	<ul style="list-style-type: none">• Children know and understand the behaviours promoted as part of the school learning pedagogy.• Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and they are encouraged to be independent by all staff.• Pupils show they have appropriate learning behaviours linked to the school characters. Teachers model this through their think aloud and through promotion of the school learning pedagogy.• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.• Forest school sessions and the enrichment opportunities allow these learning behaviours to develop.



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: £12,989.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of pupil premium lead	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	All
Subject leadership time (cost of cover)		All
Coaching (cost of cover)		All
Subscription to the national college- CPD for all teachers	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	All
Training for support staff		All
Specialist HLTAs to ensure quality first teaching during PPA cover		All
Purchasing of books to enhance wider curriculum		1 and 2
RWI spelling programme across KS2		1 and 2
Induction, ECT mentor and oracy lead TLR		1 and 2

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

Budgeted cost: £153,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional support for children in foundation requiring intervention £2,592 equates an hour a day to allow for interventions	Evidence from Education Endowment Foundation-Teaching and learning Toolkit -individualised instruction=+ 4 months -One-to-one tuition=+5 months	1 and 2
Catch up tutor and small group support		1 and 2
Neli language intervention and welcomm	Evidence from Education Endowment Foundation-Teaching and learning Toolkit -individualised instruction=+ 4 months -One-to-one tuition=+5 months EEF Early Years toolkit- Speech and language approaches +6 months	1 and 2
Maths numicon scheme- and intervention	Evidence from Education Endowment Foundation-Teaching and learning Toolkit	1 and 2
Read, write inc comprehension programme for children in year 3	-individualised instruction=+ 4 months -One-to-one tuition=+5 months	1 and 2
Fresh start reading programme for Year 6 pupils	Evidence from educational endowment foundation-reading comprehension strategies +6 months	1 and 2
Reading intervention programmes across KS2-rapid read, fluency and reciprocal		1 and 2
Use of UQT to provide targeted teaching for children working out of year group		1 and 2

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

Budgeted cost: £46,385.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools for pupil engagement (across 2 terms)	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	3, 4 and 5



Mental health lead-leading on pastoral interventions for pupils	Evidence from educational endowment foundation-Teaching and learning toolkit. Social and emotional learning-+4months	All
Attendance lead/FSW-identifying and supporting children to improve attendance	Evidence from educational endowment foundation-Teaching and learning toolkit. Parental engagement =+4months	4
Drama opportunities across KS2	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	All
Book gifting to support PP children reading at home	Evidence from educational endowment foundation-Teaching and learning toolkit. Parental engagement =+4months	1, 2, 3 and 5
Trips and visits	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	All
Purchasing of revision guides and support workbooks for use at home.	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	1, 2, 3 and 5
TA ELSA training	Educational endowment foundation-EYFS toolkit Social and emotional learning strategies- +3 months	All
National online safety-certified school subscription	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	3, 4 and 5
Additional dinner time supervisors to ensure Home learning, reading and access to TT Rockstars is available at lunchtime	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending	3
Behaviour lead-monitoring and mentoring support	Evidence from educational endowment foundation-The guide to pupil premium: A tiered approach to spending Educational Endowment foundation toolkit-behaviour interventions+4 months	3, 4 and 5

Total budgeted cost: £



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.

NB: 2020-2021 spending evaluation is at the end of that year's action plan as it felt more fitting presenting this with the previous format.

<https://primarysite-prod-sorted.s3.amazonaws.com/bentleyhighstreet/UploadedDocument/6d3538ce-2c6f-4a01-85d9-40f9309028c2/pupil-premium-strategy-statement-with-evaluation-2020-2021.pdf>

Covid Spending

<https://primarysite-prod-sorted.s3.amazonaws.com/bentleyhighstreet/UploadedDocument/1856ffa0-2a40-4491-a61b-2e40f7c50e3b/catch-up-funding-and-impact.pdf>

Internal school data at the end of Key Stage 2

Reading

	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	Progress	EXS+	EXS+
All pupils (56)	100%	75%	29%	46%	16%	0%	9%	+0.9	80%	70%
Female (25)	45%	80%	24%	56%	12%	0%	8%	+0.6	86%	74%
Male (31)	55%	71%	32%	39%	19%	0%	10%	+1.3	75%	67%
PP (28)	50%	75%	21%	54%	18%	0%	7%	+1.8	69%	65%
Not PP (28)	50%	75%	36%	39%	14%	0%	11%	-0.1	84%	82%
EHCP (3)	5%	0%	0%	0%	67%	0%	33%	-3.7	26%	18%
SEN support (15)	27%	47%	7%	40%	33%	0%	20%	-2.7	42%	37%
No SEN (38)	68%	92%	39%	53%	5%	0%	3%	+2.7	88%	77%
English (52)	93%	75%	29%	46%	17%	0%	8%	+0.7	81%	70%
EAL (4)	7%	75%	25%	50%	0%	0%	25%	+7.0	75%	70%
BLW (3)	5%	33%	0%	33%	0%	0%	67%	-7.7	14%	
PKF (0)	0%								#DIV/0!	
WTS (10)	18%	90%	10%	80%	10%	0%	0%	+6.2	52%	
EXS (18)	32%	94%	17%	78%	6%	0%	0%	+1.1	91%	
GDS (11)	20%	100%	91%	9%	0%	0%	0%	+1.5	98%	



Writing

	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	Progress	EXS+	EXS+
All pupils (56)	100%	71%	7%	64%	20%	0%	9%	+0.7	73%	71%
Female (25)	45%	84%	4%	80%	8%	0%	8%	+1.3	83%	77%
Male (31)	55%	61%	10%	52%	29%	0%	10%	+0.1	65%	64%
PP (28)	50%	68%	0%	68%	25%	0%	7%	+1.0	64%	57%
Not PP (28)	50%	75%	14%	61%	14%	0%	11%	+0.3	78%	76%
EHCP (3)	5%	0%	0%	0%	67%	0%	33%	-2.4	11%	13%
SEN support (15)	27%	27%	0%	27%	53%	0%	20%	-3.9	26%	29%
No SEN (38)	68%	95%	11%	84%	3%	0%	3%	+2.7	83%	80%
English (52)	93%	73%	8%	65%	19%	0%	8%	+0.6	74%	71%
EAL (4)	7%	50%	0%	50%	25%	0%	25%	+3.1	69%	70%
BLW (5)	9%	0%	0%	0%	60%	0%	40%	-2.5	0%	
PKF (0)	0%								#DIV/0!	
WTS (14)	25%	79%	0%	79%	21%	0%	0%	+5.5	43%	
EXS (23)	41%	96%	4%	91%	4%	0%	0%	-0.8	90%	
GDS (2)	4%	100%	100%	0%	0%	0%	0%	+4.6	100%	

Maths

	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	BLW	Progress	EXS+	EXS+
All pupils (56)	100%	71%	16%	55%	29%	0%	0%	+2.2	78%	67%
Female (25)	45%	72%	8%	64%	28%	0%	0%	+1.4	79%	67%
Male (31)	55%	71%	23%	48%	29%	0%	0%	+2.9	77%	67%
PP (28)	50%	71%	7%	64%	29%	0%	0%	+2.9	67%	59%
Not PP (28)	50%	71%	25%	46%	29%	0%	0%	+1.3	82%	79%
EHCP (3)	5%	33%	0%	33%	67%	0%	0%	+9.3	32%	17%
SEN support (15)	27%	40%	0%	40%	60%	0%	0%	+2.4	36%	34%
No SEN (38)	68%	87%	24%	63%	13%	0%	0%	+1.5	86%	74%
English (52)	93%	73%	15%	58%	27%	0%	0%	+2.2	78%	66%
EAL (4)	7%	50%	25%	25%	50%	0%	0%	+2.4	78%	71%
BLW (3)	5%	0%	0%	0%	100%	0%	0%	+9.1	11%	
PKF (0)	0%								#DIV/0!	
WTS (13)	23%	54%	0%	54%	46%	0%	0%	+3.6	40%	
EXS (20)	36%	95%	5%	90%	5%	0%	0%	+0.9	90%	
GDS (10)	18%	100%	60%	40%	0%	0%	0%	-0.7	99%	



Reading, writing and maths

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (56)	100%	66%	7%	68%	59%
Female (25)	45%	72%	4%	74%	63%
Male (31)	55%	61%	10%	62%	55%
PP (28)	50%	64%	0%	56%	49%
Not PP (28)	50%	68%	14%	73%	70%
EHCP (3)	5%	0%	0%	11%	10%
SEN support (15)	27%	27%	0%	20%	21%
No SEN (38)	68%	87%	11%	77%	66%
English (52)	93%	67%	8%	69%	58%
EAL (4)	7%	50%	0%	62%	60%
BLW+ (6)	11%	17%	0%	8%	
PKF+ (0)	0%				
WTS+ (18)	32%	56%	0%	34%	
EXS+ (23)	41%	91%	4%	88%	
GDS (3)	5%	67%	67%	85%	

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
N/A	
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

The school is an advocate school for the NELI Programme

