

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Bengeo Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed and updated	December 2025 December 2026 December 2027
Statement authorised by	Justine Page, Headteacher
Pupil premium leads	Sarah Potts, Deputy Headteacher Becky Walker, SENCo
Governor lead	Torran Macdougall

Funding overview 25-26

Detail	Amount
Pupil premium funding allocation this academic year	£77265
Recovery premium funding allocation this academic year	£0
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	£77265

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or their starting points, have the best chance of becoming well-rounded young people, capable of engaging fully in their lives, now and in the future. We recognise that this is more likely if our pupils are successful at school but consider a good education to be more than academic achievement. We want them to be creative and collaborative, intrinsically motivated, able to face challenges, solve problems and persist through setbacks, knowing that they can both offer and seek support, and be both inspired and inspiring. Therefore, our intention is to provide opportunities for our PPG pupils to experience, develop and reflect on these qualities, guiding them through the influences of peers and other factors.

Our pedagogy is underpinned by the belief that ‘the more we know, the easier it is to learn.’ However, we do not believe that all knowledge is equal and the Bengoe curriculum is rich in what we deem to be powerful knowledge, strengthened by strong values. Powerful knowledge is knowledge that possesses cognitive potency and cultural significance. We call this knowledge ‘sticky knowledge’ because we want our pupils to understand that this is knowledge of such value it should stay with them forever. Our curriculum is both broad and deep, and is presented in a way to help knowledge stick including:

- ensuring that the entire national curriculum is well taught for all pupils, using well-designed formative assessments to guide and adapt teaching in a responsive way
- strengthening the curriculum with cultural knowledge – the people, innovations and ideas which represent the very best of each subject – being mindful of those who have been overlooked in the past;
- constructing a fluent curriculum where connections are easily made and learning is built upon;
- ensuring that learning is suitably challenging while remaining mindful of cognitive load and differences in prior knowledge and/or potential barriers to learning
- developing pupils’ oracy, enabling pupils to engage at a personal level, drawing on their own experiences and expertise, asking questions and exploring answers through discussion
- building emotional literacy and agency in our pupils, essential for empathy, self-regulation and resilience
- infusing teaching and learning with strong shared values and an ethos of working together.

Evidence indicates that the children most likely to benefit from this approach are those from disadvantaged backgrounds. Therefore, while we endeavour to build knowledge for all our pupils, this strategy statement describes our particular focus on making it work for our PPG pupils in all national curriculum subjects.

In order to engage effectively with a strong knowledge base, pupils need to develop skills in oracy, literacy and numeracy. This is a challenge for some of our PPG pupils who also have a

special educational need and/or disability. Therefore, our intention is to support these pupils through well-researched intervention programmes.

Challenges

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

Challenge number	Detail of challenge
1 Meeting the changing learning needs of all pupils through adaptive teaching	50% of the school's PPG pupils also have a special educational need, 5 of whom have an EHCP. In the past, differentiation has meant that those who are struggling with the curriculum are set a different learning task to their peers. This has implications in terms of pupils' feeling included as equal members of the class, and who will teach the skills that are needed to complete the task. Adaptive teaching means that PPG pupils, especially those with a special educational need or disability, can access the same lessons and learning outcomes as their peers, enabling them to experience success, build confidence and close attainment gaps. Strategies such as flexible groupings, scaffolding, metacognitive prompts, and tailored interventions help to build resilience and achieve curriculum goals. Alongside the rest of the teaching profession in the UK, Bengo staff are new to the concept of adaptive teaching; training, time and support is needed to help explore and embed the pedagogy.
2 Rich life experiences and the impact on prior knowledge, engagement, cultural and social capital	<p>The socio-economic gap may lead to narrower life experiences and fewer enrichment opportunities for some pupils. Research consistently highlights the impact of prior experiences on learning outcomes. The knowledge derived from diverse cultural experiences has many purposes:</p> <ul style="list-style-type: none"> • enabling pupils to create more effective knowledge schemas • facilitating the exchange of ideas and perspectives (group experiences) • celebrating and building on the work of people from different backgrounds and traditions, helping pupils to understand that they too can be creative (cultural capital) • developing skills and knowledge which can be shared with others (pupil leadership/social capital) <p>At Bengo, PPG engagement in lessons, extra-curricular and pupil leadership activities needs improving. In the 24/25 baseline assessment for attitudes to learning, 65% of the PPG group were displaying passive or disengaged learning behaviours. Only 2 PPG pupils have volunteered to lead a pupil action group. While over half of PPG pupils attend an extra-curricular club either after school or at lunchtime, the number has significantly over the last 5 years.</p>
3 Oracy, pupil voice and peer culture	<p>Research consistently finds that PPG pupils start school with lower language levels than their more advantaged peers. If oracy is not developed in schools, this gap widens and the negative impact on educational outcomes also increases. A similar picture is evident in the Bengo pupil population with a negligible attainment gap between PPG and non-PPG in EYFS and an increasing gap as pupils progress through the school.</p> <p>The lack of engagement in lessons and pupil leadership groups means that the voice of PPG pupils, both as individuals and as a group, is not as strong as their peers. This may be, in part, due to the peer culture - many Bengo pupils are confident speakers but are less proficient at listening to and valuing the views of others. PPG pupils are, in many cases, 'non-reciprocal listeners' who do not have the confidence and skills to contribute to discussions.</p>
4	Achievement in reading and maths is underpinned by fluency. In fact, research suggests that there are shared cognitive abilities which impact on both fluency in

Fluency in reading, writing and number	reading and arithmetic. Analysis of data indicates that there are fluency difficulties for many PPG pupils at Bengeo in reading, writing and maths. The 2024 MTC scores, for example, shows a difference of 53% in multiplication tables fluency between PPG and non-PPG achievement. The presence of a special educational need and/or lack of daily practice in reading, times-tables knowledge and spelling impacts detrimentally on fluency. 37% of the PPG group have an identified SEN, 24% of which have an EHCP (9% of the whole group). The impact of SEN on PPG achievement is significant, especially in KS1 and KS2.
5 Attendance	DfE data shows that 84% of KS2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage. At Bengeo, nearly half of the PPG group have attendance below 95%, nearly a third below 90%. One of the reasons is term-time holidays. The impact on ARE attainment is particularly significant in writing and maths reducing the percentage at ARE by 10% and 20% respectively. In maths, this means that attainment is halved as a consequence of low attendance. Reading attainment is reduced by 5%. This may be because pupils continue to read at home or on holiday when absent from school.

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
Improve the inclusion of PPG pupils in the lessons and learning outcomes of their peers, adapting teaching for their learning needs whether due to an identified special educational need or to differences in knowledge/confidence, improving their ability to learn and positively impacting on their cultural and social capital.	Subject leaders and teachers have an increasingly secure knowledge of adaptive teaching, use well-designed formative assessments and a repertoire of adaptive teaching strategies to help PPG pupils learn the same knowledge as their peers. These strategies are evident in planning, teaching, learning activities, environment, use of assessment and use of resources including TLAs. Assessments indicate that PPG pupils, including those with SEND, are increasingly secure in, rather than are just familiar with, the sticky knowledge specified for science and the foundation subjects. Pupil voice and learning walks indicate that PPG pupils 'feel' equally knowledgeable, their ideas and efforts equally valued and are achieving the same learning outcome in most, if not all, lessons.
All pupils develop strong oracy skills impacting positively on peer culture, learning outcomes, mental well-being, social and cultural capital, and inclusion, particularly for PPG pupils.	Over a three-year period, the dialogic pedagogy is embedded across all subjects with the support of Voice 21. Leaders, teachers and TLAs engage with Voice 21 and understand the importance of oracy and are able to deliver high-quality oracy classroom practice. Oracy development, collaborative learning and promotion of a strong PPG 'voice', both as individuals and a group, improves the school experience and life chances for PPG pupils. An additional consequence is improvement in attendance.
Improved fluency in reading, writing and maths for PPG pupils, particularly those with a special educational need.	Interventions for fluency in phonics, spelling, reading, handwriting and number facts, including multiplication tables, are provided by trained members of staff and are

	<p>contributing to improved attainment of identified pupils and their ability to spell, read, write and solve arithmetic problems.</p> <p>The phonics, reading, writing and maths attainment of PPG pupils who also have a SEND is improved.</p> <p>The percentage of PPG pupils who attain in line with their peers for KS2 tests including the MTC is increased.</p>
<p>Improved and sustained attitudes to learning, academic and personal achievement, and well-being for PPG pupils through a rich repertoire of experiences.</p>	<p>Pastoral team and other members of staff provide rich life experiences for PPG pupils including Forest School, swimming lessons, gardening, visits to exhibitions, extra-curricular science club, etc. These experiences are developed in conjunction with teachers and with reference to the curriculum in order to provide prior knowledge and instil confidence.</p> <p>Pastoral team implement check-in and mentoring programme which, in turn, positively impacts on behaviour and attitudes to learning of PPG pupils.</p> <p>Staff and pupil voice indicate an improvement in attitudes to learning and well-being.</p>
<p>Causes of absenteeism, whether rooted in emotional, mental health, wellbeing or financial issues, identified and addressed in order to both reduce absenteeism and minimise its negative impact</p>	<p>Pastoral team and school leaders regularly review attendance data, identifying early patterns of irregular attendance and/or punctuality.</p> <p>The wellbeing of PPG pupils is prioritised and promoted through a variety of carefully considered strategies including emotional literacy.</p> <p>Protective factors are developed in PPG pupils where necessary; these help to improve mental health and reduce absenteeism.</p> <p>The negative impact of term-time holidays is mitigated through a variety of strategies.</p>

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: £880 release time for science subject leader in terms of updating sticky knowledge mats, working with different year groups and ensuring provision for PPG in science; £2,475 for first year subscription to Voice 21; £880 release time for oracy champions to attend courses and implement oracy development

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and TLAs learn about, explore, implement and review adaptive teaching practices, possibly using the Five-a-day reflection tools (for both teachers and TLAs).</p>	<p>The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicates that adaptive teaching enables all pupils to experience success, provides a more sustainable approach to meeting individual needs, develops pupil agency and self-regulation, helps ensure all pupils access challenging content. EEF 'Five-a-day' to improve SEND outcomes; The National College blog: Adaptive teaching: moving beyond differentiation for more effective learning</p>	<p>All challenges</p>
<p>Explore, implement and embed a dialogic approach, beyond reading sessions, giving children opportunities to develop their oracy skills and, through talk, learn to use their voice in order to engage successfully in school. The dialogic approach will become increasingly prominent as a pedagogical tool to enhance sticky knowledge and raise achievement. A focus on listening will help to promote a peer culture where all voices are encouraged and valued. This will require: teachers to be confident oracy practitioners, embedding oracy into practice and curriculum over a 3-year period; this will be achieved by becoming a Voice 21 oracy school, benefiting from in-person and online training, consultancy and access to high-quality resources</p>	<p>Voice 21 impact report states that 'children with good language skills achieve better results in English and maths and have higher rates of school enjoyment and confidence.' Voice 21 Impact Report 22/23 Other research in support of a dialogic pedagogy includes: Alexander, R.J. (2006). Towards Dialogic teaching: rethinking classroom talk; EEF teaching and learning toolkit: collaborative learning approaches; oral language interventions The influence of peer culture is described in Making Kids Cleverer, a Manifesto for Closing the Advantage Gap by David Didau as "the factor most likely to determine whether schools make children cleverer is the peer culture. Peer culture can be shaped by schools for better or worse."</p>	<p>All challenges</p>

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

Budgeted cost: £16,900 TLA interventions across the school including training and purchase of programmes; £1,000 cost of Forest School; £7,000 cost of programme of experiences, eg. swimming, art workshops, trips, visits, horse riding etc

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The pastoral team, PPG leads and Forest School lead will plan and implement a programme of experiences which will help to build prior knowledge in science, geography, PE and the arts, for example, going to the library or Hertford museum, access to peripatetic music lessons, leadership of/participation in extra-curricular clubs. The programme will also improve oracy, cultural and social capital. For example, providing swimming lessons for PPG non-swimmers in Year 3 so that they have the same prior knowledge as their peers by the time swimming lessons start in Year 4. By developing Forest School skills, pupils can help lead outdoor learning activities for their peers and younger pupils.</p>	<p>Research consistently highlights the significant impact of prior experiences on learning outcomes Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? EEF research into arts participation, for example, states that this can impact not only on the discipline but also on other subjects such as English, maths and science. Research supports the positive outcomes of Forest School including helping learners to develop intellectually, expanding their abilities to solve real-world issues, build self-belief and resilience. Forest School Association</p>	<p>All challenges</p>
<p>PPG leads, SENCo, maths and English leads to research, purchase, develop and monitor effective interventions for improving fluency in phonics, spelling, reading, writing and arithmetic; all TLAs trained in the appropriate interventions; deployment of teaching and learning assistants in the delivery of targeted interventions and in supporting pupils to apply new knowledge in the classroom setting independently; diagnostic assessment to identify fluency gaps in order to target academic support more efficiently and effectively; parent workshops to support the development of fluency at home</p>	<p>Research indicates that gaps in a pupil's basic understanding of number and phonic knowledge may lead to difficulty in grasping higher order subject content as the curriculum progresses. Early identification of fluency difficulties and the development of effective interventions should lead to improvement in both maths and English. The relationship between reading fluency and arithmetic fact fluency and their shared cognitive skills; Balhinez, Shaul; Department of Learning Disabilities, University of Haifa Targeted deployment, where TLAs are trained to deliver an intervention to small groups or individuals has a positive impact and is most likely to be effective if it is targeted at pupils' specific gaps. EEF teaching and learning toolkit: reading comprehension strategies, phonics, teaching assistant intervention</p>	<p>1, 4</p>

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

Budgeted cost: £39893 cost of Pastoral Team; £5,800 cost of Breakfast Club; £1,500 therapeutic gardening. Supplies for Pastoral breakfast £550 plus £380 (£10 per week)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team will lead the following:</p> <ul style="list-style-type: none"> •conduct check-ins for all PPG pupils, liaising with SLT, teachers and other agencies where necessary to ensure individual needs and wishes are addressed including uniform and extra-curricular club attendance •provide Breakfast Club and Lunch Club •regular reading support •parental support and signposting •safeguarding activities, eg. protective behaviours •attendance monitoring and support •weekly pastoral meetings with pastoral team, PPG leads and headteacher 	<p>Research indicates that parental engagement strategies and responsive interventions that target the individual causes of low attendance have a positive impact. EEF Attendance Interventions report; Anna Freud School attendance and mental wellbeing</p> <p>Research indicates that the impact of collaborative approaches on learning is consistently positive EEF teaching and learning toolkit, collaborative learning approaches</p>	<p>All challenges</p>

Total budgeted cost: £77258

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 2024 to 2025 academic year.

Teacher assessment of English and maths for summer 25 showed that attainment of PPG pupils in Y1-Y6, compared to the previous year, had improved across the school in reading (+12% at ARE), writing (+12% at ARE) and waned in maths (-4% at ARE). EYFS attainment improved in word reading (+7%), writing (+7%) and number (+21%). However, PPG achievement remained significantly below that of their peers in all core subjects.

An important success was the attainment of Y6 PPG pupils in their reading SATs

Teacher assessment for science and the foundation subjects showed that attainment and progress of PPG pupils had improved in science (+12%), art (+12%), computing (+19%), design and technology (+12%), geography (+23%), history (+12%), RE (+8%), Spanish (+8%), music (+8%) and PSHE (+4%); the attainment gap between PPG and non-PPG had diminished significantly in art, computing and D&T (approximately 20% difference) but remained wide in science, geography, history, RE, Spanish, music and PSHE 30-40% difference).

In EYFS, PPG attainment had improved in building relationships (+7), the natural world (+7%), creating materials (+7%), being imaginative and expressive (+7%) but had waned in past and present (-21%) and people, culture and communities (-14%).

The improvement in attainment across all subjects appears to support the implementation of a dialogic pedagogy through Voice 21; more PPG pupils are able to access and contribute to lessons through discussion. However, oracy development now needs to be focussed on individual PPG pupils alongside other adaptive teaching strategies to improve attainment and inclusion further.

The establishment of Smart School Council and the prioritising of pupil leadership/voice led to increased opportunities for pupil leadership and extra-curricular clubs, many of which were attended by PPG pupils (approximately 50%). The Smart School Council principle of all pupils contributing to the decision-making of the school has given PPG pupils a stronger voice as has the system of check-ins, ambassadors and the activities of the pupil social research group (Our Voice). Becoming a Voice 21 school has also increased the number of discussions in all subjects and therefore the opportunities for PPG pupils to engage and participate. However, the appetite of PPG pupils to lead groups was notable in its absence in 23/24. Therefore, all PPG pupils from Nursery to Year 6 have formed Forest School leadership groups under the guidance of the school's Forest School lead. They attend Forest School every half term and learn Forest School skills. Their achievements are celebrated in celebration assemblies and also in the school's newsletter. This has provided the pupils with increased social capital and a strong sense of achievement. The aim is to build on this success to encourage PPG pupils to engage in other leadership activities.

Attendance has improved significantly for PPG pupils indicating that the pastoral team activities – breakfast club, 1:1 check-ins, weekly pastoral meetings, parental support/signposting – are impacting positively. 48% of PPG pupils have improved attendance from the previous academic year, many with over 95% attendance for the first time. Those who have attended breakfast club have seen the most improved attendance.

The Ofsted inspection (September 23) and subsequent judgement of ‘outstanding’ has also validated the provision for PPG pupils:

“The school’s curriculum is of exceptional quality. It is carefully designed to ensure that all pupils achieve well.

“Teachers pay particular attention to vulnerable pupils in every subject. They seek out and put in place relevant advice when required. They adapt resources and provide extra support and practice to those who need it. As a result, all pupils produce work of a high standard across the curriculum.

“Additional provision at lunchtime provides a haven of games and conversation for pupils who need it. Pupils have many opportunities to take on leadership roles that considerably enrich their education.”

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