

## 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

Detail	Data
School name	Bengeo Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	20 <sup>th</sup> December 2021
Date on which it was reviewed	February 2023
Statement authorised by	Justine Page, Headteacher
Pupil premium lead	Sarah Potts, Deputy Headteacher
Governor lead	Juliet Whitehead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	£1, 269
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,744

# 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 Bengeo curriculum is rich in what we deem to be powerful knowledge, strengthened by strong values. Powerful knowledge is knowledge steeped in the traditions of each subject and 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 children;
- 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 overload;
- encouraging pupils to consider how each topic is personally relevant to them and promoting a culture of life-long learning;
- 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 be literate and numerate. 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
<p>1 Building powerful knowledge</p>	<p>Despite 2 years of a 'sticky knowledge' curriculum and pedagogy, our assessments in science and the foundation subjects indicate that our PPG pupils, particularly those with a special educational need and/or disability, are not always fully secure in the identified knowledge. This is especially true in science, computing and the humanities as well as subjects with significant amounts of new terminology or vocabulary, eg. music and Spanish. It is less true for subjects based on procedural knowledge, eg. art, D&amp;T and PE. Contributing factors may be: school closures where some of our PPG pupils were not accessing remote learning or parents did not take up the offer for their children to attend school; the impact on mechanisms of memory of specific learning difficulties is also likely for some pupils; cognitive overload.</p>
<p>2 Exploratory maths</p>	<p>Our maths assessments indicate that PPG attainment is not yet in line with peers even for those who do not have a special educational need. Our intention to increase the number of PPG pupils achieving the higher standard in maths at the end of KS2 has started to be realised due to an emphasis on fluency and reasoning. However, monitoring indicates that there are not enough opportunities for all pupils to explore maths concepts and apply their reasoning knowledge. Pupils who are not already adept at reasoning tend not to attempt 'greater depth' activities and therefore the gap is widening. This is an issue for all pupils but particularly those PPG pupils who are not having 'educative conversations' at home.</p>
<p>3 Comprehension, enjoyment and cultural capital through reading and writing</p>	<p>Our assessments indicate that PPG reading attainment at KS1 and for all PPG pupils with SEND is significantly below their peers. Although, in KS2, reading attainment of PPG pupils without SEND is at least in line with their peers, monitoring, including pupil voice, indicates that the range of books read at home and school is limited to a few modern authors. Opportunities to read aloud and discuss books, comparing modern with classic, considering authorial voice, etc, are also limited in some cases. This impacts on our PPG pupils' cultural capital in addition to their enjoyment of and engagement in a wide reading repertoire. A key priority for the school in 22/23 is to increase enjoyment and standards in writing, aiming for all pupils to understand the writing process and to feel like writers. This is particularly important for PPG pupils in order to further enhance their cultural and social capital.</p>
<p>4 Impact of SEND on learning, particularly on memory, maths &amp; phonics</p>	<p>40% (22/23) of our PPG pupils have an identified special educational need and/or disability, the majority in cognition and learning. Even those who are not on the SEND Register have greater difficulties with phonics, reading, writing and mathematical fluency than their peers. In 21/22, all our PPG pupils, except for those with an EHCP or in EYFS, were assessed in maths using the Sandwell Test which provides a 'maths age' against each pupil's chronological age as well as detailed information on knowledge gaps. Assessments indicated many pupils with low maths ages and significant gaps. Many of our PPG pupils have problems with working memory leading to a specific learning difficulty in organising and integrating new knowledge. In 22/23, standardised maths tests were</p>

	analysed for all pupils and, although PPG pupils had made accelerated progress overall in maths, specific gaps were identified.
5 Behaviour, motivation, participation, pupil leadership	In 21/22, in line with many schools across the country, staff voice and pupil voice indicated a deterioration in attitudes to learning and an increase in mental health challenges since the pandemic. Using an 'engagement scale' from highly motivated through to disengaged, over half of our PPG pupils were identified as 'passive' or 'disengaged' with very few described as 'highly motivated'; a small number were on the SEND Register for SEMH difficulties. Despite success in PPG participation in extra-curricular clubs in the past (at one point, 100%), the impact of Covid-19 meant that very few PPG pupils were attending clubs. Only 3 PPG pupils were actively engaged in pupil leadership. Social capital, amongst PPG pupils, was low. In 22/23, as a result of the PPG strategy, the picture has improved but the social capital of PPG pupils continues to be a priority of the 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
Increase in the procedural (skills), tacit and propositional (facts) knowledge of PPG pupils - this knowledge is powerful, improves their ability to learn and impacts on their cultural capital.	<p>Subject leaders and teachers recognise what is 'powerful and culturally-rich' knowledge and have a repertoire of strategies to help PPG pupils learn it securely.</p> <p>Intervention programmes which help strengthen memory are in place for those who need them and are having a positive impact.</p> <p>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.</p> <p>Pupil voice indicates that PPG pupils 'feel' more knowledgeable and are more engaged with their learning, sometimes leading the learning of their peers. They understand the concept of 'sticky knowledge' (dependent on age) and what they can do to help knowledge stick.</p>
Improved engagement in exploratory maths activities from PPG pupils leading to improved attainment by the end of KS2	<p>Teachers are using a range of resources confidently in order to increase opportunities for all pupils, including PPG, to explore maths concepts.</p> <p>Recommended maths intervention programmes are taught by trained members of staff and are contributing to improved attainment of identified pupils and their ability to participate in exploratory maths activities.</p> <p>The maths attainment of PPG pupils who do not have SEND is at least in line with their peers by the end of 2024/2025.</p>

	<p>The percentage of PPG pupils who attain the higher standard at the end of KS2 in maths increases.</p>
<p>Improved enjoyment in reading and writing of all PPG pupils and improved attainment of those with a special educational need and/or disability</p>	<p>Teachers are confidently teaching reading, consistently applying an agreed dialogic pedagogy and using a wider range of books, genres and authors.</p> <p>PPG pupils are reading a wider range of books at home and at school and pupil voice indicates improvements in enjoyment.</p> <p>Recommended phonics programmes are taught by trained members of staff and are contributing to improved attainment of identified pupils and their ability to read.</p> <p>The phonics and reading attainment of PPG pupils who also have a SEND is improved.</p> <p>The percentage of PPG pupils who attain the higher standard at the end of KS2 in reading is at least in line with their peers by 2024/2025.</p> <p>PPG pupils develop a sense of themselves as writers and are more motivated to write leading to improved fluency, cohesion and creativity.</p>
<p>Improved and sustained attitudes to learning and well-being for all pupils in our school, particularly our PPG pupils.</p>	<p>Behaviour Policy re-written and implemented including effective strategies researched and trialled by staff members.</p> <p>Forest School set up and staffed by trained adults, attended and enjoyed by PPG pupils and those with SEMH difficulties.</p> <p>PPG/pastoral team implementing 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>Fewer behaviour incidents recorded on CPOMs.</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: £900 towards release time for subject leaders in terms of updating sticky knowledge mats with powerful knowledge for PPG children and release time for maths and English leads; £16,500 cost of PPG Team

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leaders to explore the idea of 'powerful, culturally-rich knowledge', with support from Teaching &amp; Learning/PPG Lead, in their own subject; reviewing and revising sticky knowledge mats accordingly and advising teachers on 'explicit teaching' activities &amp; methods. Teachers to ensure, through planning, teaching &amp; assessment, that PPG pupils acquire and build 'powerful knowledge' in science and foundation subjects. PPG Lead to monitor PPG attainment and progress in these subjects and any consequential impact on reading, writing and maths.</p> <p>This will require a number of CPD sessions and release time for subject leaders.</p>	<p>Research indicates that a 'focus on increasing crystallised intelligence would disproportionately benefit the least advantaged'; crystallised intelligence is the ability to access and utilise information in long-term memory; at Bengeo, we call this 'sticky knowledge' and our pedagogy has been developed in order to increase sticky knowledge for all pupils. Since implementing a knowledge-rich curriculum, our assessments in science and the foundation subjects indicate that the majority of pupils are secure in sticky knowledge. However, this is not true for some, although not all, of our PPG pupils.</p> <p><a href="#">Research including: Making Kids Cleverer, a Manifesto for Closing the Advantage Gap by David Didau; Memorable Teaching by Peps Mccrea</a></p>	<p>1, 5</p>
<p>Maths Lead to advise, support and monitor increased and regular opportunities for exploring and reasoning around learned mathematical concepts for all pupils in line with advice from the Herts for Learning maths advisor and thereby creating an exploratory &amp; investigative culture; teachers to ensure PPG pupils without significant SEN (ie. EHCPs) are receiving the same opportunities to explore as their peers and are targeted for explicit reasoning teaching; planned opportunities to</p>	<p>Maths national curriculum states that pupils should 'reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.'</p> <p>Much of the research conducted by the Nrich Primary Team demonstrates that 'independent problem-solving skills are essential for students for 21st century life and work.'</p> <p><a href="#">Maths Primary National Curriculum</a></p>	<p>2, 5</p>

<p>accelerate the progress of identified PPG children towards ARE+.</p> <p>This will require: additional release for Maths Lead including with Maths TLA; CPD for teachers and some LSAs.</p>	<p><a href="#">The Nrich Primary Team – Thinking Mathematically articles</a></p>	
<p>Explore and start to implement a dialogic approach, initially in reading sessions, giving children opportunities to contribute to classroom discussions in a variety of ways in order to explore the limits of their own understanding. The dialogic approach will become increasingly prominent as a pedagogical tool to enhance sticky knowledge.</p> <p>This will require: research by Teaching and Learning Lead; CPD for teachers and TAs</p>	<p>Research indicates that a dialogic approach enables children to practise new ways of using language as a tool for constructing and applying knowledge.</p> <p><a href="#">Alexander, R.J. (2006). Towards Dialogic teaching: rethinking classroom talk.</a></p> <p>Many of the recommendations in the EEF’s reports on improving literacy in key stages 1 &amp; 2 relate directly to school’s dialogic pedagogy including: Develop pupils’ speaking and listening skills and wider understanding of language; se a balanced and engaging approach to developing reading.</p> <p><a href="#">EEF Improving Literacy in KS1, Improving Literacy in KS2 reports</a></p>	<p>1, 3, 5</p>
<p>English Leads to review, revise, implement and monitor an effective ‘writing for pleasure’ pedagogy across the School with support from Herts for Learning English Advisor aimed at providing consistency in the teaching of writing processes, the accurate assessment of writing and developing, within all children, a sense of themselves as writers; teachers to participate in the development and implementation of the ‘writing for pleasure’ pedagogy; with support from PPG Team, teachers will ensure that PPG children are developing an author identity, including publishing their work and participating in the publishing company to be established and run by children.</p> <p>This will require: additional release for English Leads; CPD for teachers and LSAs; liaison with HfL Advisor; purchase of publishing materials and display resources.</p>	<p>Through class writing projects, children debate, research and explore writing ideas, develop writerly skills and have an independent response, through writing, to material and subjects taught. They learn how to ensure their writing is technically accurate before it reaches publication. Through the ‘writing for pleasure’ method there is a decreased risk of school failure from a pupil’s inability to ‘write to learn’.</p> <p><a href="#">The Writing for Pleasure Centre (promoting research-informed writing teaching)</a></p> <p>Many of the recommendations in the EEF’s reports on improving literacy in key stages 1 &amp; 2 relate directly to school’s ‘writing for pleasure’ pedagogy including: teach writing composition strategies through modelling and supported practice; develop pupils’ transcription and sentence construction skills through extensive practice.</p> <p><a href="#">EEF Improving Literacy in KS1, Improving Literacy in KS2 reports</a></p>	<p>3, 5</p>

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

Budgeted cost: £1,100 (25% of cost of tuition programme, remaining from tuition funding); £14,630 TA interventions across the school including training and purchase of programmes; £10,000 cost of pastoral team's support of PPG pupils with SEMH

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establishment of PPG team to include SENCo and pastoral team; regular liaison between PPG Lead and SENCo in order to identify, plan and provide for pupils with SEND including those who are also PPG; regular assessments using diagnostic assessment tools which provide detailed information of need and gaps in knowledge</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. Diagnostic assessment to identify where these gaps enable schools to target academic support more efficiently and effectively. Additionally the monitoring the effect of interventions is more accurate.</p>	<p>1-5</p>
<p>SENCo and PPG Lead to research and purchase effective intervention programmes for improving phonics knowledge, addressing gaps in maths knowledge and enhancing working memory, eg. Memory Magic; deployment of teaching assistants in the delivery of these targeted intervention programmes and in supporting pupils to apply new knowledge in the classroom setting; tuition partners – Tutor-in-a-Box – to deliver high-quality 1:1 online tuition in writing, a service which has the capacity to continue through remote learning; pastoral team to meet the needs of PPG pupils with SEMH through targeted support</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a positive impact. Small group tuition is most likely to be effective if it is targeted at pupils' specific gaps identified through diagnostic assessment tools. Tuition is most beneficial when it is explicitly linked to classroom teaching and pupil's specific needs.</p> <p><a href="#">EEF teaching and learning toolkit, small group tuition, phonics, teaching assistant intervention</a>  <a href="#">DfE School-Led Tutoring Guidance</a></p>	<p>1-5</p>

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

Budgeted cost: £2,500 for Forest School training & release; £1,000 for mentoring training and release; £360 for release time for PSHE leads; £1,500 for clubs, educational trips, school journey and visits; £625 for resources, eg. books, board games and puzzles



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In line with each teacher's and TA's appraisal targets, staff to research and trial strategies and approaches which lead to an improvement in attitudes to learning and general behaviour, particularly intrinsic motivation, contributing ideas to a revised Behaviour Policy; Teaching and Learning Lead to research and support the implementation of collaborative learning approaches including a dialogic pedagogy; all staff to timetable a weekly session for board games and puzzles in place of Golden Time; PSHE Leads to evaluate and revise, where necessary, PSHE teaching and learning in terms of its impact on behaviour</p>	<p>Research suggests that both targeted interventions and universal approaches have positive overall effects (+4 months). An appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required should be considered.</p> <p><a href="#">EEF teaching and learning toolkit, behaviour interventions</a></p> <p><a href="#">When the Adults Change Everything Changes by Paul Dix</a></p> <p>Research indicates that the impact of collaborative approaches on learning is consistently positive</p> <p><a href="#">EEF teaching and learning toolkit, collaborative learning approaches</a></p>	<p>1, 5</p>
<p>Implement targeted and well-research interventions in order to improve the behaviour, motivation, engagement and well-being of PPG pupils including a mentoring programme (weekly check-ins); set up Forest School including training of staff members; PPG Lead to organise a number of lunchtime clubs/action groups to meet the interests and promote social capital of PPG pupils including school council, a pupil social research group, a publishing club and various action groups; the PPG Team to liaise with parents and club organisers in order to encourage participation in extra-curricular clubs; fund educational trips and visits</p>	<p>Some studies have found positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to learning and behaviour. 'Programmes which have a clear structure and expectations, provide training and support for mentor are associated with more successful outcomes.</p> <p><a href="#">EEF teaching and learning toolkit, Mentoring</a></p> <p>Research supports the positive outcomes of Forest School including helping learners to develop socially, emotionally, spiritually, physically and intellectually, expanding their abilities to solve real-world issues, build self-belief and resilience.</p> <p><a href="#">Forest School Association</a></p> <p><a href="#">Local schools with a forest school</a></p>	<p>1-5</p>

**Total budgeted cost: £49,115**

## 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.

Teacher assessment and statutory tests for Summer 22 showed that attainment and progress of PPG pupils, compared to the previous year, had improved across the school in reading (+6% at ARE), writing (+3% at ARE) and maths (+12% at ARE). There was also a 3% increase in PPG pupils working at greater depth in reading and maths. However, PPG achievement remained below that of their peers.

Teacher assessment for science and the foundation subjects showed that PPG attainment was nearly in line with non-PPG pupils in art, D&T and PSHE, and 15-20% lower in all other subjects.

There has been an increase in the number of PPG pupils involved in extra-curricular clubs, groups and/or events. Teacher voice reported an improvement in attitudes to learning and participation. The attitudes to learning metric used to measure engagement (disengaged, passive, engaged, highly motivated) showed that 34% of the PPG pupils had improved their attitudes to learning with no PPG pupil assessed as 'disengaged' by the end of the academic year.