

# Pupil premium strategy statement – The Bewdley School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	969
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22-23/24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D Hadley-Pryce Headteacher
Pupil premium lead	C McDougall Deputy Head
Governor / Trustee lead	Rich Vaux

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,850
Recovery premium funding allocation this academic year	£44,712
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£23,925
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£242,487

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We also consider the challenges faced by our service children. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme and use of the recovery premium for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is based on all colleagues being aware of and planning interventions to meet the needs of all students based on diagnostic assessments with additional intervention and activity for disadvantaged students. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance to school
2	Literacy levels specifically lower reading ages / Support SEND PP
3	Progress is lower at Key Stage 4 compared to other students
4	Lack of aspiration for future employment / education and training
5	Support at home and homework completion
6	Reduce exclusions for disadvantaged students

## Intended outcomes

Intended outcomes	Success criteria
Improved attendance for PP students leading to improved outcomes	<ul style="list-style-type: none"> <li>Evidence of a tiered approach to attendance monitoring and improvement strategies.</li> <li>Improved attendance for PP students</li> <li>Reduced number of persistent absentees among students who are eligible for PP.</li> <li>Increased parental engagement</li> </ul>
Improved levels of Literacy leading to improved outcomes at end KS4	<ul style="list-style-type: none"> <li>Continued development and success of accelerated reader programme building on Master school status and implementation of AR into year 9</li> <li>Develop catch up programme for year 7 students below chronological age within new SEND structure</li> <li>The vast majority of student reading ages will be in line with their chronological age by April 2024.</li> <li>Introduce fast reading strategy of literature texts to increase engagement first followed by analysis</li> <li>Teach reading comprehension strategies through modelling and supported practice by embedding Year 7, 8 and 9 reading in form time</li> <li>These interventions will apply to all students but impact will continue to have a disproportionately greater impact on PP students.</li> <li>English homework at KS4 to have a comprehension focus</li> <li>Increased use of Century tech for basic skills and SPAG</li> </ul>

<p>Increase amount of knowledge embedded into long term memory for application at KS4 To improve attainment and progress</p>	<ul style="list-style-type: none"> <li>• Whole school drive on improved knowledge capital through whole school CPD leading to increased levels of attainment and Progress of PP students in all subject areas.</li> <li>• Tiered approach to monitoring and planned interventions for attainment and progress of PP students</li> <li>• Embed curriculum policy to reflect increased aspiration of knowledge acquisition and increased challenge particularly at KS3</li> <li>• Teachers using strategies to check learning of PP students</li> <li>• High levels of challenge observed in lessons and books across all Key stages.</li> <li>• Curriculum powered change; excellence and knowledge requirements specified in every subject</li> <li>• Increased attainment and progress for PP students at KS3 and KS4.</li> <li>• Increased attainment and progress of PP most able students who are underachieving.</li> <li>• Increased attainment and progress for SEND PP students.</li> <li>• All proactive interventions put in place by classroom teachers and the raising standards team improve student's outcomes</li> </ul>
<p>Destinations and careers guidance improved leading to improved motivation and aspirations</p>	<ul style="list-style-type: none"> <li>• Opportunities for PP students to include meeting the new GATSBY standards by:</li> <li>• Ensure all students still have opportunities to meet with employers and contact with a breadth of opportunity</li> <li>• 1:1 guidance and support enhanced for EHCP / SEND and PP</li> <li>• Use of Aim higher funding for university visits to the school or university.</li> <li>• Visits from speakers for all year groups</li> <li>• University opportunities throughout the school</li> <li>• One to one opportunity with mentors regularly to review action plans</li> </ul>
<p>Improved engagement in school work outside of school hours</p>	<ul style="list-style-type: none"> <li>• Reduced Homework non completion</li> <li>• Increased parental engagement at events</li> </ul>
<p>Reduced internal and external exclusions</p>	<ul style="list-style-type: none"> <li>• Riverside established in September 2022</li> <li>• Focus on core curriculum and foundation skills and knowledge</li> </ul>

## 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)

Action	Intended outcome	What is the evidence and rationale for this choice?	Challenge number(s) addressed
CPD tailored to further whole school T+L strategy, including a specific focus on literacy	Improved teaching and learning	'Good teaching is the most important lever to schools have to improve outcomes.' EEF toolkit Impact of teacher coaching – effect size + 0.49	2,3,5,6
Coaching of teachers – SBA role	Improved teaching and learning	'Good teaching is the most important lever to schools have to improve outcomes.' EEF toolkit Impact of teacher coaching – effect size + 0.49	2,3,5,6
Review the curriculum at KS3 in core subjects including a review and change to year 9 curriculum for September 2023	Students “know more and can do more” Ensure that the curriculum intention, implementation and impact across the school.	June 2021 Pupil premium Policy DFE Importance of knowledge rich curriculum	3
Establish Riverside alternative provision HJE JBU Salaries	Prevent permanent exclusion Reduce internal exclusions Improve engagement with school Rebuild relationships post pandemic	Improved attendance = improved outcomes Use of Recovery premium 22/23 to pay towards HJE salary to work with Riverside JBU salary	1 & 6 & 2 & 3

**Total budgeted cost: £ 113,130**

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Challenge number(s) addressed
Small Group Tuition	Improve attainment in En, Ma, Sc	+4EEF	Appoint tutors in EN, Ma, Sc. Match funding 1:1 tuition 22/23 40:60	3
Show My Homework	Improved communication and tracking of homework	+5EEF	Parental engagement, all staff use tracking for PP as a priority	5
Century Tech	Improved engagement and communication of homework	+5EEF	Students able to revise out of school. Targetted support for intervention. Tracking student completion and engagement	5,3
Accelerated Reader and Literacy coordinator TLR Words for all project	Improve reading in Year 9 continue AR into year 9	Reading Comprehension +6 EEF EEF +6 months Oral language	Librarian monitors and provides reports to English and HoY, students and parents kept informed of progress.	2
Provision for visitors to the school to make link between student aspirations and attainment along with parental engagement	Increased motivation / engagement with careers advice through access to visiting speakers in new lecture theatre – apprenticeships etc	1:1 guidance and ability to provide within class focussed / appropriate learning strategies for students	Careers guidance meeting Gatsby benchmarks Unifrog	4
Data Management – SISRA	Attainment and progress of PP students monitored for attendance, attainment, progress, attitude	Interventions planned based on the data using SISRA	HOY, HOD regularly using data to support intervention plans	235

**Total budgeted cost: £ 32,413**

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Challenge number(s) addressed
School Mentor Salary MGA	Provide pastoral support to engage students with Mental Health / Anxiety leading to poor attendance / punctuality Tiered Approach: <ul style="list-style-type: none"> <li>• Tutor</li> <li>• HoY</li> <li>• MGA</li> </ul>	Improved attendance = improved outcomes	Heads of Year work closely with MGA Monitored by DCH	1 & 4
Attendance Officer Salary THO	Improve attendance of PP students and reduce persistent absence with a tiered approach with set markers for parental communication, engagement and support for students.	Improved attendance = improved outcomes	Weekly data tracking and monitoring to identify students with attendance concerns, Heads of Year work closely with attendance team to intervene at the most effective time. Monitored by PPH	1
Prioritised reintegration support for those with the greatest need.	Attendance strategy 2023-2024 will focus on family support to engage both the student and family through home visits, video calls, daily calls for target groups, external referrals, incentive programmes, return to school planning and reintegration plans.	To work with families to direct towards support available in school and to have a combined approach to improve attendance.	Weekly review of contact made with families, constant review of target groups and impact of interventions reviewed.	1
Attendance focus group-early identification of concerns and tiered approach supplemented with pastoral support visits and phone calls.	Target group of disadvantaged students highlighted and responded to as soon as need requires, focus on identifying barriers to attending school and then creating a bespoke plan to work with the family to reengage them back into school. Attendance strategies highlighted above utilised with additional home contact throughout to reduce persistent absences.	Support families by working together to find solutions to attendance issues.	Student support meeting to highlight those students in need and tracking of interventions and outcomes, along with reintegration planning.	1

Behaviour Management team Salary AHA	Reduce impact of low level disruption to lessons by providing hotspot and internal exclusion provision Tiered Approach: <ul style="list-style-type: none"> <li>• Tutor</li> <li>• HoY</li> <li>• SLT</li> </ul>	Improve behaviour of a targeted group of students. Improved behaviour of individuals = less time lost	Heads of Year work closely with RMU and AHA Monitored by DCH	6
Enrichment	Continue to support students in accessing enrichment opportunities. All curriculum sessions paid 90% for FSM students	Engagement and motivation to attend and enjoy learning and school life.	Monitor spend of money to ensure fair process is applied to all students	1

**Total budgeted cost: £ 96,944**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Pupils eligible for PP 2018 (NPP)	Pupils eligible for PP 2019 (NPP)	Pupils eligible for PP 2020 (NPP)	Pupils eligible for PP 2021 (NPP)	Pupils eligible for PP 2021-22(NPP)	Pupils eligible for PP 2022-23(NPP)
<b>% En &amp; Ma 4+</b>	<b>41% (69%)</b>	<b>62% (73%)</b>	<b>47% (75%)</b>	<b>43.5% (75%)</b>	<b>50.0% (76.4%)</b>	<b>40% (59%)</b>
<b>% En &amp; Ma 5+</b>	<b>25% (46%)</b>	<b>31% (54%)</b>	<b>28% (52%)</b>	<b>34.8% (53%)</b>	<b>18.28% (54.9%)</b>	<b>27% (44%)</b>
<b>Progress 8 score average</b>	<b>-0.46 (-0.01)</b>	<b>-0.58 (-0.06)</b>	<b>N/A 2020</b>	<b>N/A 2021</b>	<b>-0.74 (-0.18)</b>	<b>-0.90 (-0.08)</b>
<b>Attainment 8 score average</b>	<b>36.13 (49.29)</b>	<b>40.08 (49.04)</b>	<b>39.89 (51.64)</b>	<b>43.37 (50.41)</b>	<b>36.84 (50.48)</b>	<b>35.01 (44.78)</b>
<b>Attendance (all)</b>	<b>90.8 (94%)</b>	<b>90.7 (95%)</b>	<b>90% (94%)</b>	<b>88% (95%)</b>	<b>80% (90%)</b>	<b>85% (93%)</b>
<b>Fixed Term Exclusions</b>	<b>5.2 (4.44)</b>	<b>3.3 (4.79)</b>	<b>3.3% (%)</b>	<b>2.4% (2.6%)</b>	<b>1% (3%)</b>	<b>% (%)</b>
<b>Permanent Exclusions</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0 0</b>	<b>0 (1)</b>	<b>1 (1)</b>

