

## Bedford Hall Methodist Primary School: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged children.

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	Bedford Hall Methodist Primary School
Number of children in school: R-Y6	210
Proportion (%) of pupil premium eligible children	36.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years - 2024-25, 2025-26, 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lisa Draper (Headteacher)
Pupil premium lead	Lisa Edwards (Deputy Head)
Governor / Trustee lead	Suzanne Pierce

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
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	£81,400

# Part A: Pupil premium strategy plan

## Statement of intent

We have the highest aspirations for all children in our school family and believe that every child should be given the opportunity to *'Learn, Love and Live: Without Limits'* and fulfil their potential. We are committed to making a world of difference in all our children's lives and futures. The distinctive nature and ethos of our Methodist school comes with a fundamental responsibility to 'Do all we can' to ensure children's academic, social, spiritual, moral and cultural education is the best it can be. A significant number of our children arrive at school with a poverty of ambition and aspiration and therefore we know we must challenge and overcome this by adopting a curriculum designed on three key drivers: culture, diversity and possibilities.

Our approach is based on our individual children's needs and built on the high-expectations we have for all. We take a forward-looking, long-term view to addressing the potential barriers to success faced by our disadvantaged children and use our evidence-based understanding of great learning and great teaching to overcome these. Using the EEF tiered model, our approach will be primarily rooted in quality first teaching for all children with high quality targeted support where necessary, complemented by wider whole-school strategies.

### **Objectives:**

- ✓ Remove barriers to learning created by poverty, family circumstance and background, including attendance
- ✓ Narrow the attainment gaps between disadvantaged children and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure all children are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum, by making reading 'inescapable'
- ✓ Improve children's spoken and receptive language and develop confidence in children's ability to communicate effectively in a wide range of contexts and for a range of purposes
- ✓ Enable children to understand and protect their social and emotional wellbeing whilst developing resilience.
- ✓ Enable children to take pride in being special and unique, gaining self-confidence and self-assurance.
- ✓ Expose children to a range of rich learning experiences that develop their knowledge and understanding of themselves, each other and the wider world around them.

### **Our context 24-25:**

Leigh is an area of high social deprivation and the pupil premium masks the true extent of disadvantage with many families just about managing on minimum wages: 45% of children live in the highest 20% of deprivation nationally as ranked by the Income Deprivation Affecting Children Index (IDACI). The most recent IDACI score for the school is 0.22 compared to the Local Authority 0.18 and nationally 0.18. This picture of deprivation is further reinforced when one refers to the ACORN categorisation of home backgrounds where 64% of children at our school live in ACORN categories 4 or 5 which are described as financially stretched or urban adversity compared to 55% in Wigan, demonstrating the number of children living in areas of deprivation are among the highest in the Local Authority. Local ward data in the Wigan Primary School Health Profile evidences that two thirds of Leigh communities are ranked in the top 25% most deprived in England and 20.5% of residents claim out of work benefits, above the borough average 15.9%. FSM entitlement is 36.6%, which is above national 24.6%.

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that children access effective quality first teaching
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- ✓ Target funding to ensure that all children have access to trips, residential and first hand learning experiences
- ✓ Provide opportunities for all children to participate in enrichment activities including sport and music
- ✓ Provide appropriate nurture support to support children in their emotional and social development.
- ✓ Provide 1:1 counselling for those children identified in nurture as needing extended support
- ✓ Fund breakfast provision and enrichment clubs to support attendance

### **Principles:**

The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ✓ Ensure disadvantaged children 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 children's outcomes and raise expectations of what they can achieve
- ✓ Ensure teaching and learning opportunities meet the needs of all the children

✓ Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals as we recognise that not all children who receive free school meals will be socially disadvantaged and likewise, not all children who are socially disadvantaged are registered or qualify for free school meals.

## Challenges

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

Challenge number	Detail of challenge, adjusted for 2024-25																				
1	<p><b>Phonics/Reading</b></p> <p>Internal assessments indicate a high proportion of disadvantaged pupils across KS2 are working below ARE in relation to reading and phonics. Many of these pupils are also HLN SEND.</p> <p>Many of the disadvantaged pupils in Rec and KS1 enter school with poor language and communication skills in comparison to their peers. This impacts on their ability to access secure learning in phonics.</p>																				
2	<p><b>Current Reception:</b></p> <p>Poor language and communication on entry to school</p> <p>Low PSED</p> <p>On entry to Reception, only 37% of all pupils were on track to achieve GLD by the end of the year.</p>																				
3	<p><b>KS2:</b></p> <p>A decline in the standard of written communication, handwriting, spelling and grammar, based on previous attainment and teacher voice.</p> <table border="1"> <thead> <tr> <th>Current Year</th> <th>Writing attainment DAP</th> <th>Writing attainment Non-Dap</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>29%</td> <td>78%</td> <td>-49%</td> </tr> <tr> <td>Year 4</td> <td>36%</td> <td>65%</td> <td>-29%</td> </tr> <tr> <td>Year 5</td> <td>58%</td> <td>75%</td> <td>-17%</td> </tr> <tr> <td>Year 6</td> <td>43%</td> <td>68%</td> <td>-25%</td> </tr> </tbody> </table>	Current Year	Writing attainment DAP	Writing attainment Non-Dap	Difference	Year 3	29%	78%	-49%	Year 4	36%	65%	-29%	Year 5	58%	75%	-17%	Year 6	43%	68%	-25%
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4	<p><b>Attendance 23/24</b></p> <ul style="list-style-type: none"> <li>- Persistent absenteeism is in the highest 20% of schools nationally (IDSR Oct 2024).</li> <li>- Although overall attendance was marginally higher for DAP nationally (89.3% compared to 88.9% national), the number of DAP pupils with unauthorised late marks has risen</li> <li>- Overall attendance for DAP pupils (89.3%) is lower compared to non-DAP pupils (93.8%).</li> </ul>																				

	<ul style="list-style-type: none"> <li>- In 23/24, PA for the school was 10.5% overall.</li> <li>- PA for DAP 32.9% compared to 15.2% non-DAP. This is more than double.</li> </ul>
5	<p><b>SEMH and wellbeing</b></p> <p>A high number of DAP continue to have mental health and wellbeing needs - including parental attachment and anxieties that stem from Covid-19 pandemic and difficulties in regulating behaviour and displaying resilience, particularly amongst those with SEND.</p> <p>In 23/24, 66.6% of pupils on the SEND register with SEMH as the primary area of need were DAP.</p> <p>Over the last 5 years, the proportion of DAP who are also identified as having SEND has quadrupled (from 5 pupils to 20).</p> <p>These barriers are preventing DAP from making progress in line with their non-DAP peers.</p>
6	<p><b>Enrichment</b></p> <p>Missed opportunities to gain a thirst for life-long learning, cultural capital and life skills – due to limited experiences outside the home.</p>

## 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
Disadvantaged pupils make accelerated progress in reading and phonics to reduce the difference between their attainment and that of their non-DAP peers (school and national).	<ul style="list-style-type: none"> <li>• Early identification of pupils to provide phonics/reading interventions so that they can accelerate progress.</li> <li>• Assessments clearly demonstrate targeted children make accelerated progress from their starting points. Intervention foci is taken from gap analysis of phonics screening, NTS and SATs tests.</li> <li>• The gap between disadvantaged pupils and national other is narrowed in reading and attainment for DAP in phonics continues to be in line with non-DAP both in school and nationally.</li> </ul>
Improved speech and language of our younger children with an increasing number working within the expected standard at the end of the Reception year	<ul style="list-style-type: none"> <li>• WellComm (Nursery) and Neli (Reception) interventions are regular and the impact is seen in progress within prime area of Communication and Language at the end of Reception.</li> <li>• School is Eiklan accredited and all staff confident in using this programme and its strategies to improve speech and language from EYFS-Y6.</li> <li>• Reading, oracy and communication to be ‘inescapable’ – learning environment, high quality interactions, lesson planning, access to library</li> </ul>

	<ul style="list-style-type: none"> <li>• SENDCo and SALT to work with identified pupils to further develop strategies that will improve communication and language.</li> <li>• School Led Tuition partner to target individual and group RWI phonics</li> </ul>
<p>Disadvantaged pupils make accelerated progress in writing to reduce the difference between their attainment and that of their non-DAP peers (school and national).</p>	<ul style="list-style-type: none"> <li>• Quality first teaching in writing is of a consistently high standard across school.</li> <li>• Flexible groupings are used effectively to provide targeted support for DAP.</li> <li>• Support and scaffolding in writing lessons enable DAP, in particular those with SEND, to access the writing curriculum alongside their non-DAP peers.</li> <li>• Investment in high quality texts support DAP writing and help to develop their knowledge and understanding of the world.</li> <li>• Assessments clearly demonstrate targeted children make accelerated progress from their starting points. Intervention foci is taken from gap analysis of writing moderation.</li> <li>• The gap between disadvantaged pupils and national other is narrowed in writing and attainment across the school.</li> <li>•</li> </ul>
<p>Attendance for DAP is in line with National Average.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall attendance is at or above national.</li> <li>• The percentage of all pupils who are persistently absent being below 9% (national average) and the figure among disadvantaged pupils being no more than 9% (national average) lower than their peers.</li> <li>• Attendance officer/ teaching staff/ pastoral team work closely with families to identify barriers and promote attendance so children want to attend – pupil voice.</li> <li>• Early intervention through the Early Help process and Attendance contracts positively impacts on attendance for DAP.</li> </ul>
<p>To achieve and sustain positive wellbeing for all children in our school, particularly those that are disadvantaged and SEND. Children are emotionally ready to learn and meet the demands of school life.</p>	<p>Sustained high levels of wellbeing with children able to regulate their emotions and access a broad and balanced curriculum by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in behaviour incidents</li> <li>• good attainment and progress across the curriculum.</li> <li>• Well resourced, used and timetabled 'Wellbeing Garden'.</li> </ul>

<p>Children develop cultural capital and place and location knowledge</p>	<ul style="list-style-type: none"><li>• a significant increase in participation in enrichment activities for DAP.</li><li>• Increased enrichment opportunities support DAP to become more well-rounded citizens with a developed understanding of the world around them.</li></ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £38,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support staff RWI training to support with the teaching of reading and comprehension, in particular for KS2 – September 2024.</p> <p>Protected intervention times to deliver additional phonics/reading sessions with DAP.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension).</p> <p><a href="#">EEF Phonics</a> High Impact (+5 months) for very low cost, based on extensive research.</p>	<p>1, 2, 3</p>
<p>Whole school CPD on feedback to ensure timely and pertinent feedback is accessible, and useful, to all.</p>	<p>Prior learning is referred to often through use of lesson end points and working walls and effective questioning ensures children are appropriately challenged and engaged. Feedback policy is evaluated and improved to reflect whole school procedures.</p> <p><a href="#">EEF Feedback</a>: Very high Impact (+6 months) for very low cost, based on extensive research.</p>	<p>1, 2, 3</p>
<p>CPD</p> <ul style="list-style-type: none"> <li>- Writing Fluency strategies (October 23) Teachers &amp; HLTAs</li> <li>- Writing: Supporting Rapid Progress is delivered and monitored termly (teachers)</li> <li>- PIVATS: Assessment of SEND pupils (inc. a high proportion who</li> </ul>	<p>Quality First teaching is our priority to ensure the daily education of pupils is of the highest standard across the curriculum. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of our successful school.</p> <p>Reference: <a href="#">EEF Pupil Premium Guide</a></p>	<p>1, 2, 3, 5</p>

<p>are DAP) – Teaching staff</p> <ul style="list-style-type: none"> <li>- EYFS Language and communication – led by Wigan LA (teachers)</li> <li>- Continue Teacher professional meetings – 30mins per week – for subject leaders to share standards and next steps.</li> </ul>		
<p>Whole school Rec-Year 6 interventions in line with ELKLAN practice.</p> <p>EYFS speech &amp; language training (Wigan LA).</p>	<p>Spoken language activities that are matched to the learners’ current stage of development extends their learning and connects with the curriculum, improving attainment. The training will support adults to ensure they model and develop pupils’ oral language skills and vocabulary development with a consistent approach.</p> <p><a href="#"><u>EEF Oral Language Interventions</u></a> High Impact (+6 months) for very low cost, based on extensive research.</p>	<p>1, 2, 5</p>

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

**Budgeted cost: £9,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a nurture provision for children with barriers to learning including SEMH led by Pastoral team.</p> <p>Forest School lead to lead nurture sessions 1 morning per week with targeted pupils.</p>	<p>When carefully implemented, social and emotional learning can increase positive pupil behaviour and well-being, and academic performance. The number of children with SEMH as a primary need requiring provision / intervention is reduced and these children are able to access classroom learning for longer periods of time. Children are able to identify and regulate behaviours, their emotional literacy has improved, friendships and relationships have developed and their attitude and response to learning is conducive.</p>	<p>5</p>

	<p><b><u>EEF Metacognition and Self Regulation</u></b> Very high Impact (+7 months) for very low cost, based on extensive research.</p> <p><b><u>EEF: Social and Emotional:</u></b> Moderate Impact (+4months) for very low cost.</p>	
After school tutoring for targeted children year 1 and year 6 in maths, reading and phonics delivered by qualified teachers	<p>The class teacher is able to focus exclusively on a small number of learners to ensure effective progress, or to teach challenging topics or skills. This is additional tutoring before or after school so children do not miss any more curriculum time and continue to receive a broad and balanced curriculum.</p> <p><b><u>EEF Small Group Tuition:</u></b> Moderate Impact (+4 months) for low cost, based on moderate research.</p> <p><b><u>Extending school time   EEF</u></b> Moderate impact (+3 months) for moderate cost, based on limited evidence.</p>	1, 2, 3, 5
TAs to provide a range of catch-up interventions: RWI Phonics, NELI, WELLCOMM, additional readers.	<p>Interventions are selected where teaching assistants have the same level of training as teachers (e.g RWI phonics) or where teachers have carefully planned the intervention based on gap analysis (through MARK assessments) therefore the session is purposeful and the impact is high.</p> <p><b><u>EEF TA Interventions:</u></b> Moderate impact (+4 months) for moderate cost, based on moderate research.</p>	1, 2, 3, 5
TA targeting phonics across school Y1 – Y4	<p>Tuition is additional to and explicitly linked with normal lessons. It provides intensive, targeted academic support and allows the adult to focus exclusively on the needs of the learner and provide teaching that is closely matched to their understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar concepts; overcome barriers to learning; and increase their progress through the curriculum</p> <p><b><u>EEF One to One Tuition:</u></b> High Impact (+5 months) for moderate cost, based on moderate research (Y1 phonics).</p>	1, 2, 3

	<p><b><u>EEF Small Group Tuition:</u></b> Moderate Impact (+4 months) for low cost, based on moderate research</p> <p><b><u>EEF Phonics:</u></b> High Impact (+5 months) for very low cost, based on extensive research.</p> <p><b><u>EEF Communication and Language Approaches:</u></b> Very high Impact (+6 months) for very low cost, based on extensive research. Reference:</p>	
DHT to deliver school led tuition in Y6	<p>DHT to work with small groups (maximum 4 children) focusing on targets chosen by the class teacher, based on gap analysis of summative assessments and the formative assessment of whole class strategies. This ensures the delivery is closely matched to the learners' needs. Evidence shows that small groups allow for greater feedback from the teacher and a sustained engagement from pupils, leading to accelerated progress.</p> <p><b><u>EEF Small Group Tuition:</u></b> Moderate Impact (+4 months) for low cost, based on moderate research.</p> <p><b><u>EEF Reading Comprehension Strategies</u></b> Very high Impact (+6 months) for low cost, based on moderate research.</p>	1, 2, 3, 5
Use of TAs to allow the teacher to provide same day extended learning opportunities (ELOs) to help children embed the day's core learning and overcome misconceptions so no child starts the next day behind.	<p>High-quality feedback and support has a significant impact on pupil progress and outcomes as it focuses on the task, subject or self-regulation strategy. Having specific information on how to improve leads to better progress and timely verbal feedback has the highest impact overall.</p> <p><b><u>EEF Feedback:</u></b> Very high Impact (+6 months) for very low cost, based on extensive research.</p>	1, 2, 3, 5

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

**Budgeted cost: £33,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide access to a school counsellor	<p>Counselling can be an effective early intervention strategy for children who have emotional, behavioural or social difficulties, with the aim of alleviating, lessening or preventing these problems from becoming more complex or negatively impacting the child over time.</p> <p>Reference: <a href="#">Review of Child Counselling</a></p>	5
Employ an Attendance Officer to promote good attendance	<p>The attendance officer will:</p> <ul style="list-style-type: none"> <li>• Offer attendance rewards to impact positively on lateness and absences during term time.</li> <li>• Make regular phone calls and perform home visits as and when required, handling confidential information sensitively</li> <li>• Fund breakfast club provision for children who are persistently late to improve school readiness</li> <li>• Fund enrichment activities after school to promote wellbeing and desire to attend</li> <li>• Advertise and celebrate attendance on the school newsletter and in collective worship every week</li> <li>• Keep parents informed of their child's attendance and where this sits against national expectations half termly.</li> <li>• Continue to issue penalty notices to discourage chosen absences.</li> <li>• Work with teachers to open Attendance Contracts with families, working towards personalised rewards</li> </ul> <p>Reference: <a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p>	5
Pastoral team to form close relationships with families and provide a consistent link between home and school.	<p>Promoting parental engagement helps to raise the parent's and pupil's aspirations and leads to higher achievement. We will promote engagement by:</p> <ul style="list-style-type: none"> <li>• Using Class Dojo to tailor communications to encourage positive dialogue about learning</li> <li>• Use text message alerts to provide practical strategies with tips, support, and resources to assist with learning and staying safe online</li> <li>• Use social media to promote positive interactions and experiences in school</li> <li>• Hold Parent forums to listen to parental voice</li> </ul>	5, 6

	<ul style="list-style-type: none"> <li>• Open Early Helps to provide targeted support to families and improve the home environment</li> <li>• Provide parental workshops, considering working parents – phonics, internet safety, RSE</li> </ul> <p><b>EEF Parental Engagement:</b> Moderate Impact (+4 months) for very low cost, based on extensive research.</p>	
<p>To ensure that pupils in receipt of pupil premium are given priority with enrichment opportunities.</p> <p>School to contribute towards residential and day visits that captivate learning and develop life skills that align with our school vision – Without Limits.</p> <p>More DAP to engage with 'EET Infinite Eight' opportunities throughout school.</p>	<p>Enriched learning opportunities are offered after school in dance, sports and arts to develop engagement and oral language as well as intrinsic benefits to positive wellbeing. <b>EEF Enrichment</b> Moderate Impact (+3 months) for very low cost, based on moderate research.</p> <p>We believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education and intensive programmes such as residential visits and day visits enable pupils to experience life skills they may otherwise not gain as well as the opportunity to hear and use a greater range of vocabulary in context. <b>EEF Life Skills and Enrichment</b> suggests that visits can directly improve pupils' attainment across the curriculum.</p>	4, 5, 6

**Total budgeted cost: £81,400**

Breakdown	Activity	Costings	Total Cost
Teaching	Epworth Education Trust CPD Contribution	4 200	£38 700
	School CPD and associated resources – RWI, Writing, Maths, Handwriting, Pedagogy	3000	
	Contribution to IT Licences – Twinkl, TT Rockstars, Numbots, LBQ, Grammarsaurus, Pathways to Write	2000	
	Contribution to TA/ Pastoral salary - release for CPD, overtime to deliver interventions and family support / CIN Meetings	20 000	
	Contribution to TA salary - release for CPD, overtime to deliver enrichments and interventions and SEMH support/soft landings.	2 500	
	Contribution of trips and visits including residential	5 000	
Targeted Support		2 000	£9 400

Nurture resources, fish tank, pupil workshops,  
wellbeing garden, planting and sustainability of  
vision

Booster Clubs

0

<b>Wider Strategies</b>	Professional Services – Counsellor, Ed Psych	8430	£33,300
	Pupil Premium Eligibility Service	619	
	Resources: rewards, uniform,	400	
	Breakfast club expenditure	1500	
	Contribution to CPOMS	864	
	TA Salary – after school activities 35 weeks x 2hrs	1 487	
	Attendance Officer / Pastoral support	20 000	
Rocksteady Pupil Premium funded places Forest school nurture sessions (1 morning per week)			

## 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 children in the 2023-24 academic year.

Assessments at the end of EYFS (Reception) show that disadvantaged pupils are performing below their non-disadvantaged peers in GLD on a school, local and national level. This is due to a larger percentage of disadvantaged pupils with SEND (2 HLN) compared to previous years. Half the DAP pupils are Summer born.

In Year 1, disadvantaged pupils out-performed their non-disadvantaged peers in Phonics on a school, local and national level. This is due to early and intensive intervention and a more rigorous approach to phonics teaching. By the end of Year 2, 100% of pupils passed the screening.

In Year 4, disadvantaged pupils out-performed their peers on a local level with an average score of 22/25. Times tables booster club in Spring and Summer terms supported progress.

At the end of Key Stage 2, reading progress scores show that disadvantaged pupils outperformed their peers on a local and national level. The average scaled score for DAP in reading is 105 compared to an average of 107 for 'other' children.

Reading 74% DAP / 90% non-DAP – above national (73%)

Writing 50% DAP / 76% non-DAP – below national (59%)

Maths 50% DAP / 95% non-DAP – below national (59%)

GPS 60% / 95% non-DAP – above national (59%)

Internal assessments show that the proportion of disadvantaged children working at the expected standard across the curriculum is lower than non-disadvantaged children in the greater majority of classes and subjects; however, this gap has narrowed in reading and maths when compared to internal data.

The difference between attainment of disadvantaged and non-disadvantaged children in reading, writing and maths combined is greater in current Year 3 and last year's Year 6. This is, in part, due to high level need SEND children in these cohorts.

Attendance will remain a focus to ensure further improvements are made and sustained. Persistent absence was in the highest 20% compared to other schools nationally (IDSR Oct 2024). We will continue funding places for breakfast club provision for children who are persistently late and will do this for as many children as necessary. This will ensure

children are able to start their school day ready to learn and engage and without the anxiety of arriving to class late. The pastoral team will continue Attendance Contracts for families who need support with attendance before they meet the threshold for Early Help. Teachers will take on more active role by promoting attendance via Class Dojo messages and attending contract meetings with the Attendance Officer. Rewards and incentives will be provided for both children and parents.

Our assessments and observations also indicate that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to COVID-19-related issues such as anxiety and attachment. The impact was particularly noticeable for some disadvantaged pupils. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required; however we continue to embed initiatives (regular use of You be You garden, daily PESSPA, spirituality across the curriculum) and are developing our approach further with the activities detailed in this plan. The introduction of the EET Infinite Eight strategy will also provide disadvantaged pupils with a wider range of experiences outside of the curriculum.

In the academic year, school provided instrument rental for 2 DAP pupils and funded places for 2 pupils to attend Rock Steady music lessons. This will continue in the next academic year and an additional 2 bursary places will be offered to DAP by Rock Steady.

Number of DAP pupils on National Tutoring Programme = 12 (weekly for 4 half terms)

Number of DAP pupils on counselling register = 9 (weekly / fortnightly sessions)

## 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*

<b>Programme</b>	<b>Provider</b>
MARK Analysis and SHINE interventions	Rising Stars
Times Tables Support and homework tracker	TT Rockstars and Numbots
Handwriting scheme	Letterjoin
Mathematics. Premium Classroom Resources	White Rose Maths
Reading, Spelling and Grammar Support	Vocabulary Ninja Grammarsaurus – reading scheme
English Writing Scheme	Pathways to Write
Curriculum resources Spelling resources	Twinkl
Computing Scheme	Purple Mash
Spanish Scheme	Primary Languages Network
Y6 Booster	Learning By Questions
PSHE Scheme	SCARF

## Further information (optional)

Bedford Hall Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to flourish and succeed. "Do all you can" summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan, so that together we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools.

Reference: [EEF Effective Professional Development](#)