

Bedford Hall Methodist Primary School: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 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	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years - 2024-25, 2025-26 , 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£112,623
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	£112,623

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 33%, which is above national 25.7%.

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 2025-26																				
1	<p>Phonics/Reading</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>Current Reception:</p> <p>Low language and communication on entry to school Low PSED</p> <p>At the end of the Autumn term in Reception, 63% of all pupils were on track to achieve GLD by the end of the year (target 73%).</p>																				
3	<p>KS2:</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>Attendance 25/26</p> <ul style="list-style-type: none"> - Persistent absenteeism is in the highest 20% of schools nationally (IDSR Oct 2025). - Although overall attendance was marginally higher for DAP nationally (92.8% compared to 92.4%), the number of DAP pupils with unauthorised late marks remains high. - Overall attendance for DAP pupils (92.8%) is lower compared to all pupils (95%) 																				

	<ul style="list-style-type: none"> - In 24/25, PA for the school was 13% overall. - PA for DAP 27%. Whilst this has reduced significantly on previous years, this still remains higher than the national average (24.5%)
5	<p>SEMH and wellbeing</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 24/25, almost half of pupils on the SEND register with SEMH as the primary area of need were DAP.</p> <p>Over the last 6 years, the proportion of DAP who are also identified as having SEND has more than quadrupled (from 5 pupils to 20). 44% of pupils on the SEND register are also DAP.</p> <p>These barriers are preventing DAP from making progress in line with their non-DAP peers.</p>
6	<p>Enrichment</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"> • Early identification of pupils to provide phonics/reading interventions so that they can accelerate progress. • Assessments clearly demonstrate targeted children make accelerated progress from their starting points. Intervention foci is taken from gap analysis of phonics screening, Pixl assessments and SATs tests. • 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.
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"> • 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. • School is Elklan accredited and all staff confident in using this programme and its strategies to improve speech and language from EYFS-Y6. • Reading, oracy and communication to be ‘inescapable’ – learning environment, high quality interactions, lesson planning, access to library

	<ul style="list-style-type: none"> • SENDCo and SALT to work with identified pupils to further develop strategies that will improve communication and language. • Phonics teachers to target individual and group RWI phonics
<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"> • Quality first teaching in writing is of a consistently high standard across school. • Flexible groupings are used effectively to provide targeted support for DAP. • Support and scaffolding in writing lessons enable DAP, in particular those with SEND, to access the writing curriculum alongside their non-DAP peers. • Investment in high quality texts support DAP writing and help to develop their knowledge and understanding of the world. • Assessments clearly demonstrate targeted children make accelerated progress from their starting points. Intervention foci is taken from gap analysis of writing moderation. • The gap between disadvantaged pupils and national other is narrowed in writing and attainment across the school. •
<p>Attendance for DAP is in line with National Average.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance is at or above national. • 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. • Attendance officer/ teaching staff/ pastoral team work closely with families to identify barriers and promote attendance so children want to attend – pupil voice. • Early intervention through the Early Help process and Attendance contracts positively impacts on attendance for DAP.
<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"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in behaviour incidents • good attainment and progress across the curriculum. • Well resourced, used and timetabled 'Wellbeing Garden'.

<p>Children develop cultural capital and place and location knowledge</p>	<ul style="list-style-type: none">• a significant increase in participation in enrichment activities for DAP.• Increased enrichment opportunities support DAP to become more well-rounded citizens with a developed understanding of the world around them.
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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: £48,700

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 – December 25. 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>EEF Phonics 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>EEF Feedback: 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"> - Writing Fluency strategies (September 25) Teachers & HLTAs - Reading (Are You Really Reading?) – January 26 - PIVATS: Assessment of SEND pupils (inc. a high proportion who are DAP) – Teaching staff and TAs 	<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: EEF Pupil Premium Guide</p>	<p>1, 2, 3, 5</p>

<ul style="list-style-type: none"> - EYFS Language and communication – led by Wigan LA (teachers) - Continue Teacher professional meetings – 30mins per week – for subject leaders to share standards and next steps. 		
<p>Whole school Rec-Year 6 interventions in line with ELKLAN practice.</p> <p>EYFS speech & 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>EEF Oral Language Interventions High Impact (+6 months) for very low cost, based on extensive research.</p>	1, 2, 5

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

Budgeted cost: £19,400

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 EYFS 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>EEF Metacognition and Self Regulation</p>	5

	<p>Very high Impact (+7 months) for very low cost, based on extensive research.</p> <p>EEF: Social and Emotional: Moderate Impact (+4months) for very low cost.</p>	
<p>After school tutoring for targeted children year 1, 3, 4 and year 6 in maths, reading and phonics delivered by qualified teachers</p>	<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>EEF Small Group Tuition: Moderate Impact (+4 months) for low cost, based on moderate research.</p> <p>Extending school time EEF Moderate impact (+3 months) for moderate cost, based on limited evidence.</p>	1, 2, 3, 5
<p>TAs to provide a range of catch-up interventions: RWI Phonics, NELI, WELLCOMM, additional readers.</p>	<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>EEF TA Interventions: Moderate impact (+4 months) for moderate cost, based on moderate research.</p>	1, 2, 3, 5
<p>TA targeting phonics across school Y1 – Y5</p>	<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>EEF One to One Tuition: High Impact (+5 months) for moderate cost, based on moderate research (Y1 phonics).</p>	1, 2, 3

	<p><u>EEF Small Group Tuition:</u> Moderate Impact (+4 months) for low cost, based on moderate research</p> <p><u>EEF Phonics:</u> High Impact (+5 months) for very low cost, based on extensive research.</p> <p><u>EEF Communication and Language Approaches:</u> Very high Impact (+6 months) for very low cost, based on extensive research. Reference:</p>	
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><u>EEF Feedback:</u> 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: £44 523

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: <u>Review of Child Counselling</u></p>	5
Employ an Attendance Officer to promote good attendance	<p>The attendance officer will:</p> <ul style="list-style-type: none"> • Offer attendance rewards to impact positively on lateness and absences during term time. • Make regular phone calls and perform home visits as and when required, handling confidential information sensitively • Fund breakfast club provision for children who are persistently late to improve school readiness 	5

	<ul style="list-style-type: none"> • Fund enrichment activities after school to promote wellbeing and desire to attend • Advertise and celebrate attendance on the school newsletter and in collective worship every week • Keep parents informed of their child's attendance and where this sits against national expectations half termly. • Continue to issue penalty notices to discourage chosen absences. • Work with teachers to open Attendance Contracts with families, working towards personalised rewards <p>Reference: Working together to improve school attendance (applies from 19 August 2024)</p>	
<p>Pastoral team to form close relationships with families and provide a consistent link between home and school.</p>	<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"> • Using Class Dojo to tailor communications to encourage positive dialogue about learning • Use text message alerts to provide practical strategies with tips, support, and resources to assist with learning and staying safe online • Use social media to promote positive interactions and experiences in school • Hold Parent forums to listen to parental voice • Open Early Helps to provide targeted support to families and improve the home environment • Provide parental workshops, considering working parents – phonics, internet safety, RSE <p>EEF Parental Engagement: Moderate Impact (+4 months) for very low cost, based on extensive research.</p>	<p>5, 6</p>
<p>To ensure that pupils in receipt of pupil premium are given priority with enrichment opportunities. School to contribute towards residential and day visits that captivate learning and</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. EEF Enrichment Moderate Impact (+3 months) for very low cost, based on moderate research. 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</p>	<p>4, 5, 6</p>

<p>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>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. EEF Life Skills and Enrichment suggests that visits can directly improve pupils' attainment across the curriculum.</p>	
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Total budgeted cost: £112,623

Breakdown	Activity	Costings	Total Cost
Teaching	Epworth Education Trust CPD Contribution	4 200	£48 700
	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	27 000	
	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	10 000	
Targeted Support	Nurture/SEMH resources, fish tank, pupil workshops, wellbeing garden, planting and sustainability of vision	19400	£19 400
	Booster Clubs	0	
Wider Strategies	Professional Services – Counsellor, Ed Psych	0	£44,523
	Pupil Premium Eligibility Service	619	
	Resources: rewards, uniform,	12430	
	Breakfast club expenditure	619	
	Contribution to CPOMS	1500	
	TA Salary – after school activities 35 weeks x 2hrs	3500	
	Attendance Officer / Pastoral support	864	
	Rocksteady Pupil Premium funded places	1 487	
Forest school nurture sessions (1 morning per week)	24123		

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.

EYFS

End-of-year assessments in EYFS indicate that disadvantaged pupils outperformed their non-disadvantaged peers in achieving a Good Level of Development (GLD) at school, local, and national levels. 100% of disadvantaged pupils achieved GLD, compared to 63% across the whole cohort.

This success reflects a strong emphasis on early language and communication development, supported by regular assessments using tools such as Wellcomm and NELI. Staff were able to identify needs promptly and ensure good levels of progress. Additional adult support facilitated high-quality interactions, while learning environments were carefully designed to be language-rich and to promote development across all areas of learning.

KS1

In Year 1, disadvantaged pupils achieved lower outcomes in Phonics compared to their non-disadvantaged peers. A significant contributing factor was that a high proportion of pupils eligible for Pupil Premium funding were also identified as having Special Educational Needs and Disabilities (SEND), particularly in the areas of communication and language or cognition and learning. This included three pupils with an Education, Health and Care Plan (EHCP).

To address this, pupils working below the expected standard received targeted booster sessions and tailored interventions throughout the school day from the Autumn term onwards. These support strategies will continue as pupils progress into Year 2, ensuring they have the best possible opportunity to meet the expected standard in the Phonics re-screen.

Year 4 Multiplication Check

In Year 4, 64% of disadvantaged pupils passed the Multiplication Tables Check compared to 82% of non-disadvantaged pupils. Within this cohort, one pupil recently transferred to another school, and one did not sit the test due to SEND needs. Additionally, five disadvantaged pupils are on the High-Level Needs (HLN) SEND register for cognition and learning or communication and language, with two of these pupils holding an Education, Health and Care Plan (EHCP).

Targeted booster sessions began in the Spring term, prioritising disadvantaged pupils. While some pupils attended regularly, engagement was inconsistent across the group.

End of KS2

- Reading 44% DAP (national 63%) / 85% non-DAP – below (non-sig)

The attainment gap between disadvantaged pupils in school and national non-disadvantaged pupils has widened. A significant contributing factor was the high proportion of pupils within the Year 6 cohort presenting with complex Social, Emotional, and Mental Health (SEMH) needs, which had a notable impact on overall progress within the class.

To address this widening gap, a range of strategies will be implemented in the next academic year. These include enhanced reading incentives to promote engagement and enjoyment, alongside the continued delivery of our explicitly taught reading curriculum. Targeted booster sessions will commence early in the Autumn term to provide timely support for pupils at risk of falling behind. Furthermore, volunteers from Church will continue to support individual reading, with a specific focus on disadvantaged pupils.

Reading remains a key priority within the School Development Plan. To strengthen practice, comprehensive training for all staff—including support staff—has been scheduled for the January 2026 INSET day, ensuring consistency and high-quality delivery across the school.

- Writing 56% DAP (national 59%) / 71% non-DAP – close to average.

Although writing outcomes for disadvantaged pupils improved by 6% during the academic year, attainment remains below the national average. Writing continues to be a high priority within the School Development Plan. To drive improvement, coaching and mentoring for all teaching staff will commence in the Autumn term. Additionally, the English Lead will undertake further training within the Trust to support the development of a new, bespoke Trust-wide writing curriculum.

All teaching staff receive regular refresher training in writing to ensure consistency and high-quality practice. Senior Leaders monitor writing outcomes regularly to uphold high standards and identify areas for further development.

- Maths 44% DAP / 76% non-DAP – below national (59%)

As in reading, the attainment gap between disadvantaged pupils in school and national non-disadvantaged pupils has widened. A significant contributing factor was the high proportion of pupils within the Year 6 cohort presenting with complex Social, Emotional, and Mental Health (SEMH) needs, which had a notable impact on overall progress within the class.

General Attainment

Internal assessments show that the proportion of disadvantaged children working at the expected standard across the curriculum is generally lower than non-disadvantaged children in the greater majority of cohorts and subjects.

The school continues to provide invite-only booster sessions in English and Mathematics in several year groups, with disadvantaged pupils given priority access. These sessions are delivered by teachers before and after school to offer targeted support. While many pupils attend regularly, engagement remains inconsistent, with a significant number of families not accessing this provision outside of normal school hours.

Across most classes, the gap in combined attainment for reading, writing, and mathematics between disadvantaged and non-disadvantaged pupils remains significant. This disparity is partly attributable to the presence of pupils with high-level SEND needs within these cohorts, many of whom also receive Pupil Premium funding.

SEND/DAP

Provision for pupils with Special Educational Needs and Disabilities (SEND)—many of whom are also disadvantaged—remains a key priority for the 2025–2026 academic year. Planned and timetabled interventions will provide targeted support for the most vulnerable learners, ensuring they have every opportunity to close gaps in attainment. The revised universal offer from the Epworth Education Trust will further strengthen provision, supporting all pupils to achieve their full potential.

To enhance monitoring and planning, PIVATS assessments were introduced towards the end of the year for pupils with the highest level of SEND needs. Moving forwards, this approach will enable staff to track small steps of progress effectively and design bespoke interventions in a timely and responsive manner.

Attendance

Attendance will remain a key priority to ensure improvements are both achieved and sustained. Current data indicates that persistent absence is within the highest 20% nationally (IDSR, October 2025). Persistent absence of disadvantaged pupils was 27%. Whilst this is higher than the national average, continued efforts with attendance means that this reduced by over 3% since last year.

The school will continue funding places at breakfast club for pupils who are persistently late, extending this provision to as many children as necessary. This approach ensures pupils start the school day ready to learn and engage, reducing anxiety associated with arriving late.

The pastoral team will maintain the use of Attendance Contracts for families requiring support before reaching the Early Help threshold. Teachers will continue to play an active role by promoting attendance through Class Dojo messages and attending

contract meetings alongside the Attendance Officer. Rewards and incentives for both pupils and parents will remain in place to encourage positive attendance habits.

Wellbeing, Behaviour, and Enrichment

Pupil Premium funding has been utilised to provide wellbeing support for all pupils, alongside targeted interventions where required. Initiatives such as regular use of the *You Be You* garden, daily PESSPA activities, and embedding spirituality across the curriculum have been sustained and continue to develop through the activities outlined in this plan. The Epworth Education Trust's *Infinite Eight* strategy will further enhance opportunities for disadvantaged pupils by offering a wider range of experiences beyond the classroom.

To support behaviour and wellbeing, classroom environments are intentionally designed to be welcoming and calming, incorporating breakout areas such as *calm corners* and reflection spaces that pupils can access throughout the day. All pupils are greeted by staff upon arrival, and some disadvantaged pupils benefit from a 'soft landing' with a key adult to ensure a positive and settled start to the school day. Mental health 'check-ins' form part of the daily routine, enabling pupils to communicate their needs and access additional support when required.

Funding has also supported access to enrichment activities, including contributions towards residential visits and educational trips. During the academic year, the school funded instrument rental for two disadvantaged pupils and provided places for two pupils to attend *Rock Steady* music lessons. In the next academic year, *Rock Steady* sessions will continue for four disadvantaged pupils (two bursary places and two school-funded places).

Additionally, Pupil Premium funding was used to provide access to a school counsellor for 6 disadvantaged pupils, ensuring emotional wellbeing remains a priority.

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
PIXL assessments and resources	PIXL
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](#)