



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	206
Proportion (%) of pupil premium eligible children	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amy Burkes (Executive Headteacher)
Pupil premium lead	Lisa Whittaker (Head of School)
Governor / Trustee lead	Phil Rothwell Suzanne Pierce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75 320
Recovery premium funding allocation this academic year	£8 120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5 911
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	£89 351

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 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:

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: 80% of children live in the bottom 30% of Super Output Areas (SOA) as ranked by the Income Deprivation Affecting Children Index (IDACI). The most recent IDACI score for the school is 0.24 compared to the Local Authority 0.21 and nationally 0.21. This picture of deprivation is further reinforced when one refers to the ACORN categorisation of home backgrounds where 78% 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 30% (Dec 2021) which is above national 22%.

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, residentials 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
1	<p>Lost learning in phonics/reading as a result of Covid-19 Pandemic: 63% of Y1 disadvantaged children not on track to pass PSC 14% of Y2 disadvantaged children did not pass the PSC in Y2 100% of Y3 disadvantaged children who took the PSC retake in Y3 did not pass. 60% of all disadvantaged children Y1-Y6 are not meeting ARE in reading (All data from Dec '21)</p>
2	<p>Poor language and communication on entry to school – 67% disadvantaged pupils in Reception class were not on track to meet good level of development in Communication and Language at baseline – Sept 2021.</p>
3	<p>A decline in the standard of written communication, handwriting, spelling and grammar across school, due to missed learning as a result of Covid-19 Pandemic, based on previous attainment and teacher voice.</p>
4	<p>A decline in the standard of mathematical fluency and reasoning, including metacognition, across school, due to missed learning as a result of Covid-19 Pandemic, based on previous attainment and teacher voice.</p>
5	<p>Poor attendance, linked to impact of COVID-19 Pandemic and ongoing impact of this:</p> <ul style="list-style-type: none"> • 64% of disadvantaged children have attendance of below target 96% compared to 27% of non-disadvantaged pupils. • 36% of disadvantaged children have attendance of below 90% compared to 19% of non-disadvantaged pupils. <p>(Attendance data Sep 2021- Dec 2021)</p>
6	<p>A decline in children's mental health and wellbeing - 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>
7	<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
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 to be Elklan accredited by July 2024 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. SENDCo and SALT to work with identified pupils to further develop strategies that will improve communication and language.
Disadvantaged pupils make accelerated progress in reading, writing and maths to distinguish the difference between their attainment and that of school and national others.	<ul style="list-style-type: none"> Early identification of pupils to provide interventions so that they can accelerate progress. Assessments clearly demonstrate targeted children make good progress from their starting points. Intervention foci is taken from gap analysis of phonics screening, NTS and SATs tests. The gap between disadvantaged pupils and national other is narrowed in reading, writing and maths
Attendance is in line with National Average.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Overall attendance is at or above national at 96%. During Covid-19, attendance is at or above the weekly 'Pupils on site attendance' figure taken from National Attendance during Covid-19 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/ pastoral team work closely with families to identify barriers and promote attendance so children want to attend – pupil voice. Early intervention provided to families such as through the Early Help process
To achieve and sustain positive wellbeing for all children in our school, particularly those that are disadvantaged and SEND. Children are emotionally	<p>Sustained high levels of wellbeing with children able to regulate their emotions and access a broad and balanced curriculum by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

<p>ready to learn and meet the demands of school life.</p>	<ul style="list-style-type: none"> · a reduction in behaviour incidents • a significant increase in participation in enrichment activities • good attainment and progress across the curriculum.
<p>Children develop cultural capital and place and location knowledge</p>	<p>Each class have a visit / visitor each half term, linking to key curriculum drivers and each having a different curriculum focus. This knowledge is used to improve opportunities within the classroom – through writing, knowledge and skills.</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: £64 041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS staff to have full RWI training through Ruth Miskin Education.</p> <p>Phonics lead to provide RWI CPD to all KS2 teachers so they have knowledge of the scheme to support with reading and spelling.</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 (teacher and TA) on mathematical fluency (INSET day Sept 2021)</p> <p>Whole school CPD (teacher and TA) on improving handwriting (Twilight October 2021) and writing (INSET day Jan 2022)</p>	<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. Reference: EEF Pupil Premium Guide</p>	<p>1, 3, 4</p>
<p>Release two TAs and one teacher for 10 week ELKLAN training.</p> <p>Supply costs: £ (ELKLAN training cost as part of EET Pupil Premium Statement)</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>	<p>1, 2, 3</p>

<p>Provide CPD to develop communication and language approaches throughout school and purchase books and resources to support this.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning through reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Children benefit from these approaches within and beyond the scope of Early Years.</p> <p>EEF Communication and Language Approaches Very high Impact (+6 months) for very low cost, based on extensive research.</p>	<p>1, 2, 3</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 develop life skills that align with our school vision – Without Limits.</p>	<p>Enriched learning opportunities are offered after school in dance, drama, 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.</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. EEF Life Skills and Enrichment suggests that visits can directly improve pupils’ attainment across the curriculum.</p>	<p>2, 6, 7</p>
<p>Raise the profile of reading through a specific levelled approach. Book bands to be a significant focus and reading resources accessed appropriately by all pupils across the school which link to their phonics level. Online reading resource (Reading Planet) accessible for those children who</p>	<p>Pupils’ opportunities to read from a rich range of texts – fiction, non-fiction and poetry – is refocussed with new book band system that links to online platform. The book bands will now be the main source of reading material in school and pupils will be supported in the choosing of an appropriate text at their phonics or reading level. English lead reports on the material on offer and oversees the impact of the material to SLT.</p> <p>Reports find that using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge. Access to an interactive online platform for reading (Reading Planet) ensures that children retain key knowledge whilst they cannot attend school on site and teachers can track and monitor</p>	<p>1, 2</p>

cannot access learning on site, matched to their reading book band in school.	engagement with books and evidence shows that immediate feedback delivered by digital technology also has positive effects on progress. EEF Remote Learning EEF Feedback : Very high Impact (+6 months) for very low cost, based on extensive research.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5 945

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a nurture provision for children with barriers to learning including SEMH led by Pastoral team.	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. EEF Metacognition and Self Regulation Very high Impact (+7 months) for very low cost, based on extensive research. EEF: Social and Emotional : Moderate Impact (+4months) for very low cost.	5
After school tutoring for targeted children year 2 to year 6 in maths, reading and writing delivered by qualified teachers	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. EEF Small Group Tuition : Moderate Impact (+4 months) for low cost, based on moderate research.	1, 2, 3, 4
TAs to work overtime to provide a range of	Interventions are selected where teaching assistants have the same level of training as	1, 2, 3, 4

<p>catch up intervention: RWI Phonics, NELI, WELLCOMM, additional readers, arithmetic and place value.</p>	<p>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><u>EEF TA Interventions:</u> Moderate impact (+4 months) for moderate cost, based on moderate research.</p>	
<p>Teacher one day per week to deliver additional NELI (speech and language) and RWI interventions for Y1-Y3.</p> <p>HLTA to deliver 8 hours per week additional RWI interventions for Y2-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><u>EEF One to One Tuition:</u> High Impact (+5 months) for moderate 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.</p> <p>Reference:</p>	<p>1, 2, 3</p>
<p>Appoint a teacher to deliver school led tuition in Y2, Y5 and Y6.</p> <p>Teachers lead tuition before or after school. Strategies taught whole class (quality first teaching) then practised in small tuition groups</p>	<p>Appoint a teacher 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><u>EEF Small Group Tuition:</u> Moderate Impact (+4 months) for low cost, based on moderate research.</p> <p><u>EEF Reading Comprehension Strategies</u> Very high Impact (+6 months) for low cost, based on moderate research.</p>	<p>1, 2, 3, 4</p>

<p>TA overtime 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>	<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>EEF Feedback: Very high Impact (+6 months) for very low cost, based on extensive research.</p>	<p>1, 2, 3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19 318

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide access to a school counsellor</p>	<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: Review of Child Counselling</p>	<p>6</p>
<p>Employ an Attendance Officer to promote good attendance</p>	<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 to improve school readiness • 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. <p>Reference: DfE Improving School Attendance</p>	<p>5</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><u>EEF Parental Engagement</u>: Moderate Impact (+4 months) for very low cost, based on extensive research.</p>	<p>5, 6</p>
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Total budgeted cost: £89 304

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 2020 to 2021 academic year.

Internal assessments show that the proportion of disadvantaged children working at the expected standard across the curriculum is lower than non-disadvantaged children. In reading, writing and maths, the difference between attainment of disadvantaged and non-disadvantaged children is greater in younger year groups (Year 3 and below) who have had a greater proportion of their education impacted by the pandemic.

Whilst school sets ambitious targets and tracks children carefully, the impact of the pandemic is evident on our disadvantaged children's attainment. Periods of school closure and extensive periods of isolation have meant these children have not benefitted from the usual pupil-premium funded strategies and support in school. However, it is clear from individual assessments and progress tracking that disadvantaged children benefitted from the remote learning provision and the high-quality offer from the school. This included the donation of devices for disadvantaged families, access to the internet through donations of data cards, regular communication with families and where appropriate to increase engagement, access to on-site provision.

Attendance will remain a focus to ensure further improvements are made and sustained. Attendance for disadvantaged children for periods when they were able to be in school was lower than non-disadvantaged children and dipped from preceding pre-covid period. On the return to whole school opening, the number of disadvantaged pupils coming to school late and without breakfast increased. In response, we have increased the number of funded places for breakfast club provision so children are able to start their school day ready to learn and engage and without the anxiety of arriving to class late.

Our assessments and observations also indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, 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 are developing our approach further with the activities detailed in this plan.

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
MARK Analysis and SHINE interventions	Rising Stars
Times Tables Support and homework tracker	TT Rockstars
Handwriting scheme	Letterjoin
Mathematics. Premium Classroom Resources	White Rose Maths
Spelling and Grammar Support	Vocabulary Ninja
Reading Planet	Rising Stars

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 become even better. "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 (attached) 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](#)