



Pupil premium strategy statement

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 pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bedford High School
Number of pupils in school	1065
Proportion (%) of pupil premium eligible pupils	37
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Paul McCaffery
Pupil premium lead	Bridget Moss
Governor / Trustee lead	Lynn Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,745

Recovery premium funding allocation this academic year	£54,375
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	£420,120

Part A: Pupil premium strategy plan

Statement of intent

This policy details how Bedford High School manages the extra funding received from central government to spend on students who are identified as disadvantaged. The methods for raising the attainment and potential of all disadvantaged pupils are developed using strategies from the Education Endowment Foundation's Tool Kit and guidance for schools in light of the Covid-19 pandemic.

<https://educationendowmentfoundation.org.uk/the-tiered-model/>

Bedford High School recognises the impact of COVID-19 on the education of disadvantaged pupils and will deploy the recovery premium alongside the pupil premium to mitigate effects of hampered progress due to lockdowns and remote learning. At this strategy's heart is that all staff promote the principles of the plan and strive to deliver the highest aspiration for disadvantaged pupils. The SPIRIT virtues to strive, persevere and have integrity, nurture respect and independence, and build tolerance, are key to the plan. We utilise academic, behavioural and character attitudes to learning and progress data to identify pupils and match needed support. All budget spending strategies are informed by a range of research evidence, discussions with professionals and data collections from the key performance indicators of the students which are rooted in removing the barriers to educational participation and achievement. We recognise the best understanding is through engaging with students and families themselves and the information which is built on the caring relationships with staff and support agencies.

Each year our areas for development inform the plan for the year ahead and throughout we evaluate the impact of strategies. Where necessary strategies are reviewed and modified.

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

Although we are aware that a secondary school cannot address all the societal and economic factors generating disadvantage to students' opportunities and development, we are committed to providing an education which:

- gives access to high quality teaching and learning as well targeted support for achievement

- providing a curriculum that is ambitious with the knowledge and cultural capital to succeed in life
- guides students to strive for excellent behaviour and attitudes to learning
- provide character development opportunities tailored to uncovering their own rich and fulfilling lives
- supports high attendance
- better preparing disadvantaged pupils for adult life, the world of work, for living in modern Britain and a sustainable future as an active member of society
- supporting a sustained impact and track the good sustained employment
- supporting siblings and be sensitive to multigenerational impacts
- being keenly aware of other cohort indicators like ability, SEN, Ethnicity, language, the home environment, adversity in childhood (CIN, social worker contact, young carers) and school mobility (moving to Bedford after the start of Y7)
- Mental Health, Wellbeing and Welfare and Safeguarding
- Enabling the grant of to be spent with best impact over a time period longer than the year
- mitigating any effects of the Covid-19 lockdown in both 2020 and 2021 that may have befallen the pupil (this includes protecting pupils from perceptions or realities of falling further behind)
- ensuring that pupils have access to adequate technology to maximise valuable learning opportunities
- ensuring that the grant supports the school development plan.

Challenges

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

Challenge number	Detail of challenge
1	Students attainment on entry is significantly below national average, literacy and numeracy skills are low. A sustained period with no intervention in school will have harmed the progress of those would have experienced interventions.

2	The reading ages of some PP groups has not been as accelerated as others, and Year 6 PP students will have been heavily disadvantaged by losing the culture of reading at school between March and July in 2020.
3	Literacy and numeracy issues have led to some underachievement in core subjects and a reduced ATL in some areas.
4	Attendance to school of PP students is below that of the rest of the school. This reduces their hours in school and causes them to fall behind. In 2019 the P8 Score for PP students with high attendance (96% +) was -0.19. The P8 score for PP students with attendance between 92-95% was -0.7
5	The lack of routines and structures that some students have experienced when working from home have damaged students ability to self-regulate. This is particularly evident in Year 9 & 10. These are the year groups we seek to establish more of a culture of 'belonging'.

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
Higher levels of progress in literacy and numeracy for PP students, front loading support to Year 7 & 8 so that students eligible for PP make as good or better progress than non-PP.	Students eligible for PP make significant progress in their reading i.e. their improvement in reading age months exceeds the months having the intervention. This will be evidenced through the tracking by the intervention team of the impact of reading interventions every 12 weeks. The literacy objective is for 65% average across all 3 year groups to make sig+ progress with reading ages over 9 months. The gap between girls and boys should narrow significantly also. Literacy will be main school priority. Students eligible for PP also make significant progress in their numeracy and this is evidenced through screening. The key focus for numeracy is for 65% or above across all 3 year groups to

	make good or higher progress. Engagement with Mathswatch and Hegarty Maths to continue. Evidence of mastery of more mathematical skills at each assessment.
Improved rates of progress across KS3 and KS4 for students eligible for PP and improved destinations data.	Students eligible for PP are on track to make similar progress to 'other' students nationally from similar starting points and where they are not, effective DTT is closing the gaps. This will be evidenced in screening reports by year group once per term.
Further improvement in ATL of small group of Year 9 & 10 students, with additional support to aspirations and ambition.	Work will be done to raise aspirations is evidenced in reduced NEETS with 100% enrolment to KS5 FE courses, apprenticeships or training in Year 11. 'Unknowns' at 0%.
Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 12% or below. Overall attendance among students eligible for PP is in line with non-PP students and everything is done to ensure interventions are impactful. Measured in attendance reports every half term.
Increased engagement in small groups of students experiencing barriers to learning which lead to repeated fixed term exclusions.	Enhanced ATL scores in screening and improvements in attainment of students in identified group. Measured in 6-weekly Behaviour, Welfare & Safeguarding monitoring reports.

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: £94,751.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy for Life DOL to oversee reading for pleasure, increasing the volume of reading in lessons, use of effective reading strategies, increased use of more complex reading material, practice of prosody, explicit teaching of subject specific vocabulary.</p>	<p>EEF T&L Toolkit Literacy Interventions – very high impact for very low cost)</p>	<p>1, 2, 3</p>
<p>Oracy DOL to oversee student reasoning through talk is evident in curriculum development and lesson planning across departments/faculties: high-quality, accountable talk is evident in all lessons, modelling of effective talk and the use of vocabulary is consistently promoted via explicit teaching.</p>	<p>EEF T&L Toolkit Oral Language Interventions - high impact for low cost)</p>	<p>1, 2, 3</p>
<p>Improving independence and motivation in Maths Numeracy Coordinator to lead on: -verbalisation of thought process, linking to vocabulary (focus on tier 2 and 3 language) to promote greater confidence -building concept knowledge at the same pace as procedural knowledge -use of secondary lessons in primary</p>	<p>EEF - Maths Guidance, Improving Maths at KS2 & 3 Tarleton School, Bolton study (EEF)</p>	<p>1, 3</p>

-NW Maths Hub Years 5 – 8 Continuity Group -use of TimesTable Rockstars to promote fluency in KS3 -how we use maths in our jobs		
Further T&L Strategies AHT to oversee development of: Rosenshine’s Principles Further development to see Collaborative Learning in every lesson	EEF T&L Toolkit George Spencer study (2021) North Cestrian School partnership (2021)	1, 2, 3
Training through the Maths Hub on Mastery , to feed into Maths curriculum planning and impact on student maths and numeracy skills.	EEF teaching and learning toolkit.	1, 3
Targeted work to improve student metacognition. In the context of preparation for exams.	EEF teaching and learning toolkit.	1, 2, 3

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

Budgeted cost: £107,626.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions DOL to oversee development of targeted reading aloud in form, extending students' vocabulary (via WOTW) and structured reading to develop understanding. Word Millionaire Competition monitored weekly. Students’ word counts are monitored and data is analysed to ascertain groups of students who are not making expected progress. English team support with intervention to ensure the quality of reading material is sufficiently challenging and weekly targets are being met.	Created by Gorse Academy Trust University of Durham study (2011) Tullis & Goldstone (2020) EEF T&L Toolkit Reading – very high impact for very low cost)	1, 2

<p>Forensic reading a focus for 2021-22 and assertive intervention for Year 9 boys. Forensic reading is being trialled by 2 English teachers. Impact on student attainment and engagement will be evaluated the new year with a view to extending the programme across both Key Stages.</p> <p>Intervention through the Super Star Peer Reading Programme: peer-to-peer reading programme (University of Durham study impact assured) with intervention and 'on watch' students. 25 students (13 PP) to be supported by 32 trained Year 10 reading mentees. Weekly peer reading.</p>		
<p>Maths Recovery Numeracy coordinator to engage students in basic skills revisited in small group work based on Maths recovery Programme, with Numeracy Ninjas supporting maths progress in form time. Primary 'secondary lesson's to be widened to more schools and classes, including work with NW Maths Hub Years 5-8 Transition Group. Revision skills and retention a key focus for all classes in KS4.</p>	EEF - Maths Guidance, Improving Maths at KS2 & 3	1, 3
<p>Tutoring - Academic Mentoring Face to face Maths/ English/Science tuition in school for some KS3 and KS4 students.</p>	EEF – T&L Toolkit - Small Group Tutoring: moderate impact for low cost	1, 3
<p>Tutoring – National Tutor Programme Two tutors linked to each core subject from tutoring organisations to work with small groups of students outside the school day. Face to face or online tuition for some KS4 students on school site during the core school day. Identified disadvantaged and vulnerable students are provided with additional 1:3 tutoring. The provision is subsidised by the National Tutoring Programme (School-Led tutoring allocation) and topped up from the school's Recovery funding.</p>	EEF – T&L Toolkit - Small Group Tutoring: moderate impact for low cost	1, 3
<p>Tutoring – School-based Tutoring Face to face or online tuition for some KS3/KS4 students on school site</p>	EEF – T&L Toolkit - Small Group Tutoring: moderate impact for low cost	1, 3

but after the core school day. Possibility on Saturdays, particularly for Y11 during the key period between the mock and final exams.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £217,742.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Character Education SPIRIT further rollout to continue, with students improving their knowledge of the virtues and opportunities school wide for engagement and to support students with complex social and emotional behaviour needs</p>	<p>EEF - 'Improving Behaviour in Schools' Charlie Taylor's Checklists</p>	5
<p>Recovery Behaviour Support Expansion of the Aspirations Centre and HTLA team to intervene with small group work to develop resilience and confidence with school routines. Early Help Coordinator to support with increased amount of demands for social care support to families. Recovery Mentor work to support students with short to medium term MH needs and short-term behaviour needs typical of students who have lacked and need routines. Explicit teaching of learning routines to groups who need further intervention. Free Breakfast Club for all PP students.</p>	<p>EEF – 'Character & Essential Life Skills' EEF – 'Improving Behaviour in Schools' Charlie Taylor's Checklists</p>	5

<p>Attendance – ‘all in’ focus work, attendance action plans half-termly and accompany strategies to improve attendance in PP students Mobility</p>	<p>EEF: T&L Toolkit – ‘Behaviour Interventions’</p>	<p>4</p>
<p>Parental Engagement Pastoral and attendance teams engage in a constant review of parental links and productive working relationships with parents, including work with attendance and support with modern technologies</p>	<p>EEF: ‘Working with Parents to Support Children's Learning’.</p>	<p>4</p>
<p>CEIAG & Student Aspirations Targeted support to potential NEETs, aspirational Super Journal developed to enhance ambition younger, enhanced extra-curricular programme aimed at disadvantaged students. Tracking of the impact of personal development programmes. Healthy options in the bistro, and opportunities for physical (Race for Life) and mental (kindness initiatives, mindfulness) health.</p>	<p>EEF: T&L Toolkit - ‘Social and Emotional Learning’.</p>	<p>4, 5</p>

Total budgeted cost: £ 420,120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Interventions with reading showed impact in 2020-21. Year 7 students joining Bedford in 2020 made good progress with reading throughout the year. In 2020-21, Years 7 and 9, PP students increased their average reading age by over 5 months from Sep-Dec 2020. Year 8 PP reading ages did not decline or improve in this period. The % of Year 8 students at or above benchmark in reading was 61% in September 2021, an increase of 5% since summer. A new DOL was appointed in September 2021 to oversee progress in literacy in reading and make the focus a top school priority.

The gaps closed in numeracy skills in Year 8 during in the first part of the year but re-emerged during the second school closure period. Results in end of term tests in July 2021 in Year 7 showed little or no difference between PP and non-PP students and progress with Numeracy Ninjas showed little or no difference between the cohorts. Gaps closed in Year 9 in end of unit tests but were more emergent in end of year tests, which further identifies the need for work around retention and revision.

The SPIRIT character programme was established and in October 2021, over half of all students questioned could name all or most of the virtues. This underlines the need for a continued high profile and wider use of the programme throughout the next three years.

Behaviour management and routines became a key focus as 2021 saw an 8-week partial school closure and a break from routines for many as contact-tracing led to issues with consistency of attendance. An assertive programme was put in place for year groups that saw the worst patterns of absence which led to a dramatic reduction in incidents.

Destinations data continues to be scrutinised and in September 2021, a new DOL, with responsibility for this area, was appointed.

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
Teens & Toddlers	Power 2
Leigh Sports Village partnership	Manchester United Foundation
Enterprise Awareness Programme	Abram Ward Cooperative