

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	1091
Proportion (%) of pupil premium eligible pupils	35
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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	£375,415

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	£375,415

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 2023 the overall attendance of Y11 PP students was 75%, compared with 84% for the whole year group. In 2023 the P8 Score for PP students with high attendance (96%+) was -0.13. The P8 score for PP students with attendance between 92-95% was -0.14. However, the P8 score for PP students with poor attendance (below 92%) was -1.88.
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

	<p>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.</p>
<p>Improved rates of progress across KS3 and KS4 for students eligible for PP and improved destinations data.</p>	<p>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.</p>
<p>Further improvement in ATL of small group of Year 9 & 10 students, with additional support to aspirations and ambition.</p>	<p>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%.</p>
<p>Increased attendance rates for students eligible for PP.</p>	<p>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.</p>
<p>Increased engagement in small groups of students experiencing barriers to learning which lead to repeated fixed term exclusions.</p>	<p>Enhanced ATL scores in screening and improvements in attainment of students in identified group. Measured in 6-weekly Behaviour, Welfare & Safeguarding monitoring reports.</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.

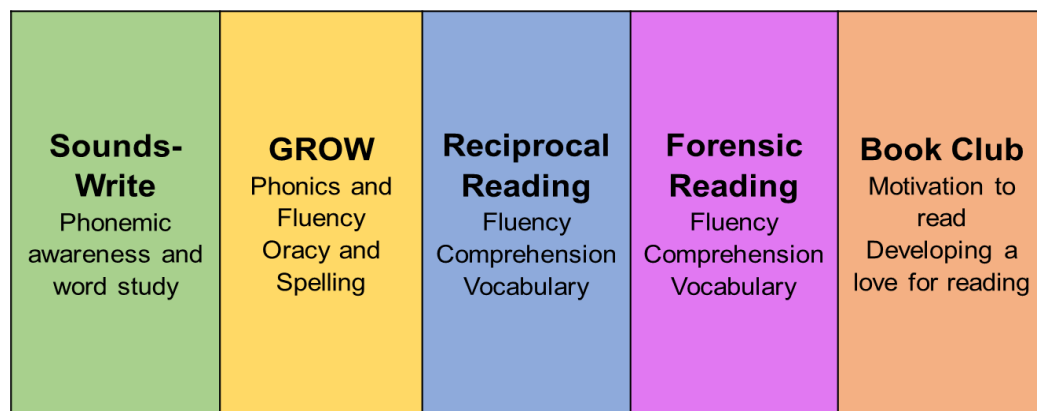
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £94,751.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Literacy Development Team works closely with the SEND Department to ensure the literacy needs of our students are identified and targeted as soon as they start on their Bedford journey. We use a sophisticated diagnostic process to assess the reading needs of our students. This allows us to provide the most appropriate reading intervention to ensure rapid progress for all of our struggling readers.</p> <p style="text-align: center;">Intervention</p> <p>In the first weeks of September, KS2 SATs data is used to identify students who may require reading support in KS3. KS2 SATs Reading 2023 data reveals that 61 students (27% of Year 7 cohort) have not achieved the expected standard in reading. This is in line with the national picture. Diagnostic testing is used to identify specific reading needs of these students. Every child who failed to reach expected standard in KS2 Reading undertakes a running record test to assess their word recognition, fluency and comprehension skills. Where necessary, a further Sounds-Write tested is conducted. Students are then tested through Renaissance Place's Star Reading Programme. The data from this testing allows us to identify any further students who may require additional reading support. Once this process is completed, we</p>	<p>EEF T&L Toolkit Literacy Interventions – very high impact for very low cost)</p>	<p>1, 2, 3</p>

have our Struggling Readers list and each student is placed into the appropriate reading intervention specifically designed to address their specific reading needs. All of these students then sit a further two reading tests to ensure we have an accurate reading age starting point which allows us to monitor their progress accurately.

Bedford's Five Tier Intervention Programme



- The Sounds-Write programme is delivered by 5 trained LSAs. Intervention time for Sounds-Write has increased in this academic to 3 hours weekly. This will ensure rapid improvement for our weakest readers.
- Students requiring the next stage of phonics learning will receive GROW intervention led by our Interventions Officer and our Literacy Development Leader. Training will be delivered to our Librarian in the first term to increase intervention expertise and capacity.
- Reciprocal Reading is delivered by 7 trained LSAs and continues to be developed by Director of Learning overseeing reading intervention.

<ul style="list-style-type: none"> • This academic year, Forensic Reading is launched with a small cohort of students who have graduated from Reciprocal Reading. Their progress will be monitored closely and the success of this new programme will be quality assured in Term 2. • Book clubs – once students have graduated to tier 5, students will join dedicated book clubs to develop a love for reading and continue on their reading journey. 		
<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>	EEF T&L Toolkit Oral Language Interventions - high impact for low cost)	1, 2, 3
<p>Improving independence and motivation in Maths Numeracy Coordinator to lead on: Verbalisation of thought process, linking vocab (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 at primary NW Maths Hub Years 5-8 Continuity Group How we use maths in the workplace highlighted through consistent use of slide titles in KS3 and 4 Promotion of extra-curricular activities including Maths Art Club, Problem Solving Club, Code-Breaking Club, Maths Homework Club and Maths High-Flyers Club Sparx bookwork feature to be used to promote revision through completion of independent homework School-wide numeracy in school competition to promote numeracy across the curriculum</p> <p>Training through the Maths Hub in Mastery to feed into Maths curriculum planning and impact on student maths and numeracy skills.</p>	EEF - Maths Guidance, Improving Maths at KS2 & 3	1, 3

<p>Further T&L Strategies AHT to oversee development of: Rosenshine’s Principles Further development to see Collaborative Learning in every lesson Use of CC time to establish good curriculum review procedures.</p>	EEF T&L Toolkit	1, 2, 3
<p>Targeted work to improve student metacognition. In the context of preparation for exams.</p> <ul style="list-style-type: none"> • Assemblies delivered throughout the year on exam preparation and revision strategies. • Organisation of Year 10 Introduction to GCSE evening for parents and students. Students and parents provided with revision materials and strategies from all subjects. • Revision videos with top tips produced for students and parents for use pre-GCSE and in the lead-up to exams. • Individual work with departments – History and Business to help with “cheat sheets” • Sharing of revision strategies at MLD. MFL now using “Revision Bites.” • Modelling of “Team Talk” strategy to other departments. 	EEF teaching and learning toolkit.	1, 2, 3

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

Budgeted cost: £62,921.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Reading Interventions Supporting Struggling Readers and Literacy Strategy Using the new 5-tier Intervention Programme, students will be assessed and intervention will be tailored to their specific reading needs. Students assessed for Sounds-Write intervention and support put in place where needed. The programme is delivered by trained LSAs. Funding has been secured this year to train 4 more staff to increase our Sounds-Write intervention to 8 staff. This is due to the high percentage of students in Year 7 students who have not met the expected standard in reading at KS2. Students requiring the next stage of phonics learning will receive GROW intervention led by MJ. Lead LSAs will train support staff on how deliver GROW to increase intervention expertise and capacity. Talking Partners delivered by SEND team and LSAs (started in Sept 22) English teacher reading interventions in weekly reading lessons. One-to-One reading working on reading fluency through the modelling of prosody. Explicit teaching of vocabulary to support the acquisition of new vocabulary and reading comprehension tasks at the start of every reading lesson All LSAs have received training on Reciprocal Reading and ER created instructional video to ensure fidelity of delivery 2 staff received National Literacy Maths training to support struggling readers in Maths. ER to deliver maths training to 2 members of the maths team to strengthen understanding/teaching of literacy in maths</p>	<p>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)</p>	<p>1, 2</p>
<p>Maths Recovery Numeracy coordinator to engage students in basic skills revisited in small group work based on the Maths Recovery Programme. Primary</p>	<p>EEF - Maths Guidance, Improving Maths at KS2 & 3</p>	<p>1, 3</p>

'secondary' lessons' to be widened to more schools and classes, including work with the NW Maths Hub Years 5-8 Transition Group. Revision skills and retention a key focus for all classes in KS4 aided by new Sparx bookwork feature.		
Tutoring - Academic Mentoring Face to face English/Science tuition in school for some KS3 and KS4 students in groups of 3-6.	EEF – T&L Toolkit - Small Group Tutoring: moderate impact for low cost	1, 3
Tutoring – School-based Tutoring Face to face or online tuition for some KS3/KS4 students on school site but after the core school day.	EEF – T&L Toolkit - Small Group Tutoring: moderate impact for low cost	1, 3

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

Budgeted cost: £217,742.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Review of the provision the Aspirations Centre support, including a review of the packages provided for 'nurture' for SEMH students. SPIRIT lessons provided to students in the Inclusion facility.	EEF - 'Improving Behaviour in Schools' Charlie Taylor's Checklists	5
Recovery Behaviour Support	EEF – 'Character & Essential Life Skills'	5

<p>Expansion of the Aspirations Centre and HTLA team to intervene with small group work to develop resilience and confidence with school routines.</p> <p>Early Help Coordinator to support with increased amount of demands for social care support to families.</p> <p>Explicit teaching of learning routines to groups who need further intervention.</p> <p>Free Breakfast Club for all PP students.</p>	<p>EEF – ‘Improving Behaviour in Schools’ Charlie Taylor’s Checklists</p>	
<p>Attendance</p> <p>Daily and weekly data scrutiny, attendance action plans, increased Level 2 Early Helps, with an attendance focus (27 YTD in comparison to 6 in the same time period the previous year). Many of the EH’s for PP students. Early Help Coordinator funded until December 2022, with a focus of training pastoral staff to lead the Early Helps from January 2023.</p>	<p>EEF: T&L Toolkit – ‘Behaviour Interventions’</p>	<p>4</p>
<p>Parental Engagement</p> <p>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</p> <p>Targeted support to potential NEETs (only 1 PP leaver identified as NEET at Oct 2023) 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. College tours are to be brought forward in 2023-24 to engage students at a younger age (Year 9).</p>	<p>EEF: T&L Toolkit - ‘Social and Emotional Learning’.</p>	<p>4, 5</p>

Total budgeted cost: £ 375,415

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 2021 to 2022 academic year.

	2022 result	2023 result
P8	-0.61	-1.19
English	-0.22	-0.95
Maths	-0.31	-1.15
EBACC	-0.30	-1.14
Open P8	-1.40	-1.50
Eng & Ma 5-9	31%	18%
Eng & Ma 4-9	55%	31%

Interventions with reading showed impact in 2022-23 through tracking of the struggling readers. Year 7 and 9 PP students made good progress, average 11-12 months progress in a 9 month period.

The gaps closed in numeracy skills in Year 8 during in the first part of the 2021-22 but re-emerged during the second school closure period. By December 2022, Year 11 – PP students were seen to be performing at same level (foundation) or above (higher) in recent

mock papers, Year 9 and 10 data saw PP students slightly outperforming non-PP, and data on Year 7 showed PP outperforming non-PP.

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 with the introduction of 6 learning routines and 8 social routines. These are promoted through Independence Hour (Years 7, 8 and 9) and in training in form time. Students failing to engage well with routines to the extent of engaging with child-on-child abuse were directed to Loom lessons in retraining in Inclusion.

Destinations data continues to be scrutinised and in September 2021, a new DOL, with responsibility for this area, was appointed. By December 2022, 'NEET' figures are still falling.

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
Leigh Sports Village partnership	Manchester United Foundation
Enterprise Awareness Programme	Abram Ward Cooperative