

Pupil premium strategy statement – The Bewdley School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	974
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23- 24/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Catherine McDougall (Co-Headteacher)
Pupil premium lead	Charlotte Simmonds (Associate Senior Leader)
Governor / Trustee lead	Kate Hazelwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,230
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£197,230
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Part A: Pupil premium strategy plan

Statement of intent

What is our overall aim?

Our intention is that all pupils at Bewdley School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

To achieve our overall aim, a simple yet effective approach provided by the EEF is applied to decide how our Pupil Premium budget is spent.

1- Diagnosis of our disadvantaged students' needs.

This is how our 6 key challenges (see next section) have been identified. What is clear and backed by academic research, is that academic progress for all is not linear. Pupil Premium students frequently have more complex lives which means they face additional barriers compared to their non-Pupil Premium peers.

2- Use strong evidence to support strategies.

Our key challenges are medium to long term goals, with all 6 challenges remaining from 2023-2024. Good progress has been achieved but there is still work to be done moving into 2024-2025. While these have been 'diagnosed' specifically to our students' needs here at Bewdley, these issues identified are not wholly unique, especially after Covid-19, as many schools are tackling the same barriers we to face.

3- Develop strategies.

Our strategic Pupil Premium plan incorporates the 'menu of approaches' of High-Quality Teaching, Wider Strategies and Targeted Academic support.

High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and will benefit the non-disadvantaged pupils in our school.

Our approach is based on all colleagues being aware of and planning interventions to meet the needs of all students based on diagnostic assessments with additional intervention and activity for disadvantaged students. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Progress is complicated and cannot be improved with standalone strategies. Progress goes beyond the classroom too and as such 'Wider Strategies' are vital in ensuring that those students with lower social, economic and cultural capital are still able to reach their own full potential.

4- Implement strategies

The challenges identified are tackled and implemented by all staff and not the few.

5- Monitor and evaluate

Honest and genuine reflections facilitate better outcomes for our Pupil Premium pupils year on year.

The following reliable sources have been utilised when deciding on Pupil Premium spending.

- Our combined expertise and professional experience
- The EEF, found [here](#)
- The Sutton Trust- Cost of Living and Education 2022, found [here](#)
- The Sutton Trust- Closing the Attainment Gap 2024, found [here](#)

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Progress is lower at Key Stage 4 compared to other students.</i></p> <p>Since 2020- there have been 10years of progress lost in closing the attainment gap nationally (The Sutton Trust, 2024). Our disadvantaged students are still not reaching their full potential. The remaining 'challenges' below are the identified methods that will be implemented in 24-25 so we can continue in reversing that trend.</p>
2	<p><i>Literacy levels and reading.</i></p> <p>There is a discrepancy between reading and chronological age in many of our disadvantaged students, especially Key Stage 3, which if not addressed can have long lasting impacts that surpass their GCSEs. Focused, consistent and targeted interventions are required to close the literacy gaps identified.</p>
3	<p><i>Attendance to school</i></p> <p>Our disadvantaged students are still, while improved since the pandemic, in the lowest group of attenders to school. Attendance and successful outcomes interlink so by increasing attendance, there will be a likely improvement in their outcomes.</p>
4	<p><i>Lack of post-16 and post-18 aspirations</i></p> <p>Many of our disadvantaged pupils have a family structure that has little experience or knowledge of university. Specific work is required in raising our disadvantaged pupils' aspirations, so they believe that if university/higher level apprenticeships is the right route for them then it is attainable and realistic for them to strive towards.</p>
5	<p><i>Support at home and homework completion</i></p> <p>Our disadvantaged pupils often find it harder to engage and in turn complete homework tasks. Alongside this, there are similar trends of lower/nonexistent parental engagement with our homework program Satchel One. Increased parental engagement and specific work with PP pupils is needed to increase confidence surrounding homework tasks.</p>
6	<p><i>Reduce exclusions for disadvantaged students</i></p> <p>Pupil Premium exclusions have decreased in 2023-24, but work is still required in reducing this rate further.</p>

Intended outcomes

Intended outcomes	Success criteria
<p>Increase amount of knowledge embedded into long term memory for application at KS4 To improve attainment and progress (Challenge number 1)</p>	<ul style="list-style-type: none"> Further work to take place on the tracking of students through comparisons of attainment and target grade data. Strategic overview of intervention through work done by the intervention lead to ensure that this focuses on key areas of weakness and that the right support is put in place for the correct students. Continuing work on raising expectations and

	<p>aspirations for RADY students in lessons through adaptive teaching.</p> <ul style="list-style-type: none"> • Whole school drive on improved knowledge capital through whole school CPD leading to increased levels of attainment and Progress of PP students in all subject areas. • Tiered approach to monitoring and planned interventions for attainment and progress of PP students • Embed curriculum policy to reflect increased aspiration of knowledge acquisition and increased challenge particularly at KS3 • Teachers using strategies to check learning of PP students • High levels of challenge observed in lessons and books across all Key stages. • Curriculum powered change; excellence and knowledge requirements specified in every subject • Increased attainment and progress for PP students at KS3 and KS4. • Increased attainment and progress of PP most able students who are underachieving. • Increased attainment and progress for SEND PP students. • All proactive interventions put in place by classroom teachers and the raising standards team improve student's outcomes
<p>Improved levels of Literacy leading to improved outcomes at end KS4</p> <p>(Challenge number 2)</p>	<ul style="list-style-type: none"> • Continued development and success of literacy assessment online to identify gaps in reading for all students in years 7-11. • Develop catch up intervention programme for year 7-11 students 2+years below chronological age within new SEND structure • Introduce fast reading strategy of literature texts to increase engagement first followed by analysis • Teach reading comprehension strategies through modelling and supported practice by embedding Year 7, 8 and 9 reading in form time • These interventions will apply to all students but impact will continue to have a disproportionately greater impact on PP students. • English homework at KS4 to have a comprehension focus • Monitoring of Tier 1 whole school reading to ensure early detection of literacy issues.
<p>Improved attendance for PP students leading to improved outcomes</p> <p>(Challenge number 3)</p>	<ul style="list-style-type: none"> • Student voice planned for September for those PP students that were PA in 2023/2024 to look at barriers and strategies moving forward. • Evidence of a tiered approach to attendance

	<p>monitoring and improvement strategies.</p> <ul style="list-style-type: none"> • Improved attendance for disadvantaged students (of which PP are) • Reduced number of persistent absentees among students who are eligible for PP. • Increased parental engagement regarding events, notices etc. • Consistent parental contact with disadvantaged students and ongoing monitoring of their attendance.
<p>Destinations and careers guidance improved leading to improved motivation and aspirations</p> <p>(Challenge number 4)</p>	<p>Opportunities for PP students to include meeting the new GATSBY standards by:</p> <ul style="list-style-type: none"> • Ensure all students still have opportunities to meet with employers and contact with a breadth of opportunity • 1:1 guidance and support enhanced for EHCP / SEND and PP • Use of Aim higher funding for university visits to the school or university. • Visits from speakers for all year groups • University opportunities throughout the school • One to one opportunity with mentors regularly to re-view action plans • Improve recording on Unifrog to evidence student participation in Careers related opportunities.
<p>Improved engagement in school work outside of school hours</p> <p>(Challenge number 5)</p>	<ul style="list-style-type: none"> • Monitoring of use of Home Learning app (Satchel One) for all students with specific focus on PP students engagement. Appropriate follow up strategies to be implemented if engagement is low. Tutors to be involved in supporting students not accessing and engaging with homework. • Use of parental information evenings to promote engagement with homework • Logging and analysis of homework club attendance to monitor attendance of PP students and adopt more proactive approach to supporting those who are not attending.
<p>Reduced internal and external exclusions</p> <p>(Challenge number 6)</p>	<ul style="list-style-type: none"> • Focus on core curriculum and foundation skills and knowledge • Reading age analysis to support students to access the curriculum. • Internal support with emotional literacy • Thrive program introduction • Intervention work for those at risk of repeat exclusions.

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)

Action	Intended outcome	What is the evidence and rationale for this choice?	Challenge number(s) addressed
CPD tailored to further whole school T+L strategy, including a specific focus on literacy	Improved teaching and learning	'Good teaching is the most important lever to schools have to improve outcomes.' EEF toolkit Impact of teacher coaching – effect size + 0.49	1,2,3,5,6
Continue to review curriculum and provide rich information so pupils can make informed decisions about GCSE and next step choices.	Students "know more and can do more" Ensure that the curriculum intention, implementation and impact across the school.	June 2021 Pupil premium Policy DFE Importance of knowledge rich curriculum	4
Continue to develop Riverside alternative provision JBU JHI Salaries	Prevent permanent exclusion Reduce internal exclusions Improve engagement with school Rebuild relationships post pandemic	Improved attendance = improved outcomes	1 & 6 & 2 & 3

Total budgeted cost: £ 79,367

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Challenge number(s) addressed
Small Group Tuition	Improve attainment in En, Ma, Sc	+4EEF	Appoint tutors in EN, Ma, Sc. Match funding 1:1 tuition 22/23 40:60	1, 3
Show My Homework	Improved communication and tracking of homework	+5EEF	Parental engagement, all staff use tracking for PP as a priority	1, 5
Seneca	Improved engagement and communication of homework	+5EEF	Students able to revise out of school. Targeted support for intervention. Tracking student completion and engagement	1,5,3
Red Reading Box Literacy coordinator TLR Words for all project Literacy assessment	Improve reading in across key stage 3 and 4.	Reading Comprehension +6 EEF EEF +6 months Oral language	Librarian monitors and provides reports to English and HoY, students and parents kept informed of progress.	1,2
Provision for visitors to the school to make link between student aspirations and attainment along with parental engagement	Increased motivation / engagement with careers advice through access to visiting speakers in new lecture theatre – apprenticeships etc	1:1 guidance and ability to provide within class focussed / appropriate learning strategies for students	Careers guidance meeting Gatsby benchmarks Unifrog	1,4
Data Management – SISRA	Attainment and progress of PP students monitored for attendance, attainment, progress, attitude	Interventions planned based on the data using SISRA	HOY, HOD regularly using data to support intervention plans	2,3,5
'PP Focus group' strategy implemented by all teaching staff. Monitored via learning walks, work scrutiny. Data drops etc.				

Total budgeted cost: £ 17,437

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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Challenge number(s) addressed
School Mentor Salary MGA	Provide pastoral support to engage students with Mental Health / Anxiety leading to poor attendance / punctuality Tiered Approach: <ul style="list-style-type: none"> • Tutor • HoY • MGA 	Improved attendance = improved outcomes	Heads of Year work closely with MGA Monitored by CMC	1, 3, 4
Attendance Officer Salary SDO	Improve attendance of PP students and reduce persistent absence with a tiered approach with set markers for parental communication, engagement and support for students.	Improved attendance = improved outcomes	Weekly data tracking and monitoring to identify students with attendance concerns, Heads of Year work closely with attendance team to intervene at the most effective time. Monitored by DOM	1
Prioritised reintegration support for those with the greatest need- GMU	Attendance strategy 2023-2024 will focus on family support to engage both the student and family through home visits, video calls, daily calls for target groups, external referrals, incentive programs, return to school planning and reintegration plans.	To work with families to direct towards support available in school and to have a combined approach to improve attendance.	Weekly review of contact made with families, constant review of target groups and impact of interventions reviewed.	1
Attendance focus group- early identification of concerns and tiered approach supplemented with pastoral support visits and phone calls.	Target group of disadvantaged students highlighted and responded to as soon as need requires, focus on identifying barriers to attending school and then creating a bespoke plan to work with the family to reengage them back into school. Attendance strategies highlighted above utilised with additional home contact throughout to reduce persistent absences.	Support families by working together to find solutions to attendance issues.	Student support meeting to highlight those students in need and tracking of interventions and outcomes, along with reintegration planning.	1

Behaviour Management team Salary AHA	Reduce impact of low level disruption to lessons by providing hotspot and internal exclusion provision Tiered Approach: <ul style="list-style-type: none"> • Tutor • HoY • SLT 	Improve behaviour of a targeted group of students. Improved behaviour of individuals = less time lost	Heads of Year work closely with RMU and AHA Monitored byPPH	6
Enrichment	Continue to support students in accessing enrichment opportunities. All curriculum sessions paid 90% for FSM students	Engagement and motivation to attend and enjoy learning and school life.	Monitor spend of money to ensure fair process is applied to all students	1

Total budgeted cost: £100,426

Part B: Review of the previous academic year. Outcomes for disadvantaged pupils

	Pupils eligible for PP 2018 (NPP)	Pupils eligible for PP 2019 (NPP)	Pupils eligible for PP 2020 (NPP)	Pupils eligible for PP 2021 (NPP)	Pupils eligible for PP 2021- 22(NPP)	Pupils eligible for PP 2022- 23(NPP)	Pupils eligible for PP 2023- 24(NPP)
% En & Ma 4+	41% (69%)	62% (73%)	47% (75%)	43.5% (75%)	50.0% (76.4%)	40% (59%)	41.90% (78/6%)
% En & Ma 5+	25% (46%)	31% (54%)	28% (52%)	34.8% (53%)	18.28% (54.9%)	27% (44%)	32.30% (56.5%)
Progress 8 score average	-0.46 (-0.01)	-0.58 (-0.06)	N/A 2020	N/A 2021	-0.74 (-0.18)	-0.90 (-0.08)	-0/73 (0.14)
Attainment 8 score average	36.13 (49.29)	40.08 (49.04)	39.89 (51.64)	43.37 (50.41)	36.84 (50.48)	35.01 (44.78)	34.97 (49.73)
Attendance (all)	90.8 (94%)	90.7 (95%)	90% (94%)	88% (95%)	80% (90%)	85% (93%)	85.64% (90.32%)
Permanent Exclusions	0	0	0	0 0	0 (1)	1 (1)	0 (1)

