



## BFS Pupil Premium strategy (2022-23)

<b>Academic year</b>	2022/23
<b>Strategy review and update:</b>	Mid-year review: Jan 2023 Annual update: Sept 2024
<b>Total Pupil Premium allocation</b>	£140,855

<b>This is allocated in the following way:</b>	
Staff costs	112,684
Non-staff costs	28,171

Year group	Cohort No.	PP	Percentage
Y7	112	42	38%
Y8	101	24	24%
Y9	95	28	29%
Y10	100	26	26%
Y11	97	23	24%
Total	505	143	28%
National average:			28%

### What is the Pupil Premium Grant?

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. In the 2022 to 2023 financial year, schools will receive £985 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.

### What is our rationale for the Pupil Premium Grant?

- Improve the academic outcomes of disadvantaged pupils of all abilities
- Maintain high expectations for all pupils, including disadvantaged pupils
- Identify and implement strategies that help to increase social mobility
- Enhance pupils' cultural literacy and wider enrichment opportunities

### What barriers do pupils eligible for the Pupil Premium Grant face?

The barriers and challenges disadvantaged pupils face are complex and varied—there is no single difficulty faced by all. The causes of the poorer progress which disadvantaged pupils, on average, make compared to their peers nationally are entrenched and complex; many are beyond the control of schools and educators. However, it is clear that schools can make a difference.

We have identified several barriers which we believe are particularly relevant to our disadvantaged children in our context though, again, these will not be true for all pupils:

- Academic achievement gap between disadvantaged and other pupils upon entry
- Lower levels of literacy (including vocabulary deficit) and numeracy
- Poorer attendance
- Lower levels of parental engagement and support
- Fewer aspirations for higher education



- Fewer opportunities for disadvantaged pupils to extend learning at home and secure completion of homework
- Fewer opportunities for enrichment. Many children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital)

**Mission statement:**

“We believe, that given the right circumstances, all children are capable of extraordinary things”

Bedford Free School is committed to ensuring every pupil eligible for the pupil premium benefits via this additional funding and is in no way disadvantaged when compared to their peers. The routines, structures of the day, curriculum and our approach to teaching have been explicitly designed to ensure that all pupils are able to achieve.

**We aim to:**

- Draw on research, best practice in and evidence from our own experience to direct funding to a school offer that is most likely to maximise achievement
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels
- Minimise potential barriers to learning and thereby maximise progress and achievement
- Advantage the most disadvantaged students through a whole school, quality-first offer, supported sometimes by more targeted interventions
- Ensure all pupils eligible for the pupil premium make excellent academic progress
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent
- Ensure we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Ensure parents of disadvantaged children understand they can make a positive contribution to their children’s achievement at Bedford Free School by working alongside the school in harmony and recognising that parent involvement makes a difference.

**How do we decide how to spend the Pupil Premium Grant?**

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Education Endowment Foundation: The EEF Guide to the Pupil Premium, available [here](#).
- Sutton Trust report: The Pupil Premium: Next Steps, available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Our combined professional expertise and past experience of what works best



### **The most recent research and guidance suggests the following:**

- Although the causes of the achievement gap are entrenched and complex, and most lie beyond the control of schools and educators, schools can make a difference
- Teachers and leaders should be evidence-informed and combine findings from research with professional expertise to make decisions
- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium
- While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching
- The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not just about supporting low attainers.
- The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage

### **Measuring the impact of Pupil Premium:**

The impact of the pupil premium is measured in several different ways:

- Achievement and outcomes at the end of KS4, including gaps between PP and Non-PP pupils
- Achievement and measuring of gaps between PP and Non-PP pupils in KS3 from the end of year exams
- Regular monitoring of pupil progress through SLT data review meetings and Responsive Teaching Tracker
- Monitoring of attendance
- Uptake of enrichment opportunities
- Level of engagement and parental feedback from Progress Evenings
- Evaluation of the impact of professional learning
- Levels of access to the hardship fund



**We take a tiered approach to Pupil Premium spending, allocating resources to improve teaching, provide targeted academic support and other wider whole-school strategies. Pupil Premium funding will be used to support, contribute to or enable the following:**

**Improving teaching:**

What	Who	When	Comment
Ensuring all pupils have access to a high quality well sequenced knowledge-rich curriculum	All teachers	Ongoing, continuous	Curriculum theory and design will be revisited in school professional development and new staff induction. Curriculum must be ambitious in scope, breadth etc. to introduce all pupils to “the best that has been thought and said”. Cognitive science shows that knowledge begets knowledge, the ‘Matthew Effect’, so curriculum must prioritise powerful knowledge. Explicit focus on teaching of tier 2 and tier 3 vocabulary and whole class reading of ambitious texts in most subjects. 100% books contain knowledge organisers which sequence core knowledge.  From September 2023, professional learning time will be allocated to departments to conduct cycles of curriculum review and refinement.
Delivering an extensive Professional Development Programme to ensure all staff are experts in delivering Quality First Provision.	TWO/BGO	Ongoing, continuous	Whole-school professional learning includes for example, cognitive science, assessment theory, literacy and vocabulary, high ratio and responsive teaching and curriculum sequencing. It also includes academic reading and literature, tight structures and routines, consistency of classroom management and teaching strategies across the school (Teach Like a Champion).  Professional learning to increasingly be structured around effective ‘mechanisms’ – deliberate practice, cycles of observation and review.
Responsive Teacher tracker	Teachers, HODs	Ongoing, continuous	Regular in-class formative assessment of pupils and sharing of misconceptions/knowledge deficits in department meetings. Monitoring of progress and subsequent actions taken where necessary at subject / department level. We do not explicitly ask teachers to “look at” progress of PP pupils as this could result in them “labelling” them and lowering expectations. High-quality responsive teaching will benefit all pupils.
Programme of induction for trainees	BGO, trainees	Weekly	Colleagues new to the profession improve rapidly and become expert teachers quicker
Improved programme of induction for new staff	TWO, BGO, HODs	Ongoing (during first year as a new member of staff)	From January 2023, launch an extended period of induction for new members of staff focused on our core routines and structures, and our approach to curriculum, planning and assessment. Teachers new to the school supported to adapt to the ‘BFS way’ more effectively.
Photocopied booklets provided in most subjects for all students to cater for literacy friendly support	Whole school	Provided by most subjects	Literacy friendly, knowledge-rich booklets, promotion of tier 2 and tier 3 vocabulary. Enables pupils to read ahead and makes catching up on any missing work easier and more straightforward.



Deployment of well-qualified learning mentors	FFO, LMs	Ongoing	Additional teaching, learning and social development opportunities.
Dedicated Assistant SENCo and additional experienced member of staff to mentor	PSU / JLE	Ongoing	Supports the SENCO to identify pupils who require support and deliver effective intervention to ensure impact. JLE to lend her knowledge and support to the team to ensure effective transition for new SENCo
Additional staffing in English, Maths and Science	JHE	Ongoing – determined by availability of new staff	Seek to ensure additional staffing in core subjects to allow greater flexibility in setting. This will allow smaller groups and more targeted support for literacy and numeracy development.
Commitment to release staff to visit other schools and learn from great practice in other settings	All staff	Ongoing	All-staff professional learning opportunities for development in their subject field and area of expertise.

### Targeted academic support:

What	Who	When	Comment
Morning Meeting	Whole school	Four times a week 8:30am-9am	Includes weekly vocabulary and numeracy development
DEAR (Drop everything and read)	Whole school	Dedicated ½ hour with tutor or Learning Mentor at lunch	All pupils read together and take turns to read out loud. Pupils read a carefully curated curriculum of literature so by the time they leave BFS they are exceptionally well-read. All pupils will read using “Control the Game” strategies. Some pupils will access guided reading session during this time delivered by learning mentors.
1:1 and keyworker support	Where there is a deemed need. Learning mentors and Behaviour learning mentor	Varied from pupil to pupil	LM targeted support
Prep support	FFO, LMs	Daily	Overseen by learning mentors- targeted drop ins or 1-1 support
Subject intervention / tutoring after school Y11 holiday intervention and summer work	Targeted pupils, overseen by teachers / HoDs	Weekly / holiday intervention	Daily subject intervention provided by teaching staff as per subject rota. Targeted pupils / groups to improve achievement / progress.
Additional tutoring via National Tutoring Programme	TWO	As required and where logistically possible	While there is some evidence to support the impact of high-quality tutoring, we will only use external tuition partners where we feel it may be useful and does not require the removal of pupils from their timetabled lessons.
Y11 revision guides and other resources	HODs, TWO	Provided during KS4	Revision guides provided to PP pupils by departments.
Homework club	Whole school	Daily	Homework club runs every day after school from 4pm-6pm (Mon-Thurs) 3:30pm-5:30pm (Fri). Overseen by learning mentors.



Times Tables Rockstars	Year 7 tutors	Morning Meetings (4 days a week)	<i>Tables Rock Stars</i> is a carefully sequenced programme of daily <i>times tables</i> practice undertaken as part of Morning Meetings. Each week concentrates on a different <i>times table</i> , with a consolidation week for rehearsing the <i>tables</i> that have recently been practised every third week or so.
Learning Village	FFO, LMs	Bespoke for individual pupils	Programme to enable weaker reads to learn sound patterns, comprehension and grammar as well as develop reading skills
Y11 study club	SLT	From January 2023	Pupils, identified based on progress and other data, are given additional supervised study time in electives and after school.
Direct Instruction Programmes in English and Maths	GSC, RLE	Ongoing, or until pupils are ready to move to main curriculum	Pupils who are identified through testing in year 7 as requiring additional phonics teaching are supported with a prescribed <i>Corrective Reading</i> programme, which teachers have been trained to deliver. Likewise, direct instruction maths programmes support pupils with developing competency in core maths concepts.
Strategic deployment of software to support learning, including: Satchel:One, ActivLearn & Sparx Maths	HoDs, teachers	Ongoing	Increased opportunities to consolidate learning and provide targeted support / revision materials. Couple with after school HW club to ensure full access to computers.
KS4 Transition for new Y10	ADA	Autumn Term	Carefully monitor progress of all pupils as new Y10 cohort transitions to KS4. With subject leaders, identify who may need additional support early so early intervention work can take place. Includes parents briefing 'What to expect from KS4'.
Data Review Meetings	ADA, MCO, SLT	Autumn Term	Regular meetings following the QA calendar to analyse cohort and pupil-level data. Includes academic progress, responsive teaching tracker comments, attendance, lateness, homework completion, behaviour records. Actions identified and monitored.

### Wider whole-school strategies:

What	Who	When	Comment
Hardship fund	TWO	Ongoing	Financial support with equipment purchases, residential/daily trips, provision of revision resources and equipment. Increase music participation through part-funded music lessons for PP.
Electives (The wider curriculum)	Whole School	Once a week (1:30hrs)	Every pupil accesses school clubs including nurture clubs for targeted pupils
Catch-Up club	FFO	Twice weekly (2:15hrs)	Student's catch-up on work missed and can do their homework so that they may rest at home. Any child who is a Persistent Absentee (attendance <90%) and/or whose attendance is below 95% in the last ten school weeks



Extended school day	Whole school	Every day	Include morning meeting, DEAR (reading programme), prep and electives. School open from 7:30am-6pm – designed for working families in mind.
HW Club	FFO, LMs	16:00-18:00 (17:30 Friday) each day	Provide time and space for pupils to undertake homework after school, including access to computers and learning mentor supervision.
Well-qualified and experienced Pastoral Leaders and school counsellors	FFO	Ongoing	Additional teaching, learning and social development opportunities. High quality pastoral support and care. Clear focus and priority on improving attendance.
Enhanced activities week	MCO	Summer term	Greater range of enrichment activities and trips, including university experiences and Snowdon. Expanding cultural capital for all pupils.
Support of careers advisor and implementation of a comprehensive careers programme	FFO	Ongoing	Careers interviews for targeted pupils – PP pupils to have interviews to consider Next Steps. All PP pupils have clear understanding about next steps and successful application for Post-16 intended destinations.
Y6 1-1 transition meetings and parental support briefings	Y6 transition. Led by SLT and teaching staff	Summer term	Smooth and successful transitions for new Y6 pupils. Clear focus on pastoral and academic transition. Increased engagement with parents and clear understanding of BFS way.
More strategic monitoring of PP pupils for wider enrichment engagement	MCO	Ongoing	Data capture for all enrichment opportunities including trips, sporting activities, Snowdon and Activities week. Increased monitoring and awareness of PP engagement.