

## Pupil premium strategy statement 2023

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bedford Free School
Number of pupils in school	530
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	December
Date on which it will be reviewed	October 2024
Statement authorised by	J. Herron
Pupil premium lead	T. Wood
Governor / Trustee lead	C. Knighton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,635
Recovery premium funding allocation this academic year	£35,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 179,239

## Part A: Pupil premium strategy plan

### Statement of intent

**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 school was established to ensure all pupils achieve. This is at the core of what BFS is trying 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 whole school and sometimes more targeted offer
- Ensure all pupils eligible for the pupil premium make excellent academic progress and achieve beyond expectation
- 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.

To achieve the above aims, much of the Pupil Premium funding we receive is directed towards staffing costs. This enables us to ensure, for example, that we are overstaffed in core subject areas (English, Maths and Science) and have the capacity both to offer an extended school day to all pupils, including additional time for literacy and numeracy, and to provide additional support (for example, through the work of learning mentors) to those pupils who need it.

## Challenges

The barriers and challenges disadvantaged pupils face are complex and varied- there is no single difficulty faced by all. Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools. The gap is stubborn because its causes are entrenched and complex, and most lie 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:

Challenge number	Detail of challenge
1	Academic achievement gap between disadvantaged and other pupils upon entry
2	Lower levels of literacy (including vocabulary deficit) and numeracy
3	Poorer attendance
4	Lower levels of parental engagement and support
5	Lower aspirations for higher education
6	Fewer opportunities for disadvantaged pupils to extend learning at home and secure completion of homework
7	Fewer opportunities for enrichment. Many children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding (Cultural capital)

## 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
Improve the academic outcomes of disadvantaged pupils of all abilities	Outcomes in GCSE examinations
Reduce the attainment and progress gap between disadvantaged pupils and their peers	Outcomes in GCSE examinations and KS3 end-of-year examinations
Identify and implement strategies designed to help increase social mobility	Strategies identified and implemented as outlined in PP strategy plan
Enhance pupils' cultural literacy and wider enrichment opportunities	Strategies and opportunities identified and implemented as outlined in PP strategy plan

## Note on evidence to support our approaches:

In deciding how to use our Pupil Premium and Catch Up funding, 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: Teacher Toolkit, available [here](#)
- Research on disadvantaged pupils and the vocabulary gap, for example [here](#)
- Our combined professional expertise (including the example of other successful schools) and past experience of what works best

## 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: £71, 696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing: six subject experts in English, Maths and Science, enabling doubling staffing of some classes and/or smaller groups for bespoke programmes	<i>See above</i>	2
Ensuring all pupils have access to a high quality, well sequenced knowledge-rich curriculum	<i>See above</i>	1, 2, 5
Delivering an extensive Professional Development Programme to ensure all staff are experts in delivering Quality First Provision	<i>See above</i>	1, 2, 5

A dedicated induction programme for new staff, including weekly coaching via the Steplab platform	<i>See above</i>	1, 2, 5
Partnership with Ambition Institute and investment in their programme so that the school is a successful provider of the Early Career Framework and NPQs	<i>See above</i>	1, 2, 5
Pupil-level monitoring at SLT (through regular data review meetings) and departmental (through responsive teaching tracker) levels	<i>See above</i>	1, 2, 5
Extensive programme of induction for trainee teachers	<i>See above</i>	1, 2, 5
Photocopied booklets provided in most subjects for all students to cater for literacy friendly support	<i>See above</i>	1, 2, 5
Recruitment of a dedicated SENCo as a role additional to SLT	<i>See above</i>	1, 2, 4
Recruitment and deployment of well-qualified learning mentors	<i>See above</i>	1, 2
Commitment to release staff to visit other schools and learn from great practice in other settings	<i>See above</i>	1

Ongoing training for Maths and English Direct Instruction Programmes	<i>See above</i>	1, 2
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46, 602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning Meeting for all—numeracy and literacy practice 7.5% teaching time per day	<i>See above</i>	1, 2
DEAR (Drop everything and read) for all and redevelopment of curriculum with better texts 7.5% of daily teaching time per day	<i>See above</i>	1, 2
Supported DEAR and guided reading for targeted students	<i>See above</i>	2
Learning Village subscription to support EAL pupils	<i>See above</i>	2
1:1 and keyworker support for targeted pupils	<i>See above</i>	1, 4
Prep support for targeted pupils	<i>See above</i>	1, 4, 6
Subject interventions after school for all	<i>See above</i>	1, 6
Y11 subject intervention during holidays	<i>See above</i>	1, 6
Y11 Academic Mentoring	<i>See above</i>	1, 5
Y11 Study Club	<i>See above</i>	1, 6

Literacy Direct Instruction programme	<i>See above</i>	1, 2
Maths Direct Instruction programme	<i>See above</i>	1, 2
Strategic deployment of software to support learning, including: Satchel:One, Active Learn, Sparx Maths	<i>See above</i>	1, 2, 4, 6
NGRT and maths baseline testing for Y7; yearly testing of certain groups to monitor impact of literacy approach	<i>See above</i>	1, 2
Option for tutoring of targeted pupils/groups via the school-led tranche of the National Tutoring Programme, where a specific need is identified and the provision would not detract from or limit access to our wider school offer	<i>See above</i>	1, 2, 4, 6
Laptop loan scheme and software licensing	<i>See above</i>	6

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

Budgeted cost: £60,941

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Extended school day for all (prep/tutor time 4 days per week) 10% of school day	<i>See above</i>	1, 3, 4, 6
Electives (enrichment opportunities built into school timetable for all)	<i>See above</i>	6, 7

Subsidy of curriculum trips for PP pupils	See above	4, 7
Additional financial support for non-curriculum trips (e.g. Snowdon Trip) for all disadvantaged pupils	See above	4, 7
Purchasing of texts, equipment, revision materials etc for PP pupils	See above	1
Financial support with peripatetic music lessons to widen access to playing an instrument and improve outcomes in the subject	See above	
Homework Club	See above	1, 6
Homework Prep Intervention	See above	1, 4, 6
School Counsellor	See above	4
Careers Adviser	See above	5
CPOMS	See above	
Catch-Up club for persistent absentees	See above	3
Y6 1-1 transition meetings and parental support briefings	See above	4
Activities Week	See above	7



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The outcomes of disadvantaged pupils in the 2023 GCSE exam series suggest that our strategy is successful.

Whereas disadvantaged pupils nationally averaged a progress 8 score of -0.55, meaning they achieved more than half a grade less than expected in each subject compared to their peers, disadvantaged pupils at **Bedford Free School achieved a Progress 8 score of 0.93**. This means they achieved nine tenths of a grade higher than expected in each subject compared to their peers. The progress of disadvantaged pupils at **BFS was the 46th best in the whole country**. While the gap between disadvantaged and non-disadvantaged pupils is wide nationally and has gotten wider in 2023, at BFS the gap is small and has narrowed in 2023.

Disadvantaged pupils at Bedford Free School achieved excellent outcomes in comparison to their non-disadvantaged peers in the rest of the country. **95% of disadvantaged pupils at BFS were entered for the EBacc**, which includes English, Maths, sciences, a language and either history or geography. This compares to 43% of non-disadvantaged pupils nationally, and 39% of non-disadvantaged pupils locally. **43% of disadvantaged pupils achieved a grade 4 or higher in each subject of the EBacc at BFS**, compared to 28% of non-disadvantaged pupils nationally, and 39% of non-disadvantaged pupils locally. The percentage of disadvantaged pupils at BFS achieving a grade 5 in each subject of the EBacc (24%) was likewise higher than national (20%) and local (15%) figures for non-disadvantaged pupils. **71% of disadvantaged pupils at BFS achieved a 4+ in both English and maths**, compared to 73% of non-disadvantaged pupils nationally and 69% locally. These outcomes suggest that **disadvantaged pupils at BFS studied and were more successful in a broader range of academic subjects**, and have left us with more knowledge, and better literacy and numeracy skills, relative to their non-disadvantaged peers in the country.

Our aim is to improve raw GCSE outcomes for all pupils, including disadvantaged pupils, so that more pupils achieve grades 5 or above, particularly in English and Science. Internal assessment data suggests that there is a statistically significant gap between our disadvantaged and non-disadvantaged pupils in year 9 and year 8. There is more work for us to do to ensure that disadvantaged pupils continue to achieve well, and indeed to even better, in future years, focused on further improving our curriculum and quality first teaching.