

Pupil premium strategy statement - Bentley Wood High School

This statement details Bentley Wood High 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	Bentley Wood High School
Number of pupils in school (current on roll)	1357
Number of pupils in school (including dual subsidiary)	1385
Proportion (%) of pupil premium eligible pupils	23.28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dr J Howkins
Pupil premium lead	Mr K Robinson
Catch-up premium lead	Mr S Burnaby
Governor / Trustee lead	Alison Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,175
Recovery premium funding allocation this academic year	£41,782
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,158
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	£331,115

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Statement of intent

At Bentley Wood all students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities, and experiences of later life. The curriculum must remain broad and ambitious with all students being taught a wide range of subjects, maintaining their choices for further study and employment.

'No child misses out' is one of the core values of Bentley Wood High School. This is based on our whole school ethos and CARE values. It is our intent that students are not disadvantaged by their socio-economic background and are therefore able to achieve in line with all other students nationally. We also strive to close the gap in achievement between disadvantaged students and their peers at Bentley Wood.

Bentley Wood's strategy plan is evidence based and draws its structure and rationale from the Department for Education, Educational Endowment Foundation, and wider educational research. The impact of the plan is evaluated annually and subsequently adapted to ensure students continue to benefit. The structure of the plan acknowledges the variety of barriers that disadvantaged students may face and how they can be addressed. The first section of the plan focuses removing barriers through quality first teaching, then targeted support and finally wider pastoral interventions. Each section of the strategy plan is fully costed and evaluated to ensure value for money and a continued positive impact for our students.

Key priorities:

1. The quality of education through Bentley Wood's broad and balanced curriculum, implemented through effective teaching, remains outstanding. This ensures students, including those who are disadvantaged, can make excellent progress through the curriculum.
2. Accurate and robust assessment will ensure any underachieving students are identified quickly, enabling targeted intervention to be put in place to support their progress.
3. Pastoral care will continue to ensure that behaviour and attendance is excellent. Disadvantaged students will be supported to fully participate in all curricular and extra-curricular activities available to them.

Catch-up' School Improvement Group

Supporting the 'catch-up' strategy across the school will be the work done through the Catch-up School Improvement Group (SIG). The SIG working group's strategy statement is as follows:

"Catch up SIG will be looking at disadvantaged and SEND students most affected by COVID and putting in place a range of strategies throughout the year to identify, support and monitor their progress over time. To include Year 7 low numeracy & literacy, years 8 & 9 lowest 20% on progress in English & maths, and years 10 & 11 lowest 20% on progress. This will be underpinned by utilising best practice and engagement with current literature"

Monitoring evaluation and review

Further to this, the school's robust half termly Monitoring, Evaluation & Review (MER) process will also play a vital role in monitoring the impact of the curriculum on the rapid progress of disadvantaged students. As part of both the pastoral and academic MER, leaders regularly review the progress of key groups of students to ensure they are making the required levels of progress, and where this is not the case are taking effective steps to address this. This continuous reviewing, monitoring, and adapting the curriculum ensures disadvantaged students catch up rapidly.

Challenges

Key challenges to achievement that Bentley Wood High School have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	When students enter the school, we scrutinise KS2 outcomes and our baseline GLS assessment. Information is also collected from feeder schools. For disadvantaged students who have scores below the national average we want to ensure that they make rapid progress through the KS3 curriculum. This will then support them to catch up further with their peers at KS4.
2,	School disruption due to the impact of the pandemic has impacted on those transitioning from their primary school. Levels of literacy, numeracy, oracy and reading of disadvantaged students have been identified as areas with gaps. We need to build upon current strategies, targeting identified disadvantaged students to rapidly develop these skills through a well-planned curriculum and engaging interventions.
3	Evidence based teaching and tuition for years 9, 10 & 11 disadvantaged students, including those with SEND, who need the most support to gain further knowledge and skills through the curriculum to catch up with their peers. These strategies to include metacognition, retrieval practice and use of the National Tutoring Programme. Progress data to inform students to be appropriately targeted. Professional development provided for teachers and support staff re scaffolding learning up in the planned curriculum.
4	Excellent attendance and punctuality have historically been a strength of the school. Nationally student absence has risen due throughout the pandemic. We want to ensure through continued close working with families and high expectations that disadvantaged students have excellent attendance and punctuality to school.
5	It has not been possible to hold face to face parents evening during the pandemic. Virtual parents' evenings took place and engagement of parents was excellent. However, we want to build further on working with parents of disadvantaged students those who can be hard to reach.
6	The recent disruption to education has increased some of the socio-economic barriers that some families face. This in turn has impacted the mental health and overall personal development particularly of disadvantaged students. Strategies to continue to be implemented to promote good mental health e.g., mindfulness and to ensure that the numbers of disadvantaged students attending enrichment continue to rise and are high.

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
Through a well-planned, sequenced curriculum to maintain and exceed the high progress & attainment 8 scores (2019) for disadvantaged students by the end of KS4.	<p>Progress 8 to be at least 0.7 or above for disadvantaged from 2022 to 2025</p> <p>Entry to EBacc, maintained at 95% and above for all students, including disadvantaged 2022-2025</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> • 5+ English 72% • 4+ English 80% • 5+ maths 61% • 4+ maths 74% • 5+ science 60%

	<ul style="list-style-type: none"> • 4+ science 83%
To build on our ambitious curriculum ensuring that planning includes specific strategies to scaffold up for disadvantaged students. This means they know more and remember more which results in a build-up of their knowledge. Implementation includes specific resources to support this to ensure end points for all students are aligned.	<p>Half termly established Monitoring, Evaluation & Review programme provides evidence of the highest quality teaching that impacts on disadvantaged students knowing and remembering more. Differences between groups diminish. Subject knowledge is excellent, and Rosenshine's principles of learning are applied.</p> <p>Student focus groups with middle and senior leaders' evidence that disadvantaged students can recall knowledge and speak enthusiastically about their learning.</p> <p>Documented information from learning visits, specifically provide evidence about a well-planned sequenced curriculum that is ambitious for disadvantaged students and impacts positively on the development of their knowledge and skills.</p>
To achieve and sustain excellent attendance and punctuality is maintained by disadvantaged students.	<p>Building on high attendance from previous years. Attendance of disadvantaged students 2021/22 96%/in line with peers.</p> <p>This is consistently maintained in 2022/23, 2023.24, and increases in line with the national average for 2024/25</p> <p>Persistent absence of all students is below 10% and the figure among disadvantaged students being no more than 2% lower than their peers</p>
Ensuring parents/carers of disadvantaged students are fully engaged with their daughter's education.	Attendance of disadvantaged students to parents evening is 96% and in line with their peers. Hard to reach parents/carers are in regular contact with the school-parent engagement records.
Ensuring levels of literacy, oracy and reading sufficient to engage fully with their broad and ambitious curriculum.	<p>Results of GLS assessments, comparative marking, internal assessments show that the gap in reading, and literacy levels is diminishing and there is a smaller disparity between disadvantaged and non-disadvantaged peers.</p> <p>Teachers and leaders also see the evidence of improvement through book scrutinies and when speaking with students about their learning.</p>
<p>To sustain continuously improving well-being for all students including those who are disadvantaged.</p> <p>Ensure all students, including those who are disadvantaged, have full access to enrichment and careers guidance.</p>	<p>All students, including disadvantaged take part in at least one trip and/or enrichment during each academic year.</p> <p>Participation in enrichment grows year on year, particularly amongst disadvantaged students. Mindfulness and other mental health support are particularly promoted for non-disadvantaged and disadvantaged students.</p> <p>Disadvantaged are fully represented in leadership responsibilities and receive an equal number of rewards to their peers.</p> <p>Work placements for disadvantaged students are rich experiences. Funding supports students to have access to a wider range of experiences.</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.

Section 1. Quality First Teaching

Budgeted cost - £102,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for curriculum planning</p> <p>CPD days and department meetings throughout the year have dedicated time to review curriculum plans to meet individual needs with a focus on disadvantaged students. This ensures that each student has a broad and balanced curriculum tailored to their strength and interests as well as supporting CPD, recruitment and retention. The school's monitoring, evaluation, and review (MER) cycle systematically checks the impact of the CPD.</p>	<p>Examples from the EEF Guide to Pupil Premium shows that schools with a major focus on teaching and learning secure the best outcomes for disadvantaged students.</p>	<p>5</p>
<p>Co-teaching</p> <p>Support disadvantaged/SEND students and provide additional 1:1 explanations and teaching support within the classroom. HoD's and SLG ensure teachers are allocated to classes where they will have the greatest impact on learning and ensure continuity for students.</p>	<p>Joint planning and co-teaching – effect size 0.19(Hattie 2009)</p>	<p>2</p>
<p>Collaborative planning</p> <p>To further develop teaching and curriculum planning, in line with the DfE and EEF guidance, by funding the provision for a representation of teachers to have additional joint planning time. Teachers share pedagogy and strategies with a focus on disadvantaged students and those with SEND.</p>	<p>Ofsted subject reviews (2021)</p>	<p>1&2</p>
<p>Funding of a selection of Teachers and Teaching Assistants to meet weekly to specifically make adaptations to the curriculum for disadvantaged students with SEND. Strategies and pedagogy to be shared at whole staff CPD.</p>		
<p>The implementation of these plans is triangulated through our MER to ensure disadvantaged students progress well through the intended curriculum.</p>	<p>EEF – Diagnostic assessment: Evidence insights</p>	<p>1&2</p>
<p>Diagnostic assessment and curriculum adaptation</p> <p>Diagnostic assessment is used systematically across the curriculum to assess how students are progressing through the intended curriculum. HODs and teachers review the curriculum intent regularly and make</p>		<p>1</p>

<p>as well as ensuring that students are continuing with their reading over the summer break</p>		
<p>Baseline assessments (GL assessments) All students in Year 7 and selected students in Year 8 complete the GL assessments CAT4 in the first half of the Autumn term to establish a baseline and understand achievement across key groups. CAT4 also includes KS2 indicators to ensure the school has the necessary information on the students transitioning from primary schools in the absence of the SATs. The CAT4 also provides reading indicators with additional information on students' reading abilities.</p> <p>Year 8 students selected to sit the CAT4</p> <ul style="list-style-type: none"> • Students who did not complete the assessment in year 7 • Disadvantaged/SEND students to identify where progress has/has not been made <p>Students with the lowest 20% mean CAT score from Year 7 to identify where progress has/has not been made</p>	<p>GL assessment 'transitioning from primary school' https://tinyurl.com/fu7uczpn</p> <p>EEF – Diagnostic assessment. Evidence insights</p>	
<p>Improve the literacy, numeracy and reading ages of disadvantaged students from their starting points. To provide bespoke tuition for individual students.</p> <ul style="list-style-type: none"> • Year 7 and 8 disadvantaged students receive support through the Elevate program each Monday, Tuesday, and Thursday. • Year 7 and 8 Wednesday numeracy support • Year 7 & 8 Friday reading intervention • Specialist English tutor employed to work with students to support with their literacy (at Key Stage 3) and their English Language and Literature GCSEs (at Key Stage 4). • Literacy and numeracy interventions for KS3 students, such as Power of Two. • Early stage EAL students supported through small group literacy and TA support. • Embed reading across the curriculum to raise ambition • Specific literacy honorarium aimed at supporting students through small group tuition. • 1: 3 6-week literacy tuition. • Literacy support for year 7 and 8 students who have fallen below the expected standard of reading in the GLS assessments (AF/SZ) <p>Library assistant to support extended opening hours in the week and weekend</p>	<p>Sutton document</p> <p>'Improving literacy improves overall student outcomes.</p> <p>Reading ages increase skills, especially spelling and comprehension.</p> <p>Students are more able to access materials across the curriculum</p>	<p>1.2 & 5</p>
<p>Small group tuition Students in Years 9, 10 and 11 targeted for support via 1 to 3 small group tuitions aimed at supporting disadvantaged students and helping them catchup on missed learning and close the attainment gap. Students have been identified in collaboration with HODs. Tuition delivered by teaching staff. In 6 week,</p>	<p>EEF research into the effectiveness of small group tuition https://tinyurl.com/4ewhpj5a</p>	<p>1&2</p>

<p>blocks. Students supported with resources to help boost their chances of exam success.</p> <p>Curriculum honorarium - Group tuition model years 7-11</p> <p>Curriculum honorariums will be running whereby teaching staff work with small groups of students (1 member of staff to 4 students, three times per year) at risk of underachievement in their subject areas to address gaps in their knowledge and skills. Staff will employ evidence-based research strategies to devise a carefully sequenced series of lessons aimed at supporting students who have missed learning due to virtual schooling.</p> <p>Pastoral honorarium - Group tuition model</p> <p>Pastoral honorariums will be used to support targeted students with the skills needed to facilitate effective learning across all subject areas. Students targeted typically will require support with organisation, motivation or improving attendance, and by close mentoring and support can improve wellbeing and provide the necessary structures and routines to succeed.</p> <p>Saturday small group and 1 to 1 tuition</p> <p>To support year 10/11 students in preparing for their exams, tuition delivered by students in year 12/13 and former students at the school. Students will be invited in to take part in Saturday tuition sessions based upon level of need, with a priority for disadvantaged and SEND students.</p> <p>Online tuition through the National Tutoring Programme (NTP)</p> <p>Year 10 and 11 students who are at risk of underachieving in English and Maths are invited to join small group online tuition through the NTP and myTutor.co.uk. Tutors are typically graduates from top universities and work with students in groups of 3 on specific topics or areas which the HOD has specified are an area of need. Students are enrolled on a 15-week programme of support; this is currently planned for 30 students in Year 10 and 11.</p>	<p>EEF toolkit 'one to one tuition' - High impact for moderate cost https://tinyurl.com/y45br7bb</p> <p>Information regarding the national tutoring programme available at https://nationaltutoring.org.uk/ and myTutor at https://www.mytutor.co.uk/</p>	<p>2&3</p> <p>1&2</p> <p>1&2</p>
<p>Transition – bridging work</p> <p>To ensure that students continue to learn over the summer holidays between specific years, they are required to complete bridging work in each subject. Bridging work is set for the following transition points:</p> <ul style="list-style-type: none"> • Year 10 to 11 • Year 11 to 12 <p>On returning to school in September this transition work is assessed by teaching staff and recorded on SIMS. This is then followed up with by the HOY/HOD where necessary to ensure students are making a good start to the year.</p>	<p>One Education - 'the importance of a good transition' https://tinyurl.com/mhwe7rb4</p>	<p>1 & 5</p>

Section 3. Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting students emotional and social needs, including regulating behaviour strategies Pastoral Support Plans for disadvantaged students. Strategies include:</p> <ul style="list-style-type: none"> • Counselling. • Mentoring • Lunchtime walks • Colouring club • Meeting with mental health Ambassadors • Meeting with HOY/Deputy HOY • Safer schools officer • Breakfast club <p>Bentley Wood High School has also been involved with Public Health Questionnaires for Harrow.</p>	<p>EEF Toolkit 'behaviour interventions: +4 , social & emotional learning+4 months, moderate impact'</p>	<p>1, 2, 3 & 4</p>
<p>Maintain and further improve excellent attendance. No disadvantaged students will be persistently absent (less than 90%) School Attendance officer To monitor and track attendance across the school, supporting families to improve attendance and punctuality. Building links with the vulnerable hard to reach families to establish.</p> <p>Deputy HOYs to target and intervene with students who have low attendance /poor punctuality.</p> <ul style="list-style-type: none"> • Fortnightly attendance meeting with pastoral leadership teams, attendance data analysed, interventions evaluated. • Individual attendance action plans for vulnerable students. • Attendance and punctuality panels. • Attendance and punctuality weekly SLG agenda item • Attendance and punctuality letters. • Attendance officer and pastoral teams contact students whenever there is an unexplained absence. • Budget for attendance rewards. 	<p>EEF Toolkit 'parental involvement +3 months, moderate impact' Progress is sustained</p> <p>Attendance below 93% has a significant impact upon progress and academic attainment.</p>	<p>1,2 & 3</p>
<p>Ensure that finance is not a barrier for participation in school activities.</p> <p>All disadvantaged students receive subsidised music sessions.</p> <p>School trip and resources grants Supporting students to develop an in-depth interest in a subject or activity. Supporting disadvantaged students with finance to enable them to purchase resources (i.e., food teach, arts resources, books etc.)</p> <p>Participation in trips and activities contributes to a student's participation and self-esteem. Supporting disadvantaged students with finance to enable them to take part in trips and activities. School financial support is usually 50% of the trip cost, however this is assessed on an individual basis and on the total cost of the trip if it exceeds £100.</p>	<p>EEF toolkit Arts and Sports participation +2 months.</p>	<p>6</p>
<p>Parental engagement</p>	<p>EEF parental engagement</p>	

<p>Schools and parents have a shared interest in doing the best for their children. Using the recommendations from the EEF report on improving parental engagement, leadership training took place to improve understanding and increase communication. To arrive at the EEF recommendations, the best available international research was reviewed and consultation with teachers and other experts took place.</p>	<p>guidance report (2018)</p>	
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Total pupil premium and catch-up premium budgeted cost - £289,333

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 students in the 2020 to 2021 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</i></p> <p>Bentley Wood High School implemented a robust and unbiased teacher assessed grading process in 2020/21 in line with national requirements due to the Covid-19 pandemic. This process evidenced a sustained improvement over the last three years regarding the following key performance measures: basics 9-4; basics 9-5 and attainment 8. The gap in achievement between disadvantaged students and their peers for these performance indicators also showed a sustained reduction over the same three-year period (see figure 2). EBacc entry was 100% in 2021, which was higher than in previous years (see figure 1).</p> <p>Prior to the Covid-19 pandemic Bentley Wood High School was in the top 20% of school in the country for attendance. Although overall attendance in 2020/21 was lower than in preceding years at 95.3%, it was higher than the national average at 88.9% (see DfE attendance in educational settings – published 14.12.21). The attendance of disadvantaged students was also higher than other schools nationally. It is acknowledged that the attendance of disadvantaged students was 2% below that of their peers at the end of 2020-21, which is 1% greater than in previous years.</p> <p>Bentley Wood High School implemented a digital school that allowed students to progress through their intended curriculum while retaining access to high quality pastoral care, tuition and enrichment. Throughout the school year, including periods of partial school closure, ‘pupil premium’ and ‘catch-up premium’ funding supported leaders in meeting regularly with disadvantaged students, those with SEND and students with safeguarding concerns. Through these meetings and our whole school monitoring, evaluation and review (MER) cycle it was evident that the mental health and wider personal development of some students transitioning to Bentley Wood from their primary schools had been negatively impacted. This negative impact is evidenced in schools across the country and is most detrimental to disadvantaged students.</p> <p>Bentley Wood High School’s pupil premium and recovery premium statement has identified the key challenges for our context following this evaluation. The intent and implementation of this statement will sustain and further develop the excellent outcomes of disadvantaged students.</p>

Externally provided programmes

Names of any non-DfE programmes purchased in the previous academic year.

Programme	Provider
Online tutoring service	MyTutor

Appendix 1

Figure 1 – Achievement of 2019 Y11 cohort compared to national averages

2. Current attainment 2019 Year 11 cohort		
	Students eligible for PP (your school)	Students not eligible for PP (national average) 2018-19
Attainment 8	50.6	46.4
Progress 8	0.7	-0.02
% achieving 5+ in English / Maths	33.8	43.9
% EBACC 5+	28.6	21.1
EBACC entries	93.5	38.4

Figure 2 – Student achievement overtime

		2021	2020	2019
Basics 9-4	Non disadvantaged	86.8	86.6	86.6
	Disadvantaged	77.4	75.4	63.6
	Gap	9.4	11.2	23.0
Basics 9-5	Non disadvantaged	63.8	65.5	66.9
	Disadvantaged	58.1	53.8	33.8
	Gap	5.7	11.7	33.1
Attainment 8	Non disadvantaged	60.64	60.49	61.53
	Disadvantaged	55.75	54.87	50.64
	Gap	4.89	5.62	10.89

Further information (optional)

Please see individual impact analysis for departmental/pastoral pupil premium applications.