

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	KWS School Bedford
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	August 2022
Date on which it will be reviewed	August 2025
Statement authorised by	Sarah Nichols-Weaver Head
Pupil premium lead	Sarah Nichols-Weaver
Trustee lead	Magdalena Nichols

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,387.00
Recovery premium funding allocation this academic year	£0
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	£ 10,387.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment at the end of year 11.
- Progression to further education and training.
- Future employability.
- Social opportunities both in and out of school.

At the centre of our approach is high-quality teaching focused on areas that disadvantaged pupils require most, helping pupils to access a broad and balanced curriculum throughout their educational journey.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils across the school where funding is spent on whole-school approaches. It would be stated that all our pupils face disadvantages of some kind due to their special educational needs however some face a more intersectional disadvantage than others. Central in the intended outcomes detailed below, is the intention that outcomes for less disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent living and social skills and continue to ensure that, high-quality independent careers guidance and further education guidance are available to all as well as a robust diet of structured careers advice through PSHE, starting in year 7.

This strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their lives after school.

Challenges

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

Challenge number	Detail of challenge
1	Research shows that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments show that disadvantaged pupils do not enter secondary education with the same broad knowledge and fluency of key skills which prevents access to an ambitious curriculum.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in a mainstream environment.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., social skills, confidence, and independence.

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
Improved attainment for disadvantaged pupils in all subjects, notably maths and English, relative to their starting points as identified through baseline assessments	An increase in the number of disadvantaged pupils entered for GCSE and external accreditation and other awards, particularly maths and English. Results show a reduction in the attainment gap between disadvantaged pupils and their peers with all pupils

	nationally, achieving externally accredited awards at KS4 and or Post 16.
Pupils can use a range of communication systems to aid their understanding and develop expressive communication skills.	EHCP outcome reviews. Keyword outcome reviews. SaLT reviews
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	EHCP reviews Keyword reviews Through observations, questionnaires, and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and or further education and training opportunities through mentoring and keyword.	By the end of this strategy 2024/25, disadvantaged pupils are progressing to further education and or training at the end of KS4/ KS5 in the same numbers as their peers from non-disadvantaged backgrounds.

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: £1350.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to further the school's capacity to deliver high-quality intervention work.	Increased availability of code-orientated phonics programmes across the school.	1,2,3.
To improve the performance of pupils in the reading components of the English curriculum	Sounds Write CPD training delivered to staff, externally. Reading assessment data.	1,2,3

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

Budgeted cost: £ 7925.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy (SaLT) bought in service from Twelvetimes	We have successfully introduced therapy based interventions to develop the communication and expressive language skills of our disadvantaged pupils, to support their wider interactions.	3,2,5,6.
1-1 GCSE specific support to achievement and close gaps in attainment. A significant proportion of the pupils who receive tutoring will have intersectional	One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3.

disadvantages, SEN, CLA, FSM.		
Independent specialist qualified and experienced advisers who offer impartial careers IAG with the emphasis on guidance.	All pupils receiving a full guidance interview are facilitated to produce an individualised Action Plan. Advisers will provide the school with an annual report utilising both quantitative and qualitative data evidencing the impact of the work that has been delivered.	5,6.
To improve performance of phonics, reading and comprehension through continued assessment and testing.	Increased use of technology to support assessment and tracking of attainment. Accurate collation of assessment data.	1,2,3,4,6.

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

Budgeted cost: £ 1112.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform strategy to support identity, pride, self-worth, and self-esteem of pupils	To promote a sense of pride and belonging, to support the transition into the school where the focus is on personal development.	1,2,3,6.
Designated sensory area and resources	To promote self-regulation that in turn supports wider access to the curriculum and reduces behavioural incidents.	3,4,6.
Attending theatre productions.	Pantomime is often the first introduction to the theatre, which can spark curiosity and imagination in pupils to further extend their knowledge of plays, and written texts.	5

Total budgeted cost: £9787.00

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 2020 to 2021 academic year.

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.

This is the first KWS Bedford Pupil Premium strategy.

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
N/A	