

# Pupil premium strategy statement – The Duke of Bedford Primary 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	221
Proportion (%) of pupil premium eligible pupils	29.8% (66 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025 Year 2 of the 3 year plan
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Rebecca Hales
Pupil premium lead	Mr Taylor
Governor / Trustee lead	Mrs O'Sullivan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,449.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£104,449.00

# Part A: Pupil premium strategy plan

## Statement of intent

At The Duke of Bedford Primary School all members of staff and Governors accept responsibility for all pupils and recognise that a number of pupils within our school, some of whom are not eligible for pupil premium funding may at any point require additional support and intervention. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers.

Our aim is that our disadvantaged children perform as well, and if not better than their peers to reach their full potential, taking into consideration their prior attainment, progress and interests. We are committed to meeting their academic, social, emotional and pastoral needs through high-quality teaching and cultural enrichment by offering a full range of experiences and opportunities.

### **To ensure our aim is effective we will:**

- Have high ambitions/aspirations for disadvantaged pupils across all aspects of school life irrespective of the barriers they may face.
- Provide 1:1 support for identified children with specific needs.
- Ensure high-quality teaching meets the needs of all pupils.
- Offer additional teaching and learning opportunities by trained TAs.
- Monitor attendance and support families to improve attendance as needed.
- Support pupils with behaviour, social and emotional wellbeing.
- Offer a wide range of opportunities to develop their knowledge, experiences and understanding of the world.
- Closely track and monitor pupils attainment as well as progress to evaluate its impact and make adaptations when required
- Provide effective professional development for teaching staff to support high quality teaching and learning day in, day out.

## Challenges

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

Challenge number	Detail of challenge
1	PP/SEND overlap is 39.3% Ensuring that SEND pupils are making good progress in regard to their additional need.

2	Limited life experience and low aspirations beyond their home and immediate community.
3	Pupil Premium children as a group are not reaching the same attainment as non-pupil premium children at the expected standard or at greater depth standard, especially in Writing.
4	Pupil Premium children as a group are not making the same progress as non-pupil premium children in Writing.
5	Pastoral support needed for some pupils due to anxiety, poor sleep, low self-esteem. Complex family situations and social service involvement with increasing numbers of families requiring access to the Early Help Pathway.
6 (new in Year 2 of plan)	The increase in the number of EAL and SEND children attending school puts added pressure on staffing, teaching and resources.

## 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
The attainment gap between PP / non-PP children at the expected standard and the greater depth standard will narrow in all year groups in Maths, Reading and Writing.	<ul style="list-style-type: none"> <li>Gaps to close in each year group between PP and non-PP children Maths.</li> <li>Gaps to close in each year group between PP and non-PP children Reading.</li> <li>Gaps to close in each year group between PP and non-PP children Writing.</li> </ul>
The rate of progress of PP children will be in line with non-PP children in Writing, in all year groups.	<ul style="list-style-type: none"> <li>Writing progress of PP children to be in line with (or better) than that of non-PP children.</li> </ul>
Disadvantaged children to be given the chance to attend all opportunities available to them ensuring they have broad educational and cultural experiences.	<ul style="list-style-type: none"> <li>PP children to have the opportunity to attend extra-curricular activities/clubs.</li> <li>PP children will attend all day trips (with funding support offered).</li> <li>PP children will have the opportunity to attend the residentials in Yr4 &amp; Yr6 (with funding support offered).</li> </ul>

Disadvantaged pupils and families are/feel supported emotionally and socially.	<ul style="list-style-type: none"> <li>• Children know there is always someone at school who will listen to them and help/support them.</li> <li>• Pupil voice shows that children feel happy and relaxed ready to learn.</li> <li>• Results from 'Outcome Star' indicate families &amp; pupils feel supported emotionally and socially.</li> <li>• Support is given to identified pupils by a trained Emotional Literacy Support Assistant (ELSA). Progress is assessed using ELSA tracking tools.</li> </ul>
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## 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: £52,414.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics, language and Reading support.</b></p> <p>Phonics subject leader to have release time to support new &amp; old staff with the planning and delivery of the Little Wandle scheme. To organise groups after assessments as well as monitoring the progress of children.</p> <p>To invest in high quality resources and books to supplement the planning and delivery of phonics &amp; Reading.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF).</p> <p><a href="#"><u>The Reading Framework</u></a> (DFE)</p> <p>Matthew Effect International Journal of Educational Research.</p> <p>Hart &amp; Risley 30 million word gap. They found that the average child in a professional family hears 2,153 words per waking hour, the average child in a</p>	1, 3 & 6

	working-class family hears 1,251 words per hour, and an average child in a disadvantaged family only 616 words per hour.	
<p><b>Reading development and support.</b></p> <p>Targeted academic support for PP children in Reading.</p> <p>English Reading subject lead to have release time to attend training and monitoring of termly assessments to establish strengths and weakness of cohorts and the school.</p> <p>English Reading subject lead to promote a love of reading across the school.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p>EEF- The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="#">The Book Trust.</a></p>	1, 2, 3 & 6
<p><b>Writing development and support.</b></p> <p>Targeted academic support for PP children in Writing.</p> <p>English Writing subject lead to have release time to attend training and monitoring to establish strengths and weakness of cohorts and the school.</p> <p>CPD for assessing Writing and making judgements of WTS, EXS &amp; GDS within a year group.</p> <p>CPD on planning a unit of work using the Read to Write Scheme (1:1 support with class teacher and English Lead). Support for planning a unit of work in the Keystone writing project.</p> <p>CPD on modelling and editing writing.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p>Input from Local Authority English Consultant.</p> <p>Writing moderation and making judgements Workshops for all teachers. Local Authority workshops.</p> <p>Cross-school moderation with other Peterborough schools.</p> <p>EEF- Teaching and Learning Toolkit.</p> <p>PiXL- Developing Individual Writers CPD.</p> <p>PiXL- Editing Strategy &amp; Resources.</p>	1, 2, 3, 4 & 6

<p><b>Maths development and support.</b></p> <p>Maths subject lead to have release time to attend training and monitoring of termly assessments to establish strengths and weakness of cohorts and the school.</p> <p>Targeted academic support for PP children in Maths.</p> <p>Maths lead to deliver CPD on improving mathematical vocabulary recall of pupils. To monitor through lesson drop-ins as well as through pupil voice.</p> <p>Maths lead to deliver a x-table workshop to support parents with supporting their child with learning their x-table.</p> <p>Maths lead to monitor the Yr4 children learning their x-tables and to support the class teacher.</p> <p>To research and purchase concrete resources to support learning in maths lessons.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.</p> <p>Based on Rosenshines principle of learning <a href="https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide">https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide</a></p> <p><a href="#"><i>Mathematics Guidance</i></a> from DFE/ NCETM</p> <p><i>The impact of <a href="#">mastery learning</a> approaches is an additional five months progress, on average, over the course of a year (EEF).</i></p>	<p>1, 2, 3 &amp; 6</p>
<p>Pupil Premium Lead to ensure PP children have a high profile in school and that all staff (teachers &amp; TAs) are aware of their needs.</p> <p>Pupil Premium Lead to regularly analyse attainment &amp; progress data and to then meet and feedback to SLT, teachers and Governors.</p> <p>Pupil Premium Lead to carry out pupil voice with PP children on a regular basis.</p>	<p>Education inequality in England is entrenched (<a href="#">EEF</a>).</p>	<p>1, 2, 3, 4, 5 &amp; 6</p>

Pupil Premium Lead to track all PP children to build up individual case studies.		
<b>Improving vocabulary and knowledge recall.</b>  PP lead to continue to monitor and feedback the use of the Working Walls and Knowledge Checks.  See Maths support on improving mathematical vocabulary.	Based on Rosenshines principle of learning <a href="https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide">https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide</a>	1, 2, 3, 4 & 6
<b>SEND</b> SEND lead to have release time for monitoring and supporting pupils, especially those who are SEND/PP.  Run sensory circuits across the whole school.  SEND lead to review provision and intervention maps termly and feedback to SLT and teachers.  CPD for SNAPs and ensuring SMART targets are written within them.  CPD on Zones of Regulation.  CPD for supporting children with dyslexia. Testing purchased for identified PP (pupils x2).  Speech and Language support for 3x PP guided by SALT. Resources and time to implement programme in school.	Support for pupils with SEND as well as combined SEND & PP and identification and assessment of needs. Targeted support for identified pupils for either academic and/or social, emotional and mental health needs.  Sensory Integration and processing (Children's <a href="#">Choice</a> ).  SEND/PP pupils are making progress in identified areas of need. PP pupils make progress that is average or better than the identified group.  Consistent SMART targets are implemented across the school to support identified needs.  <a href="http://www.zonesofregulation.com/">http://www.zonesofregulation.com/</a> Self-regulation skills have been shown to be more important for school readiness than IQ or entry level reading or maths skills. They are also linked to higher academic achievement (Source: Self-regulation by Stuart Shanker)  Advice and resources from 'Support for Learning' team to provide targeted consistent support for pupils identified with dyslexia or similar difficulties.  Communication issues are supported to enable pupils to communicate their needs more effectively.	1, 3, 4, 5 & 6

SEND Lead to track all SEN children to build up individual case studies.		
<b>Staff CPD</b>  Courses attended by Teaching Assistants, Teachers and Subject leads.  Release time for subject leads to work with consultants.  CPD for teachers on how to best deploy and use your Teaching Assistant in lessons.  Release time for staff to visit other schools to develop teaching knowledge and skills.	High quality Staff CPD is essential to follow EEF principles. <a href="#">Supporting</a> high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap (EEF).  Subject Leads are released from class to effectively lead their subject.  Making the best use of <a href="#">Teaching Assistants</a> (EEF).	1, 3, 4 & 6

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

Budgeted cost: £21,652.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 & small group daily phonics tutoring/support from Yr2 to Yr6.  Targeted Maths support for small groups across the school (arithmetic & X-tables).  Targeted Reading support for small	EEF – evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="#">EEF Toolkit</a> Collaborative Learning Approaches, One to One Tuition, Phonics, Reading Comprehension Strategies, Small Group Tuition & Teaching Assistant Intervention. Maths – PiXL gap analysis to support progress and attainment. Structured support for pupils with times tables and maths fluency.  Reading – PiXL gap analysis to support progress and attainment.	1, 2, 3, 4, 5 & 6.



<p>groups across the school.</p> <p>Targeted Writing support for small groups across the school.</p> <p>Adult support (1:1) for vulnerable pupils who do not have an EHCP but need a considerable amount of support to access education/learning.</p>	<p>Nurture based support &amp; activities for groups and 1:1.</p>	
<p>To resource a wider range of reading materials (books) to promote and support a love of reading.</p> <p>Continue to resource phonic texts for KS1 to increase the range of books available for pupils.</p>	<p><a href="#">The Book Trust.</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF).</p>	<p>3 &amp; 6</p>

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

Budgeted cost: £31,602.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updating policies and promoting good attendance with parents/carers.	Additional hours spent on attendance, analysis and actions taken. To ensure PP learners attend school and are engaged in learning. Promoting good attendance, engaging families and support to improve attendance data for PP children.	1, 5 & 6

<p>Fortnightly meetings for attendance lead and headteacher.</p> <p>Monitoring behaviour incidents and sanctions.</p> <p>CPD for staff on behaviour (Managing Behaviour that Challenges).</p> <p>1x LTS employed to offer additional support with high needs children.</p> <p>Inclusion practitioner and TAs provide additional support to identified pupils at lunchtime and run a lunchtime quiet club (quiet eating space and activities).</p>	<p>EEF – wider strategies relate to the most significant barriers to success in school e.g attendance, behaviour and social and emotional support.</p> <p>Use of Track-it lights behaviour system to analyse behaviour and support adjustments for pupils as needed.</p> <p>Training for all staff on ‘Team teach’ approach.</p> <p>Pupils with identified needs have support to take part in lunchtime routines and assist their self-regulation and behaviour.</p>	
<p>Continue to developing the role of the inclusion practitioner to include further safeguarding and pastoral training.</p> <p>CPD for inclusion practitioner. Early Help assessments, TAF and support for families with accessing support from other agencies.</p> <p>Time for Early Help courses, nurture provision, inclusion mentor.</p> <p>SEMH</p> <p>Inclusion lead will work with vulnerable pupils to ensure that they can access learning.</p> <p>Meetings for safeguarding team and SEND/inclusion team with headteacher.</p> <p>Continuous training and refresher courses for Safe Guarding Lead and 3xDSL.</p>	<p>EEF – social and emotional learning.</p> <p>Inclusion lead to attend meetings, engage families, promote the role and improve attendance and support.</p> <p>With complex family issues and involvement with social care, the need to extend our safeguarding team has arisen. There are a large number of early help referrals being made.</p> <p>The increased capacity in the safeguarding team allows us to ensure that the children and families are accessing the right support at the right time with regard to anxiety, mental health services for example.</p> <p>EEF – wider strategies relate to the most significant barriers to success in school e.g attendance, behaviour and social and emotional support.</p> <p><i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. <a href="#">Mentoring interventions</a> may be more beneficial for these pupils, as the development of trusting relationships with an adult or</i></p>	<p>1, 2, 5 &amp; 6</p>

<p>Boxhall scheme used to support the emotional and social well-being of pupils with Special Needs/PP. SEND lead and Inclusion Officer to deliver the intervention, monitoring and assess individuals. They will also share the data with appropriate staff members.</p> <p>Outcomes Stars purchased and training attended by Inclusion Lead. Inclusion Lead to train another member of staff to help run interventions for families/pupils dealing with social and emotional concerns. Inclusion Lead to monitor and track progress.</p> <p>Support is given to identified pupils by a trained Emotional Literacy Support Assistant (ELSA).</p> <p>Construction Therapy training from Peterborough ASD team for 2 members of staff to support SEMH and nurture needs.</p> <p>SEND lead to run network meetings termly, to liaise with parents and give updates and links to support parents.</p> <p>ADHD resources purchased for children with sensory needs (fidget toys, resistant bands, chew toys, wobble chair, ear defenders etc).</p>	<p><i>older peer can provide a different source of support. (EEF, +2 months)</i></p> <p>On average, over a third of pupils have some social, emotional or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like ADHD  <a href="https://www.boxallprofile.org/">https://www.boxallprofile.org/</a></p> <p>Identified pupils are given specific SEMH support from trained ELSA. Advice, training and monitoring given to ELSA by Peterborough Educational Psychology team.</p> <p>Progress is assessed using ELSA tracking tools.</p> <p>Identified PP/SEND pupils to receive support for nurturing and SEMH needs.</p> <p>Parental <a href="#">engagement</a> (EEF).  Parent voice gathered to identify parental support needs and topics of interest for further meetings.</p> <p>Providing identified pupils with resources to aid self-regulation:  Self-regulation skills have been shown to be more important for school readiness than IQ or entry level reading or maths skills. They are also linked to higher academic achievement (Source: Self-regulation by Stuart Shanker)</p>	
<p>Pupils to be able to fully participate in enrichment and wider curriculum activities to provide real-life hands on practical</p>	<p>The school to part fund (where families are in need of financial support) visits &amp; residential trips that enhance the curriculum and provide cultural opportunities for pupils.</p>	<p>1, 2, 3, 4 &amp; 6.</p>

<p>experiences/opportunities to: inspire, motivate &amp; engage learners with the curriculum for now and the future.</p> <p>PP Lead to monitor attendance of extra-curricular clubs. From the data, PP Lead to identify popular clubs that have a high uptake of pupils as well as PP children not attending any clubs. PP Lead to complete Pupil Voice with the PP children not attending any club to ascertain why.</p> <p>Yr4 learn how to play the Ukulele. Music Hub.</p> <p>PP Lead begin to develop the outside area of the school and to implement a Forest or OPAL School approach.</p>	<p><a href="#"><u>Arts Participation EEF</u></a></p> <p>Academic Year 2025/26</p> <p>Autumn 1:</p> <p>Whole School Harvest festival at Abbey.</p> <p><b>EYFS –</b></p> <p><b>Year 1 –</b></p> <p><b>Year 2 –</b> Visit to Thorney Abbey for the Christmas tree festival, Lego Club run by Yr4 &amp; Research Club.</p> <p><b>Year 3 –</b> Sign Language Club, Football Club.</p> <p><b>Year 4 –</b> Sign Language Club, Football Club.</p> <p><b>Year 5 –</b> Virtual Viking Workshop with Jorvik Museum. Sign Language Club, Football Club.</p> <p><b>Year 6 –</b> Sign Language Club, Football Club, Maths Booster, Swimming Club.</p> <p>Autumn 2:</p> <p>Whole School Christingle at Abbey.</p> <p>Whole School Remembrance Service.</p> <p>Whole School Santa Claus visit.</p> <p><b>Year 2 –</b> Lego Club run by Yr4 &amp; Research Club.</p> <p><b>Year 3 –</b> Snowman (panto at new theatre), Sign Language Club, Football Club.</p> <p><b>Year 4 –</b> X-table Club. Reading Club (Krindlekrax), Sign Language Club, Football Club.</p> <p><b>Year 5 –</b> Football Club, Sign Language Club, Football Club.</p> <p><b>Year 6 –</b> Sign Language Club, Football Club, Maths Booster.</p> <p>Other things planned throughout the year:</p> <p>Chance to Shine whole school cricket assembly and an after-school club</p> <p>Whole School History Day.</p> <p><b>EYFS –</b> Church Farm Stow Bardolph, Craft Club.</p>	
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	<p><b>Year 1</b> – Johnson’s Farm Oldhurst, Cricket workshop and subsequent sessions, Craft Club, Storytime Club.</p> <p><b>Year 2</b> – Peterborough Mosque, Sealife Centre (Hunstanton), Pizza Express, Ramsey Heights Wildlife Investigations, Storytime Club, Lunchtime Sign Language Club, Country Dancing Club.</p> <p><b>Year 3</b> – Cricket workshop and subsequent sessions, Storytime Club, Lunchtime Sign Language Club, Country Dancing Club.</p> <p><b>Year 4</b> – Cricket workshop and subsequent sessions, X-table Club, Lunchtime Sign Language Club, Country Dancing Club.</p> <p><b>Year 5</b> – Arithmetic Club, Residential, Planetarium (in school), Netball Club, Hama Beads Club, Lunchtime Sign Language Club, Country Dancing Club.</p> <p><b>Year 6</b> – Residential, Netball Club, Hama Beads Club, Lunchtime Sign Language Club, Country Dancing Club.</p>	
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**Total budgeted cost: £102,241.25**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Aim	
The attainment gap between PP / non-PP children at the expected standard and the greater depth standard will narrow in all year groups in Maths, Reading and Writing.	<p><b><u>Reading summer:</u></b></p> <p><u>Yr1</u> PP 100% &amp; Non-PP 87% <b>(+13%)</b>. Autumn (+1.9%)  <u>Yr2</u> PP 66.7% &amp; Non-PP 83.3% <b>(-16.6%)</b>. Autumn (-13.6%)  <u>Yr3</u> PP 42.9% &amp; Non-PP 87.5% <b>(-44.6%)</b>. Autumn (-35.4%)  <u>Yr4</u> PP 50% &amp; Non-PP 90% <b>(-40%)</b>. Autumn (-50%)  <u>Yr5</u> PP 75% &amp; Non-PP 88.2% <b>(-13.2%)</b>. Autumn (-26%)  <u>Yr6</u> PP 84.6% &amp; Non-PP 100% <b>(-15.5%)</b>. Autumn (-14.4%)</p> <p><b><u>Writing summer:</u></b></p> <p><u>Yr1</u> PP 80% &amp; Non-PP 82.6% <b>(-2.6%)</b>. Autumn (-36.5%)  <u>Yr2</u> PP 50% &amp; Non-PP 61.1% <b>(-11.1%)</b>. Autumn (-26.8%)  <u>Yr3</u> PP 28.6% &amp; Non-PP 66.7% <b>(-38.1%)</b>. Autumn (-36.6%)  <u>Yr4</u> PP 41.7% &amp; Non-PP 85% <b>(-43.3%)</b>. Autumn (-40%)  <u>Yr5</u> PP 50% &amp; Non-PP 88.2% <b>(-38.2%)</b>. Autumn (-31.6%)  <u>Yr6</u> PP 76.9% &amp; Non-PP 94.4% <b>(-17.5%)</b>. Autumn (-12.2%)</p> <p><b><u>Maths summer:</u></b></p> <p><u>Yr1</u> PP 100% &amp; Non-PP 87% <b>(-13%)</b>. Autumn (-44.2%)  <u>Yr2</u> PP 50% &amp; Non-PP 77.8% <b>(-27.8%)</b>. Autumn (-32.7%)  <u>Yr3</u> PP 57.1% &amp; Non-PP 87.5% <b>(-30.4%)</b>. Autumn (-35.4%)  <u>Yr4</u> PP 58.3% &amp; Non-PP 90% <b>(-31.7%)</b>. Autumn (-60%)  <u>Yr5</u> PP 58.3% &amp; Non-PP 88.2% <b>(-29.9%)</b>. Autumn (-24.7%)  <u>Yr6</u> PP 76.9% &amp; Non-PP 94.4% <b>(-17.5%)</b>. Autumn (-25.8%)</p> <p>The above highlighted data shows where the gap has narrowed from the autumn term to the summer term.</p> <p>This was supported by training undertaken at Staff Meetings on the approach of adaptive teaching to support teachers to make the learning accessible for all children however it is still in the developmental stage.</p> <p>Booster groups were ran by Yr4, Yr5 &amp; Yr6 in Maths after school to support children with their timestable knowledge, arithmetic skills and front-loading of future topics.</p> <p>End of KS2 data for Reading, Writing and Maths was above national for the expected standard as well as above national for Reading and Maths at the greater depth standard. Our Pupil</p>

	<p>Premium children results for expected were above national for the expected standard.</p> <p>Teachers and support staff are confident with delivering phonics across the school using the Little Wandle scheme. All KS1 children have a daily diet as well as children in KS2 who have been identified as needing phonic support. This has supported children with their reading as well as giving good Reading results across the school. The school's phonics data is 80% which is the same as national. Our Pupil Premium data was 80% which was 20% more than the national for Pupil Premium.</p> <p>Teaching and practising times tables in shorts frequent bursts throughout the school week in Years 3 and 4 (and a after school booster club in Yr4) has helped to maintain a Multiplication Check pass mark of 47% gaining 25 marks out of 25 compared to a national of 38%. 25% of our Pupil Premium children scored 25 marks with 50% scoring 21 or above marks.</p>
<p>The rate of progress of PP children will be in line with non-PP children in Writing, in all year groups.</p>	<p>All teachers across Years 1 to Year 6 attended workshops on moderating writing to develop their confidence in making accurate judgements on childrens writing. Furthermore, four teachers had training on delivering and implementing shared writing to support all writers.</p> <p>The progress in Writing of PP children in Yr1 to Yr6 was:</p> <p>Year One, 100% of PP children were on track or made higher progress in Writing compared to 84.6% of non-PP children.</p> <p>Year Two, 40% of PP children were on track or made higher progress in Writing compared to 55% of non-PP children.</p> <p>Year Three, 22.2% of PP children were on track or made higher progress in Writing compared to 66.7% of non-PP children.</p> <p>Year Four, 41.7% of PP children were on track or made higher progress in Writing compared to 81% of non-PP children.</p> <p>Year Five, 53.7% of PP children were on track or made higher progress in Writing compared to 78.9% of non-PP children.</p> <p>Year Six, 73% of PP children were on track or made higher progress in Writing compared to 95% of non-PP children.</p> <p>*National data for the end of KS2 was 58% for PP children and 77% for non-PP children.</p> <p>Our Year 6 Pupil Premium children made more progress than the Pupil Premium nationally. The gap between progress of Pupil Premium and Non-Pupil Premium is 22% in favour of Non-Pupil premium. In Year 1, all Pupil Premium children made expected or more than expected progress whereas the non-Pupil Premium 14.4% did not. In Year 2, there was a gap between the progress of Pupil Premium and non-Pupil Premium favouring the aforementioned by 15%. This was mirrored in Year 5, with a gap of 25.2% favouring non-Pupil Premium.</p> <p>In four of the classes the rate of progress between Pupil Premium and Non-Pupil Premium is 25% or less.</p>

	<p>In Year 3 and Year 4 the gaps in progress rate was 44.5% and 39.3%. These gaps are large and will need monitoring in the 2025-2026 and support put in place where needed.</p>
<p>Disadvantaged children to be given the chance to attend all opportunities available to them ensuring they have broad educational and cultural experiences.</p>	<p>A lot of dedication and time by staff has gone into offering a wide range of clubs at school. The number of places taken up at clubs over the academic year was 722. Pupil premium children accounted for 239 of the places.</p> <p>Through ongoing monitoring of clubs offered by the school 86.5% of pupil premium children attended a club in 2024-2025. This percent is slightly down from the previous year of 87.1% but up on 73.2% from 2022-2023.</p> <p>Only 9 pupil premium children did not attend a club in 2024-2025 and through Pupil Voice undertaken with them two have been offered clubs in 2025-2026. Suggestions for clubs that these nine children would consider have been discussed with staff with the hope of offering some of them in the future.</p> <p>At 'The Duke of Bedford Primary School' every child is given the opportunity to attend a workshop, day trip or residential to enhance their broader education and cultural experiences. All the above activities listed last academic year took place (see appendix) apart from the 'Imran visit' in Yr4 (due to availability). Across the year, the school supported families financially when required on 13 paid trips to the amount of £2601.</p> <p>Responses by EYFS pupil premium children who attended a trip to South Angle Farm were:</p> <p>"I want to go there again!"</p> <p>"I liked going as a class and being on the farm."</p> <p>"I Liked the donkey."</p> <p>"I liked the farm."</p> <p>Responses by Year 2 pupil premium children who attended a trip to The Sealife Centre at Hunstanton were:</p> <p>"I loved seeing the real Nemo, he's s clownfish."</p> <p>"I liked going on the bus! I never go on a bus."</p> <p>"I loved the jellyfish. Their tentacles are the bits that sting you."</p> <p>"The seals were funny when they popped their heads up."</p> <p>"My favourite part was seeing the Black-Tipped reef sharks in the tunnel."</p> <p>Responses by Year 3 pupil premium children who attended a trip to Flag Fen were:</p> <p>"Second best trip ever!"</p> <p>"It was the best trip ever and I loved learning about the artefacts."</p> <p>Responses by Year 5 pupil premium children who attended a residential to Shacklewell Hollow were:</p> <p>"Very cheap even with a trip to Burghley House."</p> <p>"Burghley House was really fun as well as the activities at the campsite."</p>



	<p><b>“We did a lot of fun activities!”</b></p> <p><b>“We got a lot of exercise, especially on the walk to Ketton.”</b></p> <p><b>“Lots of space to play football and basket.”</b></p> <p><b>“A nice camp site and I enjoyed the woodland area.”</b></p> <p><b>“The food was good!”</b></p> <p><b>Responses by Year 6 pupil premium children who attended a residential at PGL Caythorpe Court were:</b></p> <p><b>“The staff were really nice. I enjoyed the fact there were still things you could do if you didn’t want to fully do it.”</b></p> <p><b>“The orienteering was good.”</b></p> <p><b>“The staff were really supportive and it was a really fun trip.”</b></p> <p><b>“There wasn’t pressure to do something if you didn’t want to.”</b></p> <p><b>“There were different food options if you didn’t like the food.”</b></p> <p><b>“The beds were comfy!”</b></p> <p><b>“I loved the climbing.”</b></p> <p><b>“You could make new friends.”</b></p> <p><b>Swimming is part of the PE Curriculum and is an important (if not essential) life skill to possess. All year groups swim over the year and each class receives at least 12 lessons. Teachers have also ran after-school club to provide further opportunities for children to top up their swimming skills and confidence.</b></p>
Disadvantaged pupils and families are/feel supported emotionally and socially.	<p><b>Through a shared commitment by all teachers in supporting families, all parents of Pupil Premium children were contacted to offer a Parent’s Evening consultation either in school or over the phone (if they did not attend the set evenings).</b></p> <p><b>During the school year the SENCO and Pastoral Practitioner have supported thirteen families (24 children) with the Early Help pathway.</b></p> <p><b>SEND cafes to support parents have ran throughout the year by the SENCO for families to attend (along with a guest speaker) as well as catch up and discuss any concerns with the SENCO. Over 60 people attended.</b></p> <p><b>Families who have requested or are known to require food parcels have been regularly sent them before school holidays to support their needs. They also access the HEART HUB (food bank) on set days.</b></p> <p><b>At the EYFS new intake parent’s evening, families were supported by the School’s Business Manager and Pupil Premium Lead to complete the Cambridgeshire Free School Meal application online.</b></p> <p><b>The school now has a fully trained ELSA Support Assistant who provided emotional and social support to 13 children over the academic year. Some children had group sessions and some children had individual.</b></p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### **Appendix:**

Academic Year 2024/25

Autumn 1:

Whole School Maths Workshop involving collaborative learning.

Whole School Harvest festival at Abbey.

**EYFS** – Village walk around Thorney.

Keyworker visit (Police officer & Nurse).

**Year 1** – 500 word Writing Club.

**Year 2** – 500 word Writing Club.

**Year 3** - 500 word Writing Club. British Sign Language Club

**Year 4** – Gurdwara visit in Peterborough.

500 word Writing Club. Board games Club.

**Year 5** – Swimming Club. Virtual Viking Workshop with Jorvik Museum. 500 word Writing Club.

**Year 6** – Buddhist visit. AMVC Basketball Festival. Maths Booster Club. 500 word Writing Club.

Autumn 2:

Whole School Christingle at Abbey.

Whole School Remembrance Service.

Whole School Santa Claus visit.

**Year 2** – Lego Club.

**Year 3** – Village walk (Geography).

**Year 4** – X-table Club. Reading Club (Krindlekrax).

**Year 5** - X-table Club. Reading Club (Krindlekrax). New Theatre Frank Cottrell-Boyce author talk. Chair Drumming Workshop.

**Year 6** - New Theatre Frank Cottrell-Boyce author talk. Maths Booster Club. DT Soup Making Day. Warhammer Club. Chair Drumming Workshop.

Other things planned are:

Whole School History Day.

Conductive music workshop.

**EYFS** – Pirate Day, South Angle Farm visit and Chick Hatching experience.

**Year 2** – Country Dancing.

**Year 3** – History Village walk. Country Dancing. Flag Fen visit. Police Officer visit (PHSE).

**Year 4** – Residential. Country Dancing. Humanist visit.

**Year 5** – Arithmetic Club. Hama Beads Club. Country Dancing. Victorian Day visit to Burghley House.

**Year 6** – Residential. Theatre trip to watch The Snowman & Snowdog. Hama Beads Club. Maths Booster Club. Country Dancing.