



# **STUDENT PREMIUM STRATEGY STATEMENT**

**BENTS GREEN SCHOOL  
2024/2025 to 2027/2028**

## **SCHOOL OVERVIEW**

<b>Detail</b>	<b>Data</b>
School name	Bents Green
Number of students in school	322
Proportion (%) of student premium eligible students	39.75%
Academic year/years that our current student premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Laura Rzepinski & Aileen Hosty (Co-headteacher)
Student premium lead	Laura Rzepinski
Governor / Trustee lead	Mark Rayner

## **FUNDING**

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Student premium funding allocation this academic year	£150,630
Recovery premium funding allocation this academic year	£0
Student premium funding carried forward from previous years	£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	£150,630

This statement details our school's use of student premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

## **PART A: STUDENT PREMIUM STRATEGY PLAN**

### **Statement of intent**

Our aim is to use student premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. At the heart of our approach is high-quality teaching and interventions focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum.

We have students who require support and help in relation to their attendance, along with supporting students to access a sensory curriculum and support for mental health, emotional resilience, and wellbeing. Student Wellbeing is a priority for Bents Green as students will not make academic progress until their wellbeing needs have been met. This barrier must be overcome for maximum learning to take place. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Therefore, specific evidence needs to be considered to ensure we are best meeting the needs of our students.

All of our students have speech, language and communication needs (SLCN) as identified in their EHCP. These must be supported to ensure progress in learning. For some students, their SLCN have a significant impact on their ability and confidence to engage in the curriculum. Phonics/ Reading, communication strategies across school and interventions will be a focus for the school.

Teaching and learning needs to be a priority to ensure that the curriculum is designed, developed, and delivered as effectively as possible. Spending on developing high-quality teaching may include investment in professional development, training, and support for early career teachers, along with recruitment and retention. There will be a focus on upskilling teachers and TAs to ensure all our student's needs are met.

Many of our students do not have the opportunity to experience outdoor and practical activities due to their vulnerability in the community. Outdoor activities with a focus on personal development, to help support the social, emotional, spiritual, physical and intellectual development of our learners whilst also encouraging a positive relationship with the outdoor, natural world. We will focus on resourcing and supporting a curriculum that addresses these needs.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school and ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	The detail of challenge
1	<p>The majority of our students have speech, language and communication needs (SLCN) as identified in their EHCP. These must be supported to ensure progress in learning. For some students, their SLCN has a significant impact on their ability and confidence to engage in the curriculum. We have an increased number of students with a significant level of need in this area who would benefit from specialised interventions and support.</p> <p>Through reviewing their EHCPs, and consulting with our speech and language therapist assessments, observations and discussions with students it is apparent that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p>
2	<p>Many of our students do not have the opportunity to experience outdoor and practical activities due to their vulnerability in the community. Outdoor activities that allow for personal development and growth help support the social, emotional, spiritual, physical and intellectual development of our learners whilst also encouraging a positive relationship with the outdoor, natural world.</p> <p>Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.</p>
3	<p>Student Wellbeing is a priority for Bents Green, as students will not make academic progress until their well-being needs have been met. These barriers have to be overcome for maximum learning to take place.</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. We may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> <p>The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour intervention</p>
4	<p>Students' ability to read. Studies show that disadvantaged students find engaging with reading more difficult. Pupils may require targeted academic support to assist language development and literacy. Interventions should be</p>

	<p>carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Supporting resources: The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy</p>
5	<p>Attendance continues to be very difficult for some of our most disadvantaged students. There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan for pupil premium (2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Increased staff confidence in how to provide the best support for children with SLCN.</b></p> <p>Teachers understand what is meant by a communication-friendly classroom and demonstrate this in their practice</p>	<p>CPD for all staff with a language and communication focus with SLCN, all staff develop in this area.</p> <p>Staff audit to monitor the effectiveness of training – staff knowledge and identification of support has increased.</p> <p>Learning walks/lesson observations to monitor the impact of communication strategies being implemented across school successfully.</p> <p>Parent and student questionnaires to show positive feedback.</p> <p>Achievement of EHC plan termly outcomes with a focus on communication needs being met and developed.</p> <p>Establishing better links with SALT and Educational psychologists, developing a new referral system and ways to ensure resources are used in the most cost-effective and productive way.</p>
<p><b>Outdoor Learning linked to personal development</b></p> <p>Students will demonstrate an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being through being stimulated by the outdoors experience.</p> <p>Students develop healthier lifestyles</p> <p>Students learn how to undertake a range of practical activities and carry out small achievable tasks.</p> <p>Students develop an appreciation of the environment and a life-long relationship with nature.</p>	<p>Investment in resourcing the outdoor learning curriculum and all outdoor learning spaces. All students engage well in the outdoor learning experiences.</p> <p>Develop links with outdoor learning providers to ensure staff can develop and receive CPD in this area.</p> <p>Have a range of outdoor learning experiences on offer for students across all pathways and year groups.</p>
<p><b>Wellbeing</b></p> <p>Bents Green Staff across both sites are trained in delivering high-quality ELSA, Lego</p>	<p>All staff are trained in interventions across all sites.</p> <p>Calendared sharing of practice.</p>

<p>Therapy, Mighty Minds, Behaviour Box, TT10 and any other appropriate interventions.</p> <p>Intervention team staffing and development to provide small group and 1:1 intervention to be delivered to support student wellbeing and engagement.</p>	<p>Intervention logs on CPOMS show an increase in successful intervention outcomes for students.</p> <p>Intervention slots on all students' timetables.</p> <p>Intervention workers are in place on both sites.</p> <p>Senior leaders communicate the strategic plans for interventions across the school.</p> <p>Ongoing development of staff to ensure they continue to support students to achieve their EHCP outcomes.</p>
<p><b>Improved attainment for disadvantaged pupils in reading.</b></p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28.</p> <p>All staff to feel confident supporting students with reading and phonics. This to be evidenced through surveys and staff conversations.</p> <p>All staff to understand our whole school reading strategy.</p> <p>Have well-resourced reading materials that benefit the individual needs of the students.</p>
<p><b>All students to have improved attendance and be engaging fully with school life.</b></p>	<p>All student's attendance figures to have improved in line with the LA KPIs and school SIP KPIs.</p> <p>A whole school strategy in place to support attendance.</p> <p>Strategies in place to build relationships between school and parents/carers to support improvements in attendance.</p> <p>Evidence of these relationships can be seen by improved attendance figures and parent/carer feedback.</p> <p>All staff to be EBSA trained.</p>

## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff audit to monitor effectiveness of training.</p> <p>Learning walks/lesson observations to monitor the impact – via our self-evaluation process.</p> <p>Parent and student questionnaires</p> <p>CPD schedule – supports CPD in this area.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>EEF studies report that studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1
<p>Teachers/ TAs to receive CPD in outdoor learning techniques.</p> <p>Engage with outdoor education providers and other outdoor learning opportunities – allotment development etc.</p>	<p>Their initial findings suggest that engaging in a Forest School can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities.</p>	2
<p>Continue to ensure all new staff are trained in pre phonics/ phonics and fluency.</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</p>	4



<p>Investment in phonics and reading resources and reading material.</p> <p>CPD calendar to support staff development in this area.</p> <p>Whole school reading strategy implemented and resources in place to support this.</p> <p>Embed the new phonics program.</p>	<p>skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child’s reading but not necessarily their comprehension.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention specialist and curriculum engagement specialist to work with staff to disseminate their knowledge and support maximum student numbers.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3 &amp;5</p>

**Wider strategies (for example, related to attendance, behaviour, well-being)**

Budgeted cost: **£40,630**

<p>Continue to establish the Learning mentor role across all four sites, in place to support all students where attendance is difficult.</p> <p>SLT support and strategic overview.</p> <p>Continue to run our Home tutor one day a week offer.</p> <p>Continue to allocate L3TA time to support non-attending students.</p> <p>Further top up training on the use of the EBSA approaches.</p>	<p>Guidance report – working with parents to support children's learning, shows various ways that building and developing good relationships with parents and carers can support a child to access school.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who experience significant and enduring challenges in attending school due to emotional factors.</p> <p>Over the past few years there has been considerable effort by Educational Psychologists and other professionals to shift the narrative around EBSA, moving away from the language of “school refusal” to a more compassionate and person-centred approach that also considers the wider environmental factors that could be contributing to the EBSA. More recent research has also focused on the Voice of Child, shining a light on children’s experiences of EBSA and how they believe their needs have been perceived and conceptualised by others. Sadly, a theme throughout these studies has been one whereby children do not always feel that their EBSA is truly believed or understood (Baker, 2015 &amp; Billington, 2018).</p>	<p>3</p> <p>5</p>

**Total budgeted cost: £150,630**

## **PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

### **Student premium strategy outcomes**

This details the impact that our student premium activity had on students in the 2023 to 2024 academic year.

The student premium activities implemented during the 2023-2024 academic year had a significant, positive impact on student outcomes. Key achievements and their impact are summarised below:

#### **Improved Teaching and Learning**

- **Staff Development:** Staff audits, learning walks, and lesson observations supported by self-evaluation helped ensure consistent and effective teaching practices.
- **Phonics and Reading:** Staff received comprehensive training in pre-phonics, phonics, and fluency, supported by the introduction of a new phonics programme and investment in reading resources. This enhanced students' literacy skills and early reading confidence.

#### **Targeted Student Support**

- **Intervention and Engagement:** The addition of intervention managers, curriculum engagement workers, and increased behaviour team capacity allowed for targeted small group and 1:1 support. This approach addressed learning gaps, improved engagement, and supported students with behavioural needs.
- **Attendance Support:** A dedicated learning mentor, L3TA support, admin time for attendance strategies, and home tutoring for non-attending students collectively improved student attendance and reduced the number of severely absent students.
- **Emotional and Mental Well-being:** Training on Emotionally Based School Avoidance (EBSA) and the appointment of additional behaviour team staff strengthened support for students struggling with anxiety, encouraging attendance and emotional well-being.
- **Parental Engagement and Communication -** Parent questionnaires and targeted support through SLT lead events on parent engagement improved communication with families, fostering stronger home-school relationships.
- **The Communication Friendly Settings (CFSe) Award** showcased efforts to create an inclusive and accessible learning environment for all students.
- **Ongoing CPD,** including a formal CPD calendar, ensured that staff remained well-trained in intervention strategies and best practices. Strategic oversight from the Senior Leadership Team (SLT) supported sustained improvement.

Overall, these initiatives enhanced student engagement, attendance, and academic progress, particularly in reading and phonics. The combination of targeted interventions, staff development, and increased capacity to support attendance and behaviour led to a more inclusive and supportive educational environment.