

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Great Bedwyn CE school
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michelle Perrett / Principal
Pupil premium lead	Michelle Perrett / Principal
Governor / Trustee lead	Richard Barker / Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,905
Recovery Grant	£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.	£ 10,905

Part A: Pupil premium strategy plan

Statement of intent

At Great Bedwyn CE School we ensure that all pupils, irrespective of their background or the challenges they face, flourish in a supported and nurturing environment that enables them to feel the warmth of success. We ensure all pupils make good progress and achieve high attainment through an ambitious curriculum and quality first teaching. At Great Bedwyn School we ensure all pupils, especially those that are disadvantaged or vulnerable, to be the best that they can be, embracing our Christian vision of 'Together may we give children – roots to grown and wings to fly. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, including wellbeing surveys, observations and discussions with pupils and families have identified social and emotional issues for some of our pupils for several reasons which influences learning behaviours including their capacity to learn due to anxiety.
2	Assessments tell us that some of our disadvantaged learners in KS2 are below expected levels in writing because they have difficulties with the mechanics of writing – all of these learners have specific and identified learning difficulties.
3	Assessments tell us that some of our disadvantaged learners in KS2 are below expected levels in reading because they have difficulties with decoding and prosody– all of these learners have specific and identified learning difficulties.
4	Assessments tell us that some of our disadvantaged learners in KS1 are below expected levels in speaking & Listening – some of these learners have specific and identified learning difficulties.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from teacher and pupil voice, pupil and parent surveys, and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Pupil absence will be less than <90%, and late marks will reduce.
Our disadvantaged children with SEN will make accelerated progress in reading accuracy and comprehension, and their age equivalent score will show the gap is closing between reading age and chronological age.	YARC reading assessments twice a year. Little Wandle SEN programme will show progress on the heat map
Our disadvantaged children with SEN will be able to present their ideas in self-generated grammatically correct sentences	Work samples from Clicker and assistive technology will show that children are able to record sentences in line with their cognitive ability.
Our disadvantaged children with SEN will develop increased fluency in maths as a result of improved knowledge of place value, number facts, and calculation.	Maths data will show accelerated progress.
Our disadvantaged children with SEN will develop increased fluency and understanding in speaking and listening as a result of interventions.	Pupils will respond more independently to daily tasks.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD (Continuing Professional Development), recruitment and retention)

Budgeted cost: £ 1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Further refine and embed 'Teaching Walkthrus' approach across all classes</i>	Effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development High quality teaching improves pupil outcomes, and effective professional development is essential to develop the quality of teaching and learning.	2, 3, 4
<i>Embed the reading screening programme and analysis of reading skills.</i>	Effective diagnosis of reading difficulties is important in identifying viable solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific. (+6mths EEF)	2, 3
<i>Embed the WELLCOM screening and analyse the results</i>	EEF Early Years Toolkit – Communication and Language Approaches The EEF rates communication and language approaches as having <i>moderate evidence strength</i> . EEF These approaches (including screening + targeted support) show positive effects, particularly when used early.	4

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduce small group nurture and 1:1 ELSA sessions</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (+4mths EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
<i>Small group interventions for phonics, early reading, and maths fluency.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4

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

Budgeted cost: £ 1700

<p><i>Introduce arts and sports activities for named pupils to improve emotional well-being and self-worth</i></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. (+3mths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)</p>	<p>1,2,3,4</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Introducing mental health champions will support pupil's awareness of self and positively support emotional support & empathy for others'.</p> <p>Social and emotional learning EEF</p>	<p>1</p>

Total budgeted cost: £ 10,950

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 2021 to 2022 academic year.

Summary for 2024/2025

Strategies which had most impact were:

1. Improved reading attainment among disadvantaged pupils.
 - Little Wandle Letters and Sounds embedded in Rec' and Yr1 – 85% passed their phonics
 - Little Wandle Letters and Sounds is having a positive impact on reading
 - All pupils enjoy reading and listening to a range of genres, and many can express their favourite text types and author.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
 - *ELSA support for every child in need was provided*
 - *Reduced anxiety and more confidence in the classroom from pupils who attended nurture groups – Primrose Grove/Forest Schools/RDA/ Great wood*
 - *All pupils, including PP pupils, in year 6 attended residential to the Isle of Wight and stayed overnight.*
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
 - *PP pupils have received additional support to ensure attendance remains consistent.*
 - *Attendance across the school is an average of 96%*

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

Service pupil premium funding (2xSPP)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enrichment activities (sports event and after school clubs)
What was the impact of that spending on service pupil premium eligible pupils?	Improved the emotional well-being of pupils and engaged them in physical activity. 100% engagement with enrichment activities

Last academic year, we used our Service Pupil Premium allocation to support a range of enrichment opportunities and wellbeing initiatives aimed at fostering connection, resilience, and aspiration among our service pupils. These included attending the David Attenborough documentary premiere, visits to 10 Downing Street, and engaging author visits.

The impact was significant: pupils reported increased confidence, a stronger sense of belonging, and improved engagement in school life. These experiences provided valuable cultural capital, enhanced communication skills, and supported emotional wellbeing, helping to mitigate the challenges of service life such as mobility, parental deployment and short-term absence.

Further information (Additional support provided to PP and vulnerable pupils)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- *Staff meeting and greeting pupils*
- *Support for families through additional phone calls and meetings*
- *providing school clothing, wellies, warm coats, and school shoes*
- *Offering and extending a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration— music lessons, forest schools, sports, including residential trips*
- *Embedding more effective practice around feedback, reviewing the feedback policy ensuring disadvantaged and vulnerable pupils make effective use of feedback to move learning on*
- *Ensuring all staff have a greater understanding of young people and mental health.*

[https://www.myeducare.com/totara/catalog/index.php?cfp_menu_focusa-reaafocusa_a91d9f\]=Wellbeing&orderbykey=featured&itemstyle=narrow](https://www.myeducare.com/totara/catalog/index.php?cfp_menu_focusa-reaafocusa_a91d9f]=Wellbeing&orderbykey=featured&itemstyle=narrow)

The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Future Panning

We will use our Pupil Premium grant to make a measurable difference to disadvantaged pupils by implementing evidence-informed strategies that strengthen quality first teaching across the school. This includes engaging with EEF guidance, MAT and cluster training, and tailored support from the Mobius Hub.

As part of our new Pupil Premium strategy, we will critically evaluate the impact of previous approaches, using the Wiltshire Pupil Premium Matrix to assess Leadership and Management, Teaching, Targeted Academic Support, and Wider Strategies.

Our approach will be driven by triangulating a range of data sources—internal and external assessments, book scrutiny, pupil and parent voice, and teacher feedback—to identify key barriers to learning. We will also use the EEF's Families of Schools database to benchmark outcomes for disadvantaged pupils in schools with similar contexts.

To inform our decision-making, we will draw on national research and reports on the effective use of Pupil Premium and the impact of socio-economic disadvantage on educational outcomes. We will remain connected to current best practice through termly attendance at Pupil Premium and Disadvantaged Network meetings.

A robust evaluation framework underpins our three-year strategy, enabling us to monitor progress closely and adapt our plan to improve outcomes for disadvantaged pupils over time.