

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Bearwood Primary and Nursery School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (annual)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Bennett, Headteacher
Pupil premium lead	Laura Bennett, Headteacher
Governor / Trustee lead	Nicola Best, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,059
Recovery premium funding allocation this academic year	£6,000
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	£65,059
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Part A: Pupil premium strategy plan

Statement of intent

At Bearwood Primary and Nursery School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity through an enriched curriculum
- Acquire knowledge, skills and personal qualities
- Become a lifelong successful learner

At Bearwood Primary and Nursery School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential in all subject areas. 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.

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.

High quality teaching is at the heart of our school. Alongside this, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.

- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language has become a challenge to access learning for younger pupils. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments show that the gap between non pupil premium and pupil premium has widened. EYFS GLD 80%/67%, Year 1 phonics 70%/62.5%, KS1 RWM 69%/63%, KS2 RWM 73%/40%.
3	Tracking of vulnerable pupils shows an increase in social emotional behaviours. For example, in 2020-2021, we had 6% (3/44) exclusions who were PP pupils with a further pupil premium child who was at high risk of exclusion. This is further supported through pupil and parent survey regarding well-being and lack of opportunities due to school closure.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.2% and 5.6% lower than for non-disadvantaged pupils. 36.1% of disadvantaged pupils have been 'persistently absent' compared to 13.4% of their peers during the 2 year period 2019-2021.

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
<i>Refine the impact of teacher led intervention and targeted provision, particularly disadvantaged and PP (bottom 20% of pupils)</i>	<p>Bottom 20% have made progress with all PP pupils at least matching their starting points.</p> <p>Twenty five pupils who have fallen behind since starting points are back on track.</p>
<i>To ensure that there is targeted academic support for those pupils' not making expected progress</i>	<p>Pupils identified for Neli show progress from baseline to outcome.</p> <p>Teaching assistants have greater impact in the classroom.</p> <p>Twenty five pupils who have fallen behind since starting points are back on track.</p>
To remove non-academic barriers, including attendance, behaviour and social and emotional and support.	<p>PP attendance is in line with non –PP</p> <p>Reduce the number of persistent absentees among pupils eligible for PP to below 6%</p> <p>Twenty five pupils who have fallen behind since starting points are back on track.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refine the impact of teacher led intervention and in class targeted provision, particularly disadvantaged and PP (bottom 20% of pupils) through CPD led by Literacy and Numeracy lead.</p> <p>(EEF June 2019)</p>	<p>“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium.</p> <p>SLT promote positive engagement and teaching strategies for PP pupils.</p> <p>Headteacher tracks PP pupil progress and uses the monitoring cycle to ensure quality first teaching is robust and meets need. Swift and timely intervention is signposted if needed to ensure sustained, rapid progress.</p>	<p>1</p>
<p>Additional time and space to prioritise continuing professional development. Regular sequential sessions enabling subject leaders to have whole school influence.</p> <p>Monitoring and coaching will ensure that PP make rapid progress.</p>	<p>(DfE standards for teachers’ professional development implementation guidance) Sutton Trust (2011) Effective Teaching</p>	<p>1</p>
<p>To ensure that those children in receipt of PP are given the tools they need to develop independence and to be able to self scaffold through TA training.</p>	<p>Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p>	<p>2</p>

	TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. (EEF effective use of TAS 2018)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional time for an Educational Psychologist/Specialist Learning teacher to assess learning needs of some disadvantaged pupils to ensure that additional provisions they receive are appropriate and the staff running them have the necessary training and expertise required.	<p>A graduated response helps to recognise if this group of children and young people require selected or targeted support to meet their educational, emotional health and wellbeing needs in addition to the universal support already delivered by the school.</p> <p>Build an ongoing, holistic understanding of pupils and their needs.</p> <p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the assess, plan, do, review approach.</p> <p>Assessment should be regular and purposeful rather than a one-off event, and parents, carers, pupils and specialist professionals.</p> <p>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching a pupil (EEF)</p>	1, 2, 3
To run a NELI 20-week programme that improves the language skills of children with language weaknesses.	<p>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the Nuffield Early Language Intervention. The programme is designed to improve the language skills of reception pupils with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant.</p>	1

	The independent evaluation of this project in 193 schools found positive impacts on children’s language, equivalent to about + 3 mths additional progress for children receiving the 20 week intervention.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor the PA children from 2020/21 on a weekly basis and ensure early contact when attendance drops below 97%. Bespoke plans to be created to support attendance as needed.</p> <p>Collaborate with the BCP staff in termly team-around-the school attendance reviews.</p>	<p>Government document: Improving school attendance September 2021. It recommends an effective strategy:</p> <ul style="list-style-type: none"> • Leadership and Management • Relationships and communication • Use of systems and data • Intervention. 	4
<p>Offer extracurricular activities to support the development of social skills and enhance cultural capital</p> <p>Provide equipment, uniform, breakfast club and subject specific support</p>	<p>We believe extracurricular activities are important in developing social skills as well as being associated with a range of other positive outcomes, for example achievement.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation.</p>	2,3
<p>Support children with emotional and behavioural needs with a flexible approach to respond to children’s individual needs;</p>	<p>EEF +4mths progress.</p> <p>Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self management of emotions, rather than focusing directly</p>	2, 3, 4

<p>supporting them both in and out of class on a 1:1 or small groups basis.</p> <p>Work alongside and support families by visiting them in their homes and offering/signposting parent advice. Work with families to find solutions to poor attendance.</p> <p>Pupil engagement and welfare officer to attend a 10-day training course to become a trauma informed schools. Work with PP children that may have experienced trauma.</p> <p>Every member of staff has been paired with a disadvantaged child to act as their mentor and champion. They meet regularly to discuss issues that the child might have to help them with any particular difficulties they may be facing</p>	<p>on the academic or cognitive elements of learning.</p> <p>Social and Emotional learning might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	
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Total budgeted cost: £ 59,059

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.

Desired outcome	Impact
<ul style="list-style-type: none"> • Develop staff specialists in different areas of inclusive practice to support teachers in developing their class teaching • Develop staff expertise in early reading to ensure that phonics and fluency are prioritised by the end of KS1 • Develop assessment systems to monitor pupil progress and ensure interventions are put in place as soon as pupils falls behind peers (PIRA for all year groups in reading/ Puma for maths – Autumn, Spring and Summer) 	<p>25/6/21 – PP monitoring in all yr groups – clear progress made – Pupils were able to confidently talk about the progress they had made and the strategies that they are using to be more independent in their learning.</p> <p>Maths learning walks – following these and maths planning CPD – feedback has been positive regarding I do, you do approach and addressing misconceptions during the lesson.</p> <p>Each half term – following pupil progress meetings – interventions are identified and addressed – these are reviewed each half term.</p> <p>Phonics – HLTA supported to use her own knowledge in conjunction with intervention programme to develop bespoke interventions for year 1 pupils. 2021-22 school is purchasing a phonics scheme to provide consistency across the school.</p>
<ul style="list-style-type: none"> • DHT target PP children in Year 2 (SBA/SO/JP) and Year 1 (one pupil) • Pupil Premium Lead to ensure EYFS PP secure rapid progress • TLA PM targets linked to PP children. • Ensure robust interventions for all PP children including 1:1 booster. <p>Further develop interventions which show clear impact of progress</p>	<p>EYFS PP identified as no pupils on track for GLD at Mid year – during lockdown – targeted 1:1 intervention via zoom, alternative provision for pupils not engaging. 67% PP on track by end of summer 2.</p> <p>Neli intervention to continue in year 1 as SALT is a factor in lower attainment.</p> <p>Yr 1 phonics - 5/8 achieved. 2/3 who did not achieve are SEN and been referred to outreach. 1/3 is on track for Aut 2.</p> <p>Yr 1 RWM – progress PP pupils below non PP.</p> <p>Yr 2 PP progress broadly in line with non PP. attainment in R and W higher than non PP.</p>

<p>Monitor the PA children from 2019/20 on a weekly basis and ensure early contact when attendance drops below 97%. Bespoke plans to be created to support attendance as needed.</p>	<p>PA group of pupils identified – 18% of PP pupils remains PA – one pupil was due to significant health concerns around Covid. 2nd pupil has remained same. 78% improved and in 90% +. Successes 57% have improved to 95% and above.</p>
<p>Collaborate with the BCP staff in termly team-around-the school attendance reviews.</p>	<p>20/21 – 23% PP pupils remain below 90%-attendance meetings instigated/regular contact with families. 30% reception.</p>
<p>Ensure attendance is high profile within the school community, that it is valued by teachers, children and parents</p>	<p>20% of PP - when children were able to return to school parents refused as they felt it was unsafe.</p>
<p>Parent workshops for EYFS offered on Zoom. (Phonics, sharing stories at home, early writing, maths.</p>	<p>Lates is a key feature as staggered starts led to some pupils being regularly late for their time slot but before 9 am.</p>
<p>Home learning partnerships between school and parents</p>	<p>Continued Focus for 2021-22</p>
<p>ELSA training for TAs</p>	<p>Parental workshops: - as a result of Covid EYFS had daily live lessons which parents were involved in. EYFS have continued to provide opportunities for parents to join periodic lessons – parental reviews have been positive.</p>
<p>PP funding for school uniform and trips</p>	<p>All PP had the opportunity to access activities and had the necessary equipment.</p>
<p>All staff accessed Inset training on mental health and meeting the emotional needs of pupils. This was further strengthened by TA's having regular ELSA training this enabled them to meet the needs of pupils daily within their class. This led to a triage system so that the Pupil welfare and Engagement officer could meet the higher needs of some specific pupils.</p>	<p>All staff accessed Inset training on mental health and meeting the emotional needs of pupils. This was further strengthened by TA's having regular ELSA training this enabled them to meet the needs of pupils daily within their class. This led to a triage system so that the Pupil welfare and Engagement officer could meet the higher needs of some specific pupils.</p>
<p></p>	<p></p>

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
PIRA and PUMA	NTS
SHINE	NTS

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.