

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	210
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (3 years)
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Laura Bennett, Headteacher
Pupil premium lead	Hayley Goodfellow
Governor / Trustee lead	Nicola Best, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,350

Recovery premium funding allocation this academic year	£6,440
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	£70,790

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 and observations of pupils indicate that pupils lack the application of key metacognition skills in order to support self-regulation in their learning. Too many pupils rely on adult support and intervention as they are yet to acquire the skills to be more independent.
3	Assessments show that the gap between non pupil premium and pupil premium has widened. EYFS GLD 77%/20%, Year 1 phonics 77%/56%, KS1 RWM 58%/33%, KS2 RWM 72%/50%. All pupils need to have secure foundations in early reading, communication and language and writing and number. Evidence suggests disadvantages pupils often have greater difficulties with phonics, expressive language and vocabulary than their peers. This negatively impacts their development as readers and writers due to the importance of embedding of secure phonological knowledge.
4	Our historical 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. In 2021-2022, FSM attendance was 91.24% compared with 93.04%. Observations and assessments clearly evidence that absenteeism affects pupils progress as this creates gaps in their learning.
5	Evidence through observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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
1. Improved oral language skills and vocabulary use	<ul style="list-style-type: none"> Assessments and observations across all subject areas show improved oral language among disadvantaged pupils. This will be evidenced through lesson observations, work scrutiny, pupil conferencing and moderation sessions.
2. Pupils will develop a toolkit of a range of scaffolds and broader strategies to enable self-efficacy.	<ul style="list-style-type: none"> Pupils can work independently by applying a range of key metacognition strategies. This will be evidenced through lesson observations, pupil conferencing and work scrutiny.
3. Quality first teaching and effective interventions enable pupils who have not met GLD or KS1 expectations to attain age related expectations by the end of KS2, to be secondary ready	<ul style="list-style-type: none"> High Quality first teaching in all subjects best enables pupils to diminish the difference Early identification of learning gaps are addressed through Quality first teaching and effective assessment Effective recovery and interventions in phonics, reading, writing and maths enable children to diminish the difference Quality first teaching enables children to overcome delays and acquire a language rich environment and curriculum
4. Pupils who are eligible for PPG have attendance which is at least in line with national expectations, in particular children eligible for FSM	<ul style="list-style-type: none"> Attendance is at least in line with national. Effective attendance systems and interagency partnerships support good attendance for pupils eligible for PPG)
5. Pupils thrive through the development of additional skills and experiences	<ul style="list-style-type: none"> All children eligible for FSM will access extra-curricular activities which inspire them to develop a broader range of skills – gardening, cooking, sports, biking, as well as developed through community events – such as fundraising and choir.

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: £29,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching and effective interventions enable pupils who have not met GLD or KS1 expectations to attain age related expectations by the end of KS2, to be secondary ready.</p> <p>Developing staff subject knowledge, confidence, and skills to ensure QUALITY FIRST TEACHING is embedded through:</p> <ul style="list-style-type: none"> • Weekly CPD sessions focusing on subject knowledge across the curriculum • INSET – establishing a lesson sequence for all subject areas; revisiting Quality first teaching components • AHT to develop staff through CPD sessions on metacognition 	<p>“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</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.</p> <p>Swift and timely intervention is signposted if needed to ensure sustained, rapid progress.</p>	3
<ul style="list-style-type: none"> • Additional time and space to prioritise continuing professional development. 	<p>(DfE standards for teachers’ professional development implementation guidance) Sutton Trust (2011) Effective Teaching</p>	3

<ul style="list-style-type: none"> • Regular sequential sessions enabling subject leaders to have whole school influence. • Monthly teacher coaching sessions • Monthly SLT coaching sessions 	<p>Liew Wai Yee Taylor’s College Sri Hartamas, Malaysia: 2016</p> <p>Peer coaching could be one of the powerful tools for professional development. It allows teachers to improve their teaching practices by learning from peers and adopting self-reflection.</p> <p>CfBT Education Trust – Rachel Lofthouse, David Leat, Carl Towler 2010</p> <p>Good coaching encourages teachers to become mor reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are mor aware of themselves and their capabilities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job.</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.</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>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)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<p>The recruitment development of Teachers entering the profession through:</p> <ul style="list-style-type: none"> • High level of commitment to ECT training programme 	<p>The DfE Early Career Framework 2020 states:</p> <p>There are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.</p> <p>The ECF builds on initial high-quality ITT and comes the cornerstone of successful career in teaching.</p> <p>Early career framework - GOV.UK (www.gov.uk)</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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. 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>	<p>1, 2, 3, 5</p>

<p>To run a NELI 20-week programme that improves the language skills of children with language weaknesses.</p> <p>(recovery funding)</p>	<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> <p>The independent evaluation of this project in 193 schools found positive impacts on children’s language, equivalent to about + 3 months additional progress for children receiving the 20-week intervention.</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>Provide high quality phonic catch up for those not securing phonics through Quality first teaching by:</p> <ul style="list-style-type: none"> • Explicit, regular, enabling application into reading • Additional daily reading sessions • Catch up intervention <p>(recovery funding)</p>	<p>EEF:</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.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>3,1</p>
<p>Maths Intervention – First class at number</p> <p>(recovery funding)</p> <p>Success@arithmetic (recovery funding)</p>	<p>Every Child Counts:</p> <ol style="list-style-type: none"> 1. Over 55,000 pupils in Year 1 to 11 have been supported by 1stClass@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. 	<p>3,1</p>

School focus on the effective deployment of TAs lined to the EEF recommendations, including regular in-school CPD, intervention training.	EEF: Teaching assistants can provide a large positive impact on learner outcomes, however, hoe they are deployed is key. The average impact of the deployment of teaching assistant is about an additional four months' progress. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2, 3
Get Set For Life	Programme of tools to help guide pupils outlook on life and the challenges that they face.	

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

Budgeted cost: £30,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: <ul style="list-style-type: none"> • Monitor the PA children from 2021/22 on a weekly basis and ensure early contact when attendance drops below 97%. • Bespoke plans to be created to support attendance as needed. • Collaborate with the BCP staff in termly team-around-the school attendance reviews. • SLT and admin weekly meetings 	Government document: Improving school attendance September 2022. Working together to improve school attendance - GOV.UK (www.gov.uk) It recommends an effective strategy: <ul style="list-style-type: none"> • Leadership and Management • Relationships and communication • Use of systems and data • Intervention. 	4

<ul style="list-style-type: none"> • Attendance policy rewritten so clear for all stakeholders • Teachers support and challenge poor attendance early • AHT lead for attendance to raise profile 		
<p>Growth mindset culture established, with a focus on metacognition</p> <ul style="list-style-type: none"> • Targeted pupils access growth mindset sessions • Quality first teaching reinforces metacognitive thinking • Explicit teaching of metacognitive strategies • Teachers modelling own thinking to demonstrate metacognitive strategies • Opportunities for pupils to reflect on and monitor their internal thinking processes, strengths and areas for improvement, and plan how to overcome current difficulties. 	<p>EEF:</p> <ul style="list-style-type: none"> • Metacognition improves progress by 7 months + • Some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>

<ul style="list-style-type: none"> Implementation of 'Stormbreak.' Positive mental health through movement. 		
<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>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Support children with emotional and behavioural needs with a flexible approach to respond to children's individual needs; 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 deliver a CPD training to all staff on trauma informed schools. Work with PP children that may have experienced trauma.</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 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> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</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>Support the development of life skills through such activities as cookery, den building.</p>	<p>EEF These approaches support a pupil's social and emotional needs (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships.</p>	<p>5</p>
<p>School funded places at breakfast and after school clubs as well as school trips for identified pupils and families.</p>	<p>Newcastle University 2016 Research Project (through the Nuffield Foundation) highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explores about how these clubs are structured and delivered that helps to engage less affluent families.</p>	<p>5</p>

Total budgeted cost: £ 70,790

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

1. Refine the impact of teacher led intervention and targeted provision, particularly disadvantaged and PP (bottom 20% of pupils)

Success criteria: Bottom 20% have made progress with all PP pupils at least matching their starting points. Twenty five pupils who have fallen behind since starting points are back on track.

- In Year 6, outcomes for pupils eligible for PPG were in 50% (3/6) Reading, 50% (3/6) Writing and 50% (3/6) Maths
- In Year 2, outcomes for pupils eligible for PPG were- Reading-56% (5/9); Writing – 44% (4/9); Maths – 67% (6/9)
- GLD outcomes – 20% (1/5)
- Year 3 100% PP achieved phonics assessment
- Year 2 100% PP achieved phonics retake

- Year 1 phonics outcomes for pupils eligible for PPG were 56% (5/9)

(Keep Up approach – Little Wandle)

- 8 PP pupils – 6/8 (75%) passed phonics screening in Autumn Term 2022 when Year 2 took the official screening
- Of those 6 PP pupils, 2 were emerging at the end of EYFS and made accelerated progress to achieve phonics
- Average pass mark for the PP pupils was 34.6%
- Of the 2 pupils who did not pass phonics in Autumn 2021, 1 passed in Summer 2022 with a score of 33 from a baseline of 8 in Autumn 2021.

[Catch-Up Funding - Bearwood School](#) – Further evidence of impact of funding including NTP

Impact of recovery/catch up 2021-2022

First Class at Number Intervention – Year 2 pupils

Data for 1 st Class @ Number 1							
Pupil	Entry data	Exit data	PP	SEN	EAL	SATS TA	No. of lessons
Pupil 1	0%	40%				EXS	29/30
Pupil 2	0%	*				WTS	16/30
Pupil 3	0%	60%				EXS	25/30
Pupil 4	20%	64%				EXS	28/30

- One pupil made accelerated progress from EME starting point to EXS
- Three out of the four pupils were borderline when the intervention began. SATS and TA shows secure progress with scaled scores of 102, 106 and 100.

First Class at Number Intervention – Year 3 and 4 pupils

Data for 1 st Class @ Number 2							
Pupil	Entry data	Exit data	PP	SEN	EAL	Gender (M/F)	No. of lessons
• 1	92 (SS)	99 (SS)				F	20/30
• 2	91 (SS)	96 (SS)				M	29/30

• 3	94 (SS)	98 (SS)				F	25/30
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22 out of the 25 pupils are now back on track.

- To ensure that there is targeted academic support for those pupils' not making expected progress

Success criteria: Pupils identified for Neli show progress from baseline to outcome. Teaching assistants have greater impact in the classroom.

Neli 20 week Programme

Ten children completed the NELI 20 week programme (4 PP)

- Overall, 70% of children who were off track and had NELI intervention achieved their ELG in Communication and Language
- PP (4 pupils) results** - 75% (3 of 4) achieved C&L speaking

75% (3 of 4) achieved C&L listening and understanding

- PP girls** - 0% achieved C&L speaking

0% achieved C&L listening and understanding

- PP boys** - 100% achieved C&L speaking

75% achieved C&L listening and understanding

All teaching assistants have attended the Hamwic Training to increase independent learning. The impact is evident in books and the confidence in the pupils in accessing learning.

3. To remove non-academic barriers, including attendance, behaviour and social and emotional and support.

Success criteria: attendance, behaviour and social and emotional and support. PP attendance is in line with non –PP Reduce the number of persistent absentees among pupils eligible for PP to below 6%

Attendance 2021-2022

Attendance overall	Persistent absence
93.8%	20%

Term	PP	Non PP	Difference
Autumn only	90.64%	93.25%	-2.61%
Spring only	89.25%	92.01%	-2.76%
Summer so far	93.83%	93.86%	-0.03%

Term	PP – Persistent absence	Non PP – Persistent absence
Autumn only	38%	17%
Spring only	25%	45%
Summer so far	10%	31%

Hamwic Education Trust Comparison

Hamwic (Summer term)	Current Attendance	Persistent Absence	
All	93.3%	22.4%	
PP	90.5%	30.4%	

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