

# Pupil premium strategy statement – Bearwood Primary and Nursery 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	206
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 – 2024 (1 Year)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Cheryl Smith, Headteacher
Pupil premium lead	Hayley Goodfellow
Governor / Trustee lead	Simon Hart, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,930
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>	£6,440
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>	£73,370

# Part A: Pupil premium strategy plan

## Statement of intent

At Bearwood Primary and Nursery School, our vision is that all of our children, learn, enjoy and succeed together. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Children should have an equitable opportunity to develop imagination and creativity through an enriched curriculum; the opportunity to acquire knowledge, skills, and personal qualities necessary to become a lifelong successful learner.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Our intention is that non-disadvantaged pupils' attainment will be sustained alongside progress for their disadvantaged peers.

High quality teaching is at the heart of our school, and 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.

To this end, our strategy is based on the EEF recommended, tiered approach to funding:

- High Quality teaching,
- Targeted academic support, and
- Wider strategies

Through regular assessment points and pupil progress meetings, we will ensure that provision remains evidence based, targeted and responsive to barriers to learning. This is 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	<p>All pupils need to have secure foundations in early reading. Evidence suggests disadvantaged pupils often have greater difficulties with phonics and early reading skills than their peers. This negatively impacts their development as readers and writers.</p> <p>In 2023 17% of disadvantaged pupils achieved the expected standard in the Phonics Screening Check, compared to 75% of non-disadvantaged pupils.</p>

2	Assessments and observations indicate that there are gaps in writing for the current Year 6 cohort. Data indicates that 60% of disadvantaged children are currently not on track to meet expected standard in writing compared to 28% of non-disadvantaged pupils.
3	Attendance data shows that the attendance of disadvantaged pupils is lower than that of all pupils. In 2021-2022 attendance for disadvantaged pupils was 1.8% lower than for non-disadvantaged pupils, but in 2022 – 2023 this gap had widened to 3%. This, alongside attainment data makes it clear that attendance is a key driver impacting the learning of disadvantaged pupils.
4	Observations and discussions with pupils and families suggest that there are social and emotional barriers for many disadvantaged children. Referrals for pastoral support have increased.

## 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
Improved phonics attainment in 2024 for disadvantaged pupils.	The % of disadvantaged pupils passing the PSC in 2024 will increase. The % of disadvantaged pupils achieving Word Reading ELG will be at least in line with National.
Improved attainment in writing at end of KS2 for disadvantaged pupils.	There will be an improvement in KS2 writing for disadvantaged pupils in 2024. Pupils attending writing conferencing with SLT and English lead will make accelerated progress.
Improved attendance for disadvantaged pupils to be in line with national expectations.	Attendance within the disadvantaged pupils will improve to be in line with National and with persistent absence decreasing within the same group.
The social and emotional needs of disadvantaged pupils are being met.	Pupils will access appropriate social and emotional support when needed, which will increase confidence and self-worth among our disadvantaged children. Pupil voice will demonstrate improved well-being.

## 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: £25,679.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching pedagogy will focus on the 5 habits (based on the ECF). Staff will be able to demonstrate a range of strategies including worked examples, appropriate scaffolds, effective questioning and efficient task design.</p> <p>Embed Rosenshine's Principles of Instruction.</p>	<p>"Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils"-<b>EEF guide to the Pupil premium.</b>  <a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Rosenshine's Principles of Instruction.</p> <p>(DfE standards for teachers' professional development implementation guidance)  <b>Sutton Trust (2011) Effective Teaching</b></p>	1, 2
<p>Early Reading lead to continue to develop and monitor the implementation of Little Wandle as our chosen SSP, to improve the delivery and assessment of phonics. Staff training and coaching in effective delivery of phonics. SLT and KS2 staff to be trained to deliver phonics to ensure a "whole-school" approach.</p>	<p>EEF research shows that phonic approaches have a strong base that shows a positive impact on word reading particularly for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
<p>Implementation of Little Wandle reading sessions will ensure that a minimum of 90 children read to an adult at least 3 times per week.</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement, and improved outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
<p>English lead to provide CPD on the "Reading into writing" journey.</p>	<p>"Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils"-<b>EEF guide to the Pupil premium.</b></p>	2

	<a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	
SLT to conduct weekly writing conferencing with disadvantaged pupils, setting SMART targets and communicating these to all staff working with these children.	<p>“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-<b>EEF guide to the Pupil premium.</b></p> <p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	2
TAs promote positive engagement and teaching strategies for PP pupils.	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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>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.</p> <p>Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</p>	2
Staff to implement strategies from the NASEN Teacher Handbook to aid metacognition and reduce the overloading of working memory.	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p><a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
ECT Training	<p>ECT framework introduced by the DfE to improve quality of teaching and teacher retention.</p> <p><a href="https://www.gov.uk">Changes to statutory induction for early career teachers (ECTs) - GOV.UK (www.gov.uk)</a></p>	1, 3

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

Budgeted cost: £29,348.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle catch-up programme implemented, with fully trained team of staff.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. <a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1
Chrome books available for PPG pupils outside of school hours.	Use of IT can increase progress rates in both English and Maths. <a href="https://www.educationendowmentfoundation.org.uk/Using-Digital-Technology-to-Improve-Learning-EEF">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £18,342.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Monitor the attendance of disadvantaged pupils on a weekly basis and ensure early contact when attendance drops below 97%. Bespoke plans to be created to support attendance as necessary. SLT and admin weekly attendance meetings. Attendance policy to detail a graduated response to absenteeism.	<b>Government document: Improving school attendance September 2022.</b> <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> It recommends an effective strategy needs: <ul style="list-style-type: none"> <li>• Leadership and Management</li> <li>• Relationships and communication</li> <li>• Use of systems and data</li> <li>• Intervention.</li> </ul>	3
Refine the Trauma informed approaches used in school.	Professor Tamsin Ford (University of Exeter Medical School) states that “schools are our default line service in relation to mental health” (2018).	3, 4

	School staff are informed and empowered to respond to vulnerable children and mental health issues.	
Ensure consistent use of Stormbreak mindful activity breaks.	Stormbreak is an important part of strengthening children's capacity to cope with the current uncertain and complex situation with an inclusive and sustainable way to benefit the mental and physical health of young children. <a href="#">stormbreak-end-of-year-20-21-share.pdf</a>	4
Developing improved engagement with families through positive communications about learning.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 3, 4
Booktrust Letterbox Club	The EEF highlight (Recommendation 2: Improving Literacy in Key Stage 1) that it is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in reading. Children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms.	1, 4
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.  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.	EEF +4mths progress. 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. Social and Emotional learning might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  <a href="#">Metacognition and Self-regulated Learning   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	4

<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 (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	4
<p>A member of staff to be employed focussing on social and emotional well-being and works closely with many PPG pupils.</p>	<p>There is widespread evidence around emotional based school avoidance.</p>	3, 4
<p>School funded places at after school clubs, including instrumental tuition.</p> <p>School funded places for 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>	2, 3, 4

**Total budgeted cost: £73,370**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Assessments and observations across all subject areas show improved oral language among disadvantaged pupils. This was evidenced through lesson observations, work scrutiny, pupil conferencing and moderation sessions.

#### Impact of NELI and WELCOM intervention

	Number of children	% Achieving AoL in C&L	% Achieving AoL in Literacy	% Achieving GLD
NELI	9	56%	56%	56%
WELCOM	3	67%	67%	67%

WELCOM intervention was put in place in the first term of Autumn 2022 and by October half term all children had made progress from section 4 to section 9 which is where children should be who are entering reception. For the children who did not achieve GLD, they were members of multiple gap groups.

Foundation subjects have focused on key vocabulary and ensuring pupils are able to explain their learning by knowing more and remembering more. This has been documented in assessment activities and the curriculum reports to governors at the end of the academic year 2022-2023. The next stage for the disadvantaged pupils is to ensure that strategies are in place so that all pupils can orally explain without cognitive overload.

Staff CPD has facilitated the intent, implementation and impact to enable all pupils to become self-efficient. All TAs completed CPD which focussed on enabling all learners to be more independent. This is evidenced through book scrutiny where all pupils, including SEN and PP are able to work independently through the use of scaffolds. The governing body have written notes of visits which has evidenced the impact of the CPD in pupil books and by talking to pupils.

In Year 6, disadvantaged children achieved the following results:

Attainment	R	W	M
PP (9)	56%	56%	89%

In EYFS 71% of disadvantaged children achieved GLD compared to 78% of non-disadvantaged pupils. In 2021 – 2022, only 20% of disadvantaged pupils achieved GLD and 88% of non-disadvantaged. The attainment of PP children has increased considerably, and the gap has decreased to now only being 7% difference, whereas it was 68% difference the previous year.

Attendance levels for disadvantaged pupils in 2022 – 2023 was 92.57% compared to 95.93% for non-disadvantaged children. This is an increase for PP children year on year from 91.24% in 2021 – 2022. The current gap between pupils eligible for PPG and non-disadvantaged pupils for 2022 – 2023 was 3.3%. Our attendance for disadvantaged pupils was not in-line with National standards which led to the attendance policy being re-written at the beginning of the 2023 – 2024 academic year. This continues to be one of our challenges to be addressed.

## 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
NTS tests	NTS
Shine interventions	NTS

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The SPPG last year was spent ensuring that time was allocated to writing conferencing at the higher standard. Additionally, interventions took place in reading, focussing on the skill of retrieval.

### **The impact of that spending on service pupil premium eligible pupils**

This has resulted in pupils entitled to the SPPG being currently on track to achieve the greater depth standard in reading, writing and maths.